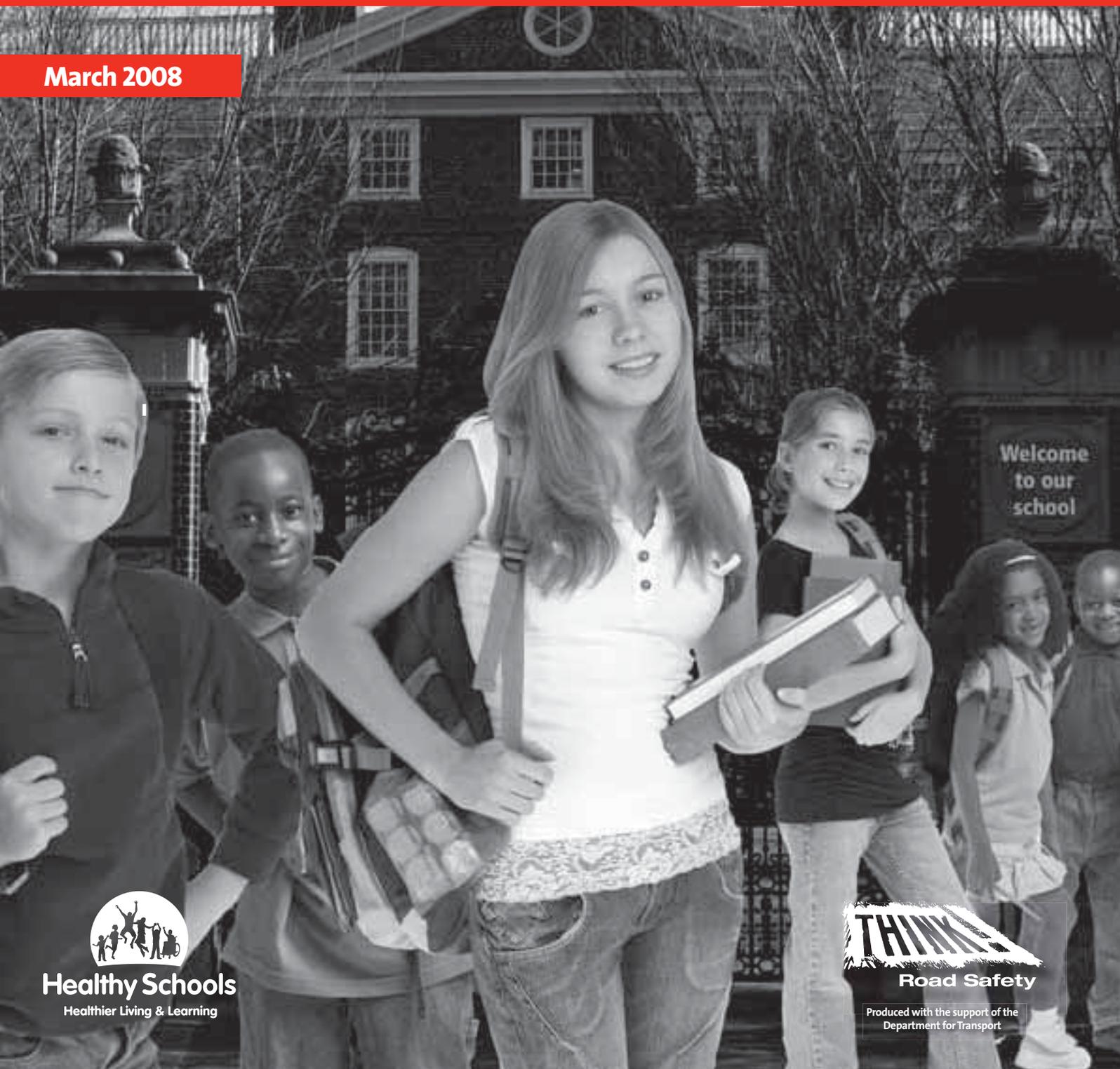


Road safety education

A guide for healthy schools

March 2008



Healthy Schools
Healthier Living & Learning



Produced with the support of the
Department for Transport



Acknowledgements

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It uses some of the criteria from the National Healthy Schools Programme and Social and Emotional Aspects Learning (SEAL).

