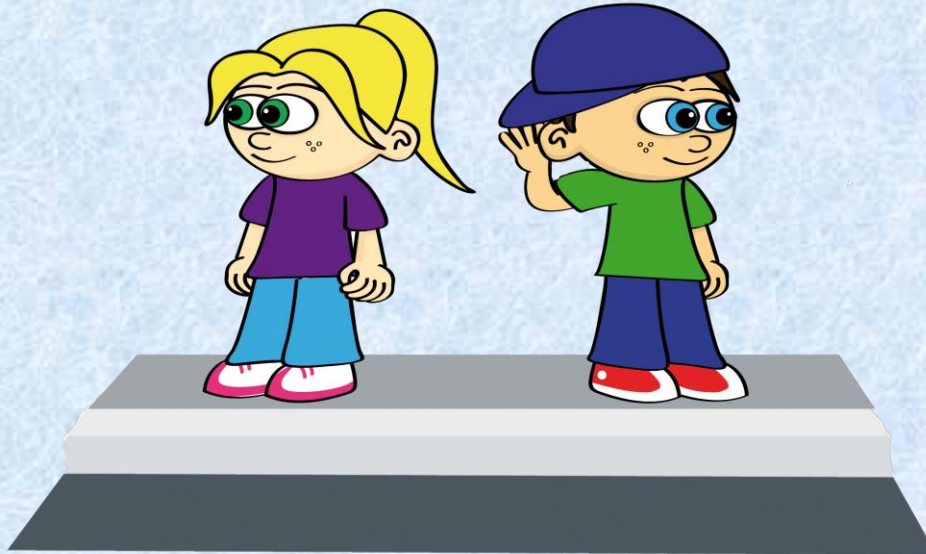


# Teaching Pack

*Journey To School II Project*



[www.journeytoschool.com](http://www.journeytoschool.com)

 **DOE** **Road Safety Grants**  
administered by **Community Transport Association**



**STEP**

**SOUTH TYRONE EMPOWERMENT PROGRAMME**

[www.ctauk.org](http://www.ctauk.org) [www.doeni.gov.uk/roadsafety](http://www.doeni.gov.uk/roadsafety)  
[www.stepni.org](http://www.stepni.org)





### Introduction

This teaching pack forms part of a project called "Journey to School II" funded by the Department of the Environment (DOE), Road Safety & Vehicle Regulation Division (RS&VRD), through Community Transport Association (CTA), which administers the road safety grant on behalf of the Department. The project follows on from one completed in 2012 involving the production of a short book for primary school children centred around two characters, Maria and Mark, travelling safely to school using different methods of transport. The booklet was distributed to schools in the Dungannon & South Tyrone Borough Council area and developed in four other languages: Portuguese, Russian, Lithuanian and Polish. A website [www.journeytoschool.com](http://www.journeytoschool.com) holds pdf copies of the booklet in the various languages.

As part of the 2013 project a booklet with the same central characters has been developed allowing children to decide the correct road safety choice in various scenarios, again available in the four languages above. A copy of each language will be provided to each primary school in Northern Ireland and will be available in pdf format on [www.journeytoschool.com](http://www.journeytoschool.com).

The teaching pack provided will afford teachers the opportunity to present various activities and exercises involving a range of subjects including PDMU, WAU, art, drama, English, media etc. based on road safety issues to their pupils. Covering both keystone 1 and keystone 2 levels, the resources are a mix of individual, pair and group exercises.

Each exercise will include explanatory teachers' notes and pupil instructions, and where required, pupil worksheets. The resources required for each activity and the age group will be noted at the top of each exercise. The exercises are designed to be fun, engaging and investigative. All feedback on changes/additional activity is welcomed and should be included in the teachers' feedback sheet.

Support, clarification and assistance is available at any time by contacting [roisin@stepni.org](mailto:roisin@stepni.org).

There are specific exercises which are noted as competitive exercises whereby each school can submit their top entries to appear in a showcase event in early May 2013. Individual prize winners and their school will receive certificates of recognition and small prizes (see details on page 2). Competition worksheets can be downloaded from [www.journeytoschool.com](http://www.journeytoschool.com)

#### Contents

- Pages 3-8      Competition exercises
- Pages 9-11    Keystage 1
- Pages 12-24   Keystage 1 & 2

#### Appendices

- Page 25 Forms & worksheets





## Competition & showcase instructions

- There will be a winner, first and second runners up selected for both small (under 100) and large schools (over 100) for exercises 1 to 5. There will be one overall winner selected for exercise 6
- Copies of various competition worksheets can be downloaded from the website [www.journeytoschool.com](http://www.journeytoschool.com).
- All entries must be received by 5pm on Wednesday 24<sup>th</sup> of April and winning entries showcased at the project celebration on Friday 3<sup>rd</sup> of May when winning pupils and a parent/guardian and school representative will be invited to attend to receive the prize
- Entries should be sent by post or hand delivered to the STEP office, FAO Roisin McAliskey, CTA Project, Unit T7, Dungannon Business Park, 2 Coalisland Rd, Dungannon Co Tyrone BT716JT
- All schools should submit the entry form and enclose with their entry
- Entries will be shortlisted for showcasing by a select panel of community members assigned by STEP
- Winners from the shortlist will be selected by a representative from the CTA & winners notified one week prior to the showcase event and prizegiving

**Prizes:** Exercise 1-5 - First place £30 Halfords voucher, first runner up £20 Halfords voucher, Second runner up Certificate. All winning schools will receive a framed certificate and trophy. The school with the winning collage will be awarded £150 Amazon voucher and a trophy.

