Writers' Group

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**Unit Title:** Into Independence  
**Sub Theme:** Going Places – Travelling Independently

**Thinking Skills and Personal Capabilities:** Self-Management

**Curriculum Objective:** To develop the young person as an individual

**Key Elements:** Personal understanding, mutual understanding, personal health, citizenship

**Attitudes and Dispositions:** Personal responsibility, concern for others, commitment-determination-resourcefulness, self-belief-optimism-pragmatism, respect, flexibility, tolerance

**Learning Experiences:** Investigating and problem-solving, linked to other curriculum areas, relevant and enjoyable, skills integrated, active and hands on, offers choice, challenging and engaging, supportive environment, positive reinforcement, varied to suit learning style, media-rich

The Thematic Units connect the Learning for Life and Work subject strands of Personal Development, Local and Global Citizenship, Home Economics and Employability and demonstrate how they contribute to the understanding of a central theme. They provide a number of learning, teaching and assessment activities (and are accompanied by supporting resources) to help you address the key elements and statements of the revised Northern Ireland Curriculum.

Each Thematic Unit contributes to the statutory requirement for Learning for Life and Work and also links to other Areas of Learning. In addition, there are opportunities to develop learners' Thinking Skills and Personal Capabilities, incorporate Assessment for Learning principles and make connections to the Cross Curricular Skills.

The units are not intended to be prescriptive and are not the only way to approach the Northern Ireland Curriculum. You do not have to follow them rigidly. Instead, we encourage you to choose from the wide range of learning, teaching and assessment activities in the units and adapt and extend them as appropriate for your classes.

These resources prepare and consolidate independent travel skills. Although useful, they do not develop the practical nature of the skills.

For all activities, please take into account each learner’s physical, emotional and social needs; skills; and limitations.
Statements of Minimum Requirement

These are the Statements of Minimum Requirement that are addressed in this unit:

- **Personal Development**
  - Self-Awareness
  - Explore and express a sense of self

- **Personal Development**
  - Self-Awareness
  - Explore the different ways to develop self-esteem

- **Personal Development**
  - Personal Health
  - Develop strategies to promote personal safety

- **Local and Global Citizenship**
  - Democracy and Active Participation
  - Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community

- **Home Economics**
  - Independent Living
  - Develop a range of skills to promote independence through planning, managing and using resources

- **Personal Development**
  - Personal Health
  - Develop preventative strategies in relation to accidents in the home, school and on the road
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<tbody>
<tr>
<td>How do I get around?</td>
<td>... develop awareness of own independence skills.</td>
<td>Together, discuss how we each get around the school building and grounds. Send one of your learners on a short message, and ask the others: <em>How did he get there?</em> Provide each learner with a copy of Resource 1 and help them to identify their skills and needs in relation to mobility. Also help them to recognise their own limitations. Attach a photograph of the learner 'getting around' to personalise and clarify the worksheet. Add your comments and suggestions and sign the sheet, then help each learner add their own comments, explain their mobility preference, record their aspirations or set targets, etc.</td>
<td>Be aware of personal strengths, limitations and interests</td>
</tr>
<tr>
<td></td>
<td>... develop recognition of transportation symbols.</td>
<td>Discuss ways of getting around (modes of transport). Distinguish between usual modes of travel (walking, wheelchair, car, bus and school bus) and more unusual modes (flying, sailing etc.). Use the transport cards in Resource 2 to familiarise your learners with symbols for walking, car, bus, bicycle, train, plane and boat.</td>
<td>Focus, sustain attention and persist with tasks</td>
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<td>Manage behaviour in a range of situations</td>
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<td>Communication – Read a range of symbols</td>
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<td></td>
<td>Communication – Listen to and take part in discussions</td>
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**Resource Sheet in this booklet**

Online Activity (OA) or PowerPoint Activity (PP) available from www.nicurriculum.org.uk

