

Flat on Your Face

Activity chart

9-11 year-olds





Flat on Your Face Activity chart for 9 to 11 year olds, 2015.
Highway Safety and Prevention in Classrooms Programme.

Flat on Your Face

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.

Project management: FUNDACIÓN MAPFRE - Highway Safety and Prevention Dept.

Coordination: Creative territory.

Edition: La Llave. Gestión y producción cultural.
Educational design: Sergio Callejas Valera.
Design and typeset: M. Isabel Martínez Jiménez and Rebeca López González.
Audiovisual production: La Llave. Gestión y producción cultural.
Animation: Vicente Mallols.

© Illustrations: Sergio Bleda, M. Isabel Martínez Jiménez and Rebeca López González.

© of this edition:
FUNDACIÓN MAPFRE
Highway Safety and Prevention Dept.
Paseo de Recoletos, 23
28004. Madrid
www.fundacionmapfre.org

Any form of reproduction, distribution, public communication or transformation of this work may be performed with authorisation by the owners, except for the exceptions envisaged in the law.

Legal deposit:



Index

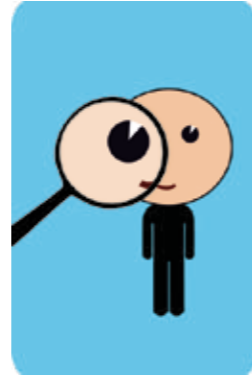
Symbology	6
Activity 1: Reading comprehension.....	8
Activity 2: Pedestrians.	10
Activity 3: Pedestrian behaviour.....	12
Activity 4: Walking on the street: pavements and crossings. .	14
Activity 5: Walking on the street: crossings.	18
Activity 6: Public transport I.....	20
Activity 7: Public transport II... ..	23
Activity 8: Train your dog.	26
Activity 9: Using bicycles in the city.....	28
Activity 10: More. Signs for pedestrians.....	30

Symbology

Read and understand activity



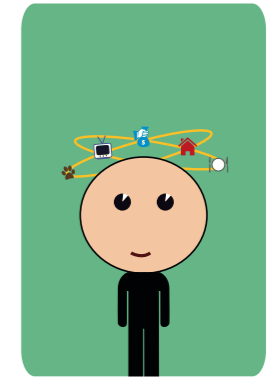
Finding activity



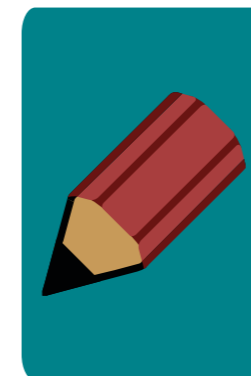
Investigation activity



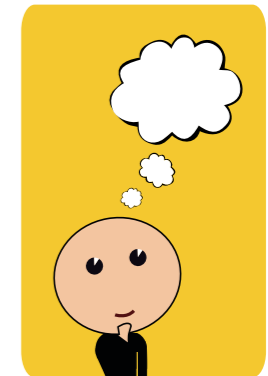
Thinking activity



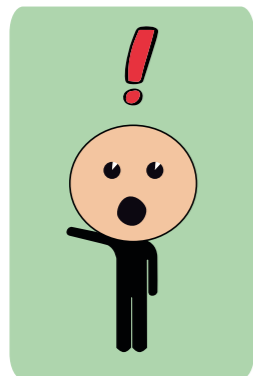
Drawing activity



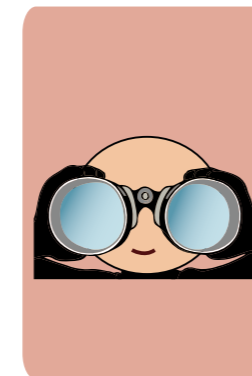
Imagination activity



Discovery activity



Observation activity



Did you know?

did you know?



ACTIVITY 1

Reading comprehension

After reading “Flat on Your Face” see what you have learnt.