### Rules for each exercise:

*Exercise 1: The picture submitted must be the one worksheet provided. Name, class and school details must be on the entry.*

*Exercise 2: The sign must be on the worksheet template provided. Name, class and school details must be on entry.*

*Exercise 3: Poetry should be original work and submissions on A4 paper/card or on worksheet template. Name, class and school details must be on entry.*

*Exercise 4: Stories should be maximum four pages and use the worksheet provided. Name, class and school details must be on entry.*

*Exercise 5: Posters should be A4 in size. Name, class and school details must be on entry.*

*Exercise 6: Collages can be a maximum of A0 in size. Schools may wish to email a photo of collage for the purposes of shortlisting to [roisin@stepni.org](mailto:roisin@stepni.org) rather than transport it.*

**The shortlisting and judging panel decisions are final. Voucher prizes cannot be given in cash or any other format. Those attending the showcase event should be willing to appear in publicity photographs – parental consent forms can be provided. All showcased artwork may be retained by the CTA for a period of time for publicity purposes.**



## Teaching Pack: *Journey to School II*



### Exercise 1: Colour the characters **COMPETITION EXERCISE**

**Activity:** Art

**Age:** Reception class and P1

**Resources required:** Worksheet 3, colouring instruments

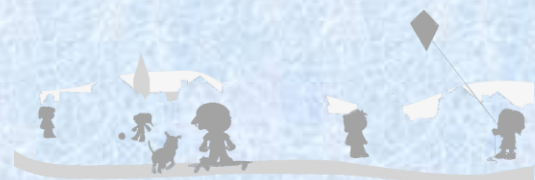
Teachers' notes

- The younger pupils will become more familiar with the characters from the book and website, Maria and Mark, through this exercise
- You may also be able to engage them in a discussion about the benefits of crossing the road where there is a lollipop person

Pupils' instructions

1. You will be given pictures of the two characters from the book, Maria and Mark, crossing where there is a lollipop person
2. You should colour the pictures in using markers, paint, crayons or colouring pencils
3. Please return to your teacher and make sure your name, class and school is on your picture

*Competition worksheets are downloadable from [www.journeytoschool.com](http://www.journeytoschool.com)*





## Exercise 2: My sign **COMPETITION EXERCISE**

**Activity:** Art, presentation skills

**Age:** Keystage 1 and 2 but competition for P2 and P3 pupils only

**Resources required:** Card/paper, colouring pencils/markers/crayons, decoration materials, glue

### *Teachers' notes'*

- Pupils are asked to design and decorate a road safety sign of their own. It can be a circular sign (order), triangular sign (warning) or a rectangular sign (information) on an A4 sheet of paper
- This will be an individual task which may involve the group to develop ideas prior to starting
- The pupils will be asked to hold up their sign for the rest of the group may be asked to guess what the sign means
- The pupil can then explain the decoration/pictures/colours they have used in their sign and what it means
- Signs could be laminated and used in a display
- P 2 & P3 pupils entering the competition should include a short description of what their sign means

### *Pupils' instructions*

1. Imagine you have been asked to design a new road sign
2. The sign can be a warning sign (triangle), an order sign (circle) or an information (rectangle)
3. Discuss with your classmates for five minutes they type of signs you could design, what the sign means and what pictures or words you might use on your sign
4. Design your sign and colour and write down what it means
5. When you have finished, you will be asked to show the rest of the class so they can guess what your sign means and then you can explain to everyone what your sign is about
6. Don't forget to include your name, class and school

Competition worksheets are downloadable from [www.journeytoschool.com](http://www.journeytoschool.com)



## Teaching Pack: Journey to School II



### Exercise 3: Poem **COMPETITION EXERCISE**

**Activity:** Poetry, art, PDMU

**Age:** Keystage 1 and 2 competition for P4 and P5 pupils only

**Resources required:** Photos, paper, pens/pencils, computer and printer

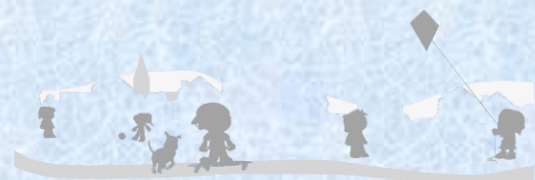
#### *Teachers' notes*

- Pupils are asked to take a photo, draw a picture about some aspect of road safety and either
- Write their own poem that should be at least 4 lines long but not any more than 16 lines or
- Write an acrostic poem to the words ROAD SAFETY either using the template in this workbook or by writing and decorating their own letters

#### *Pupils' instructions*

1. Take a photo or draw a picture of something relating to road safety or travel/transport
2. You should write a poem of between 4 and 16 lines about the picture, photo or general road safety
3. Or, you can write a poem using the letters from the words "Road Safety" as the first letter of the first word in each line of your poem
4. You can decorate the poems in whatever way you like
5. Don't forget to include your name, class and school

Competition worksheets are downloadable from [www.journeytoschool.com](http://www.journeytoschool.com)





## Exercise 4: Spot or Sugar's Safety Story **COMPETITION EXERCISE**

**Activity:** Literature, art, PDMU

**Age:** Keystage 2 competition for P6 and P7 pupils only

**Resources required:** Paper, pens/pencils, coloring instruments, computer and printer

### *Teachers' notes*

- Pupils are asked to write their own short story based on either Mark's pet dog, Spot or Maria's horse, Sugar
- Using the worksheet template provided and a maximum of 4 pages, pupils should create a title for their story and an important safety message in their story about the pet. They should illustrate the story using the boxes provided
- They could share their story with the rest of the class or some of the younger pupils in the school

### *Pupils' instructions*

1. Using the storyboard template, write a short story about Mark's pet dog, Spot or Maria's horse, Sugar involving some area of road safety
2. Your short story should have a title, a story with a message about road safety and four pictures to accompany the story
3. You must only use four pages to tell your story
4. Share your story with classmates or younger pupils at the school
5. Staple your four pages together. Don't forget to include your name, class and school is entering the competition

Competition worksheets are downloadable from [www.journeytoschool.com](http://www.journeytoschool.com)





## Teaching Pack: *Journey to School II*



### Exercise 5: Poster Perfect **COMPETITION EXERCISE**

**Activity:** Literature, art, WAU, PDMU

**Age:** Open competition for individuals

**Resources required:** Paper, pens/pencils, coloring instruments, computer and printer

#### *Teachers' notes*

- Pupils are asked to design a road safety poster aimed at primary school age children
- The poster can use text only or images/graphics and text. The message can be about general road safety or a particular aspect that Maria and Mark have encountered in the booklets.
- They should use the template provided with the preprinted logos

