



# Road Safety in the Secondary Curriculum

## Resources for Key Stage 3 and 4

North Yorkshire Road Safety and Travel Awareness Team have considerable experience of delivering Road Safety Education in schools. In this pack we have identified resources and websites that can be used in schools. Many of these resources are linked to the national curriculum framework making it easy for teachers to incorporate Road Safety into the classroom

For: Mainstream Schools, Special Schools and Pupil Referral Service.

# Road Safety Education in the Curriculum

Road Safety is an issue that affects everyone. We all need to use roads whether we are children or adults. Most of us use the roads everyday as pedestrians, cyclists, drivers or passengers in cars. It is essential therefore to ensure that we can travel around as safely as possible.

Road Safety falls within curriculum requirements. Prioritising Road Safety is an excellent way to meet statutory requirements and to promote personal development and well-being. As well as meeting PSHE and Citizenship curriculum requirements, Road Safety education can also help you meet health and environmental targets and awards. There is also considerable scope for the development of cross-curricular linkages between other subjects such as Geography, Science and Maths and Road Safety. These enable key Road Safety skills and knowledge to be reinforced.

Good practice in Road Safety Education is developmental, progressive and relates to the stage of development of the child. The most effective Road Safety Education is developed by partnerships between class teachers, parents and Road Safety Officers, each supporting the others.

North Yorkshire Road Safety and Travel Awareness Team have considerable experience of delivering Road Safety Education in schools. In this pack we have identified resources and websites that can be used in schools. Many of these resources are linked to the national curriculum framework making it easy for teachers to incorporate Road Safety into the classroom.

**The aim of this resource is to help you to plan and deliver the most effective way to help children and young people to use the roads safely.**

For further information and guidance please contact:  
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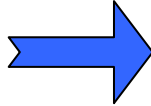
## Section 2

- Lesson plans and activities

## Road Safety Skills and Learning Outcomes for each Key Stage.

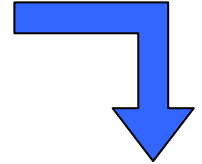
### Foundation / Early Key Stage 1

Understand the difference between the footpath and the road.  
Know to walk with a grown up and hold hands when near a road  
Introduce Stop, Look, Listen and Think.



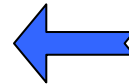
### By the end of Key Stage 1

Understand that pedestrians walk on the pavement and vehicles travel on the road.  
Know to walk with a grown up and hold hands when walking near a road.  
Understand the Stop, Look, Listen and Think sequence.  
Ride a bike (with stabilisers)  
Know to travel in a car wearing a seatbelt and a car seat if under 135cms tall.  
Understand how walking and cycling can keep them healthy.



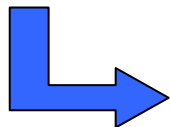
### By the end of Key Stage 3

Understand their responsibilities as pedestrians or passengers.  
To travel independently to and from school either as a pedestrian, cyclist or on school transport (where local conditions allow).  
To understand what is acceptable behaviour on public transport.  
To be able to plan and make longer journeys using a combination of transport modes safely.  
To understand risk and the effect of behaviour on safety.  
To develop strategies to cope with potentially dangerous situations caused by the behaviour of a driver they travel with.



### By the end of Key Stage 2

Know the Green Cross Code including recognising safe crossing places on the road side.  
Have an understanding of road signs and pedestrian crossings.  
To be able to identify when they feel at risk as a passenger and develop a strategy to speak out (passenger power).  
Understand their responsibilities as a passenger in a car to wear a seatbelt and behave sensibly.  
Have an increased awareness of the Highway Code.  
Ride a bike and have participated in some Cycle Training.  
Be able to plan a safe journey to secondary school.



### By the end of Key Stage 4

Understand their responsibilities as pedestrians, passengers and drivers.  
To be aware of the training requirements for drivers  
Have an awareness of issues affecting young drivers such as peer pressure, speed, drugs and alcohol and inexperience.  
To be able to travel independently and understand the benefits of sustainable travel.

## Road Safety Advice for Parents.

Parents play a crucial role in the development of their children's road safety knowledge, skills, attitudes and behaviour.

