

5th Level

Primary (Elementary)
School

Block 3. Life in society

ROAD SAFETY. MAIN TRAFFIC SIGNS

Activity 3.16: "STOP! LOOK RIGHT AND LEFT!"

Time: 1 h

PREPARATION

- Student worksheet (see Appendix).

INTRODUCTION

Welcome routine:

Greet the students, write the date and hour on the blackboard, say the date and time out loud, instruct them to take out their materials for the lesson.

- *Hello, good morning/afternoon.*
- *Are you all okay? Is everything all right?*
- *Today is the ... (date) and it's ... (time)*
- *We are going to begin (continue) lesson (or activity) number ...*
- *Would you please, take out your material? Okay, let's begin.*

ACTIVITY

Opening activity:

Explain the meaning of next terms: *ambulance, crossing, lorry, police, wheel, car, doctor, bike, road, taxi*. It might be useful to introduce some linguistic structures, such as: *Be careful, there is/are ... there was/were...; you can...; you must...; you mustn't...; you should...* Explain what students are going to do in this lesson: they will reflect on the road safety and the importance of respecting it, they will learn the most important traffic symbols, the traffic signs, and the conduct code for everybody on the road.

Main activity:

The teacher will hand out the worksheet with the 3 activities and will introduce the topic of road safety and traffic signs by asking some questions such as: *"Do you walk across when the flashing light is green?"*, *"Can you drive on if the traffic light is red?"* ... Then the class begins the first activity which is a vocabulary set. First, they complete an easy crossword, and then they fill in the gaps of a short text with some of the words they found in the crossword. That way they become familiar with the words, get to know their meaning first, and use the words in context. Second, the teacher will copy and cut out the expressions and pictures in the second activity to hand out to students already divided into groups. Now they have to match both parts of the expressions on the hand out and connect them to one of the pictures. As a follow-up, students can be asked to write those expressions in their notebooks and translate them into their mother tongue. Finally, they will participate in the activity on traffic signs. The first half of the activity is connecting a symbol to its meaning. The second half is a production exercise based on the first half. Then, the student is asked to describe those traffic signs again and refer to types of signs and how to interpret them.

Closing activity:

- *What is your opinion of... (the topic)?*
- *Did you like this activity? Why? What did you find most helpful in understanding the topic? Is there anything you didn't find helpful? Explain.*

CLOSING**Closing routine:**

- *We have finished our lesson for today. Please clear your desks and put away your materials.*
- *Have a great day and I'll see you at the next class!*

ACTIVITY 3.16: "STOP! LOOK RIGHT AND LEFT"

CONTENT BLOCK 3: Life in society		SECTION: Road safety. Main traffic signs
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To reflect on everyday road safety situations. • To reflect on the correct use of the traffic signs and their meaning as a symbol of organization in society. • To become familiar with words related with road safety and traffic signs. 	<ul style="list-style-type: none"> • Traffic signs as a safety element for citizens. • The importance of safety on the road. 	<ul style="list-style-type: none"> • The student reflects on everyday road safety situations. • The student reflects on the correct use of the traffic signs and their meaning as a symbol of an organized society. • The student becomes familiar with words related to road safety and traffic signs.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Social and civic. • Learning to learn. • Autonomy and individual initiative. 		

DESCRIPTION OF ACTIVITIES	
<p>The teacher will hand out the worksheet with the 3 activities and will introduce the topic of road safety and traffic signs by asking some questions such as: "Do you walk across when the flashing light is green?", "Can you drive on if the traffic light is red?" ... Then the class begins the first activity which is a vocabulary set. First, they complete an easy crossword, and then they fill in the gaps of a short text with some of the words they found in the crossword. That way they become familiar with the words, get to know their meaning first, and use the words in context. Second, the teacher will copy and cut out the expressions and pictures in the second activity to hand out to students already divided into groups. Now they have to match both parts of the expressions and connect them to one of the pictures. As a follow-up, students can be asked to write those expressions in their notebooks and translate them into their mother tongue. Finally, they will participate in the activity on traffic signs. The first half of the activity is connecting a symbol to its meaning. The second half is a production exercise based on the first half. Then, the student is asked to describe those traffic signs again and refer to types of signs and how to interpret them.</p>	
OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<p>- The teacher can choose part of the activities taking into account the level of our students.</p>	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<p>- <i>How do you say ... in English?</i> - <i>Be careful. There is an accident. There are... There was/were...</i> - <i>You can .../You must .../You mustn't .../You should ...</i></p>	<p><i>ambulance, crossing, lorry, police, wheel, car, doctor, bike, road, taxi, hold hands, walk across, look left and right, call the ambulance and police, ride a bike, use the pedestrian crossing, respect the traffic lights, stop, careful, go!, walk across, don't walk.</i></p>

MATERIALS		TIME	
<ul style="list-style-type: none"> - Worksheet with activities. - Dictionary. 		<ul style="list-style-type: none"> - One hour. 	
TEACHER SELF-ASSESSMENT		STUDENT SELF-ASSESSMENT	
<ul style="list-style-type: none"> - Teacher self-assessment sheet (see Assessment folder). 		<ul style="list-style-type: none"> - Complete the self-assessment sheet (see Assessment folder). 	
STUDENT ASSESSMENT			
INTEREST	PARTICIPATION	ASSESSMENT	
<ul style="list-style-type: none"> • Reflecting on everyday road safety situations. • Reflecting on the correct use of the traffic signs and their meaning as a symbol of organization in society. • Becoming familiar with words related with road safety and traffic signs. 	<ul style="list-style-type: none"> • Participate actively in the activities. • Respect speaking time. • Bring the requested material to class. • Understand the others point of view. 	<ul style="list-style-type: none"> • Understanding the importance of getting on well with all the people they have around every day, and that includes the importance of road safety signs. • Giving possible examples of people's misbehaviour related to road safety and traffic signs, and its implication for the rest of society. 	

ASSESSING ACCORDING TO THE ESTABLISHED CRITERIA: NB (not bad), NA (need for amendment), G (good), VG (very good).