#### *Pupils' instructions*

1. Using the poster template, design a road safety poster aimed at primary school age children
2. You can decide the theme or message for your poster, you may use one of the issues or rules looked at by Maria and Mark
3. You can use text, symbols, pictures, photographs etc.
4. Remember to put your name, class and school on if you are entering the competition and include a line about what the message or meaning is behind your design

*Competition worksheets are downloadable from [www.journeytoschool.com](http://www.journeytoschool.com)*





## Exercise 6: Collage Creation **COMPETITION EXERCISE**

**Activity:** WAU, Art

**Ages:** Open competition for schools

**Resources required:** Old newspapers/magazines, computer & printer, mounting board/card, paper and colouring instruments

### *Teachers' notes*

- This group exercise will involve the children debating what road safety means by thought showers about key words and phrases
- Children are then asked to find pictures or photos in newspapers or magazines or from home, or to draw an image that illustrates some aspect of road safety – particularly important in their lives
- The ideas and suggestions should be noted and typed up or decorated as keywords to be presented as an artwork collage of the pictures/photos entitled “Safe to go, what you should know!”. The artwork should not be any bigger than A0 in size

### *Pupils' instructions*

1. The teacher will ask you for a word or phrase that describes something about road safety – this might be a thing, an action, a rule etc.
2. You will be asked one at a time for your word or phrase and the teacher will write them on the board
3. You should then look through newspapers or magazines for a picture about road safety. You can also draw a picture about what you think makes a good road safety sense
4. You may have to write and decorate some of the words you or your friends came up with
5. The words or phrases and the pictures will then be mounted onto a collage that is called “Safe to go, what you should know!”





## Exercise 7: A sense of safety

**Activity:** Science, WAU

**Age:** Keystage 1

**Resources required:** Worksheet 1, pencils

### *Teachers' notes*

- This activity is an individual one or for children working in pairs. It is designed to make them think about the senses they use when dealing with some road safety issues
- They could write in the squares how each road safety issue/item allows them to use each particular sense and then as a group compare answers.

### *Pupils' instructions*

1. There are some important things that help you to use the road safely
2. By yourself or with a partner – look at the five things in the boxes on the left hand side of the grid
3. Think about each of them one at a time and looking at each of the senses – tick the box if you think your senses are used when you use or think about that thing
4. You should talk with your partner about why you think you might use a certain sense. For example, if you think about a traffic light – how might your sense of sight be used?
5. When you have completed – the whole class will share their answers





## Exercise 8: Sum signs

**Activity:** Maths, WAU

**Age:** Keystage 1

**Resources required:** Worksheet 2, pencils

### *Teachers' notes*

- Younger pupils will be asked to count the number of the various shape of signs
- The exercise will teach them that different shapes of signs require different actions
- You might discuss the meaning of some of the signs

### *Pupils' instructions*

1. You will see on the worksheet a lot of different signs you might see travelling on a journey
  - **Circle** road signs are used to **give orders**
  - **Triangle** road signs are used to give **warnings**
  - **Rectangular** road signs are used to give **information**
2. Can you count how many of each type of sign there are and write the number in the box?
3. Can you answer the maths questions on the worksheet?
4. Do you know what any of the signs mean?





## Exercise 9: Alphabet Safety

**Activity:** Literacy

**Age:** Keystage 1

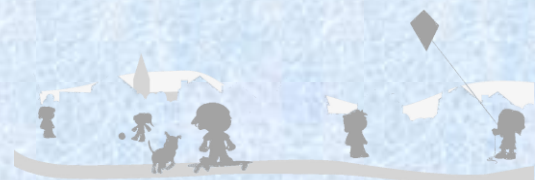
**Resources required:** Flashcards of the letters of the alphabet might be useful

*Teachers' notes:*

- Show the pupils a letter of the alphabet and ask them to come up with words associated with travel, road safety, vehicles starting with the various letters/phonics e.g. H is for "Helmet", S is for "Stop" etc.
- It may create a nice display to give each child a letter and ask them to draw in class or for homework something associated with road safety beginning with the letter and have them write "A is for Amber", "B is for Brake" etc. to create an alphabet display for the classroom
- Display the work

*Pupils' notes*

1. Can you think of road safety words beginning with the different letters or sounds
2. On the worksheet, write down a word beginning with the letter your teacher gives you. The word should be about travelling, road safety, transport etc. You might need an adult to help you spell the word
3. Draw and colour a picture describing the word you have written





## Exercise 10: Seasons

**Activity:** WAU, PDMU

**Age:** Keystage 1 & 2

**Resources required:** whiteboard, worksheet

*Teachers' notes:*

- The pupils are asked to think about the different seasons and discuss what type of road safety issues there might be in each season
- Using the worksheet they should identify a rule/action/consideration for each season

*Pupils' notes*

1. Discuss with your teacher and friends the different types of road safety issues you have to think about in Spring, Summer, Autumn and Winter
2. Using the worksheets can you write some things you need to think about in the different seasons
3. You could pick one of the seasons and draw a picture to illustrate a road safety issue in that season



## Teaching Pack: Journey to School II



### Exercise 11: Find the sign

**Activity:** WAU

**Age:** Keystage 1 and 2

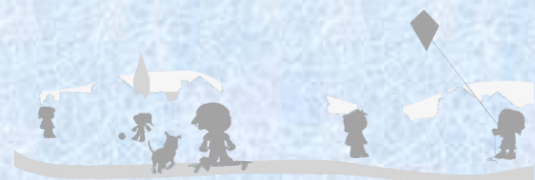
**Resources required:** Worksheet

#### *Teachers' notes*

- This exercise will allow pupils to find and identify various road safety signs/crossings in their local environment. This will assist them in both learning sign meanings and becoming more aware of the signs in their everyday journeys
- Using the worksheet provided pupils are asked to record how often they see each of the road safety signs/crossings during a selected timeframe (suggested one week)
- There is an opportunity for them to identify a sign that is not on the list and to find out what that sign means
- Pupils should discuss the signs – which sign/crossing did they see most often?, what do the signs all mean?, what additional sign did they see and what does it mean?