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- National Healthy Schools Programme
- West Sussex County Council
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- The PSHE Association
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Everyone who contributed case studies or commented on the draft resource.



Road safety education – a guide for healthy schools

Who is this resource for?

- Teachers and advisers supporting healthy schools in England should refer to their national guidance for healthy schools/health-promoting schools and PHSE for specific information.¹
- Teachers and advisers with responsibility for Personal Social, Health and Economic Education (PSHEE)
- Headteachers and senior managers in schools
- Those responsible for developing or managing extended schools
- Road safety officers (RSOs) and those responsible for school travel planning
- Those responsible for developing resources for road safety.

How to use this guide:

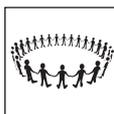
The guide begins with a summary of road safety and what healthy schools are expected to offer. **Read** about road accident statistics, **explore** how children learn about risk and **review** how this relates to road safety education.

Look for sections on:

Learning



Community links



Healthy schools



Healthy environment



See the case studies, which are examples of practice in others schools and local authorities, and find out what helps to make road safety education effective.

Discover what becoming a healthy school can do to support road safety, and what road safety can add to the development of your healthy school. **Review sample lesson plans** for all key stages, and finally, check out all the organisations which can support you to help your pupils to stay safe on the road.

Road safety education – what's in it for you and your healthy school?

This guide will help you plan how to help your pupils to become safer road users, now and in the future – and achieve important steps towards becoming a healthy school.

In becoming a healthy school you are joining thousands of others who believe that being healthy is not just about learning what to do and what not to do. Healthy schools help staff and pupils to be healthy by creating an environment in which the healthy choice is the easy choice. Thinking about road safety in this way will help pupils and staff to arrive safely at their destinations, ready to learn and ready to teach!

In England the National Healthy Schools Programme (NHSP) sets out specific criteria with respect to road safety:

NHSP Criterion 3.7

A healthy school... encourages children/young people, parents/carers and staff to walk or cycle to school under safe conditions, utilising the school travel plan.

Road safety education will also provide evidence for inclusion in your school self evaluation form (SEF).

Ofsted requires every school to complete a self evaluation form (SEF) which forms the basis of school inspection:

Ofsted Self Evaluation Form Sections 5b, 6a:

Minimum evidence

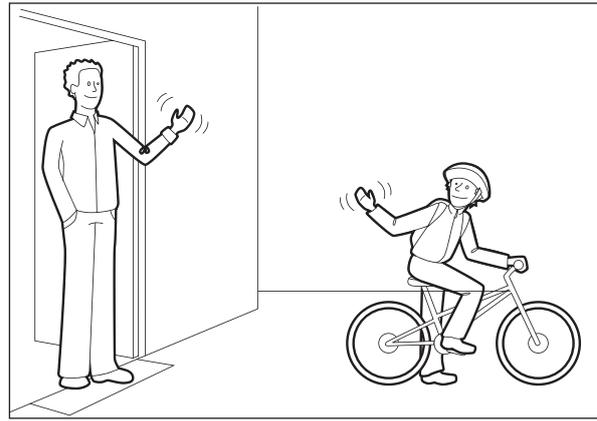
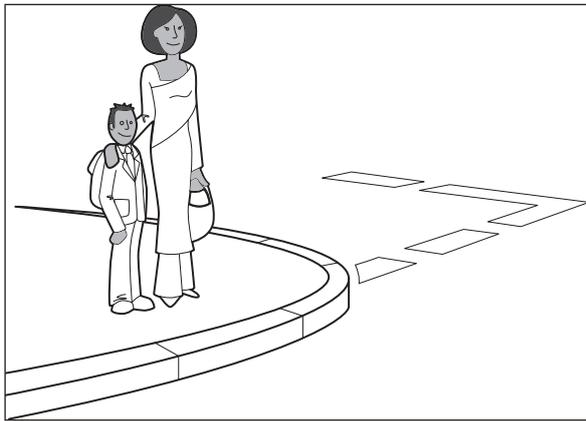
- The school is engaged with representatives from Safe Routes to school programme and School Travel Plan (STP) scheme
- The school has an STP in place or is working towards one being in place
- Parents/carers have received information regarding the STP via newsletter articles/letters etc... **and:**
- The school has used STP surveys to develop the broader physical activity agenda
- Throughout the school year there is a planned promotion of walking and cycling to school
- Pedestrian and cycle skills are available for children/ young people and staff.

