

WALKING FORWARD PRESENTS...

# Cat Ninelives



Worksheets 1

# Cat Ninelives in 'Deepest Trubble'

## Teachers Note

Worksheets 1 concentrate on four simple Road Safety themes:

- Shape and Colour Recognition
- Sequences
- Safety Equipment
- Visual Activity

The suggested activities relate to various elements of the play.

### **Activity One: 'Traffic in Colour'**

*Worksheets A and B are very simple and suitable for the younger infant.*

These are simple colouring sheets. Pupils can trace the words over the lettering. This will help writing skills. Familiarity with the names given to different types of traffic will give them a base from which to develop more complex ideas.

### **Activity Two: 'Time Windows'**

*Worksheets C, D and E are slightly more advanced.*

Children feel comfortable when they can anticipate what will happen next. Their lives will have a pattern. Once they can understand that pattern they begin to accept some responsibility for it.

If possible, allow for discussion about the pictures that children may draw under the 'clock'. Here are some suggestions:

Worksheet C – seatbelt, school-crossing patrol, safe places to cross, holding hands, walking.

Worksheet D – playground, closed gate, garden, games, running, ball.

Worksheet E – School days usually conform to a regular pattern and pupils soon become familiar with the sequence, e.g. assembly, lessons, play time etc.

### **Activity Three: Walking and Cycling**

*Worksheet F.*

Pupils can trace the letters to practice writing skills. Pupils should draw armbands on the 'walking figure' and a cycle helmet on the 'cycling' figure. They may also draw armbands on the cyclist.

Walking to school, when possible, can be far more beneficial for the child than being transported by car. However, it is important that walking should be made as safe as possible.

Please remember that children should not be encouraged to cycle on the road until they are in Years 5 or 6, and then only when they have been properly trained. Younger children should be encouraged to play with their bicycles well away from traffic.

### **Activity Four: 'A friend that I just made'**

*Worksheet G, H and I are more complex and are intended for the older, more able infant.*

Anything, which results in an impairment of vision, hearing or mobility can make crossing the road more hazardous. Road users with physical disabilities hopefully learn to adapt their road usage behaviour in order to compensate for the defect. For example, someone who needs to use a walking stick should allow more time for crossing the road.

However, we need to be aware of 'self inflicted' impairments. Peripheral vision can be significantly impaired by bad weather, clothing like hoods, scarves, umbrellas etc. We need to be aware of this and consequently adapt our behaviour to compensate.

The pencil experiment can be tried with the subject muffled up in a scarf and hood.

Similarly, hearing can be impaired by headgear. (Recent research has discovered that deaf children form a significant proportion of pedestrian casualties).

### **Further suggestions:**

#### *Hearing*

Similar to vision/pencil experiment. One child seated with eyes closed. Partner stands behind and taps two pencils together behind, above and to the side etc of the seated child. The seated child points in the direction that the sound is coming from.

Repeat the experiment with the subject having one ear muffled by a hand, scarf or hat. The subject will be less able to accurately point to where the sound comes from.

### **Activity Five: 'Stop, Look, listen'**

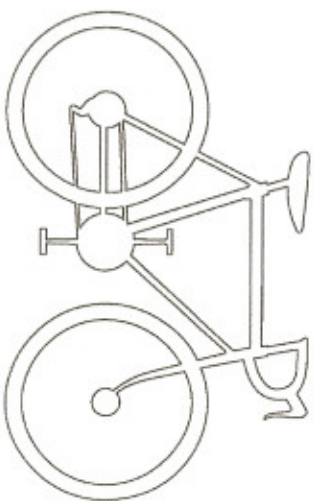
*Worksheet J.*

**STOP, LOOK** and **LISTEN** are the basic language building blocks from which children can develop their own road safety strategy (as well as the title to the final song!). This sheet could be a prelude to *Worksheet G*. i.e. the emphasis is put on feet to **STOP**, eyes to **LOOK** and ears to **LISTEN**. Maybe the children could be encouraged to fit their own road safety message to a popular tune and make up their own dance routine!