Skills tabs printed in **orange** are Cross-Curricular Skills

Skills tabs printed in **yellow** are Thinking Skills and Personal Capabilities
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<tr>
<td>How do I get around?</td>
<td>... develop awareness of own independence skills.</td>
<td>Discuss how they get from home to college, the library, the shopping centre, their youth club, church and other places they visit.</td>
<td></td>
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<tr>
<td></td>
<td>... develop recognition of transportation symbols.</td>
<td>After, play some of the following games to help reinforce the learning:</td>
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<td></td>
<td></td>
<td>- Snap</td>
<td>Communication – Talk about, plan and edit work</td>
</tr>
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<td></td>
<td></td>
<td>- Match/Memory</td>
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<tr>
<td></td>
<td></td>
<td>- Bingo.</td>
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<tr>
<td></td>
<td></td>
<td>For Snap, copy and cut out the cards in Resource 2 and then laminate them for durability. Four copies of the sheet will provide a pack of 36 cards, six copies a 54 card pack.</td>
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<tr>
<td></td>
<td></td>
<td>For a matching game, group pairs of cards, shuffle them and place the cards face down in columns and rows.</td>
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<tr>
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<td></td>
<td>For those learners who find it difficult to take turns or lose at games, consider using the online version of Transport Match.</td>
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<tr>
<td></td>
<td></td>
<td>For Bingo, print out the Bingo boards in Resource 3. Help one learner take the role of caller.</td>
<td>Using Mathematics – Identify and collect information</td>
</tr>
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</tbody>
</table>

**Resource 2: Transport Cards**

**OA: Transport Match**

**Resource 3: Transport Bingo**
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</thead>
<tbody>
<tr>
<td>What places do I go to?</td>
<td>Learners will have opportunities to ...</td>
<td>Discuss with the class where each learner lives. Many Special Schools have large catchment areas, and your learners may live a considerable distance from the school. The majority of your learners will travel by school bus and pick-up other learners along the route. This should be taken into consideration when creating journey journals.</td>
<td>Set personal targets</td>
</tr>
<tr>
<td></td>
<td>... develop an awareness of the local area.</td>
<td>Use NI Maps to pinpoint your learners’ homes. You can access it through LearningNI using your C2k login name and password. A useful activity called Resources &amp; Activities for All! is available on page 47 of NI Maps’ ULearn. Extend this activity by using Google Earth to look at street-level views and bird’s-eye-views of your learners’ areas. Let them follow the route from their home to school.</td>
<td>Communication – Listen to and take part in discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revisit the topic of where your learners live and how they get to school. Log on to NI Maps again and allow your learners to view and follow the route. Next, print each route so your learners can create a personalised My Journey from Home to School poster/map/journal. Encourage them to use photos, maps, symbols, objects of reference, etc. to create an individualised, colourful, tactile and memorable sequence that recreates their journey and brings it to life.</td>
<td>Using ICT – Access, select and interpret information from safe and reliable sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For those who find bus journeys to school difficult, consider helping them to create a portable, pictorial Journey Journal that they can take on their journey daily to reassure them, pass the time and lessen anxiety.</td>
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<td></td>
<td></td>
<td>Use Resource 4 to allow your learners to recognise and select the places they visit. Give help, as appropriate, to enable each learner to pick from the labels sheet and cut and stick them to the sheet. Blank labels are included to allow for additional places they want to add. Alternately, learners may draw or write directly on the sheet.</td>
<td></td>
</tr>
</tbody>
</table>

Resource 4: Places I Go
## Key Question

**How do I get there?**

... examine personal travel options.

## Learning Intention

Learners will have opportunities to...

## Possible Learning, Teaching and Assessment Activities

Recap the variety of places the learners go and discuss:
- how they get there (walking, car, bus, train); and
- who they go with:
  - Can they go on their own?
  - Can they go with a friend?
  - Can they go with an adult?