In most schools road safety is part of the programme for Personal, Social, Health and Economic education. The PSHE education framework for each key stage and end of key stage statements are available at: www.nc.uk.net and include road safety and risk education.

¹ Schools in Scotland, Northern Ireland and Wales will find this guide useful but should refer to national guidance for healthy schools and PSHE for specific information.



SEE HOW THEY GROW! CHILDREN'S AND YOUNG PEOPLE'S NEEDS IN ROAD S



Understanding risk and road safety

Risk is a key concept in PSHE education, whether as part of safety education, drug education, or sex and relationships education. Having an understanding of risk and our own response to risky situations helps us all to enjoy healthy, active, safer lifestyles. As we grow and develop we learn to recognise hazards in both familiar and unfamiliar settings, learn about measures which can reduce the probability of harm and take actions to reduce the risk to ourselves and, increasingly, to others. By the time young people leave school and enter the workplace or go on to Further and Higher Education they need to be ready, with support and training, to deal with a wide range of unfamiliar hazards and share responsibility for their own, and others' health and safety wherever they are.

PSHE framework*

This is what the PSHE framework (for Key Stages 1 and 2) and programmes of study for personal well-being (for Key Stages 3 and 4) say about road safety and risk:

In Key Stage 1

Children should be taught rules for and ways of keeping safe including basic road safety and about people who can help them to stay safe.

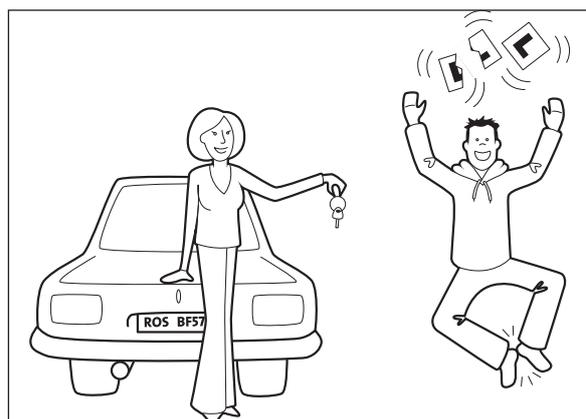
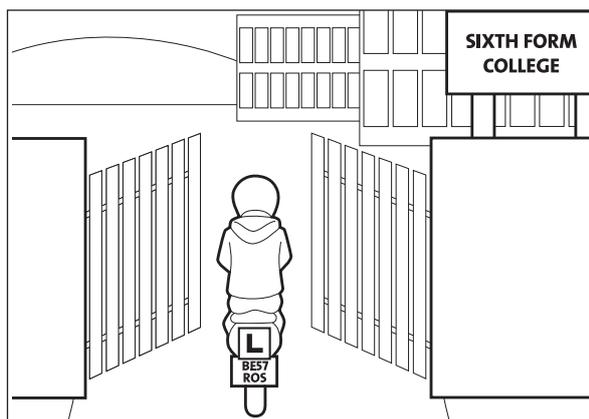
In Key Stage 2

Children should be taught to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use.

*The primary curriculum is currently under review.



SAFETY EDUCATION CHANGE AS THEY DEVELOP AND GAIN EXPERIENCE



Personal well being

From September 2008, risk will be a key concept in the programme of study for personal well being and risk management will be a key process.

For pupils at Key Stage 3 and 4 this means:

Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.

Appreciating that pressure can be used positively and negatively to influence others in risky situations.

Developing the confidence to try new ideas and face challenges safely individually and in groups.

With respect to decision making and managing risk this means that pupils at Key Stage 3 should be able to

assess and manage the element of risk in personal choices and situations.

and at Key Stage 4, pupils should be able to

assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others to do so.

Research ² has shown that our understanding of risk develops slowly, and tends to focus on negative aspects, rather than benefits.