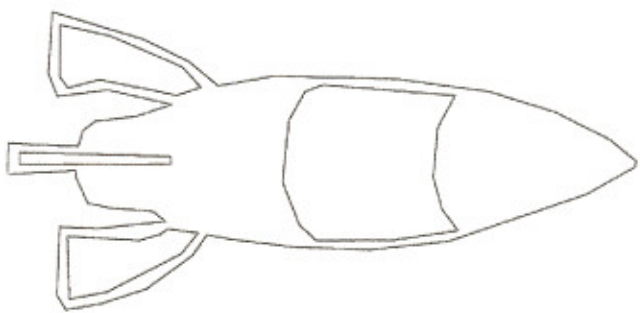
**Blue  
Car**



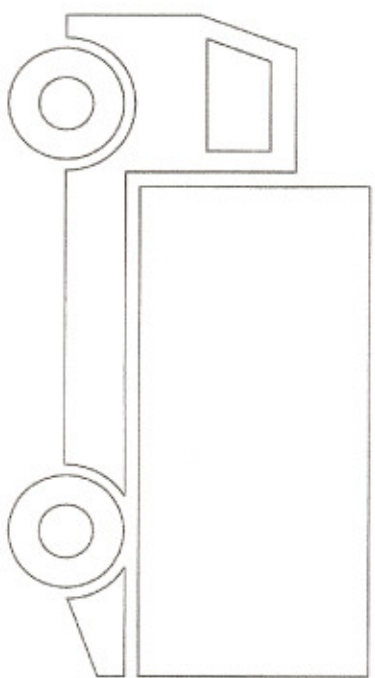
**Purple  
Bike**

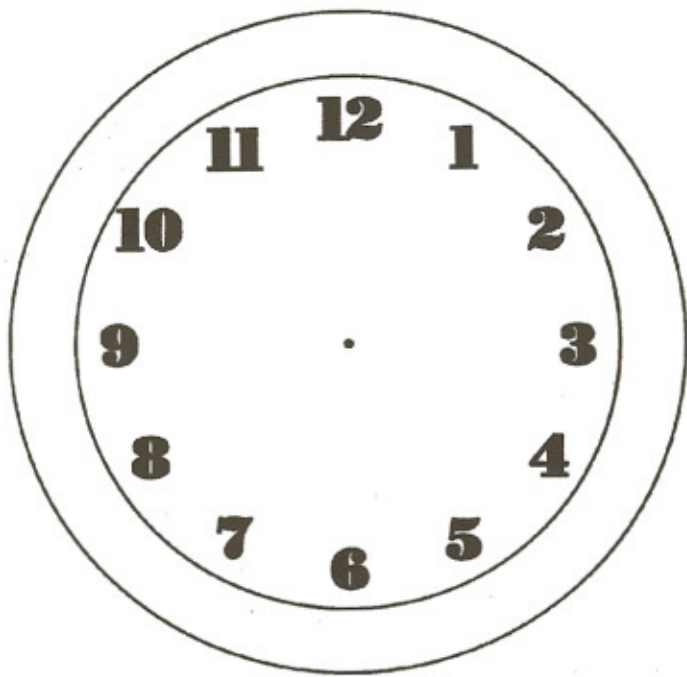


**Silver  
Spaceship**



**Red  
Lorry**



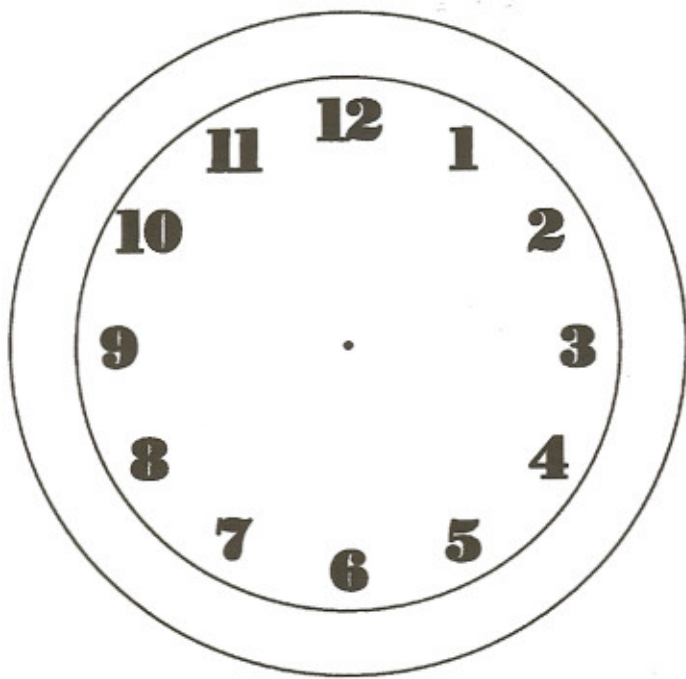


O'clock

What time do you come to school?

Draw the time on the clock

Draw a picture of yourself coming to school



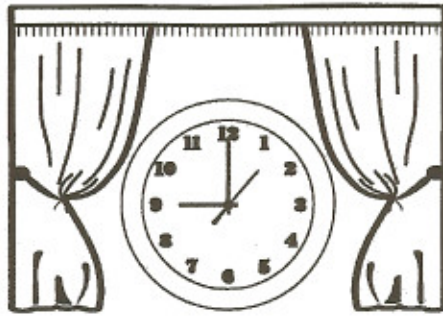
O'clock

What time do you have dinner?