#### *Pupils' instructions*

1. Using the worksheet over the next week take a record of how many times you see the different signs or crossings
2. Keep a look out for a sign that is not on the list – please draw the sign and ask an adult to help you find out what that sign means
3. Bring your worksheet back to class on the day the teacher tells you so you can talk about the signs you saw with your classmates





## Exercise 12: Design a T-Shirt

**Activity:** Art, WAU, PDMU

**Age:** Keystage 1 and 2

**Resources required:** Worksheet, colouring in tools

### *Teachers' notes*

- This exercise will allow children to tell a story about what road safety means to them through pictures and drawings on a T-shirt that is to be the “pretend” uniform for a Road Safety Education Officer
- The images should reflect the aspects of road safety
- They should create this T-shirt within the outline on the worksheet

### *Pupils' instructions*

1. Imagine you have been asked by the DOE (Department of the Environment) to design a T-shirt that would be like a uniform for new Road Safety Education Officers. It should make those people who can assist with road safety easy to identify
2. You should use the outline template to design a T-shirt which might include various colours, drawings of places/things associated with road safety, perhaps some writing or a slogan could be used
3. When you have finished your drawing, please write a short sentence or paragraph on what design, colours, picture you have chosen and why





## Teaching Pack: *Journey to School II*



### Exercise 13: What's the view on safety news?

**Activity:** WAU, Literacy, current affairs

**Age:** Keystage 1 and keystage 2

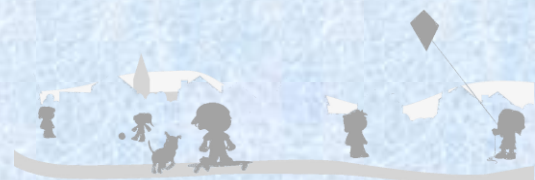
**Resources required:** Newspapers, writing paper, pencils/pens

#### *Teachers' notes*

- This exercise is designed to foster thought about the impact of local/national/world events and news on the childrens' own community and lives
- They are asked to find a newspaper article that include issues on road safety
- They should do a summary of the news article and then explain how it might affect them or their family and friends

#### *Pupils' instructions*

1. With the help of an adult if needed, bring in a newspaper article that has something to do with road safety. It might be about a new safety feature, a new law, about a collision, roadworks etc
2. You should be able to tell the class in a short summary what the newspaper article is about
3. Express why/how this news story might affect you or your friends/family/school/community





## Exercise 14: No place for pollution

**Activity:** WAU, environment

**Ages:** Keystage 1 and keystage 2

**Resources required:** Worksheet, pen/pencil, access to encyclopedias/internet for research

### *Teachers' notes*

- Pupils will be asked to think of the different types of pollution and where or how this type of pollution can happen in the area of their school or home
- They will be asked for suggestions on how to reduce the risk of the various types of pollution identified
- They will also be asked to come up with a slogan that will encourage people in their area not to pollute their own community

### *Pupils' instructions*

1. Pollution can damage an area and there are many different types. Can you think of the different types of pollution that there are? – the teacher will list them on the board
2. Using the worksheet, show how the different types of pollution could happen in your area
3. In the worksheet suggest ways in which the types of pollution can be reduced or stopped
4. Finally come up with a slogan or phrase that will help people to understand how important it is not to pollute our community – it should include the name of the area you live in or the name of your school



## Teaching Pack: *Journey to School II*



### Exercise 15: Advertise the rules for travel to school

**Activity:** Art, English

**Age:** Keystage 1 and keystage 2

**Resources required:** Paper, pencils, colouring instruments

#### *Teachers' notes*

- Pupils will be asked to imagine that they work for a childrens' magazine
- They are to develop an advertisement to encourage school children to think about road safety when travelling to school. They may pick a particular method of transport
- The ad should include a picture and a highlight a key message

#### *Pupils' instructions*

1. You should pretend you work for a kids' magazine
2. Your boss has asked you to design an advertisement to make school children think about safe travel to school
3. It should have a picture of children travelling to school
4. It should also have some text giving a message about road safety going to school





## Exercise 16: “Using my” ... Art Project

**Activity:** Art, WAU

**Age:** Keystage 1 and keystage 2

Resources required: two black sheets of paper per child, paint, old newspapers, washing up resources, digital camera, large mount board, computer & printer

### *Teachers' notes*

- This exercise involves taking a paint footprint and hand print of each child in the school and also a digital photo of their head (you may prefer to simply use pre-printed outlines of feet and hands or get them to trace around them rather than paint prints)
- They will be asked to write sentence about road safety and how they might use their head (or part of their head), their hands or their feet
- A montage will be made with the sentence attached to each image i.e. someone's footprint might say e.g. I use my hand when I press the button at the crossing - Jack Jones, P4
- This piece of artwork may be displayed in the school

### *Pupils' instructions*

1. Following the teacher's instructions you will do a paint hand print of your foot and of your hand.
2. You will also have a photo taken of your face and head only
3. You will then write one sentence about road safety and how you use your head (or part of your head e.g. ears, eyes), hand or feet e.g. I use my head when I try to find the safest place to cross the road
4. These sentences should be typed and printed and attached to your handprint, footprint or head photo
5. These will create an art montage which will be used in a display



## Teaching Pack: *Journey to School II*



### Exercise 17: Show and tell – “I use this in road safety...”

**Activity:** WAU, presentation skills

**Age:** Keystage 1 and keystage 2

**Resources required:** The items the children decide to bring in

#### *Teachers’ notes*

- Pupils are asked to bring in one item that represents road safety to them
- They will be asked to stand in front of the rest of the class and explain what the item is and why it is important to the subject of road safety
- The items could be displayed on a “Road Safety” table for a period of time

#### *Pupils’ instructions*

1. You are asked to find one item from home that you think shows something about road safety
2. You should prepare some information on what the item is and how it is used in road safety
3. You will then show the rest of the class what the item is and explain why it represents road safety





## Exercise 18: Road Safety word search

**Activity:** Literacy

**Age:** Keystage 1 and keystage 2

**Resources required:** Worksheet, pen, pencils

Teachers' notes

- Pupils should be given copies of the word search puzzle worksheet
- They are asked to locate the listed words which are associated with road safety within the word search
- There is a hidden mystery word in the word search not listed below. You might offer a reward for the first pupil to identify the mystery word NB: The mystery word is "safety"

*Pupils' instructions*

1. Using the worksheet – can you find the words associated with road safety that are listed below the puzzle?
2. These words might appear backwards, diagonally, vertically, horizontally
3. There is a mystery word in the puzzle that is not on the list below the word search. Can you find it? It has something to do with the theme of the puzzle. The first person to find it is the winner - raise your hand to tell your teacher when you find it.