Use Resource 5 and the place images from Resource 4 to help them create an individual record of how they travel. Like Resource 4, this is a cutting and sticking exercise. You can differentiate how much help you give depending on each learner’s needs. Answers will vary depending on where the learner lives, their family circumstances and their level of independence.

**Resource 5: Getting There**

Before developing their actual personal travel skills, it is useful for the learners to have a visual representation of the routes they follow regularly. You could create this using the same process as the *My Journey from Home to School* or *Journey Journal* activities detailed in the previous Key Question. You could differentiate the activity by this time using the maps and photos to create a PowerPoint presentation.

Also consider working together to create portable journals that provide prompts throughout the route. You could enhance this by creating an audio recording of what can be seen and heard along the way.

**However** if either, or both, aids are used, you must make it very clear to any learners who walk their journey that they must pay careful attention to road safety.

## Skills and Capabilities

- Organise and plan how to go about a task
- Be aware of personal strengths, limitations and interests
- Communication – Listen to and take part in discussions
- Communication – Read a range of symbols
- Using ICT – Access, select and interpret information from safe and reliable sources
<table>
<thead>
<tr>
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<th>Possible Learning, Teaching and Assessment Activities</th>
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</tr>
</thead>
</table>
| Why walk?              | ... examine reasons for walking to destinations.                                    | Discuss the benefits of walking as opposed to sitting on a bus or in a car. Point out:  
- the personal health benefits of walking;  
- the sense of independence and accomplishment; and  
- how walking benefits the environment.  
Together, create posters with an *It’s Good to Walk* theme to help make learning connections between travel and a healthy lifestyle. Use Resource 6 to help summarise and consolidate this learning. |
<p>|                        |                                                                                   |                                                                                       | Set personal targets and review them                        |
|                        |                                                                                   |                                                                                       | Learn ways to manage own time                               |
|                        |                                                                                   |                                                                                       | Communication – Listen to and take part in discussions      |
|                        |                                                                                   |                                                                                       | Using Mathematics – Work systematically and check own work |</p>
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where can I walk to?</td>
<td>... examine realistic options for walking journeys.</td>
<td>SEN learners sometimes find it difficult to estimate the passage of time and what may be done within a fixed period of time. To help them better understand this concept, draw attention to how long specific daily activities take (for example break time, assembly, going to the bathroom). Ask them what they think they can do within a minute: Can they boil a kettle? Can they play a game? Can they clean their teeth? Next, ask your learners how far they think they can walk within one minute. Encourage them to be realistic, and choose one or more learners to demonstrate how far they can walk within this time limit. Can they walk to the playground, the school dining hall, school office, etc? Do some learners walk or get around faster than others? Develop this activity by choosing other timeframes: 5 minutes, 15 minutes, 30 minutes. Where do they think they can walk to in each timeframe? Together, time a walk to these places to see if they are correct. Use Resource 7 to help them record what they’ve learned. To encourage them to understand what is realistic for them, consolidate the learning after each walk by recording the actual time it took to reach their destination next to the estimated time. Finally, ask your learners if they have ever gone on a really long walk. Can they remember if they walked fast the whole time, or did they slow down the longer they walked? <strong>Extension</strong> You can extend this activity by asking parents to carry it out at home. For example, how long does it take to walk to the local shop and back, to walk to the cinema, or to walk to their friend’s house? Remind parents that the focus should be on journeys to familiar places in their routine.</td>
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<tr>
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<td>Resource 7: How Far CAN YOU Walk?</td>
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<tr>
<td>Key Question</td>
<td>Learning Intention</td>
<td>Possible Learning, Teaching and Assessment Activities</td>
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</tbody>
</table>
| Where can I walk to? | Learners will have opportunities to ... | Discuss with your learners which places are close enough for them to walk to, for example a:  
- friend’s house  
- shop  
- chippy  
- leisure centre.  
Ensure they consider their own abilities and limitations. Take care to differentiate between those learners who can safely walk somewhere on their own and those who, for one reason or another, need to be accompanied.  
Use Resources 8 and 9 to draw up individual lists of the places each of your learners can walk to. Use these as their personal records, and help them to set targets (where appropriate). | |