• First answer true (T) or false (F) for the following sentences:

- When Pilar was born, their parents started to pay more attention to Peter. _____
- Peter loves adventure books, stories about monsters and outer space. _____
- When he was little, Rüdiger was Peter's favourite toy and best friend. _____
- Peter wants to teach Pilar to ride a bike. _____
- Peter's mother doesn't think using public transport is important. _____
- Peter's behaviour in the street, with his gang, goes against the advice his toy and friend taught him. _____
- Peter is happy about his sister playing with his toy and friend. _____

• Now answer the following questions:

1. What does Peter least like about his sister?

2. According to Peter's parents, what is a “model citizen”? Do you think they are always “model citizens” for Peter? Why?

3. Why can't Peter and his family always walk on the pavement?

4. Explain what the story means when it says: “It's funny just how clearly we see things when other people do them, and just how blind we are to reality when we do them ourselves. We are unable to see them until we fall flat on our faces”.

5. Why does Peter say we should cross on corners when there are no pedestrian crossings?

6. Why did a policeman tell Peter off?



ACTIVITY 2

Pedestrians

When they were walking on the street, Peter thought that because they had a shopping trolley or pram, his parents and sister were no longer pedestrians, but drivers. This is not true however.

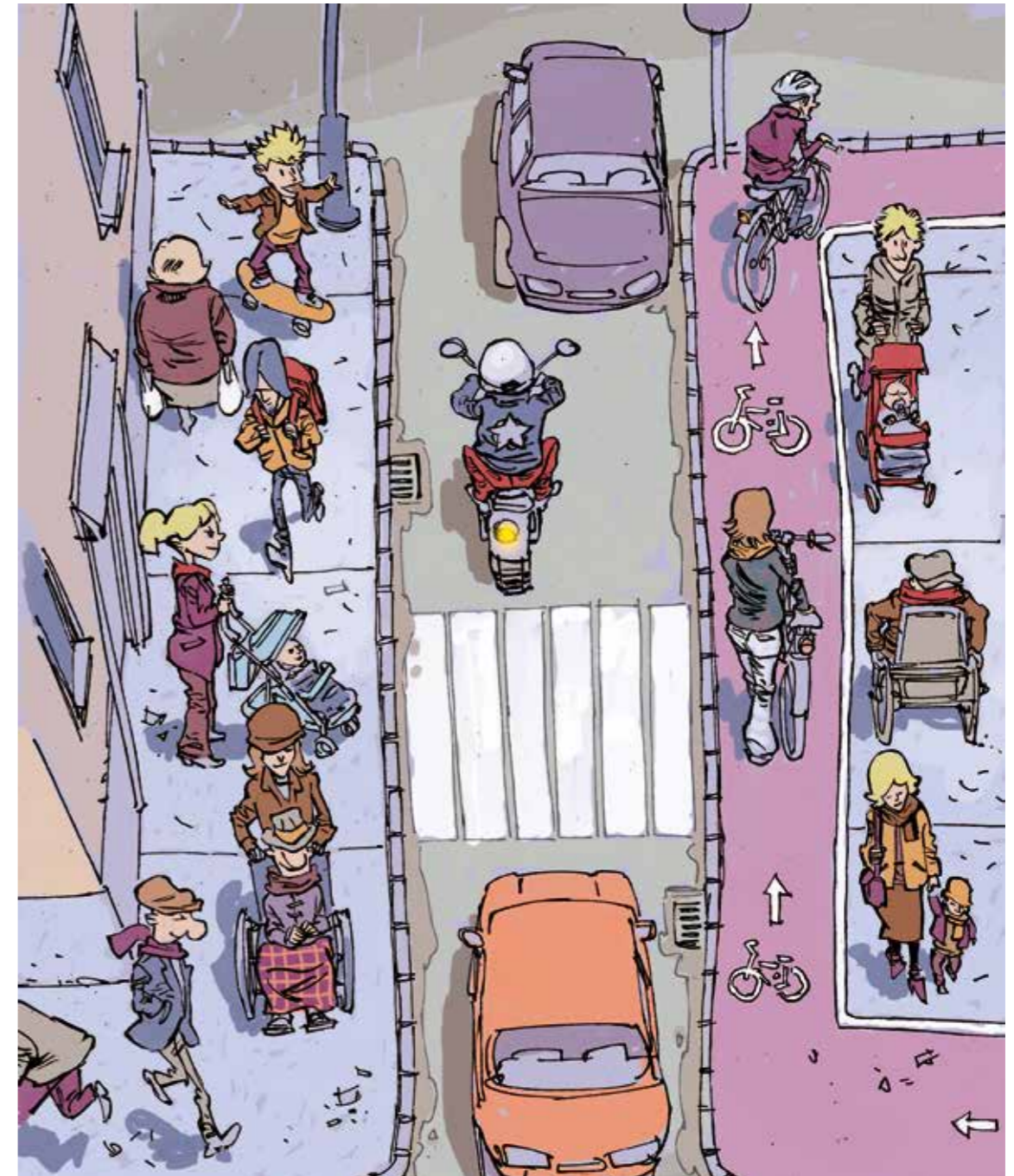


did you know?

A pedestrian is a person who walks on a public highway.
Pedestrians are:

- People who push or pull a pushchair or pram.
- People who are in wheelchairs and also those who help to push them.
- People who push a bicycle or a two-wheel vehicle.
- People who are use scooters on the pavement.

- Now that you know what pedestrians are on a public highway, using your knowledge to identify all the pedestrians in the following picture. Draw a circle around all of them.



Which pedestrian do you think is committing an offence? Why?



ACTIVITY 3

Pedestrian behaviour

At first Peter takes his lessons from Rüdiger very seriously. However, as he gets older, his attitude as a pedestrian, and when he is with his friends, change and are not the best: he does not look after public areas, he is disrespectful to other users, etc.



- Find four examples of this bad behaviour in the story, either by Peter or his friends. Write them here:

1.

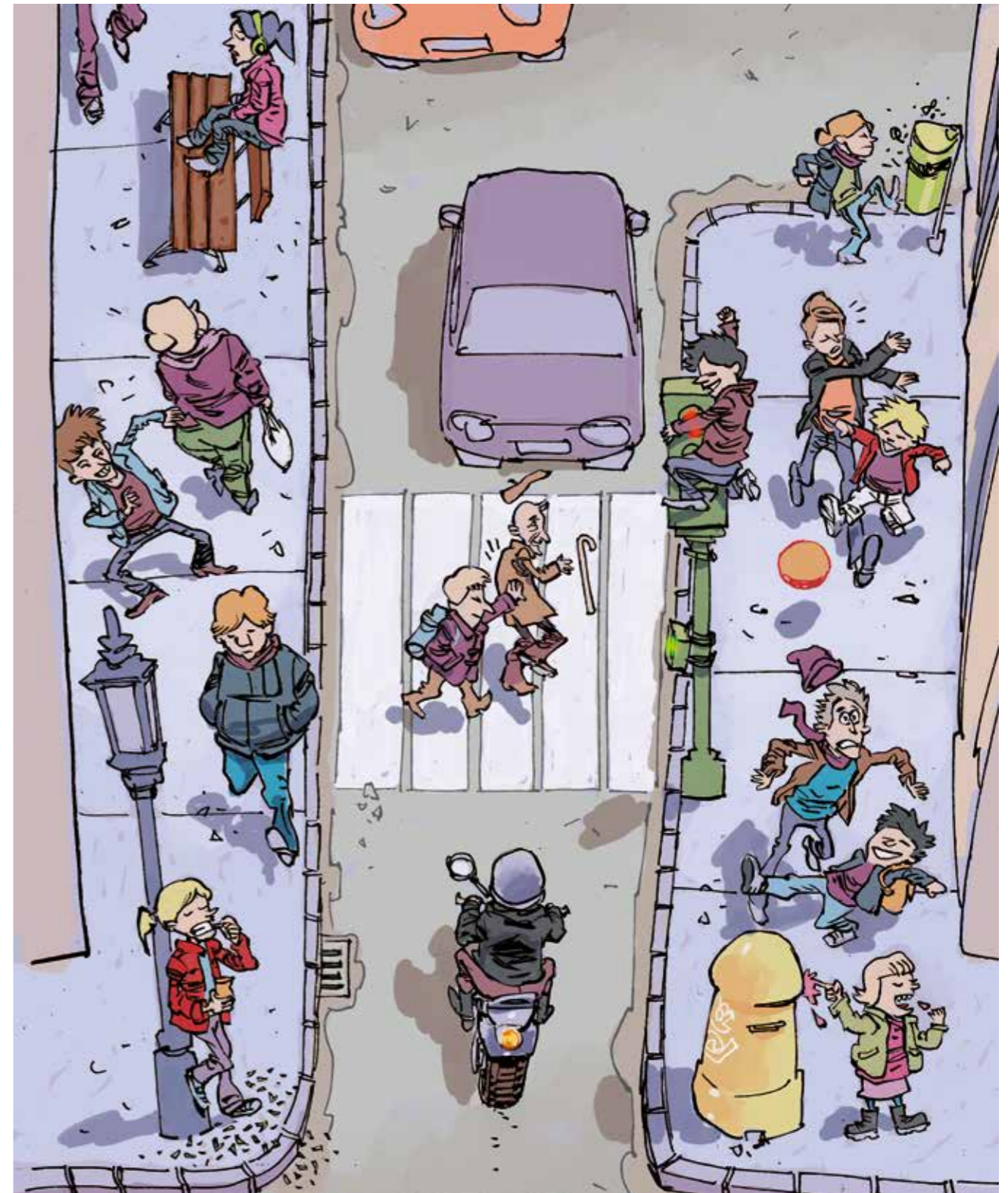
2.