## Teaching Pack: Journey to School II



### Exercise 19: Are you sitting safely?

**Activity:** Drama, teamwork

**Age group:** Keystage 1 and keystage 2

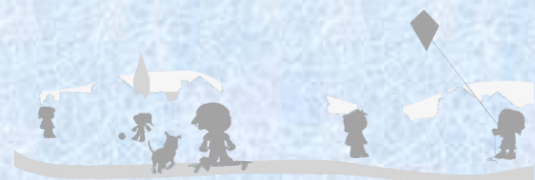
**Resources required:** Chairs

#### *Teachers' notes*

- This exercise will involve pupils setting up chairs in different ways in the classroom to demonstrate vehicles e.g. car, bus, bicycle
- The children will be asked to show how they should sit safely in each of the vehicles
- They should discuss what might be needed for a safe journey in/on each vehicle e.g. booster seat, helmet
- They could then demonstrate how not to travel safely in the vehicle e.g. distracting the driver, standing up

#### *Pupils' notes*

1. You will set chairs up in the classroom to pretend to be travelling in different vehicles
2. You should be able to show how you can travel safely in each, remembering the rules Mark and Maria have taught you
3. Can you identify the dangers there might be travelling in each of the vehicles?





## Exercise 20: Safety News

**Activity:** Drama, current affairs, presentation skills

**Age:** Keystage 2

**Resources required:** Pen & paper, camcorder, props (microphone, folder)

### *Teachers' notes*

- Pupils are to think about a news story about some element of road safety
- In groups of three, one should take on the role of newsreader in the studio who gives an initial introduction to the story, and who will pass over to a reporter interviewing someone about the news story
- The pupils should be involved in coming up with ideas for the name of the newstation, the news story, who should take on the various roles and for scripting the news story
- The piece should last no more than 3 minutes and could be recorded by camcorder or simply presented in front of the rest of the class

### *Pupils' instructions*

1. You will be working in groups of three
2. You must come up with a name for a news programme/TV station
3. You must come up with an idea for a news story about Road Safety– this might be an event or a general information story. Ideas might be about a new road safety crossing in the area, a new law about seatbelts etc.
4. You must decide who will pretend to be the newsreader in the studio that introduces the story, who will pretend to be the reporter interviewing someone involved with the story and who will be the person being interviewed
5. You must write out a script and questions – and then practice delivering the news story – it should be no longer than three minutes long
6. You may be recorded using a camcorder or present in front of your classmates





## Teaching Pack: Journey to School II



### Exercise 21: Map my area

**Activity:** Art, geography

**Age:** Keystage 2

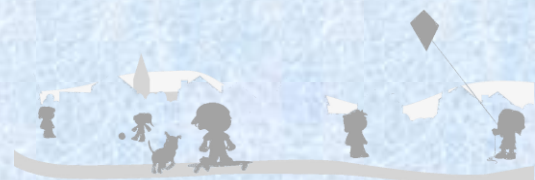
**Resources required:** Drawing paper and pencils, colouring instruments

#### *Teacher's notes*

- Pupils will be asked to draw a map of the area around their home or around the school
- They are asked to identify where there are road safety signs or crossings on the map. They should mark with a red "x" places that are dangerous to perhaps cross the road or play and mark with a green circle places that are safe to cross the road

#### *Pupils' Instructions*

1. Using the blank page – draw a map of the area around your house or school.
2. You should mark on the different types of road signs, traffic lights, crossings etc.
3. Mark on the map with a red circle areas that are dangerous on the road
4. Mark on the map with a green circle areas where it is safe to cross on the road





## Exercise 22: Safety is the name of the game

**Activity:** Maths, PDMU

**Age:** Keystage 1 & 2

**Resources required:** Dice, counters

### *Teacher's notes*

- Pupils can play the snakes and ladders style game on the worksheet in groups of up to four
- There are various road safety concepts addressed in the game and it allows them to consider some of the negative or positive concepts

### *Pupils' Instructions*

1. Get a die and different coloured counters.
2. Using the die play the game with up to three friends
3. Roll the dice and move along the board to reach school safely
4. You may land on squares that have something that will help you get to school easier such as crossings, you might also land on squares which may make your journey more dangerous – follow the instructions on the square
5. The first person to arrive at school is the winner

Worksheet downloadable from [www.journeytoschool.com](http://www.journeytoschool.com)





# Appendices

Feedback Form

Competition Entry Form

Competition Work Sheets

Keystage 1 Worksheets

Keystage 2 Worksheets





## FEEDBACK FORM

Please tick the most relevant to the statement

1=strongly disagree, 2=disagree, 3=neither disagree or agree, 4=agree, 5=strongly agree

	1	2	3	4	5
The booklet was easy to navigate					
The book concepts were too complex					
The pupils enjoyed the two characters					
The booklet graphics were aesthetically pleasing					
The key messages in the booklet were very visible					
The teaching pack was written in a clear and concise way					
The layout of the teaching pack was difficult to follow					
The worksheets were very helpful					
The activities were not varied enough					
There were adequate exercises for keystage 1 and keystage 2					
I would be able to use the exercises again for different year groups					
The pupils found the exercises to be boring					
The materials generated by the exercises are useful					
The pupils instructions were easy to follow					
I think there were not enough exercises in the pack					
The overall project was useful in road safety education					
The website is very useful					



## Teaching Pack: *Journey to School II*



Please indicate what you liked best about the booklet.

Please indicate what you liked best about the pack.

Please indicate what you think of the [www.journeytoschool.com](http://www.journeytoschool.com) website.