Knowing broadly how this understanding develops should help us to know how much responsibility children and young people can be expected to take for their own safety and that of others. It should also remind adults that they share responsibility for keeping children and young people safe on the roads. The framework shown (overleaf) for the road safety curriculum illustrates how children's knowledge, understanding, skills and attitudes to road safety relate to children's understanding of risk.

You could also use the risk section of this framework to plan other aspects of safety education and the PSHE education curriculum.

²Young people and risk: towards a shared understanding. (McWhirter and South 2004)



Figure 1 offers you a framework for road safety education that fits what we know about how children learn about risk and keeping safe in familiar and unfamiliar settings.

This framework can help you to plan appropriate learning opportunities.

Become a safe road user		
Becoming a safe road user	Becoming risk aware	Key Stage
Through experience, develop and adopt safer driving practices. Recognise how changing road and weather conditions affect the risk of accidents happening. Be aware of and respond to the needs of other road users and passengers.	Can promote safe behaviour in others by example.	Higher education student, young worker, young driver
	and	
Be aware of the range of road hazards which increase the risk of road accidents. Recognise and, where appropriate, use existing measures to control risks such as seat belts, speed limits and traffic calming measures.	Can identify a range of hazards to self and others in unfamiliar situations based on advice, training and prior experience. Can assess risk to self and others and take action to manage risks.	Key Stage 5, young worker, pre-driver
	and	
Be aware of the needs of a range of road users including pedestrians, cyclists and horse riders. Recognise, use and explain the role of control measures intended to reduce the chance of serious injury such as pedestrian crossings, cycle helmets, street lighting. Become familiar with the Highway Code.	Can identify some hazards in unfamiliar situations based on advice, training and prior experience.	Key Stage 4
	and	
Identify and use safely a variety of safe routes to school and leisure facilities in your neighbourhood on foot, by bike and using public transport. Be able to explain what is meant by a safe route.	Can identify hazards, assess risks, make recommendations intended to manage risk to self and others in familiar situations.	Key Stage 3
	and	
Understand and explain simple road safety advice such as 'Stop, look and listen'. Apply the rules in a controlled setting in your neighbourhood.	Can identify hazards and explain how to manage the risk to self and others in familiar situations. Can take action to manage risk to self in familiar situations.	Key Stage 2
	and	
Follow rules to keep safe by the roadside such as 'hold hands with an adult', 'wear a seat belt'.	Can describe ways of keeping oneself safe in familiar settings.	Foundation and Key Stage 1



CASE STUDY

Pupils in secondary schools in Essex took part in a draw and write activity about risk. The results of the research were used to inform the planning framework on page 4.

Pupils identified lots of activities which were risky for their age group, including using the roads as passengers, pedestrians, cyclists and drivers. As part of the research they were asked what they would do about the risks.

In follow up lessons teachers explored this with groups of pupils and compared road accidents statistics in the UK with other countries. They discussed the causes of road accidents in the UK and what measures had been taken to manage the risks.

They also looked at which groups in society who were more likely to have road accidents and discussed what could help to reduce injuries for these groups. In discussion and role-play pupils worked on ways of recognising and responding to peer pressure and peer influence, for example when offered a lift with a driver who has been drinking.

Teachers felt that starting from pupils' own ideas about risk on the road gave them a meaningful starting point for their approach to road safety education and other aspects of PSHE.

See www.rospa.com/safetymaterials/risksociety.htm for information about the draw and write technique.

Why road safety is so important

'Stay safe' is one of five outcomes for children identified in the Green Paper **Every Child Matters**. One of the aims of this policy is for children to be safe from accidental injury and death. It is a key national priority, set by the Department for Transport in 2000, to reduce the number of children killed or seriously injured on the roads by 50% by 2010.