3.

4.



- Now find the wrong things that other citizens do in the picture. Draw a circle around each of the people who behave badly on the public highway.





ACTIVITY 4

Walking on the street: pavements and crossings

Being a citizen who sets an example doesn't only mean behaving responsibly. As Peter's mother says, it also means behaving and travelling properly on the streets, on the pavement and at crossings.



did you know?

When we are pedestrians in a town, we should always walk on the pavement, without walking close to the curb or on the street.

We should not run as this can annoy or disturb other pedestrians, nor should we block the way for others.

If there is no pavement or pedestrian area, we should walk as close as possible to the side, paying close attention to the vehicles and whenever possible, facing oncoming traffic.

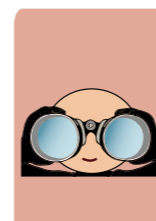
If we have a dog, it must be on a leash, and we should pick up its poo.

- Now you know how to behave on the pavement. Now see if you can fill in the gaps in the following text with the information from the story. You will also discover how to cross the road when you need to.

Whenever we are going to cross the road, we should always look both ways. First to the _____ and then to the _____.

If there is a pedestrian _____ and _____, we should wait at the _____ until the little man turns _____. If the man is flashing _____ until the next time.

If there is no _____, we should cross _____, in a _____ line, walking quickly but not _____.



- Now you know how to behave on the pavement. Now see if you can fill in the gaps in the following text with the information from the story. You will also discover how to cross the road when you need to.

SITUATION:



CARELESS BEHAVIOUR:

Two people have stopped to talk in the middle of a pedestrian crossing, and the green man starts flashing and is about to change.

CONSEQUENCES

When the lights change and the cars set off, the two pedestrians run the risk of being run over.

SITUATION:



CARELESS BEHAVIOUR:

CONSEQUENCES:

SITUATION:



CARELESS BEHAVIOUR:

CONSEQUENCES:

SITUATION:



CARELESS BEHAVIOUR:

CONSEQUENCES:

SITUATION:



CARELESS BEHAVIOUR:

CONSEQUENCES:

SITUATION:



CARELESS BEHAVIOUR:

CONSEQUENCES:

SITUATION:



CARELESS BEHAVIOUR:

CONSEQUENCES:



ACTIVITY 5

Walking on the street: crossings

When Peter went outside, everything was chaotic, because the people didn't know how to behave properly in the streets.

Do you think that is true about where you live? To find out, we suggest you do a bit of research with the help of your family or friends.



1. Observe and write down the behaviour of at least fifty pedestrians in your city or town before they cross a pelican crossing.

