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| 5th Level | Primary (Elementary) School |
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| Block 3. Life in society | ROAD SAFETY. MAIN TRAFFIC SIGNS |
| Activity 3.8: "ROAD SAFETY" | |
| Time: 1 h | |
| PREPARATION | <ul style="list-style-type: none"> - Student worksheets (blank maps for students, see Appendix). - Scissors and glue. |
| INTRODUCTION | <p>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.</p> <ul style="list-style-type: none"> - <i>Hello, good morning/afternoon.</i> - <i>Are you all okay? Is everything all right?</i> - <i>Today is the ... (date) and it's ... (time).</i> - <i>We are going to begin (continue) lesson (or activity) number ...</i> - <i>Would you please, take out your material? Okay, let's begin.</i> |
| ACTIVITY | <p>Opening activity: Explain the meaning of the following terms: <i>pedestrian, traffic, risk, safety, helmet, road sign, safety belt, to buckle up, traffic light, zebra crossing, give way, yield, traffic lights, roundabout (UK), traffic circle (US), dead end (street), stop.</i> It might be useful to introduce some linguistic</p> |

structures, such as: *To look both ways before crossing, to ride in the back seat, the traffic signals are important for our safety, I cross the road when the traffic light is ..., I do not cross the road when the traffic light is ... or ..., I always look all ways, even if the traffic light is ...*

Explain what students are going to do in this lesson: they are going to place traffic signs on a city map, considering carefully where they are needed to assure the safety of all on the road.

Main activity:

Students will be divided into pairs, and each one will have a different blank map of a city that they will fill in with different traffic signs. When the pairs have finished, they will exchange their maps and check whether the signs are in appropriate places with regard to safety for all traffic on the road. Finally, the class can discuss the importance of traffic signs and the need to respect 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 3.8: "ROAD SAFETY"

| CONTENT BLOCK 3: Life in society | | SECTION: Road safety. Main traffic signs | |
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| GOALS | CONTENTS | | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> To be aware of the importance of road safety in circulating safely. To consider safety on the road by deciding on the placement of traffic signs on a map. | <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"> Knowing the main traffic signs. Constructively evaluating road safety in regards to the safety of citizens. |
| BASIC COMPETENCES | | | |
| <ul style="list-style-type: none"> Linguistic communication. Social and civic. Cultural and artistic. Learning to learn. | | | |
| DESCRIPTION OF ACTIVITIES | | | |
| <p>1st Part: First we will divide the students in pairs. The teacher will distribute a map of a city to each member of the group, the maps being different amongst each pair (see Appendix). The students will then cut out the traffic signs (see Appendix) and place them where they consider appropriate.</p> <p>2nd Part: The students will then exchange the maps and consider whether the other student has addressed safety for all traffic on the road.</p> | | | |

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| 3rd Part: The students, in pairs, will write down the importance of the placement of the signs of road traffic to circulate safely. | |
| OTHER OPTIONS | FEEDBACK & SUGGESTIONS FOR IMPROVEMENT |
| <ul style="list-style-type: none"> - If the students have previous knowledge of the traffic signs they can draw and colour them, instead of cutting them out and sticking them to a sheet of paper. | <ul style="list-style-type: none"> - Students can share how many signs they see each day on the way from their home to school, and explain their meaning. - If a student does not know the meaning of a sign, his/her classmates can try to explain. - The teacher can bring a map to class with an explanation of the signs in Spain (similar to those of driving schools), and ask the students the meaning of most common signs. |
| LINGUISTIC STRUCTURES | SPECIFIC VOCABULARY |
| <ul style="list-style-type: none"> - <i>To look both ways before crossing, to ride in the back seat.</i> - <i>The traffic signs are important for our safety.</i> - <i>I cross the road when the traffic light is...</i> - <i>I do not cross the road when the traffic light is... or...</i> - <i>I always look both ways, even if the traffic light is...</i> | <i>Pedestrian, traffic, risk, safety, helmet, road sign, safety belt, to buckle up, traffic light, zebra crossing, give way, yield, traffic lights, roundabout (UK) - traffic circle (US), dead end (street), cul-de-sac, stop.</i> |
| MATERIALS | TIME |
| <ul style="list-style-type: none"> - Student worksheets (see Appendix: copy of maps and signs sheet). - Scissors and glue. | <ul style="list-style-type: none"> -One hour. |

| TEACHER SELF-ASSESSMENT | STUDENT SELF-ASSESSMENT | |
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| - Teacher self-assessment sheet (see Assessment folder). | - Student self-assessment sheet (see Assessment folder). | |
| STUDENT ASSESSMENT | | |
| INTEREST | PARTICIPATION | ASSESSMENT |
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ASSESSING ACCORDING TO THE ESTABLISHED CRITERIA: NB (not bad), NA (need for amendment), G (good), VG (very good).