In this stage of their development as a road user young people find themselves at greater risk than they were before as they tend to travel more independently. Issues surrounding peer pressure and risk taking start to appear. All young people should be encouraged to speak out against dangerous behaviour, such as pushing each other into the road, or running across roads without looking, or drivers driving too fast, or people not doing up their seatbelts.

### By the end of Key Stage 3 (11 - 14yrs old)

Understand their responsibilities as pedestrians or passengers.

To travel independently to and from school either as a pedestrian, cyclist or on school transport (where local conditions allow).

To understand what is acceptable behaviour on public transport.

To be able to plan and make longer journeys using a combination of transport modes safely.

To understand risk and the effect of behaviour on safety.

To develop strategies to cope with potentially dangerous situations caused by the behaviour of a driver they travel with.

### By the end of Key Stage 4 (14 - 16yrs old)





Understand their responsibilities as pedestrians, passengers and drivers.


To be aware of the training requirements for drivers and riders.

Have an awareness of issues affecting young drivers such as peer pressure, speed, drugs and alcohol and inexperience.

To be able to travel independently and understand the benefits of sustainable travel.

## Road Safety cross-curricular links with subject areas

Subject	Activity
Science	Study momentum. Why does it take vehicles longer to brake and stop if they are going at faster speed or are heavier? At 35mph in a car, you are twice as likely to kill someone you hit compared with at 30mph.
	Study scientific improvements in road safety, such as seatbelts, air bags, crash helmets, protective clothing for motorbike riders, reflective and fluorescent materials. Devise science tests to demonstrate the effectiveness of such improvements, such as how reflective material glows in the dark when a light is shone on it. Stress that scientific improvements can't ensure security from death or injury unless they are used by people who behave safely.
	Investigate the force of friction and relate it to road surface and conditions. Relate results to skids or stopping distances of cars.
Maths	Study statistics on deaths and injuries on roads. Explore statistics surrounding road safety topics. Find visually engaging and significant ways to display them (e.g. pie charts and bar graphs). Make a display for other pupils to look at.
	Devise and carry out a survey of the risks that people take on roads and their motives for doing so. Focus on surveying a particular 'group' such as fellow pupils who cycle, parents who drive to school, or older pupils who drive or are considering driving. For example, a survey on 13-year-olds' attitudes to cycle helmet wearing, or a survey of 17 year-olds' attitudes to speed limits.
English	<p data-bbox="235 975 2018 1082">Explore the aftermath of crashes. Ask pupils to write a fictional newspaper article about a crash caused by a young driver which caused a death and serious injuries, include interviews with a police officer who attended the scene, and a bereaved family member.</p> <p data-bbox="235 1123 1644 1158">Exploring the effects of being involved in a road incident through drama and / or creative writing.</p> <p data-bbox="235 1198 1491 1233">Examining a range of road safety advertisements, and planning a road safety campaign.</p> 
	Have a debate on a contentious topic. Some cyclists think that cycle helmets shouldn't be compulsory because it will discourage people from cycling. Other people, particularly neurosurgeons, say that helmets are life-saving and if adults wear them, then children will be encouraged to do so. Do you think there should be a law making helmets compulsory when cycling on roads? Have someone speak for helmets, and someone against. Do some original research using the internet before the debate. Have a vote at the end of the debate.

