Flashpoints!

(Lesson 9 Post-Show)

Experiences & Outcomes (Curriculum for Excellence)
I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. SOC 3-14a
I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 3-16a I know and can demonstrate how to travel safely. HWB 3-18a After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. HWB 3-41a
When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a

Benchmarks

Social Subjects

- Uses relevant numeracy and digital technology skills to interpret at least two sources of data from maps and graphical information systems.

Health and Wellbeing

- Weighs up risk and identifies potential safe and unsafe behaviours and actions.

Literacy

- Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.
- Responds appropriately to the views of others developing or adapting own thinking.
- Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.

Learning Intentions	Success Criteria
• To use ICT to access local Geography. • To analyse and interpret local area information to identify risks to pedestrians.	• Pupils can produce a local area map and identify routes to school. • Pupils can identify risk areas to pedestrians in local area.

Resources
ICT suite to access Google maps and Your Call
Paper copies of local area map to cover school catchment area
Pens
Paper

This lesson is designed to revisit personal routes to school but also identify school pupil patterns of unsafe behaviour. (*For example, some pupils may travel by train and cross a busy road from the station to school rather than walking 50 yards to a crossing. Pupils may be dropped off by parents and parking, double parking may present unsafe pedestrian conditions.*)

Pupils should consider the routes that the school community as a whole take to school and identify flashpoints, potential unsafe behaviour. This lesson should link to 'Phone Zombie Apocalypse' as some road flashpoints are made even more unsafe by pupil distraction.

Introduction (5-10 mins)

As a class revisit general routes to school:

- *How do class pupils get there?*
- *How does the wider school community travel to school?*
- *Discuss where there may be local road safety risks. For example, are road crossings misplaced?*
- *Pupils can play 'Hazard Hunt'.*

Main (30 mins)

Using local area maps or online maps pupils should work in pairs to identify as many potential hazards/flashpoints to pedestrians as they can.

Each pair should be encouraged to offer a potential solution or safety measure in place for each of the Hazards identified.

For example:

Flashpoint	Road Safety Measure	Potential Road Safety Measure
Roundabout	Traffic Lights Nearby	
Busy road		Zebra Crossing should be installed

Each pair should then prepare to present their hazards to the wider group.

<u>Plenary</u> (5-10 mins)

Each pair presents how many Hazards they have identified. A list of them can be compiled. Pupils should be encouraged to explore the local area 'Flashpoints' and recognise the road safety measures in place. Class teacher should support the critical analysis of each hazard. Pupils should be encouraged to consider whether the 'Flashpoints' are hazards because of driver behaviours, pedestrian behaviours or both.

During this discussion it is likely that the pupils will identify flashpoint where there is a solution in place but it is not working.

(For example: A busy road to cross directly opposite the school but the crossing is 50 metres away from the school entrance.) Pupils should explore why the crossing is not used and most people 'take a risk'.