Draw the time on the clock

Draw a picture of you playing in a safe place

# Time



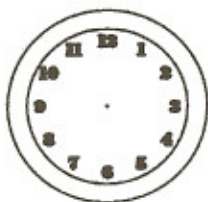
# Windows

1. These parts of the school day are all jumbled up. Can you sort them into the right order?

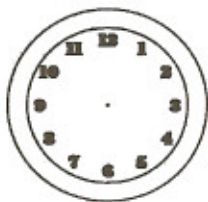
- afternoon play - time
- assembly - time
- home - time
- dinner - time
- morning play - time

For example, assembly - time happens first, so write number 1 in the box next to it, like this:

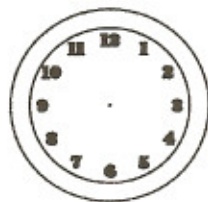
1 assembly - time



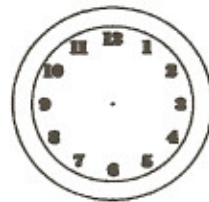
1



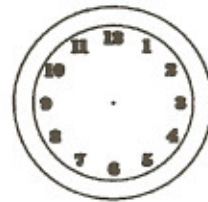
2



3



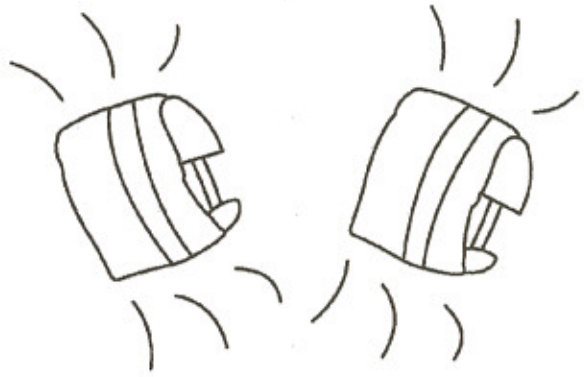
4



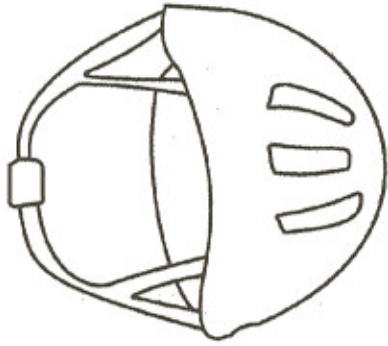
5

Draw in the hands of the clocks to show the times of assembly, play - times, dinner and home - time.

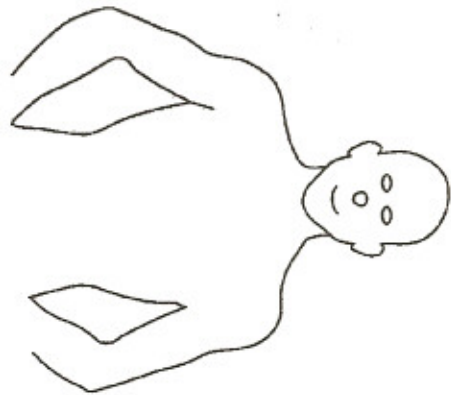
**Armbands**



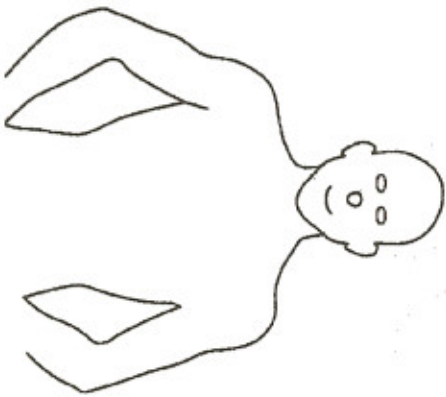
**Cycle  
helmet**



**Walking**



**Cycling**



## It's easy when there's two

When you cross the road you need:

2 f \_ \_ \_ to s \_ \_ p

2 e \_ \_ \_ to l \_ \_ k

2 e \_ \_ \_ to l \_ \_ \_ \_ n

Try these experiments with a partner.

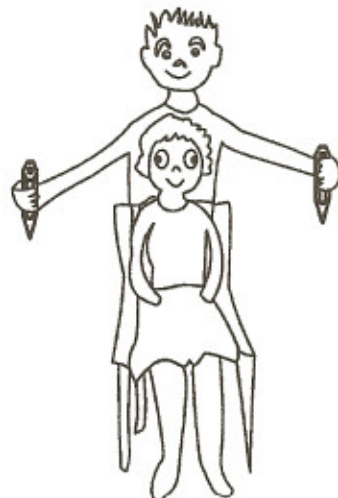
You will need a measuring tape and two pencils.