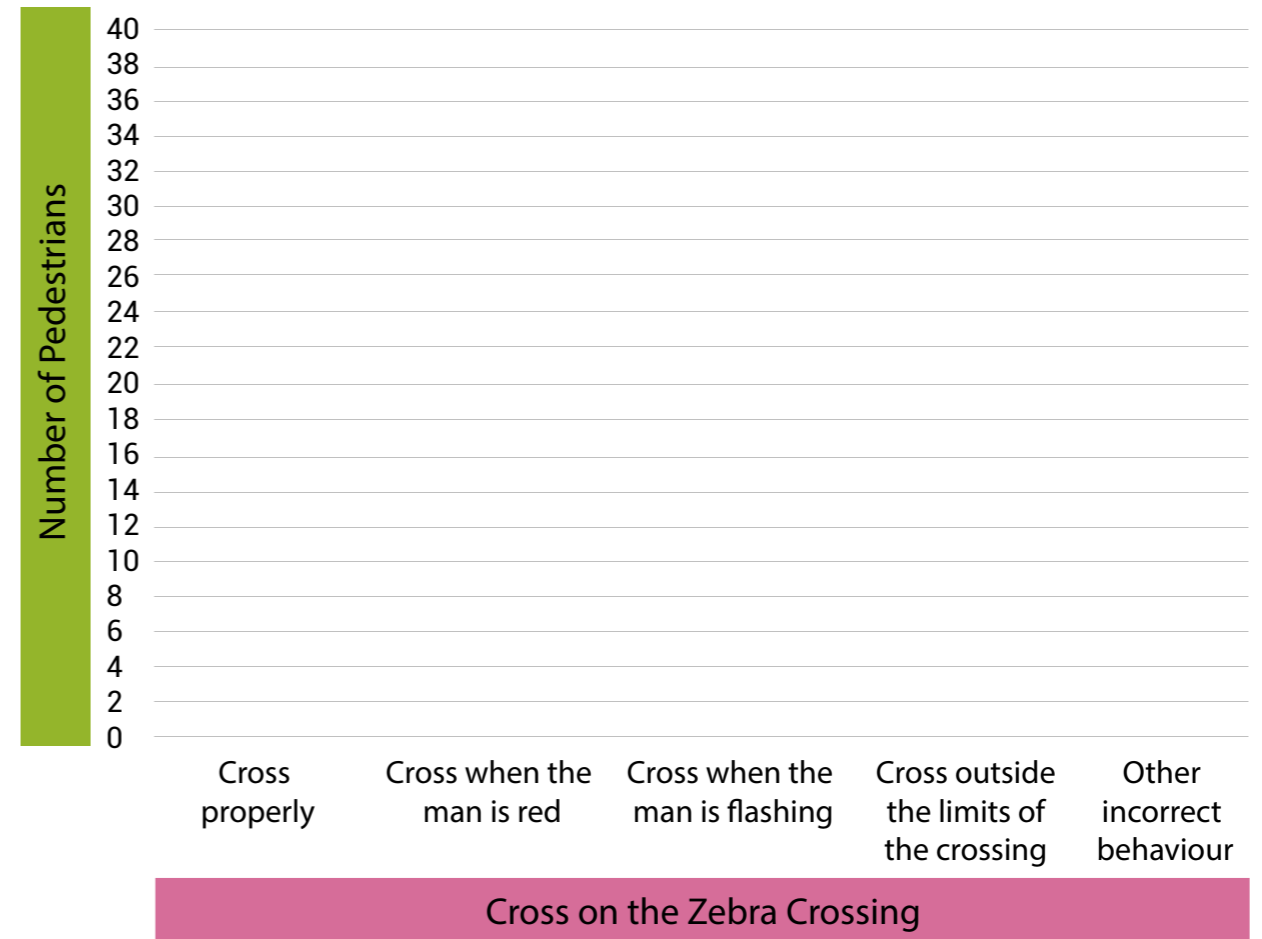
To do this you should write down:

- The number of people who cross properly.
- The number of people who cross when the little man is red.
- The number of people who cross when the little man is flashing.
- The number of people who cross outside the limits of the crossing.
- The number of people who behave incorrectly in other ways (e.g. crossing after waiting on the road).