Geography	Analyse the benefits and disadvantages of different modes of road transport, ranging from walking to cycling, from cars to buses. Explore issues such as deaths and injuries, pollution, congestion, noise, health, and the well-being of communities.
	Carry out an in-depth survey of local roads and suggest road safety improvements (e.g. road markings, a speed camera, crossings, regular police patrols). Your council's safety engineer may be able to give you information about guidelines on implementing road improvements. As part of your survey, write and carry out a questionnaire for local people about their perceptions of local roads and if they think anything needs improving.
Drama	Write and perform a play that explores the temptations and pressures for children to take risks on roads, and the possible consequences. For example, being in a hurry, or being with friends who want to mess about on the road with a football, or being with older friends who want you to get in a car with a dangerous driver who speeds. Discuss the emotions pupils feel in these situations and how to 'speak up' for the safe option. Watch road safety TV and cinema adverts and look at road safety poster campaigns. Are they effective? Do they get the message across to you? If not, could you do any better?
DT	Road safety accessory - resistant materials with electronics Design and make assignment aimed at improving road safety for children. Pupils can research information on road accidents and for further research into vacuum-forming materials and electronic components in order to encourage them to generate ideas for a product that would improve road safety for children. The product had to be suitable for batch production in due course. The design and any decoration needed to be simple, so that it would be easy to manufacture.
Media	Use road safety as the theme for a creative project, such as designing a website, producing a video, producing a play, or running a media campaign for local people. Run this project over a term and ensure it has quantifiable outcomes - e.g. monitor the number of hits on the website, or the number of 'column centimetres' obtained in local newspapers about your campaign.
Citizenship	Plan and carry through a campaign related to a Road Safety issue. This will build on knowledge and skills gained through road safety education, but aim to effect a change on a local issue. <a href="http://www.teachingcitizenship.org.uk">www.teachingcitizenship.org.uk</a> for a Campaign Toolkit.

North Yorkshire Road Safety and Travel Awareness Team can give support and advice to help you deliver lessons in school.

We can provide schemes of work and lesson plans.

There are resources available for schools to use to support these lessons e.g. ramps and vehicles , speed guns, traffic lights, maps, road signs .

Contact: Tel 0845 0349494 [road.safety@northyorks.gov.uk](mailto:road.safety@northyorks.gov.uk)

## Road Safety Education for Secondary Schools

Support available from  
North Yorkshire Road Safety and Travel Awareness Team

- Working with schools and parents to ensure children travel safely.
- North Yorkshire Road Safety and Travel Awareness Team have considerable experience of delivering Road Safety Education in schools and will be pleased to work with your school.
- Providing schemes of work and resources.

### Walking and Cycling

The County Council encourages walking and cycling to school.

This combines, for example classroom work linked to the national curriculum, cycle and pedestrian training, assistance for schools in updating their School Travel Plans, and auditing the infrastructure around schools to ensure it meets the needs of pupils. We can provide resources and lesson ideas to promote Sustainable Travel.

### Drive Alive

A whole day interactive event for years 11/12/13

The Drive Alive Day is designed to educate pupils about the risks of travelling in a car and helps make them aware of their responsibilities and consequences of their actions.

### Young Drivers

Information and advice available.

### Website

A website is available for activities and information [www.roadwise.co.uk](http://www.roadwise.co.uk)

### Contact us:

North Yorkshire County Council,  
Road Safety & Travel Awareness,  
Highways & Transportation,  
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[95alive@northyorks.gov.uk](mailto:95alive@northyorks.gov.uk)



## Road Safety Resources and Websites for Secondary Schools



**EDUCATION** [www.dft.gov.uk/think/education/secondary/teachers](http://www.dft.gov.uk/think/education/secondary/teachers)

As young people begin to mature and become more independent, they are exposed to increasing risks. Teenagers are an important group of road users as pedestrians, cyclists, motorcyclists and newly-qualified drivers. Many are unaware that road incidents are the biggest cause of accidental deaths and serious injuries amongst young people.

There is a need for all those involved with young people to help teach clear road safety messages to equip them to understand and manage the risks they encounter as road users.

This web site contains teacher resources and classroom activities covering the transition from primary to secondary school as well as activities for Key Stage 3 and 4 students. There are lessons for PSHE, Citizenship, English and Drama as well as Science.

[www.brake.org.uk](http://www.brake.org.uk)



**Secondary school and college advice centre**

Secondary school teachers can play a critical role in saving the lives of key stage 3 and 4 pupils when walking, cycling, and in vehicles. Road death is the biggest killer of young people, and devastates families, schools and communities. Use the links to teach citizenship and safety teaching requirements and save lives.

### **ONLINE GUIDANCE FOR TEACHERS**

Why teach road safety?