Please indicate what you would change about the pack in general or any of the specific exercises.

Can you make suggestions of exercises/subjects/ideas which could be added to the booklet?

Can you make suggestions of exercises/subjects/ideas which could be added to the pack?





## Teaching Pack: *Journey to School II*

Overall what would you score the pack in marks out of ten for:

Design : book \_\_\_\_\_/10

Design: teaching pack \_\_\_\_\_/10

Design: website \_\_\_\_\_/10

Content: book \_\_\_\_\_/10

Content: teaching pack \_\_\_\_\_/10

Content: website \_\_\_\_\_/10

Worksheets \_\_\_\_\_/10

Ease of use (teachers) \_\_\_\_\_/10

Ease of use (pupils) \_\_\_\_\_/10

Range of subjects covered \_\_\_\_\_/10

Range of ages covered \_\_\_\_\_/10

Quality of outcome materials \_\_\_\_\_/10

Any other feedback you feel is relevant:

If you wish to include your name and school – please do so. A copy of this form can be downloaded from [www.journeyschool.com](http://www.journeyschool.com)

Name: \_\_\_\_\_ School: \_\_\_\_\_

Please return to the project co-ordinator as soon as possible. Fax to 028 87750212 or post to CTA Project, STEP, Unit T7, Dungannon Business Park, 2 Coalisland Rd, Dungannon BT71 6JT or contact [roisin@stepni.org](mailto:roisin@stepni.org)

### COMPETITION ENTRY FORM

*Please complete and return with competition entries following guidelines on page .2*

## Teaching Pack: Journey to School II



Please also email [roisin@stepni.org](mailto:roisin@stepni.org) to confirm that you are submitting an entry.

Name of school: \_\_\_\_\_

Address of school: \_\_\_\_\_

Tel number: \_\_\_\_\_ Email address: \_\_\_\_\_

Contact name & position: \_\_\_\_\_

Size of school: under 100  over 100

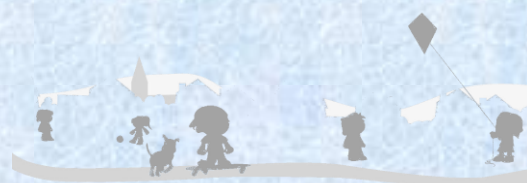
### ENTRY DETAILS

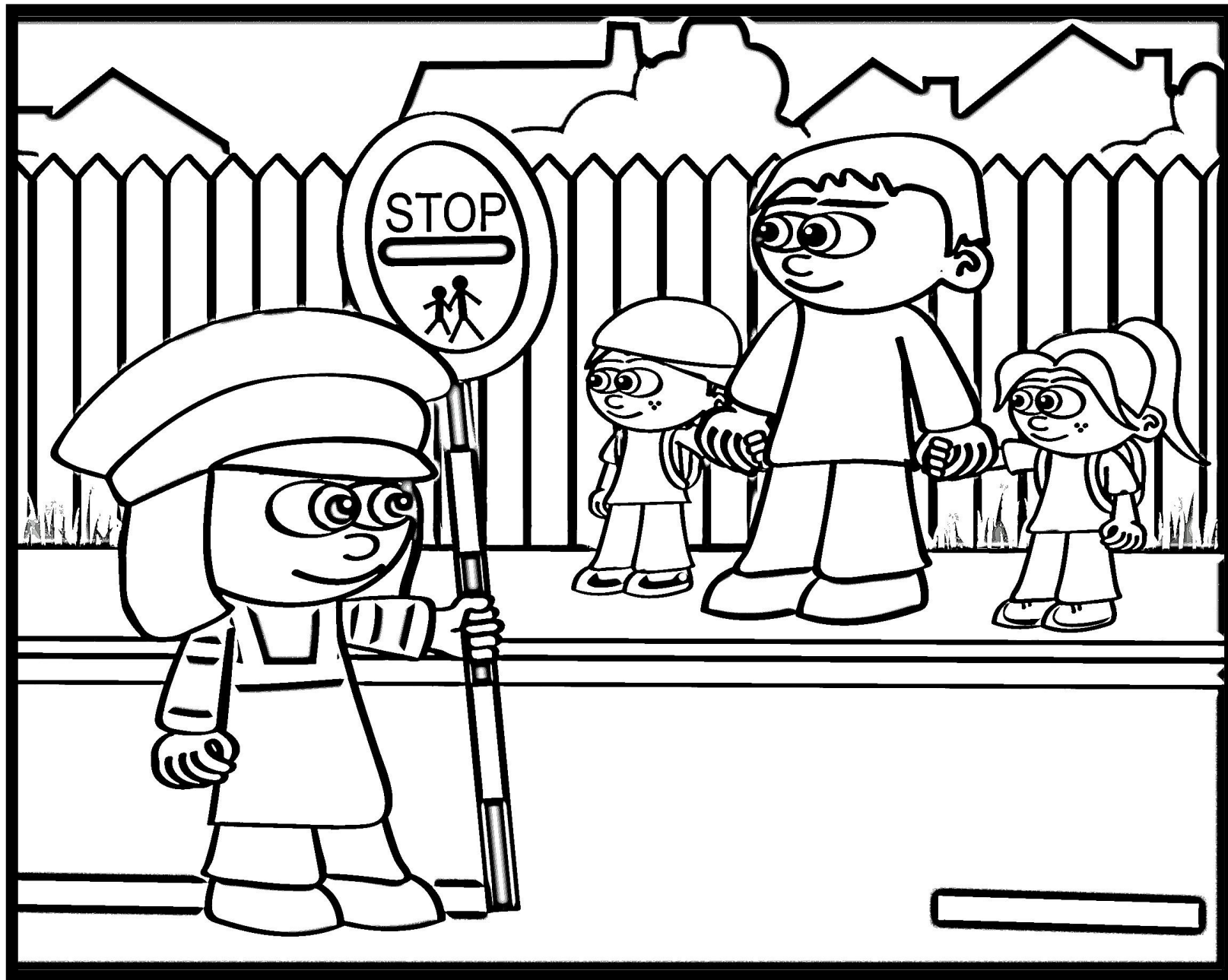
Competition number	How many entries are you submitting?
1	
2	
3	
4	
5	
6	

Please remember to include all names and schools on each entry.