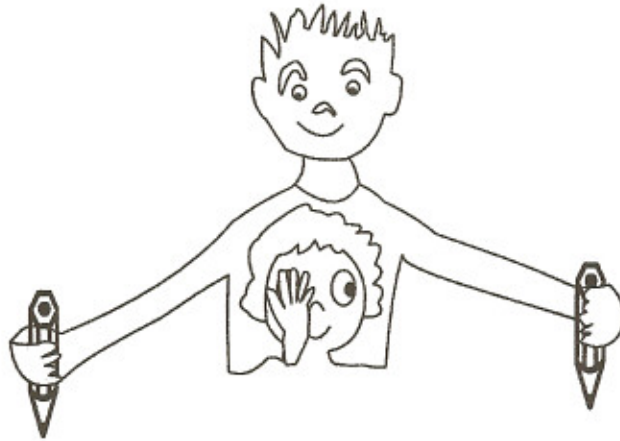
1. Sit in a chair and ask your partner to stand behind you holding the two pencils, close together and about 15cms from the end of your nose.



2. Then ask your partner to *slowly* move the pencils apart. As soon as you can't see the pencils anymore, tell your partner to **STOP** and keep their arms still.

3. With your measuring tape, measure the distance between the pencils. Make a note of the distance you measured.





Try the pencil test again, but this time put your hand over one of your eyes.

Tell your partner to **STOP** as soon as you can't see the pencils anymore.



Measure the distance between the pencils.

Is the distance between the pencils **LONGER** or **SHORTER** than the first distance you measured?

Is it better to use 1



or

2



?

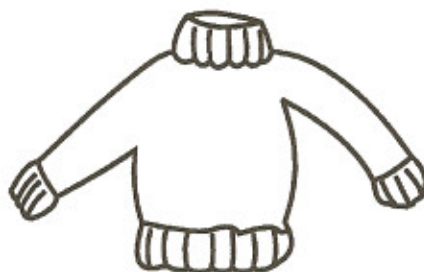
You can see much further with two eyes than you can with one eye.



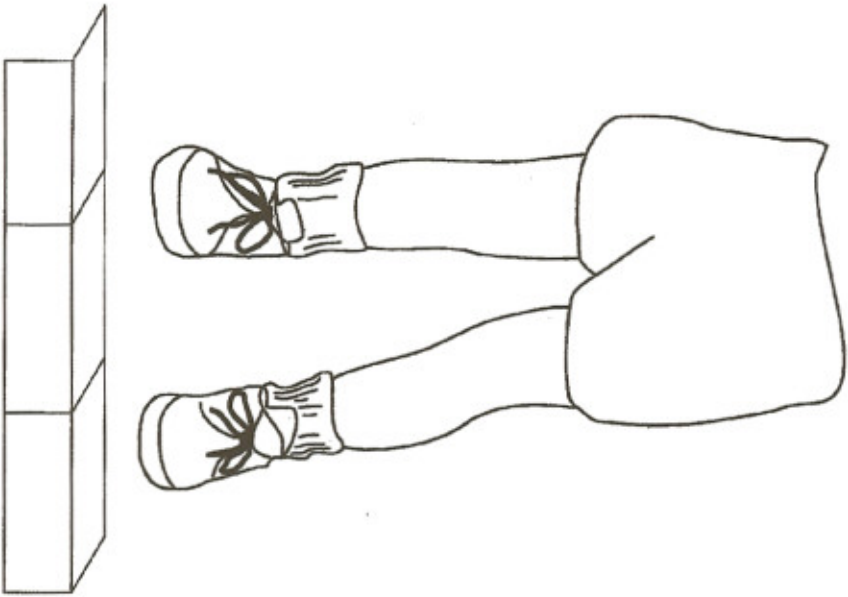
Think about the sort of clothes you wear to school when it's raining or cold.

Could some of them make it hard for you to see properly?

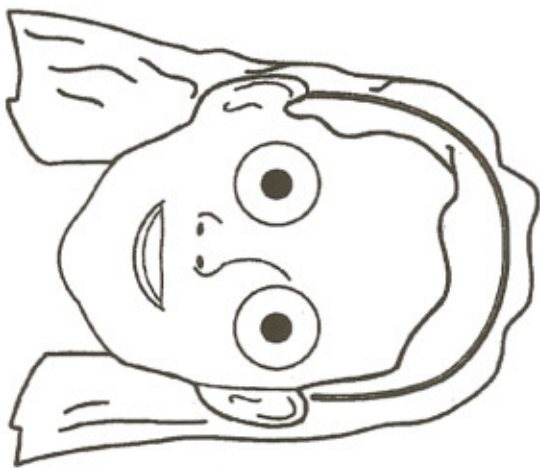
Pick out the things that might make it hard for you to see properly.



**STOP**



**LOOK**



**LISTEN**