Guidance on teaching road safety to 11-18 year olds

Teaching the ABC of road safety - awareness, behaviour, choice

Lesson ideas for Key Stage 3

Lesson ideas for Key Stage 4

Organising trips with pupils on foot

Organising trips with pupils in vehicles

Pedestrian and cycle training for pupils

Writing and implementing a Road Safety Policy for your school

Writing or developing your School Travel Plan

Road safety for pupils with Special Educational Needs

### **DOWNLOADS AND LINKS**

Download a power point presentation for 11-15 year olds

Download a power point presentation for 15-18 year olds

Visit Brake's young driver page, with links to on line video

Visit Brake's kids and young teenagers pages

Teenager resources from Brake and other agencies on the dangers of driving

Websites with games and info

### PowerPoint presentation for 11-15 year-olds

<http://www.brake.org.uk/powerpont-11-15>

This presentation is free to download using the link, thanks to funding from the Department for Transport. It is suitable for use on interactive whiteboards (or simply using a computer and a projector) in classes of 11-15 year-olds. It takes approximately an hour to deliver (depending on how in-depth your discussions are). It includes:

- teachers' notes to accompany every slide, with additional information. You can print off the whole presentation, including these notes, so you can have these in front of you during the lesson
- information on the risks faced by teenagers on roads and the extent of road death and injury in the UK
- discussion points on the effects of road death and injury on families and communities
- an opportunity to discuss real-life examples of road crashes
- practical advice on staying safe on roads - encouraging young people to make safe choices when walking, cycling and in vehicles
- discussion topics on peer pressure and different scenarios
- links to road safety adverts

### PowerPoint presentation for 15-18 year-olds

This PowerPoint presentation is free to download using the link, thanks to funding from the Department for Transport, and suitable for use on interactive whiteboards in classes of 15-18 year-olds. It takes approximately two hours to deliver (including 15 minutes showing Brake's 'Too Young to Die' DVD), so we recommend it is split into two lessons (slide 14 is a good point to split it). It includes:

- teachers' notes to accompany every slide, with additional information. You can print off the whole presentation, including these notes, so you can have these in front of you during the lesson

<http://www.theaa.com/aattitude/teacher-zone/index.jsp>



The AA-Attitude Key Stage 4 teacher area. On these pages you have access to six detailed lesson plans with activity sheets on a variety of PSHE and Citizenship topics. All resources to run the lesson plans are included.

All lessons include national curriculum requirements for PSHE and Citizenship. Each lesson plan specifies a set of curriculum links and range of key skills.

The structure of the lesson set allows teachers to either use a single lesson from the list, or to include more, or all, of the lessons into their PHSE and Citizenship teaching.

<http://www.rosopa.com/roadsafety/resources/teachers/>



### Road Safety Resources for Teachers

These resources are designed to help schools and teachers incorporate road safety education into lessons and school activities. They are, where appropriate, linked to curriculum areas and are tailored to different age groups.

### Road Safety in Citizenship: A Key Stage 4 Resource

An education resource linking directly with the Key Stage 4 Citizenship agenda. It includes teacher's notes and student sheets on Learning to Drive or Ride, Drink, Drugs and Driving, The Impact of the Media and Passenger Safety.

### Road Safety in Citizenship 2 CD: Key Stage 4

An education resource linking with the Key Stage 4 Citizenship agenda. It includes teacher's notes and student sheets on Motorcycling, Speed, Crashes and Starting Work or Work Experience. Also available as a free CD.

Booklets for Key stage 3 and 4

<http://www.timeoutroadsafety.co.uk/index.html>

The Drama



Time-Out is a hard hitting teen drama that tackles road safety issues and is aimed at Key Stage 3 pupils. It is available on DVD direct to schools, ideally for use in Citizenship and PSHE lessons. The drama focuses on a group of school friends - Daz and his crew 'The Cars', Sam and her friends 'The Plastics' and Martin, who is the outsider of the group. Daz is the leader of the Cars and is looked up to in school. He also has a lot of responsibilities at home. Sam fancies Daz like mad. He likes her too, but so does Martin, only Martin isn't cool. It looks like Daz will get his girl until, unexpectedly his life changes and along with it so do the lives of other people around him.