Resource 8: Places I Can Walk to on My Own

Resource 9: Places I Can Walk to with a Friend
<table>
<thead>
<tr>
<th>Key Question</th>
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</tr>
</thead>
<tbody>
<tr>
<td>How do I stay safe when out walking?</td>
<td>... cross roads safely.</td>
<td>Take your learners out for a walk in and around the school. Observe and discuss dangers that they may encounter when out walking.</td>
<td>Be aware of personal strengths, limitations and interests</td>
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<tr>
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<td>Look for signs that help us to know what to do so that we can stay safe, for example ‘emergency exit’, ‘stop’, and ‘no entry’. Create a photographic record of some of these signs.</td>
<td>Manage emotions and behaviour in a range of situations</td>
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<td>Take your learners on a bus trip around the local town. Draw attention to safe places to cross the road. Be certain to point out a pelican crossing and a zebra crossing.</td>
<td>Set personal targets and review them</td>
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<td>Once back in the classroom, discuss how to cross a road safely and use the matching activity in Resource 10 to familiarise your learners with the Green Cross Code. (You could also enlarge or redraw the images in Resource 10 to create an eye-catching poster for a classroom display.)</td>
<td>Focus, sustain attention and persist with tasks</td>
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<td>Then, use the school grounds to practise the Green Cross Code: Stop, Look, Listen, Live! This will provide useful, practical experience of how to cross safely, but in a safe environment.</td>
<td>Seek advice when necessary</td>
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<td>Display the crossing options from Resource 11 on an interactive whiteboard and discuss as a class the safest way to cross from one pavement to the other. Together, identify which option in each column is the safest crossing practice. Encourage your learners to predict what might happen to a person who chose one of the unsafe crossing options. Afterwards, you could give each learner an individual copy of the resource to consolidate the learning and provide a record of the work they’ve covered.</td>
<td>Communication – Listen to and take part in discussions</td>
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<td>Communication – Communicate information, ideas and opinions</td>
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</tbody>
</table>

Resource 10: Green Cross Code

Resource 11: Crossing Safely
**Key Question**
How do I stay safe when out walking?

**Learning Intention**
Learners will have opportunities to ...

... cross roads safely.

**Possible Learning, Teaching and Assessment Activities**

Use Resource 12 on your whiteboard to promote discussion and prediction about the eight crossing scenarios. The sheet also provides valuable repetition and reinforcement of the meaning of the colour of traffic lights:
- red for stop; and
- green for go.

Together, identify the safe situations with a green light and the unsafe ones with a red light. Encourage your learners to predict what might happen next in the unsafe situations.

**Resource 12: Who’s Safe to Cross?**

**Further Suggestions**
There are many websites dedicated to road safety. The following are a few of the best found for SLD learners and contain many games, videos, cartoons, quizzes, word searches and printables. You may find these useful resources for the next three key questions as well. Some activities on these sites require good reading skills.

- [www.talesoftheroad.direct.gov.uk](http://www.talesoftheroad.direct.gov.uk)
- [www.3m.co.uk/intl/uk/3mstreetwise2008/](http://www.3m.co.uk/intl/uk/3mstreetwise2008/)
- [www.dft.gov.uk/think/education](http://www.dft.gov.uk/think/education)
- [www.getstreetwise.com/](http://www.getstreetwise.com/)
- [www.safetymatters.renault.co.uk](http://www.safetymatters.renault.co.uk)
- [www.solutionquest.co.uk](http://www.solutionquest.co.uk)

**Skills and Capabilities**

**Using ICT – Access, select and interpret information from safe and reliable sources**

**Using ICT – Investigate, make predictions and solve problems through interaction with electronic tools**
### Key Question
What else can I do to stay safe when walking?