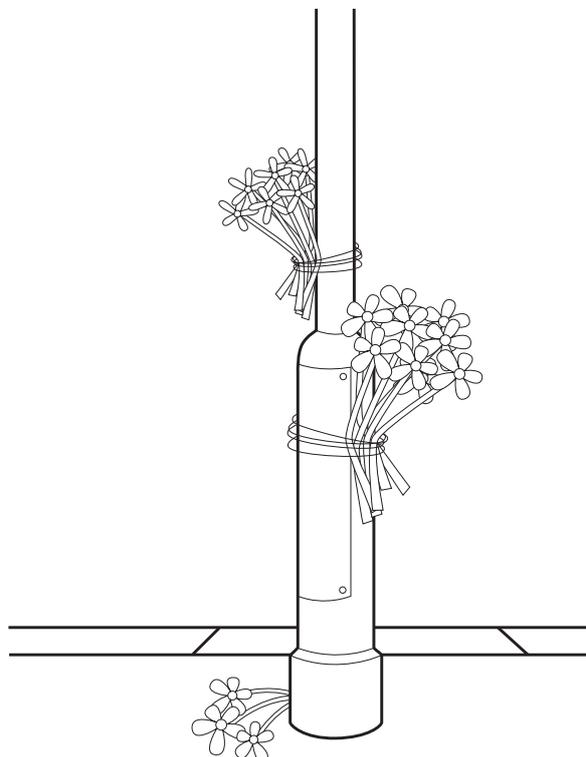
The number of child casualties from road accidents have been falling steadily and currently it looks as though this target will be exceeded. However, some of this reduction has been achieved at the expense of reduced physical activity and outdoor play amongst children.

When we look at different age groups and different types of road users we can see that we have been more successful in preventing injuries for some groups of children than others. Injuries amongst 12-15 year old pedestrians and cyclists are falling more slowly than other categories and young drivers remain vulnerable to death and serious injury. Too many children and young people die on our roads every year.

Table 1

Children and young people killed, or seriously injured, as pedestrians, cyclists or drivers (GB).

Category	Age group	1994-1998 (Baseline)	2006	% decrease
Pedestrians	8-11	1,350	557	59
	12-15	1,415	921	34
Pedal cyclists	8-11	377	159	57
	12-15	587	290	50
Car drivers	17-19	1,127	870	23





We know that some road users are more vulnerable than others.

- More than a quarter of child pedestrian injuries in England in 1999 and 2000 occurred in the ten percent most deprived wards, and almost half occurred in the 20 percent most deprived wards³
- Young, inexperienced drivers are more likely to be killed or have a serious injury than older, more experienced drivers, and boys are more likely to be injured on the roads than girls.

A number of factors contribute to these statistics. For example deprived communities carry a heavy burden of health inequalities related to low income, poor services and other issues. Inevitably a young driver is also an inexperienced driver, lacking knowledge and understanding of the effect of weather, speed and other factors on the way a car performs. Young drivers are also more likely to break the law when driving. Boys make more unaccompanied journeys on foot or by bike than girls of a similar age, so they are more exposed to the risk of injury on the road.

It is vital that children and young people learn how to recognise the many hazards they encounter on the roads and how to take appropriate action to reduce the chance of being involved in an accident.



It is also important that other road users are aware of children and how they use the roads. Some risks can be managed by better design and engineering of roads and by enforcing the laws that aim to minimise harm. Together the three 'E's – Education, Engineering and Enforcement can reduce the number of accidents on our roads.⁴

CASE STUDY



Pupils at primary schools in Manchester were asked to survey their local neighbourhoods and to photograph road hazards as part of plans to redevelop the local roads.

Pupils identified cars which were parked on the pavement, cars parked too near to junctions, signs on the pavement put out by shopkeepers, litter and rubbish as well as other hazards.

They worked together to make a presentation about

their findings to a group of road engineers who were responsible for developing the new plans.

The children built models of alternative road layouts and explained how they would keep pedestrians and cyclists safer.

The pupils were then shown the draft plans the engineers had developed and asked to vote on the ones they thought were the best. This was part of a wider community based consultation.



Being a healthy school that is on the National Healthy Schools Programme (NHSP) or that has achieved National Healthy Schools status will not prevent all road injuries for children at your school, but awareness of the particular needs of pupils in your community and the factors that might increase their risk of being involved in an accident will help you to develop policies, procedures and learning opportunities to keep them safe.