The main story is told in a 7 minute drama and continues in 4 short stories that highlight the consequences of Daz's actions 6 months after the event. Each short story is told in monologue from the point of view of one of the main characters - Daz, Martin, Sam and Martin's Dad

Routes - The Teenage Highway Code has been developed to fit into the PHSE programme, but can be used as a teaching aid in any other National Curriculum subject such as drama, art and design and technology lessons.

The Routes package has been designed by the Sussex Safer Roads Partnership and Puppet Broadcasting Company. The programme contains 15 modules spread across the five years of secondary school education (Key Stages 3 and 4, years 7-11). Subjects include the full range of safety information that young people will be exposed to, including 'Signs and Markings', 'Where's Your Head At' (Distractions) and 'Young Drivers'.

The modules

- Signs and Markings -recognises road signs and markings and explain their purpose
- On the Pavement -identifying the safety risk of the journeys made as pedestrians and to develop skills to reduce risks

- Belt Up - identifying the importance of seatbelts and the consequences of not using them
- On Your Bike - how to be a safe cyclist
- Ticket To Ride - identifying how our behaviour can affect our safety on and around public transport
- Blades and Boards - exploring the dangers associated with roller blades and skateboards and ways to reduce risk
- Where's Your Head At? - understanding how reducing our sense increases our risk of death or serious injury
- Tikes on Bikes - how the misuse of mini-motors-/quad bikes affects communities, including the likelihood of injury
- TWOC That - identifying the risks and evaluate the consequences of car theft
- Kerbside - identifying anti social behaviour as a pedestrian and evaluate the effects on communities
- Charged - exploring the risks of taking drugs and using a vehicle
- Pedstaz (Moped riders) - how to be safe as a moped or scooter rider and the consequences of unsafe riding
- Young Drivers - analysing how to be a safe driver
- RIP - analysing the consequences of road traffic fatalities
- Getting the Message Across - analysing how effective the road safety message is and devising a campaign to support road safety among young people

BMW's Cool Wayz resource is aimed at 9-14 year olds and is designed to help young people make sensible choices about personal safety and travel safety by answering questions like 'What is the safest way to walk to school?' and 'What should I do if I lose my bus fare?'

Student Activities



The Students section of the Cool Wayz provides fact sheets and activities covering ten safety topics. The students section is divided into Road Facts, which helps students develop knowledge about road safety and personal safety skills, and Decisions Decisions, which helps to equip them with different strategies they might need when travelling on their own or with friends.

Road2safety.org



Activities and lessons for all age groups. However it's from Northern Ireland, so not all information is relevant.

[www.surreyhealthyschools.co.uk](http://www.surreyhealthyschools.co.uk)

Road Safety curriculum resources. Lesson plans for English, PSHE/Drama, Geography, and Maths.

[www.crashmagnets.com](http://www.crashmagnets.com)



Crash Magnets is a Website developed by Road Safety Scotland for young people.

Crash Magnets allows young people to discover the key issues surrounding road safety for themselves through a series of 10 online activities. These cover subjects such as driver distraction, speed, the cruise culture and drink and drug driving. The activities are combined with DVD clips of other young people sharing their experiences alongside facts and figures.

# Road Safety Education

## Key Stage 3 Lesson ideas and Activities

### Aim:

To learn how to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel.

### Learning Outcome:

To identify risk in situations and know how to minimise the risk.

To manage feelings towards risk.

To develop strategies to resist unwanted pressure.