2. Record the results of your survey in this table:

	Cross properly	Cross when the man is red	Cross when the man is flashing	Cross outside the limits of the crossing	Other incorrect behaviour	TOTAL
PEDESTRIANS						

3. Complete the following bar chart using colours with the results from your survey.



4. Think about what your survey shows.

- Do the people in your city or town behave properly? Why?

What type of behaviour do you remember having seen by the pedestrians that you have put in the "Other Behaviour" category.



ACTIVITY 6

Public transport I

Using public transport is fundamental for Peter and Pilar's mother, who tries to make them understand the need to reduce the number of cars on the streets.

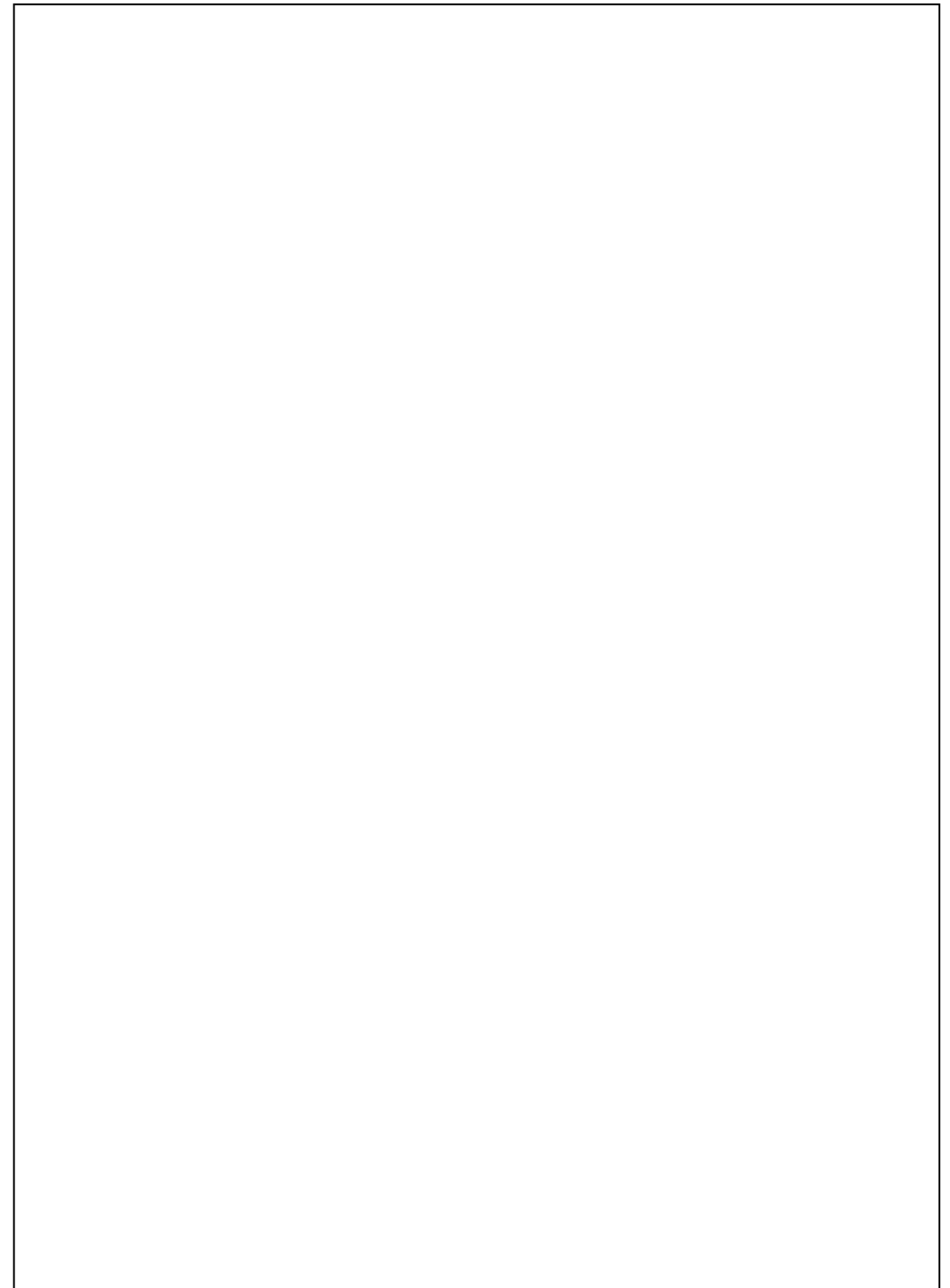


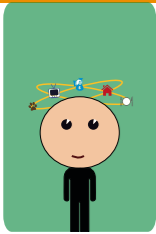
- So that you realise the importance of public transport, we propose the following activity:

1. Draw a picture in the space on the next page of any street. It could be one you know well, with its pavements, the road, the shops, etc.