³ Grayling T, Hallam K, Graham D, Anderson R and Glaister S (2002). Streets ahead: safe and liveable streets for children. Institute for Public Policy Research, London

⁴ Up to date statistics for road accidents are collated by the Department for Transport and published annually see: www.dft.gov.uk/pgr/statistics/datatablespublications/accidents/



How being a healthy school contributes to road safety:

Healthy Schools have to demonstrate that they offer a positive vision, opportunities for involvement of pupils, parents and the wider community, strong ethos and relationships, effective policies and plans for learning and teaching, a healthy environment and pastoral care (pupils and staff) across four themes:

- Personal Social and Health Education (PSHE)
- Healthy Eating
- Physical Activity
- Emotional Health and Well Being.

Local and regional teams support schools' development across these areas. To achieve National Healthy School Status you will have to demonstrate that your school meets all these criteria, not just those for road safety. However, there is a lot of evidence that a whole school approach, taking in the formal and informal curriculum, school policy and working in, and with, the local community all contribute to effective practice in road safety. A healthy school also supports pupils and families by creating a supportive social and physical environment. So schools involved in the National Healthy Schools Programme have a lot to offer those who are working towards preventing injuries and saving young lives.



CASE STUDY

Pupils at a school in Birmingham were moving from an old school building to a new site. They had been involved regularly in the planning and development of the new school.

As part of the plans for the opening of the school, the pupils in years 5 and 6 researched and published safe routes to school for pupils coming from different parts of the surrounding area, highlighting the new hazards pupils would face.



How road safety contributes to becoming a healthy school

When children and young people walk to school or use public transport safely, or where families share transport to school everyone will benefit from having fewer private cars on the road, less pollution and better health.

If children are able to walk or cycle to school they will burn up calories and arrive alert and invigorated.



Other national healthy schools developments:

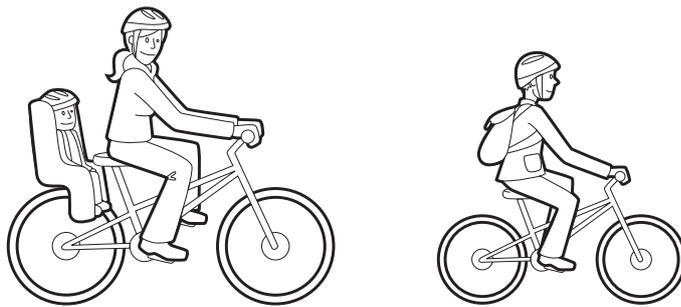
Whole School Approach

The National Healthy Schools Programme (NHSP) team has recently published a guide to a whole school approach to becoming a healthy school (www.healthyschools.gov.uk/About-Whole-School-Approach.aspx). The whole school approach (WSA) is central to the NHSP. It provides a model to support change and development involving children, young people, staff, parents/carers and governors. It also provides a solid foundation from which developments are embedded in a systematic way throughout the school, contributing to the physical and emotional health and well being of all members of the school community.

As well as consolidating the programme during 2008, those schools who have achieved National Healthy Schools status and are looking for the next steps, will be encouraged to 'deepen and widen' their programme. Schools could choose aspects of a theme, e.g. safety, which is found within the PSHE core theme, to develop in more detail as a way of 'deepening' their Healthy Schools Programme.



Children who walk or cycle to school are more aware of their surroundings, the community in which they live and the contribution they make to that community.





Example

These next pages give you examples of how you can meet the healthy school criteria for road safety, deliver the programmes of study for PSHE education and collect evidence for your SEF.

One of the first steps you can take towards helping your pupils and staff to be safe on the roads is to have a school travel plan. The Sustrans website (www.saferoutestoschools.org.uk/) has lots of resources to help teachers, governors, parents and pupils to plan the safest ways to travel to and from school.

Teachernet also has a section dedicated to school travel planning: www.teachernet.gov.uk/wholeschool/sd/managers/travel/STAtoolkit/stp/

A school travel plan (STP) is a written document which should include:

- A brief description of the location, size and type of school.
- A brief description of the travel/transport problems faced by the school/cluster of schools, and should include all pupils' travel needs:
 - journeys to and from school at normal start/finish times
 - journeys to attend pre- and after-school events
 - journeys made during the school day to attend activities at other locations
- The results of a survey to identify:
 - how children currently travel to/from school
 - how they would like to travel to/from school
- Clearly defined targets and objectives
- Details of proposed measures
- A detailed timetable for implementation
- Clearly defined responsibilities
- Evidence that all interested parties have been consulted
- Proposals for monitoring and reviewing the STP,

Risk assessments for all out of school activities should also include all travel arrangements.