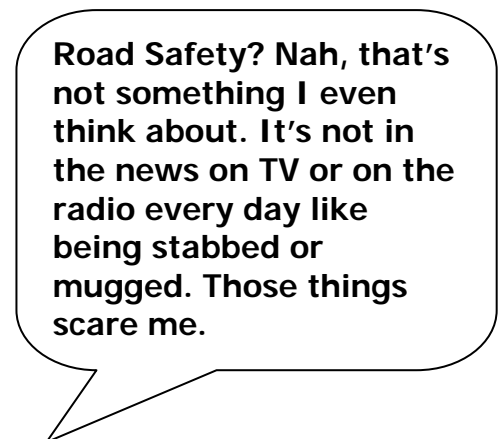
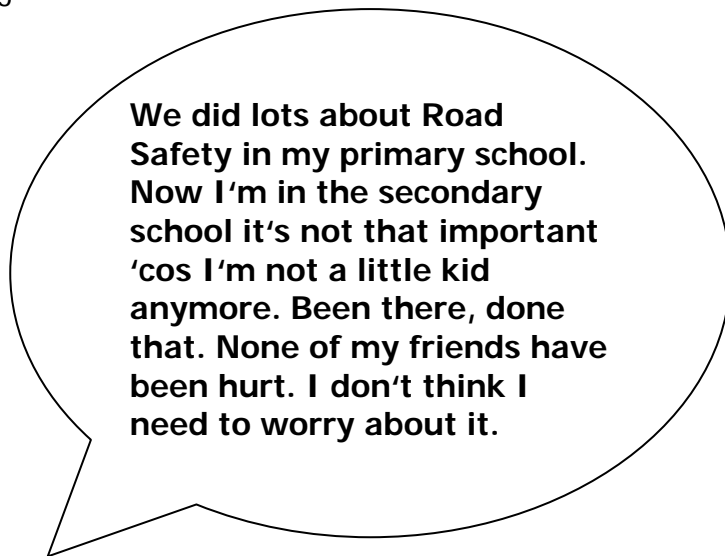
### Activities:

#### Starter

Begin the lesson by asking pupils to think about the way they travel to school. Do they ever take risks with their safety by ignoring road safety rules? Do they ever see other road users taking risks?

Write 'Road Safety' on the board and ask students for their reaction - is it something they think about? What attitudes do they think people their age have towards Road Safety? Is it high on their list of things to think about?

Read out the following quotes. Ask the pupils if they agree with these feelings?



Which of these cause the most deaths of young people aged 11-16 each year?

Meningitis

Road incidents

Assaults including knife crime

Drowning

Cancer

Which age range is most likely to be killed, or seriously injured, in a road incident - all modes of transport?

Below 5 years old

5-11 years old

12-19 years old

20-29 years old

Actually, road incidents are the biggest cause of accidental death in young people.

- Young people aged 12-15 are more likely than any other age group to be killed or seriously injured as a pedestrian or cyclist.

## Main Activity

- Explain that if students have a positive attitude towards road safety, there are actions that they can take to help keep them safer.
- Either in groups, or as a whole class, ask students to list the types of journey that they make. Which journeys are made with adults and which are independent journeys (made on their own or with friends)?
- Ask students how often they actively plan their journey before setting out. What factors do they take into account? (Time available, weather, safety etc.) Do they consider the safest way to complete their journey or do they just make these decisions as they go along?

Tell students that risk assessment involves three steps:

1. Identifying things which could cause harm (hazards).
2. Assessing how likely these are to actually happen and how bad/severe the consequences could be (the risk).
3. Looking for ways of minimising the risks (making them smaller). Is it possible to eliminate any of the risks completely?

Teachers should run through an example journey with the class then pupils can choose a journey that they regularly take e.g. journey to school.

To risk assess their journey, students should:

- highlight the route from home to school on a map (a print out or an online map such as Google Maps or Multimap if enough computers are available)
- list the stages involved in the journey (e.g. walking on the pavement, crossing the road, cycling on the road, cycling on a cycle path, using the bus or getting a lift in a car)
- identify the hazards for specific points in their journey (e.g. being hit by a car or bike, falling off a bike)
- think about how they can change their route or make other adjustments to reduce the risk (e.g. wearing a helmet if you are cycling, wearing a seatbelt in a car, using pedestrian crossings where available)
- think about strategies for coping in different circumstances that could crop up (e.g. running late, bus cancelled, bike lights need new batteries, cannot get lift from parents, peer pressure to do something unsafe).

When students have completed their grids, discuss the hazards, risks and strategies that they have come up with as a class, sharing ideas. Remind them that even though their journey plan minimises risk, it does not mean that they no longer need to consider road safety. They still need to be alert and aware of the road users around them.

## Plenary

Ask students to write down:

- 3 facts they learnt about road safety
- 2 positive actions to counter dangerous attitudes/behaviour
- 1 thing they will do differently as a result of this lesson.