### Learning Intention
Learners will have opportunities to...

... develop an awareness of personal safety.

### Possible Learning, Teaching and Assessment Activities

Explain that safety when walking starts before the walk begins. Together, talk about important things they must do before they take a walk in order to stay safe. Ensure that the discussion includes the following key point, that they must tell someone (mum/dad/carer/etc.):

- where they are going;
- who they’ll be with;
- when they’ll be back; and
- how they can keep in touch.

Talk with your learners about what items they might need to take with them when they take a walk. Explore the topic of mobile phones: are they a good thing or a bad thing when out walking?

Use Resource 13 to promote discussion and highlight the need to be prepared.

**Resource 13: Going Somewhere?**

Discuss with your learners how to stay safe during a walk. Emphasise the need to always pay attention. Together, complete Resource 14 by identifying what to do and what not to do when walking.

**Resource 14: Out Walking**
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>What else can I do to stay safe when walking?</td>
<td>... develop an awareness of personal safety.</td>
<td>As road safety is a matter of life and death, use the school grounds and the local environment to practise their safety skills in a controlled environment. Repeat role plays around school grounds over and over again. When out in the community, use every opportunity to reinforce the message, and always lead by example! Award a certificate to learners who demonstrate correct use of the Green Cross Code.</td>
<td>Resource 15: Green Cross Code Award</td>
</tr>
<tr>
<td>Key Question</td>
<td>Learning Intention</td>
<td>Possible Learning, Teaching and Assessment Activities</td>
<td>Skills and Capabilities</td>
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</tr>
<tr>
<td>How do I keep safe when travelling by car?</td>
<td>Learners will have opportunities to ...</td>
<td>Discuss with your learners how they keep safe when travelling by car. Ask: - Why do we need seat belts, special chairs or wheelchairs? - How must we behave so that we keep safe in a car? - What could happen if we don’t behave in this way? Point out that how they behave in a car affects the driver as well as other passengers. Remind them that by law you must wear a seat belt. Finally, work through Resource 16 together to discover some key car safety guidelines.</td>
<td>Manage emotions and behaviour in a range of situations</td>
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<td>Be aware of personal strengths, limitations and interests</td>
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<td>Communication – Communicate information, ideas and opinions</td>
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</tbody>
</table>
### Key Question
How do I keep safe when travelling by bus?

### Learning Intention
Learners will have opportunities to...

... examine options for safe travelling by bus.

### Possible Learning, Teaching and Assessment Activities
Take learners on a school bus journey. Enforce all the usual safety procedures, for example:

- seatbelts on; and
- no one out of their seat while the bus is moving.

Point out all the good behaviours they are exhibiting. As the journey proceeds, point out bus stops and other buses on the road.

Ensure that they can see the similarities between the school bus and public buses whilst also recognising the differences. Highlight the need for safe behaviour on all buses.

When back at school, discuss and complete Resource 17 together to consolidate the learning.

**Resource 17: Bus Safety**

### Further Suggestions
For those learners who have the potential to use public transport independently, a much more intensive travel training will be required beyond the remit of this unit.

However, below is a useful website for independent travel training:
www.newhorizonspartnership.co.uk/travel-training

