Travelling Times
Activity chart

6-8 year-olds

Fundación MAPFRE

Travelling Times Activity chart for 6 to 8 year olds, 2015.
Highway Safety and Prevention in Classrooms Programme.

Travelling Times

Activity chart

The Highway Safety and Prevention in Classrooms Programme, is an initiative by the Department
For Highway Safety and Prevention of MAPFRE FOUNDATION, for all school ages from 3 to 16 years old, designed to promote accident prevention and best highway practices in teaching centres.

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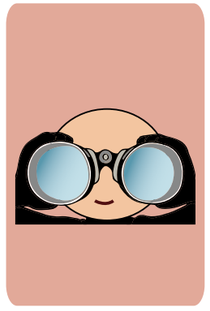
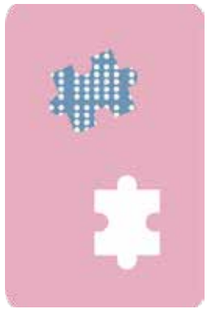
Symbology

Read and understand activity:

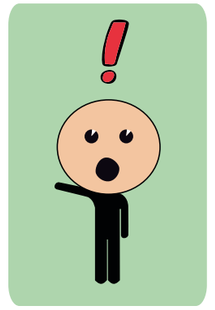
Observation activity:



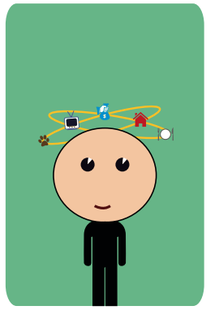
Relating activity:



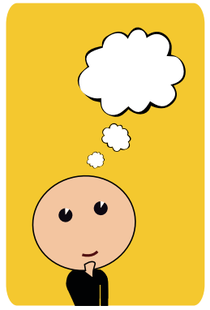
Discovery activity:



Thinking activity:



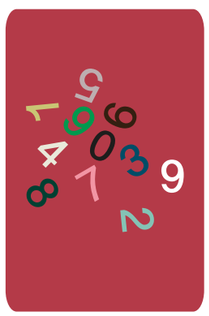
Imagination activity:



Sorting activity:

Investigation activity:

Calculation activity:



Finding activity:

Experiment

Did you know?

ACTIVITY 1

Reading comprehension

After reading “Travelling Times” see what you have learnt.

- Join the following events with arrows to the right people:

Returns to camp to ask for help

Proves she knows how to ride a bike

They are cousins

He is going to school

She is late for the bus

He is going to camp

She is mushy

He knows about buses

She goes to school by car

It is beautiful

He has doubts about the booster seat in the car

Vicky

Antonio

Sara

- Now answer the following questions:

1. Why is Vicky having breakfast in the car?

2. Why doesn't Vicky's father want her to talk to much in the car?

3. Why does Sara decide to call the bus monitor?

4. What does Vicky suggest Antonio do with his gum when she sticks it to the window frame?

5. Why does somebody have to go back to the camp to ask for help?

6. Why does Sara start to panic on the road?

ACTIVITY 2

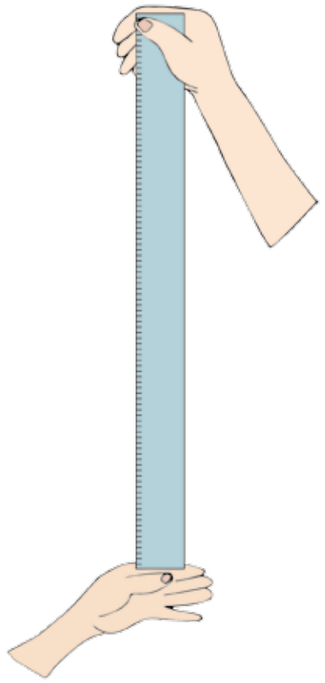
Distractions at the wheel

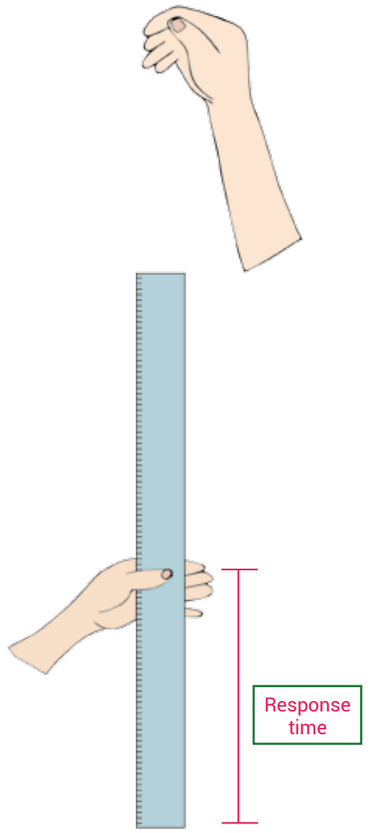
Vicky's father always tries to pay attention to the road, and sometimes she tries not to speak so much, so as not to distract him.

- Can you say which of Vicky's following attitudes or behaviours could help her father to keep his attention on the road. Mark Yes (✓) or No (✗) for each picture.

- Any situation that distracts the driver means the driver will take longer to react to a hazard. Would you like to see how this happens? We suggest you do the following experiment:

You only need a ruler for a friend to hold in a vertical position from the top, while you place place your thumb and index finger at the bottom part (where “0” is on the ruler, but without touching it). You friend will drop the ruler without warning you. That is when you have to close your fingers around the ruler to catch it. At what mark did you catch the ruler? The distance between the “0” and the end of the scale on the ruler is a way to measure your response time.





Now repeat the experiment several times under different conditions:

- Try to catch the ruler when you are fully concentrating.
- Now do it while using your phone with the other hand.
- And now when you are talking to someone.
- …

This will show you how distractions can affect our response time.

ACTIVITY 3

Seatbelts

In Vicky's car everyone wears a seatbelt, and her father never sets off until they are all fastened. Likewise, on a bus, seatbelts are one of the most important safety items.

- We propose a class debate to find out about the real importance of fastening your seatbelt. To do this, try and answer questions like:

- **Do you always put you seatbelt on when you get in a car? What about on the bus?**
- **Should adults always wear seatbelts? Do they?**
- **What are seatbelts for? What happens if we don't wear one?**
- **Do we have to wear a seatbelt on all trips, even short ones in the city?**

did you know?

Seatbelts were invented for aeroplanes in the 1930's and started to be used in cars years later, in 1956. But those seatbelts were only “two point” belts, which only went around your waist. The seatbelts in vehicles now have three anchoring points, with a strap crossing over your chest and another one around your waist. They were invented by the Swede, Nils Bohlin in 1959 for Volvo. Since then they have been calculated to have saved over a million lives.

- Now you know about the importance of wearing seatbelts. Use your imagination to promote Highway Safety among your classmates. Write a slogan in the space provided about the use of seatbelts, and draw a picture to go with it. You can group all your ideas together by organisation a class contest.

ACTIVITY 4

Use of booster seats

Antonio isn't sure about his cousin, and doesn't really know if she is using her booster seat in the car.

did you know?

Booster seats are used with seatbelts and are perfect for children who weight between 22 and 36 kilos and who measure less than 1.35 metres, usually children between 6 and 12 years old.

- Imagine you are travelling with your family to the beach and some of your friends want to go with you. Like Antonio, you have to decide which of them needs to sit in a booster seat. Circle the right answer (YES or NO).

- Weight: 23 kg
- Height 1.25 m

Booster seat?

YES **NO**

- Weight: 18 kg
- Height 1.16 m

Booster seat?

YES **NO**

- Weight: 32 kg
- Height 1.40 m

Booster seat?

YES **NO**

- Weight: 25 kg
- Height 1.20 m

Booster seat?

YES **NO**

- Weight: 27kg
- Height 1.35 m

Booster seat?

YES **NO**

- Weight: 40 kg
- Height 1.53 m

Booster seat?

YES **NO**

ACTIVITY 5

Preventing accidents on the bus Behaviour

On the bus to the camp, Vicky's behaviour isn't as it should be. Her attitudes show a lack of respect for colleagues and could even distract the driver.

- Write at least four things that she does wrong in the story.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

- Now look at the picture and draw a circle around the children who, like Vicky, are not travelling properly on the bus.

ACTIVITY 6

Use of helmets

On the ride to the lake, all the children are wearing their helmets.