### Resources

For further online resources and ideas:

<http://www.dft.gov.uk/think/education/secondary/teachers/pshe-and-citizenship/transition-and-ks3>

This lesson could form part of a programme to support new entrants to your school, either during a Year 6 visit, or early in Year 7.

### Journey Planning Sheet

Stage of my journey	Hazards Things that could	Risk How likely is this to	How can I be safer?
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	harm me	harm me and how bad are the consequences if this is so? Rate low, medium or high.	



# Road Safety Education

## Key Stage 3 Lesson ideas and Activities

**Aim:** To consider the reasons for wearing/ not wearing seatbelts.

### Learning Outcome:

Learn about the safety aspects of travelling in a car.

Understand the importance of wearing a seatbelt in a car.

Know the statistics of deaths and injuries caused by not wearing a seatbelt

Understand the legal requirement to wear a seat belt in both the front and back seats of a car.

### Activities:

#### Starter

- Discuss risk taking with the class, giving one or two examples of commonly taken risks e.g. riding a bike without a helmet.
- Ask pupils to talk with a partner about some of the risks they both take. For each risk, identify possible consequences of their actions for themselves and others.
- Bring the class together again and share some ideas.

#### Whole class activity

- Ask pupils to stand in a line based on the question: Where would you put yourself on a line in relation to being a risk taker. If you regard yourself high-risk taker, stand at this end. If low, then this end.
- Now talk to the person in front and behind you. Are you in the right place? Should you move higher or lower?
- Identify some reasons for taking risks e.g. showing off, to save time, lack of knowledge.

#### Main Activity

- Focus on wearing seatbelts. Discuss whether pupils wear seatbelts themselves. What about other people in their families?
- Work in small groups; ask pupils to take turns answering a question on the discussion card.

#### Follow up activity

Ask pupils to design a road safety advert aimed at 7-11 year olds to include a simple message about seatbelts.

The law says that seatbelts must be worn at all times.

#### Checklist for advert.

- Identify your safety message
- Phrase the message in words that the age group will understand.
- Decide whether to use a strap line e.g. 'Think! Always wear a seatbelt.'
- Decide on the best medium to use for the age group: Comic? Poster? TV? Internet? Plan a style that would suit that medium.

#### Discussion cards

<p><b>Question card 1</b></p> <p>Who must by law wear a seatbelt?  Driver?  Front seat passenger?  Rear seat passenger?</p>	<p><b>Answer card 1</b></p> <p>All of them!(wherever a seatbelt is fitted)  The police can give on the spot fines if seatbelts are not worn.</p>
<p><b>Question card 2</b></p> <p>Who do you think is less likely to wear seatbelt, under 14's or over 14's?</p>	<p><b>Answer card 2</b></p> <p>Over 14's are less likely. Only about 60% of over 14's wear one. Over 90 % of under 14's do. Both age groups are more likely to wear seatbelts in the front seat.</p>
<p><b>Question card 3</b></p> <p>What sort's of reasons do people give for not wearing seatbelts?</p>	<p><b>Answer card 3</b></p> <p>Uncomfortable  Crease your clothes  Offend the driver by suggesting that you don't trust their driving.</p>
<p><b>Question Card 4</b></p> <p>What are the risks to back seat passengers who don't wear seatbelts?</p>	<p><b>Answer card 4</b></p> <p>About 120 unbelted back seat passengers are killed every year. Many are seriously injured with chest injuries, broken ribs, fractured skull and facial wounds. In an accident, they three times more likely to be seriously injured as passengers who do wear their seatbelt.</p>
<p><b>Question card 5</b></p> <p>What are the risks to people in the front seats if back seat passengers don't wear their seatbelts?</p>	<p><b>Answer card 5</b></p> <p>In a crash at 30mph, an unbelted backseat passenger will hit the front seat with a force of between 30 and 60 times their own body weight. About 40 front seat passengers are killed each year in this way.</p>

# Road Safety Education

## Key Stage 3 Lesson ideas and Activities

**Aim:** To encourage investigation into different modes of travel

**Learning Outcome:**

To make informed choices to maintain health and well-being.