We will/will not be able to send representation for the school to the showcase event in Dungannon on Friday 3<sup>rd</sup> of May should our school win a category.

A copy of this form can be downloaded from [www.journeytoschool.com](http://www.journeytoschool.com)





NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ SCHOOL: \_\_\_\_\_



My sign is a \_\_\_\_\_ type of sign because it is a \_\_\_\_\_ shape

It means \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_

R

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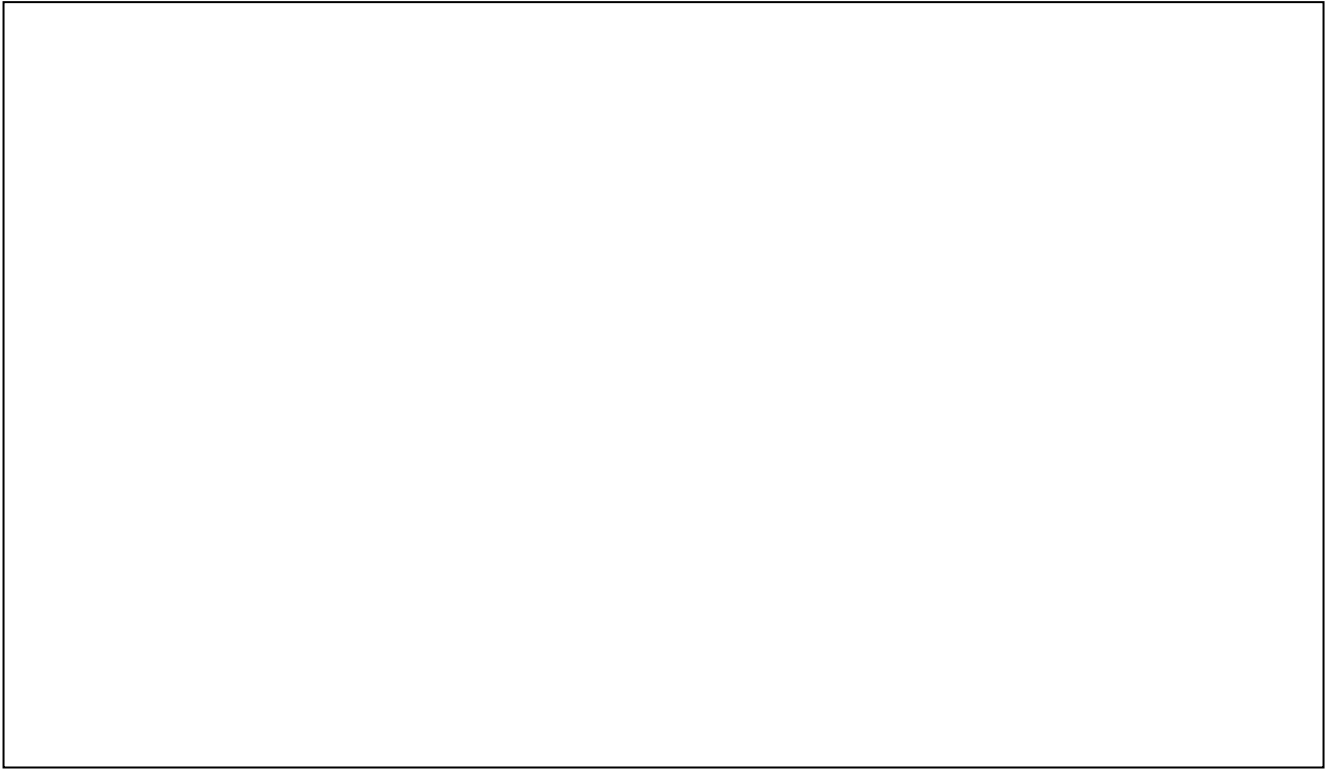
F

E

T

Y

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ SCHOOL: \_\_\_\_\_



Page

**NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_











 **DOE** **Road Safety Grants**  
administered by **Community Transport Association**

 Department of the  
**Environment**  
[www.doeni.gov.uk](http://www.doeni.gov.uk)

Message: \_\_\_\_\_

**NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_

## Exercise 7: A sense of safety

<div style="text-align: right;"><b>Senses used</b></div> <div style="text-align: left;"><b>Road safety</b></div>	<i>Sight</i> 	<i>Hearing</i> 	<i>Touch</i> 	<i>Smell</i> 	<i>Taste</i> 
<b>Seatbelt</b> 					
<b>Pelican crossing</b> 					
<b>Lollipop person</b> 					
<b>Farm traffic</b> 					
<b>Ice-cream van</b> 					

**Exercise 8: Sum signs**



HOW MANY ORDER SIGNS

ARE THERE? \_\_\_\_\_

HOW MANY WARNING SIGNS

ARE THERE? \_\_\_\_\_

HOW MANY INFORMATION SIGNS

ARE THERE? \_\_\_\_\_

**QUESTIONS**

If you subtract the number of order signs from the information signs– how many signs will you have?

If you add all the signs together – how many signs do you have?

Do you recognize any of the signs? What do you think they mean?

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

### **Exercise 9: Alphabet Safety**

Think of a word about road safety or travel beginning with the letter your teacher gives you. Draw a picture of the word you have written.