- Look at these pictures:

Antonio

Vicky

Sara

- Can you say which child is wearing the helmet properly? Why?

did you know?

Helmets protect our heads. They are the best protection for riders and pillions, since they are designed to protect our brains, and reduce the possibility of suffering mortal injury by thirty percent.
Advantages of wearing a helmet:
- They avoid direct impact on your head.
- They avoid you being hit by objects (stones, grit, etc.) if you have the visor down.
- They absorb part of the energy of an impact and distribute it away from one single point.
- They avoid scraping your face and head against the road surface.

- Now answer:

1. What damage do you think can happen if you fall off a bicycle at 10 km/h?

2. What do you think “helmets avoid scraping your face and head” means?

- Helmets are not only indispensable when we are riding bicycles, but as you can see in the photographs, there are different types of helmets, each of them for different activities. Can you match the activity with each of these helmets?

1.

2.

3.

4.

- All these helmets, the same as the ones we wear on our bicycles, make an activity safer. But what does each one protect us from?

Helmet 1:

Helmet 2:

Helmet 3:

Helmet 4:

ACTIVITY 7

Items for riding bicycles

Vicky knows it is important to be seen in the dark when riding a bicycle. That's why before going to the camp, and since it is starting to get dark, she checks that all the bicycles have front and rear lights. She and Sara both put on reflective waistcoats.

did you know?

Apart from the lights (white on the front and red at the back) and the reflective waistcoat, when we are riding at night there are other things that help others see us:

- **Reflective disks on the wheels.**
- **Reflective armbands.**
- **A torch fixed to our left arm.**
- **Light coloured clothing.**
- **Reflective helmet.**

- Don't forget the importance of these things (the underlined ones) and try to find them in the word search activity.

A	R	O	W	E	R	Y	I	D	A	B
L	A	R	Q	U	A	W	O	T	A	R
I	C	L	I	N	T	E	R	N	A	A
C	H	A	U	E	P	U	R	A	O	Z
H	A	G	R	M	O	S	R	I	S	A
A	T	R	A	Y	B	A	S	P	U	L
L	A	T	A	S	L	R	O	T	R	E
E	T	A	B	C	O	D	A	U	L	T
C	A	C	A	S	C	O	A	D	A	E
O	A	P	A	Y	D	I	S	C	O	S
P	O	I	U	Ñ	A	R	Y	S	P	A
R	U	X	O	S	U	V	E	M	A	R

_____ _____

_____ _____

_____ _____

_____ _____

ACTIVITY 8

Riding a bicycle

Apart from the things mentioned previously, to ride properly we should know what type of highway we are on at all times.

did you know?

Depending on where they are, highways are classed as urban roads and streets and country roads or lanes.

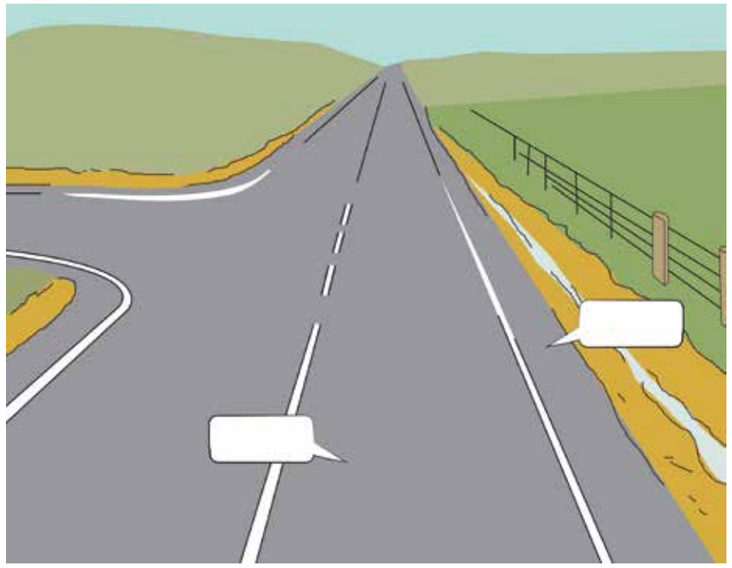
Urban highways are streets and other areas in towns and cities.