### Skills and Capabilities
- Manage emotions and behaviour in a range of situations
- Be aware of personal strengths, limitations and interests
- Focus, sustain attention and persist with tasks
- Communication – Communicate information, ideas and opinions
- Using ICT – Access, select and interpret information from safe and reliable sources
- Using ICT – Investigate, make predictions and solve problems through interaction with electronic tools
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</tr>
</thead>
</table>
| **What if it all goes wrong?** | Learners will have opportunities to develop strategies for coping with the unexpected. | Travelling independently requires acute perception, sensory skills, high cognitive abilities and sound common sense. To help your learners plan, minimise risk and know what to do when things go wrong, use the scenarios in Resource 18 to talk through specific situations. Give each learner one scenario and:  
  - ask them what they would do in that situation; and  
  - ask the rest of the class for suggestions, which could be based on their own experiences.  
  You could extend the activity by allowing your learners to act out each scenario. It may be useful to portray two outcomes: the sensible thing to do and the wrong thing to do. If learners are enthusiastic, and most learners love to act, you could record the short scenes to produce a DVD of the class’ own ‘What if...?’ travel play. If you like, create scenarios of your own to contextualise the topic and make the learning more meaningful.  
  Next, provide your learners with copies of Resource 19, which is a checklist that they can use to make certain they are fully prepared before they go out. You may want to laminate these for them so they can wipe and reuse them.  
  Finally, display the poster in Resource 20 somewhere in the class, or provide each of your learners a copy to take home. It contains a short, sharp reminder about personal safety. To reinforce the learning, allow them to create their own Do and Don’t posters. | Manage emotions and behaviour in a range of situations  
Be aware of personal strengths, limitations and interests  
Seek advice when necessary  
Communication – Take part in role plays and presentations |
### Key Question

**How do I travel long distances?**

### Learning Intention

Learners will have opportunities to ...

... investigate modes of transport throughout the world.

### Possible Learning, Teaching and Assessment Activities

Ask your learners if they have ever taken special trips to somewhere far away, either within Northern Ireland or even further afield. Discuss the types of transportation they used when travelling these long distances.

Give each of your learners a copy of Resource 21 and either help them to complete it individually, or work on it together as a class, using the destination word bank provided and/or destinations your learners suggest.

You could extend the activity by visiting a local airport, ferry port or train station and/or searching the internet for flight/boat timetables and ticket prices.

Conclude the activity by focusing on airplane travel. Many of your learners will have travelled by plane. Together, use Resource 22 to sequence the steps required in an aeroplane journey. This exercise can be useful as a memory aid and as a way to prepare anxious learners for what to expect at airports.

- **Resource 21: Travel Choices**
- **Resource 22: At the Airport**

### Skills and Capabilities

- **Focus, sustain attention and persist with tasks**
- **Communication – Communicate information, ideas and opinions**
<table>
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</thead>
</table>
| How do I travel long distances?                                            | ... investigate modes of transport throughout the world. | With your learners, look at some more unusual modes of transportation that are used throughout the world. Resource 23 takes a light-hearted look at some of these and provides an opportunity for learners to use their imagination.  
Finally, give everyone a copy of Resource 24 and allow them to share a way they wish they could travel. This might be a real or imaginary mode of transportation and could be a pasted photo image or a hand drawing. |
|                                                                          |                                                                                         | **Resource 23: All Over the World**  
**Resource 24: I Would Love to Travel By ...**                                                                                                                                                    |                         |
Getting Around

I can get around by myself  

I like someone to be with me  

My teacher says:

________________________________________________________________________

________________________________________________________________________

Signed: ______________________

I say:

________________________________________________________________________

________________________________________________________________________

Signed: ______________________
Transport Cards

Copy this sheet 4–6 times and cut out the cards for use as a Snap game.

I can get around by myself
I like someone to be with me

My teacher says:
_____________________________________________________
_____________________________________________________
Signed:  ___________________

I say:
_____________________________________________________
_____________________________________________________
Signed:  ___________________
Transport Bingo (1 of 4)
Transport Bingo (3 of 4)
<table>
<thead>
<tr>
<th>Car</th>
<th>Bus</th>
<th>Car</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bike</td>
<td>Person</td>
<td>Plane</td>
</tr>
<tr>
<td>Person</td>
<td>Ship</td>
<td>Bike</td>
</tr>
</tbody>
</table>
Places I Go (1 of 2)

Stick pictures of the places you visit in the spaces below. The next page has two blanks, so you can draw your own places.
Places I Go (2 of 2)

- cinema
- friend’s house
- school
- park
- shopping centre
- town centre
- youth club
- leisure centre
- library
- church
### Getting There (1 of 2)

Cut and paste the pictures that show how you get to different places. Use the places pictured in Resource 4.