\_\_\_\_\_ **IS FOR** \_\_\_\_\_







**Exercise 10: Seasons**

<b>SEASON</b>	<b>ROAD SAFETY ISSUE/RULE/ACTION</b>
<b>SPRING</b> 	
<b>SUMMER</b> 	
<b>AUTUMN</b> 	
<b>WINTER</b> 	

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

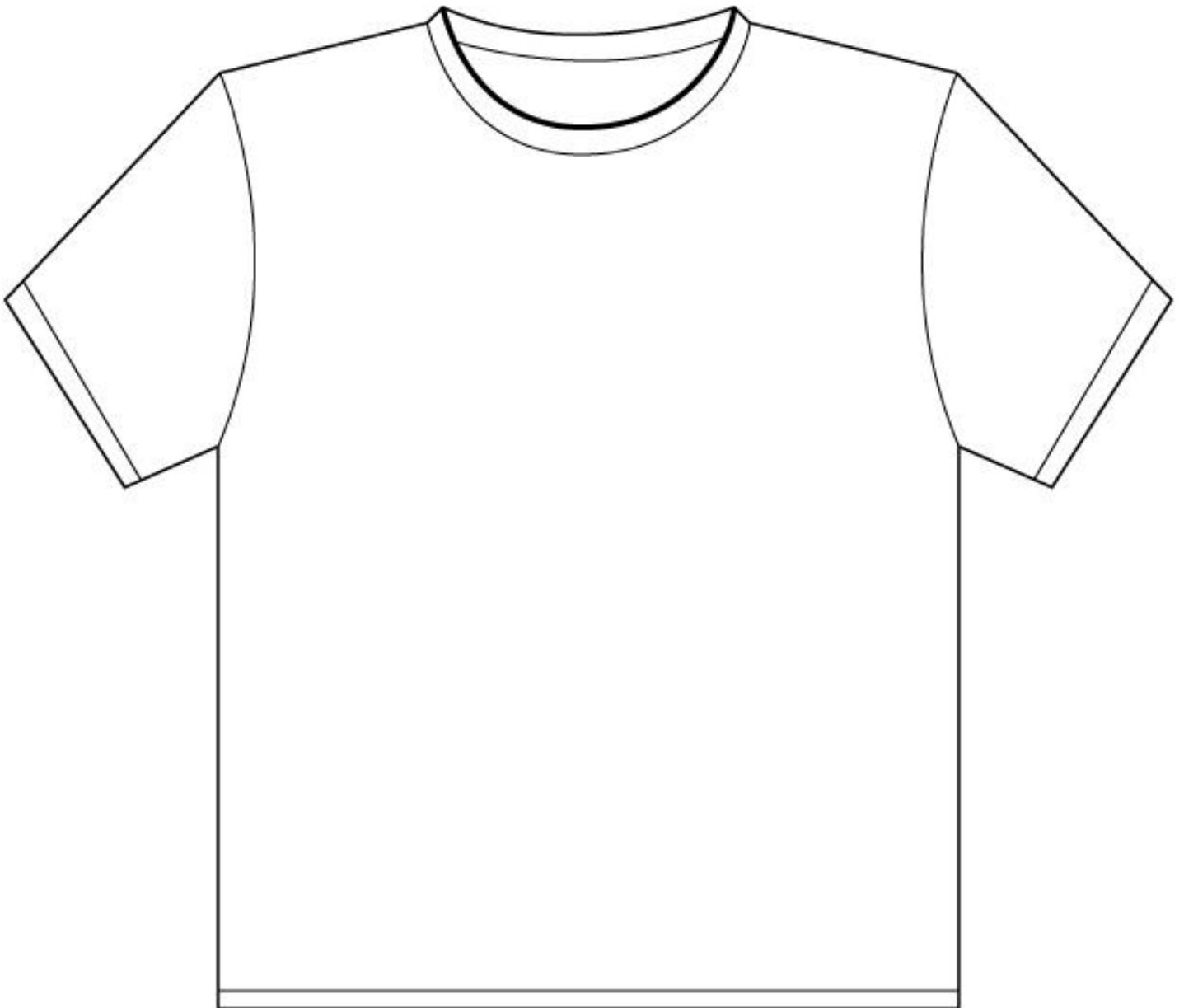


### Exercise 11: Find the sign

Sign/crossing	How many times did you see this?
	
	
	
	
	
	
<b>Another sign you found</b>	<b>What does this sign mean?</b>

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

**Exercise 12: Design a T-shirt**



**About my design:**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

### Exercise 14: No Place for pollution

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

Look at the types of pollution and show how this type of pollution might affect your area. You should also then suggest how this pollution can be stopped or reduced

<b>Type of pollution</b> e.g. air, water, noise, soil, land	<b>Where or how it could happen in your area</b>	<b>How it can be reduced or stopped</b>

Write your anti-pollution slogan for your area in the box below

**Exercise 15: Magazine advert**

Name \_\_\_\_\_

Class \_\_\_\_\_



**Exercise 18: Find the word**

S	F	O	O	T	P	A	T	H	Y
T	L	C	I	F	F	A	R	T	G
O	R	A	E	A	R	J	E	R	N
P	R	E	C	T	E	F	V	Y	I
L	N	I	T	K	A	L	F	R	S
O	T	V	A	S	W	O	O	C	S
O	R	L	R	F	O	A	O	H	O
K	A	R	E	R	R	O	T	B	R
L	F	A	S	B	E	O	B	E	C
I	F	W	A	R	T	G	A	N	A
S	I	G	A	G	A	A	L	G	R
T	C	L	D	C	H	A	E	I	B
E	H	E	L	M	E	T	M	S	E
N	D	R	H	E	L	X	R	A	Z

ZEBRA CROSSING	SEATBELT
STOP LOOK LISTEN	BOOSTER
HELMET	TRAFFIC
FOOTPATH	SIGN

Can you find the mystery word? There are 6 letters in it and it begins with "s"

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

**Exercise 22: Journey to School – The Game**

**Home**

**START**

You have landed on a zebra crossing—move forward 3

You take a shortcut without a footpath—go back 5 places

You remember to STOP-LOOK-LISTEN go forward 2 places

You stand up when the school bus is moving—miss a turn

You look left and right before crossing the road—roll the dice again

You drive your scooter on the road—go back 2 places

You wear your reflective clothing—go forward 4 places

You wear your seatbelt in the car go to the finish

You distract the busdriver—go back 4 places

You forget your bicycle helmet—go back 3 places

**FINISH**

**Congratulations—you have reached school safely**

Illustrations include: a house, a car, a zebra crossing, a school bus, a scooter, a car with seatbelts, a classroom with a 'ROAD SAFETY' board, and children on bicycles.

## NOTES

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[www.journeyschool.com](http://www.journeyschool.com)

Contact: [roisin@stepni.org](mailto:roisin@stepni.org)

*An initiative for the Community Transport Association delivered by STEP*