To make choices about travel and personal safety.

To understand responsibilities as citizens.

**Activity:**

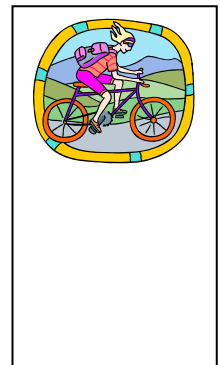
**Starter:**

Discuss different ways of travelling to school. Consider some of the advantages and disadvantages of each different mode.

**Pupil Activity:**

Design top trump cards for pupils using different modes of travel to get to school:

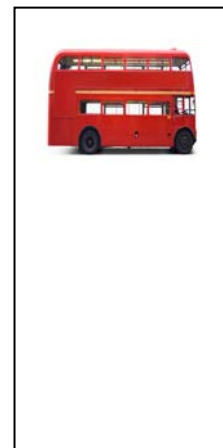
- Walk
- Cycle
- Bus
- Car
- Scooter
- Walk part of the way
- Other



Make sure your cards have a good design and are colourful and well presented

Put categories on the cards and award points for each different mode of travel. Consider the scoring carefully for each category. Some suggestions may be:

- Energy
- Alertness
- Road Safety
- Friendliness
- Being green
- Independence
- Emissions



**Discussion:**

Compare your cards with your friends.

Have you given the same ratings for different ways of travel?

Talk about your cards.

Play against a friend.

**Plenary:**

Which modes of travel to school are most sustainable? What are the road safety issues associated with different forms of travel?

**Resources:**

Card, Pens and Pencils, Scissors

Or use IT

**Time:**

This activity could be used as for one lesson or as a series of lessons to give the pupils more time to complete their cards.

# Road Safety Education :Don't get taken for a ride

## Key stage 4 Lesson ideas.

### Aim:

To remind students of the risks they face as a passenger in a car and the responsibility they have to behave sensibly.

### Learning Outcomes:

To assess the element of risk associated with making choices about travel and personal safety.

### Activities:

#### Starter

Have you ever been in a similar situation?

"I don't know what happened, one minute we were driving along and the next minute we were having a race with this other car."

"All the other passengers were getting him to drive faster and faster. I didn't want to look sad so I just shut my eyes and hoped we wouldn't crash."

"I liked him quite a lot, but when he gets behind the wheel he seems to change. If he really cared he'd want to keep me safe."

### Main activity:

- **Ideas for discussion:**

Have you ever been in a similar situation? How did you feel? What could you do next time to feel safe?

- **Ideas for drama:**

Act out a situation to demonstrate being at risk as a passenger in a car? Think carefully about the setting and characters. Could you deliver a safety message through the drama?

- **Ideas for group work:**

Think of some positive actions you can take to make you feel safe as a passenger in a car.

Think of some strategies that can be used to stop getting in a car with a driver you don't trust or to get out of an unsafe situation.

Some ideas you could use:

- Feeling sick
- Needing the toilet
- Want to buy some sweets/juice...
- I'm scared
- Let me out!

Ask the students to discuss these strategies and how effective or useful they think they could be. Ask them to think of some of their own.

- Other ideas

Devise an information sheet or power point presentation for other students.

Useful Notes:

- As a passenger you have a right to feel safe in a car. Too many people sit there without saying anything when the driver takes risks
- As a passenger you have a responsibility to behave in a responsible manner, don't encourage your driver to drive inappropriately
- Try not to distract the driver. They have your life in their hands. If they make a mistake because you have distracted them, it could cost your life.
- You can influence how your driver drives, both positively and negatively. If you're not impressed tell them, they may drive better. If they drive well and you feel safe, tell them. Don't encourage them to race, show off or speed.
- Remember that if you are stuck for a lift there are alternatives to getting in a car with a driver you don't trust. Your parents would rather come and collect you or pay for a taxi than attend your funeral.

Time: 50mins-1 hour or extra sessions to do drama or presentations

Resources: pens, paper, props for drama

Curriculum links: PSHCE, Citizenship, Drama, English