<table>
<thead>
<tr>
<th>I go to ...</th>
<th>I go with ...</th>
<th>I go on my own (✔️ or ❌)</th>
<th>I get there by ...</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Getting There (2 of 2)

- Adult
- Friend
- Walking
- Car
- Bus

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Walking is good for YOU

- It keeps your heart and lungs healthy.
- It exercises your muscles.
- It makes you feel good.
- It is free.

Walking is good for the ENVIRONMENT

- It saves energy and fuel.
- It doesn’t pollute the air.
How Far Can YOU Walk?

1. Write down where you think you can walk to.

2. Walk there and time how long it takes you to get there.

3. Were you correct? Write down how long it really took.

<table>
<thead>
<tr>
<th>Where can you get to?</th>
<th>Time it really took</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where can you get to in 1 minute?</td>
<td></td>
</tr>
<tr>
<td>Where can you get to in 5 minutes?</td>
<td></td>
</tr>
<tr>
<td>Where can you get to in 15 minutes?</td>
<td></td>
</tr>
<tr>
<td>Where can you get to in 30 minutes?</td>
<td></td>
</tr>
</tbody>
</table>
Places I Can Walk to on My Own

Use the space below to write, draw or stick pictures of the kinds of places you can walk to by yourself.
Places I Can Walk to with a Friend

Use the space below to write, draw or stick pictures of the kinds of places you can walk to with a friend.
Green Cross Code

Draw lines from the words to the pictures.

STOP

LOOK

LISTEN

LIVE!
Crossing Safely

Can you get across the road safely? Read the options in the first column, and colour the BEST choice you could make in GREEN. Do the same for each column to show how to get from one pavement to the other safely.

<table>
<thead>
<tr>
<th>p</th>
<th>a</th>
<th>v</th>
<th>e</th>
<th>m</th>
<th>n</th>
</tr>
</thead>
</table>
| How? | Where? | Then? | What next? | If traffic is coming ... | If no traffic is coming ...
| run across | at a roundabout | turn around | walk across road | ... run | ... wait
| wait for traffic to stop | top of a hill | stand at a wall | look and listen for traffic | ... let it pass and look again | ... walk across and keep looking
| look for a safe place | corner | stand on the pavement near the kerb | look for traffic | ... walk across the road | ... run across the road
| keep eyes shut | pedestrian crossing | stand on the road | run across road | ... hold up your hand to stop it | ... walk across
| walk onto the road | double yellow lines | get ready to run | listen for traffic | ... step onto the road | ... wait until it comes
### Who's Safe to Cross?

Look at these pictures and decide if these people are ready to cross the road or not.

<table>
<thead>
<tr>
<th>Colour of the traffic light</th>
<th>Action</th>
<th>Signal</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green</strong></td>
<td>talking on a mobile</td>
<td></td>
<td>looking left and right</td>
</tr>
<tr>
<td></td>
<td>holding an adult’s hand</td>
<td></td>
<td>wearing reflective clothing at night</td>
</tr>
<tr>
<td></td>
<td>running on the pavement</td>
<td></td>
<td>playing on the pavement</td>
</tr>
<tr>
<td></td>
<td>listening for traffic</td>
<td></td>
<td>listening to loud music</td>
</tr>
<tr>
<td><strong>Red</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>
Going Somewhere?

Things I Might Need

Put an X through each item you would not need to take on a walk.
### Out Walking (1 of 2)

What to do and what not to

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Out Walking (2 of 2)

- Look
- Talk on mobile
- Wear hood up
- Listen to music
- Concentrate
- Listen
- Read messages
- Chat to friend
Green Cross Code Award

This is to certify that ________________________________________________________________

can use the Green Cross Code.