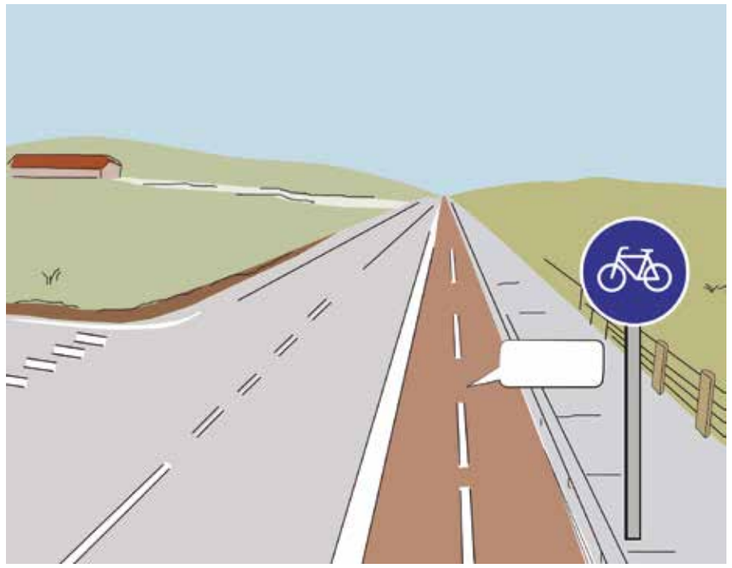
Country highways are roads outside the towns and cities that join them together.

- Vicky says to Sara: "We are on a country road and we should ride on the right and close to the verge or pavement if there is one. I'll go in front and you follow behind".

Thanks to Vicky you now know how to ride on a country road: to the side on the right if there is no cycle path (if there is one we should use it), or next to the curb if there is one. When we ride in a group, like Vicky and Sara, it is best to ride one behind the other.

- Try to find and mark on the following pictures of a country road the three underlined words.





- Now, if you can fit each of the following words in the gaps, you will also find out how to ride on urban roads.

dangerous	cycle lane	buses
cars	right	urban
straight	single file	pavement

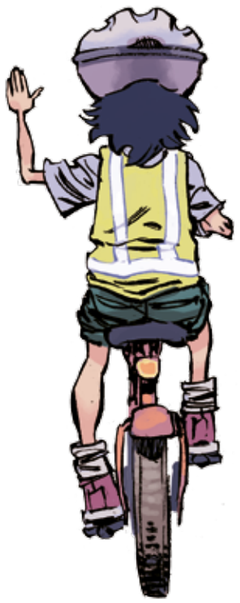
On urban roads, whenever possible ride next to the _____.
If there isn't one, always use the lane _____ nearest to the _____ . If it is reserved for taxis or_____ , ride in the next lane. Keep a safe distance from vehicles driving next to you, and also with the curb and with parked _____.
If someone opens a door or a _____ steps off the pavement, you will have to make a sudden movement. If the lane you are riding in is full of obstacles or parked cars, ride in line _____ _____ in the next one. Riding in zig-zags is very_____.
When you are in a group, we can ride in rows of two at the most. If there is heavy traffic or not much visibility, we should ride in single _____ one behind the other.

ACTIVITY 9

Handling a bicycle

To get safely to camp, Vicky teaches Sara how to handle her bicycle properly. These moves are used when we want to change places, indicating them properly.

- Show you understand Vicky's instructions and mark which movement she is going to make.



- Now draw her arm to show you she is going to set off.

ACTIVITY 10

More

In Activity 8 we learnt that to ride a bicycle properly we need to know what type of road we are on, urban or country. In both cases we should always respect traffic lights and traffic signs.

- Some of the most important signs are shown as follows that cyclists should take into account. See if you know what they mean, and then you will have learnt even more than you learned in “Travelling Time”. You can ask your parents, uncles or aunts if you need help, or even use the Internet.

_____

_____

_____

_____

_____

_____

_____

_____

- Carry on investigating to show the names of the different parts of a bicycle using arrows:

- How many parts can you name? When you have finished this task, join up with your friends to learn even more.

did you know?

To make sure the bicycle is the right size for us, we need to check the height and length.

The right height is when you can put your feet on the floor when you are over the bicycle frame.

The length is the distance between the seat and the handlebars, and our fingertips should reach the handlebars while our elbow touches the seat.

The seat should be at the same height as the handlebars.

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