2. Afterwards, draw a bus full of people travelling one way along the street. Decorate the bus as you want, or just colour it in like the one you usually travel on.

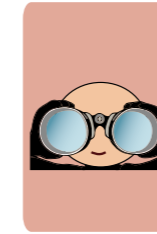
3. Finally, on the other side of the road draw all the people who are on the bus in their own car.





• Now think and answer:

1. Why are the streets in our cities and towns so full of cars?
2. How many people usually travel in a car?
3. Which of the two modes of transport produces more pollution? Why?
4. What idea can you get from your picture?
5. Which direction on the road would you prefer to travel?



ACTIVITY 7

Public transport II

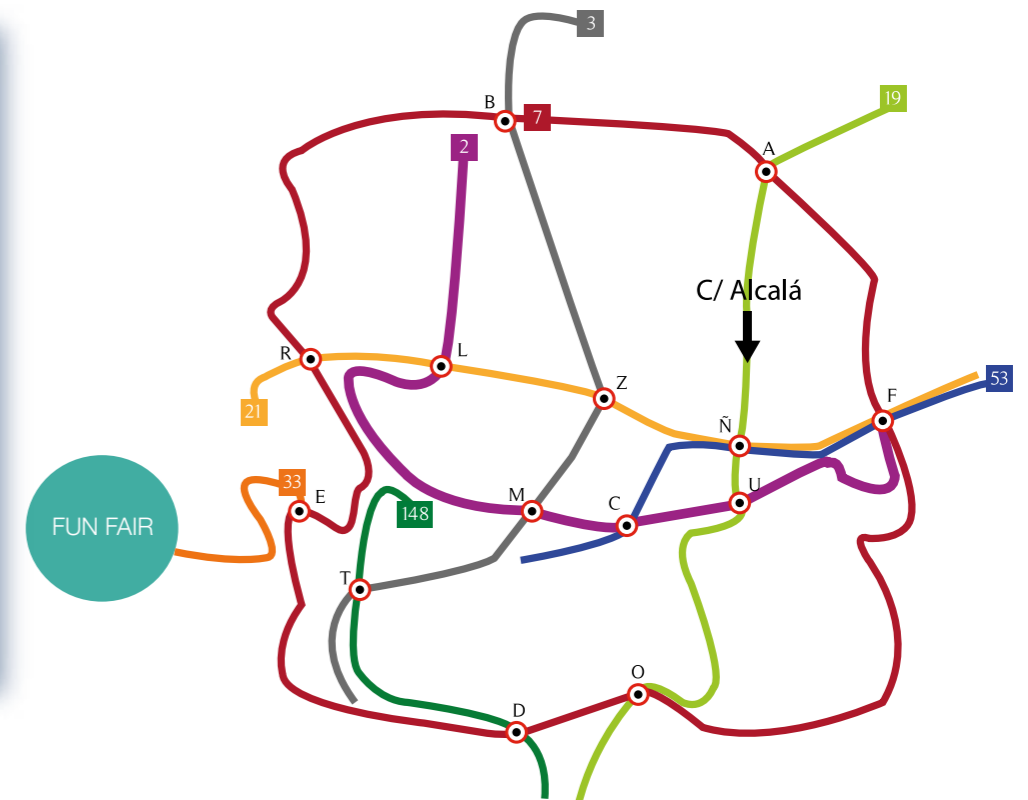
You now know just how important using public transport is. Now then. Do you know how to use it?