Awarded by: ________________________________________________________________

Date: ________________________________________________________________

Remember to Stop, Look, Listen and Live!
How can you stay safe when travelling in a car? Choose the correct word to complete the sentence.

Always wear a ________________

Do not lean out of the ________________

Get in and out of the car on the ________________ side.

Do not block the driver’s view in the ________________

Keep hands away from the ________________ when the car is moving.

Do not ________________ at the driver.

Never grab the ________________ when the car is moving.

Word Bank

- steering wheel
- door
- pavement
- shout
- window
- seat belt
- mirror
Bus Safety

What should you do in these situations? Choose A or B.

When you are waiting for the bus, you should ...
- a. wait in the queue
- b. push to the front of the queue

When you get onto the bus, you should ...
- a. make a lot of noise
- b. sit quietly in a seat

When you get a seat, you should ...
- a. put on the seat belt
- b. put your legs up

When the bus starts off, you should ...
- a. throw things around the bus
- b. sit quietly

When you get near your stop, you should ...
- a. wait until the bus stops before you get up
- b. run to the front of the bus
Copy and cut out the scenario cards below and give one to each learner. Together discuss what to do in these situations.

- You are walking to your friend’s house and you forget the way. You are lost.
- You get off the bus at the wrong stop.
- You miss your bus/train.
- You are walking to the cinema. A neighbour stops to give you a lift.
- You are on a bus and it breaks down.
- You arrive at your friend’s house but no one is in.
- You get off the bus at the wrong stop.
- You are out walking and a nice lady says: “I have lost my puppy. Can you help me find him?”
- You are out walking. You have to cross the road. The lights are out of order.
- You get on the wrong bus/train.
- The train doesn’t stop at your station.
Checklist for Going Out (1 of 2)

- Know the Way
- Tell Someone
  - Where you are going
  - How long it will take you to get there
- Who you will be with
- When you will come back

- Wear suitable clothes and shoes
  - Is it cold? Do you need a hat or coat?
  - Is it raining? Do you need an umbrella?
  - Is it dark? Do you need to wear something bright?
  - Are your shoes comfortable for walking?
Checklist for Going Out (2 of 2)

- Take your mobile
  - Did you charge your mobile?
  - Do you have all the phone numbers you might need?

- Take some money
  - Take enough money to use a public phone in case your mobile doesn’t work.
  - Take enough money to pay for a taxi in case something goes wrong and you need help getting home.
### Get Me Out of Here

**Thematic Unit:** Going Places – Travelling Independently

**Resource 20**

<table>
<thead>
<tr>
<th><strong>If Something Goes Wrong and You Need Help ...</strong></th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do</strong></td>
<td></td>
<td><strong>NEVER!</strong></td>
</tr>
<tr>
<td>ring home</td>
<td>ring a friend who can help you</td>
<td>go walking or in a car with someone you do not know really well!</td>
</tr>
<tr>
<td>ring 999 with an emergency for help</td>
<td>ask someone in a uniform.</td>
<td>do not go with them no matter what they say!</td>
</tr>
<tr>
<td>DIAL 999</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Travel Choices

Where could you go using these forms of transport? Add the names of destinations to the correct transport.

Word Bank

America  Scotland  France  England  Portrush  Africa  Dublin  Belfast  Australia  Isle of Man  Cork  Spain
At the Airport (1 of 2)

Put the events that happen at the airport in the correct order.
At the Airport (2 of 2)

- Board the aeroplane!
- Collect your bag from the belt
- Take off!
- Wait until your flight is called
- Check in
- Go through security
All Over the World

There are different types of transportation in the world. Can you draw a line from the place to the type of transportation they might use there? Use the internet to help you find the answers.

- desert
- China
- London
- Venice
- Alps

- rickshaw
- Gondola
- camel
- snow mobile
- double decker bus
I Would Love to Travel by...