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| **Be Bright Be Seen - Whole School Assembly** children are vulnerable road users all year round, however in addition to the dangers they ordinarily face, they will soon be making journeys in the dark, especially when the clocks go back at the end of October. ‘Be Bright Be Seen’ is a crucial message for children and parents. | **Duration: Approximately 30 minutes** |
| **Outline:** Road users will soon be making journeys in the dark | |
| **Equipment Required/talking point:**   * High Visibility Waistcoat * School Book Bag (if this has a reflective strip or has bright colours) * School Uniform (this can often be dark) * Dark coat with hood preferably large and furry (reducing visibility), hat and scarf * Bright reflective coat (optional) * Mini Uniforms (optional) * Chair at the front facing the audience * Torch (optional) * Small objects to drop * Photos/Images Supplied (optional) | |
| **Guest Invites:**   * If you have a School Crossing Patrol, you may like to invite them. * Your local PCSO. * Parents/ carers (they should not be made to feel inadequate if they haven’t got the appropriate clothing, suggestions for improvising could be made, e.g. wearing light colours, carrying something white. | |
| **Student Objectives:**   * I understand the need to see and be seen and that it may be difficult for drivers to see me. * I understand how a large coat hood or a hat might affect my ability to hear and see what’s going on around me. * I understand the importance of being seen when scooting or cycling. * I can contribute to some suggestions which will help me to be more visible and keep myself safer. | |
| **Introduction Being Visible: 10 minutes**   * Ask the children what they have noticed about their journey to and from school (it is getting darker in the morning and evenings). * Soon it will be dark when we come to school and go home. * Ask the children to think about how their clothes are different now to what they wore in the summer (coats, scarves, hats, hoods). * Ask three children to help. Ensure that one child is wearing light coloured clothing and one dark coloured clothing and ask the third child to put on the reflective /fluorescent waistcoat. * Ask who is most visible (the child with the high visibility waistcoat). **Optional** – if you can get the hall dark enough, turn off the lights and use a torch to show the reflective material. * Explain the difference between reflective and fluorescent materials.   ***Fluorescent clothing is bright and helps you to stand out and be seen easily.***  ***Reflective materials make light bounce back. When cars have their headlights on, the light shines onto the reflective material and bounces back to the driver.***   * **Why do they think it is harder to see the florescent material in the dark?** (because it doesn’t glow in the dark).   If your School Crossing Patrol or PCSO is available, ask them to show the audience how easily they can be seen in daylight and in the dark. Point out the fluorescent and reflective materials on their uniform. If your school’s book bag is reflective, point this out.   * **Can you think of any jobs that require people to wear hi visibility clothing as part of their uniform?** (builder/paramedic/ police/ lollipop lady or man/ post man or lady/ delivery driver).   **Optional -** You may have some mini uniforms in your school – some of the younger children in the audience can wear these – can the audience guess who they are dressed as?  Talk about why it is important to be visible and some simple ways the children can make themselves easier to be seen (it is important that drivers can see you. Some areas may not be properly lit, especially rural areas. Wear something white/ light coloured or bright and wear or carry something reflective for when it gets dark).  Thank those standing at the front, let them join the audience, the child with the coat needs to stay at the front. | |
| **How Clothing Can Affect What We See or Hear: 5 minutes**  Ask the child who is wearing the coat to sit at the front facing the audience. Make sure the child puts on their hat and hood/scarf around their neck. Go behind them and drop some small objects, asking the child to raise their hand when they hear you drop something (they should find this difficult with their hat and hood up).   * Ask - Why is it important to be able to hear? (sometimes we might hear traffic before we see traffic).   Ask another child to come and help – ask them to stand behind the seated child and slowly walk round to one side, ask the seated child to indicate when they can see them.  Repeat the exercise without the coat and hood.  The children will see how much more their vision is restricted with a hood and scarf. Why is this important? (when crossing, you need to make sure that you can see traffic approaching).  Thank the children at the front, let them join the audience. Re-inforce the importance of removing any items of clothing that reduce our ability to see or hear whilst crossing – taking off your hood whilst crossing. | |
| **Other Methods of Travel – Cycling/Scooting – 5 minutes**   * ‘Bling Up’ your bike or scooter – you can put durable reflective stickers on your bike or scooter this will make your bike/scooter frame permanently bright, this will help drivers to see you. * Wear a high visibility jacket or waistcoat – by having your chest covered with high visibility clothing you will help drivers approaching from the front to see you. * Cycle lights are a legal requirement after dark, they help you to be seen. Make sure you have a white front reflector and a red rear reflector on your bike. * Don’t forget to wear your cycle helmet – this will help protect your head if you fall off your bike. | |
| **Rules of the Road: 5 minutes**  We can keep ourselves safer by being more visible, but we also need to make sure that we know how to use the roads properly.   * There is a special set of rules called **The Green Cross Code** to help us keep safe   **Rules**   1. **FIND A SAFER PLACE TO CROSS (supplied, slide 1)**   (younger children should always **HOLD HANDS** with their grown up near the road)  Can anybody think of any ‘**safer places’** to cross the road? **(supplied, slides 2 - 5)**  *(School Crossing Patrol/ Lollipop Person, Pelican, Puffin, Toucan,*  *Zebra Crossing, Traffic Island, Subway or Footbridge).*  **Optional, show photos of Safer Places.**  What should we do if there are no ‘safer places’ to cross?  *(Find somewhere we can see clearly in all directions – away from parked cars and bends).*   1. **STOP** - Stand on the pavement and **STOP** near the kerb **Optional, show photos (supplied, slides 6 to 9)** 2. **LOOK -** all around for traffic 3. **LISTEN** for traffic, if traffic is coming let it pass, then look all around again. When there is no traffic near, walk straight across the road 4. **THINK -** Keep **LOOKING**, **LISTENING** and **THINKING** while crossing. | |
| **Conclude: 5 minutes**  Quick re-cap –   * Wear bright and reflective materials to make sure drivers can see you. * Make sure your coat hood does not affect your hearing or vision, remove it when crossing the road. * Always Stop, Look, Listen and Think before crossing the road. | |
| **Links/activities**  [**https://roadsafety.scot/children-and-educators/early/go-safe-with-ziggy/ziggys-halloween-wish/#37**](https://roadsafety.scot/children-and-educators/early/go-safe-with-ziggy/ziggys-halloween-wish/#37)  [**https://brightkidz.co.uk/initiatives/be-bright-be-seen/bright-activity-ideas/**](https://brightkidz.co.uk/initiatives/be-bright-be-seen/bright-activity-ideas/)  [**https://www.think.gov.uk/resource/be-bright-be-seen-game/**](https://www.think.gov.uk/resource/be-bright-be-seen-game/)  [**https://www.twinkl.co.uk/search?q=be+bright+be+seen**](https://www.twinkl.co.uk/search?q=be+bright+be+seen) | |