- Imagine you are travelling around Madrid on a bus with Peter, Pilar and their parents. They are going to a fair. The problem is they don't know the way, and while they are travelling along Alcalá Street, they look at the bus route map but can't seem to agree. Look at their map.

BUS LINE	2
BUS LINE	3
BUS LINE	19
BUS LINE	21
BUS LINE	33
BUS LINE	7
BUS LINE	53
BUS LINE	148

SHARED BUS STOP FOR SEVERAL LINES





ACTIVITY 8

Train your dog

When we were reading “Flat on Your Face”, we saw how annoying it can be when people ignore the rules about dogs, even for Peter. Every day he passed people with their huge dogs off the leash, leaving dung all over the place. One day, a dog even knocked Pimientos over, which made Peter furious.

In activity 4 we saw that dogs should always be on a leash when we walk along the streets.



did you know?

In a lot of towns and cities there are places where dogs can run loose, although they need to be watched by their owners, who should also pick up the dog poo. They are areas specifically designed for these animals.

- Imagine that the local council in your city or town wants to make an area for walking dogs and letting them run around in freedom. They hold a contest for the people in the town to design an area for this.

What would your design be like? Try to draw it. Remember that these areas should have the following items:

- Drinking troughs for dogs.
- Bag dispensers for picking up poo.
- Bins to put the poo bags in.
- Play areas.

You can include any other things you want.

Show your design to your class.



ACTIVITY 9

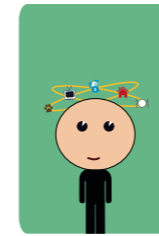
Using bicycles in the city

Peter learnt to ride a bike, and it was a big effort for him, so that he wouldn't have to walk with Pimientos to the pond where his friends were playing. He then had to learn how to ride his bike around the streets of Madrid, which is not an easy thing, even with Rüdiger's help, because of the number of hazards and obstacles.



- Write down five things that Pedro found when riding his bike around the city. Obviously you should also bear them in mind whenever you are riding your bike.

1. _____
2. _____
3. _____
4. _____
5. _____



- Despite the dangers you have described, bicycles are a mode of transport, like public transport, that have a large number of advantages when travelling around the city. Take part in a class debate to identify and discuss these advantages. Then write them all down.

ADVANTAGES OF USING BICYCLES IN THE CITY	
■	_____
■	_____
■	_____
■	_____
■	_____
■	_____



ACTIVITY 10

More. Signs for pedestrians

In activities 4 and 5 you learnt how to behave as a pedestrian. Walking around the streets means observing and complying with traffic lights and also traffic warden and signs.



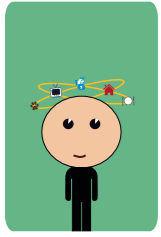
- Investigate and try to explain what this traffic warden is telling the pedestrian.



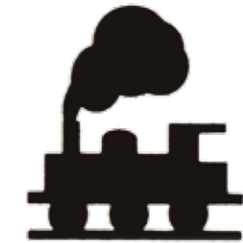
did you know?

The vertical traffic signs we can see around the streets have different shapes:

- Prohibition signs: these signs are round with a red ring around the edge, and prohibit access from the point where they are located.
- Obligation signs: these signs are round and blue in colour, with a white ring around the edge, indicating an obligation.
- Indication signs: these signs are square and blue in colour, and provide users with useful information.
- Danger signs: these signs are triangular, with a red edge and indicate that there could be danger and tell us what type of danger it is.

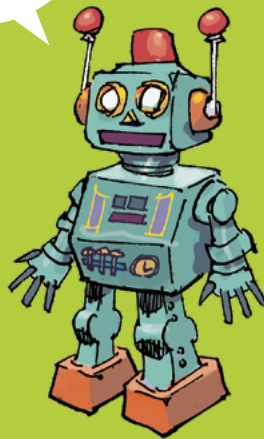


- The following pictures show the inside of different vertical signs that pedestrians could come across. Frame them with a blue square or rectangle (indication), a red triangle (danger), or a red circle (prohibition), or blue circle (obligation), as relevant to each case. Then write what they mean. You can ask your parents, uncles or aunts if you need help, or even use the Internet.





Continue to learn
with us - find out
more here!



www.fundacionmapfre.org