The Department for Transport (DfT) has a database of resources gathered from all over the UK to help schools develop sustainable travel policies www.databases.dft.gov.uk/schools/

Putting your school travel plan into action might mean you need to improve your facilities, for example to provide cycle racks or lockers. The Department for Children, Schools and Families (DCSF) and DfT gives grants to state schools in England to help fund these developments.

See www.saferoutestoschools.org.uk/?p=n86 to find out how other schools have used their grant. More details are available from local authority school travel advisers.

A school travel plan is a great way to get everyone involved in becoming a healthy school. Staff, governors and pupils could carry out a survey of how pupils would like to travel to school. The school council and governing body could help to develop and publicise the plan and families, teachers and pupils can all help in implementing the plan, whether that involves improving cycling skills, a walking bus or providing somewhere for parents to shelter from the rain or the sun while they wait to accompany children walking home.

The local authority road safety officer (RSO) can advise staff, parents and governors, as well as work with pupils, and will be able to provide information about local opportunities. A school travel plan can also indicate links to the curriculum where pupils will learn the skills they need to keep themselves safe on the road.



Planning road safety as part of the curriculum

Road safety education is most likely to be effective if it matches the age and developmental stage of the learner.

We have seen that as children grow and develop their road safety education needs change. (See Figure 1.)

Research has also shown that **road safety education is most effective when it is part of an ongoing, spiral curriculum** and not an isolated one-off event. While there may be key points in a child's school experience to focus on particular skills and knowledge, road safety should be a regular part of the PSHE programme. Road safety education can help children to learn to be safe passengers in their parents' cars or on public transport, to cross urban or rural roads safely and to be more aware of road hazards as cyclists or car drivers. Whatever the content, the formal and informal curriculum should offer children an opportunity to learn what they need to know, understand, be able to do and be able to say to keep themselves safe on the roads.

We know from research that **the more active children and young people are in their learning about road safety, the more likely they are to know how to keep themselves safe.**

Projects such as Kerbcraft⁵ (where parents and other volunteers help children to learn how to cross the road by practising on roads near their school) have shown impressive gains in road safety knowledge and skills. Bikeability⁶ and cycling proficiency schemes run by RSOs⁷ can ensure children can put into practice their knowledge of how to have fun and cycle safely. We still don't know enough about how to help young drivers have fewer accidents⁸ but pre-driver training courses are available in many local areas, often subsidised by local authority grants.



⁵ www.kerbcraft.org/

⁶ www.bikeability.org.uk/what_is_bikeability/_being_safe.php

⁷ Every LA has a statutory requirement to appoint a road safety officer who will support schools to deliver effective road safety education

⁸ www.dft.gov.uk/pgi/roadsafety/research/rsrr/theme2/predrivereducation



Teaching and learning about road safety is most likely to be effective when it is part of a whole school approach to health

Policy and procedures which encourage safe use of the roads reinforce what is taught in the curriculum and by parents and out of school groups about health.

You can find out more about effective safety education by visiting the RoSPA website and the PSHE Association website: www.rospace.com/safetyschools



Offering road safety through extended schools

Many extended schools are taking road safety issues into consideration in their planning. This may be as part of their travel plans or through the use of out of school clubs and activities. There are links with a wide range of activities in extended schools which encourage children to be healthy and stay safe.

CASE STUDY

In West Sussex there is a well-established partnership between departments responsible for road safety education, school travel plans (STP) and training and publicity. The STP is an 'umbrella' for all that schools do to promote safe, sustainable travel to and from school. In particular, West Sussex County Council's Travel Mark accreditation scheme for STPs asks schools to give consideration to the travel implications of extended school provisions offered by the school.

Schools in the County are using their extended schools provisions to link to Road Safety and School Travel Plan initiatives:

- After school clubs for preparation for the Annual Road Safety and Travelwise Quiz.
- After school cycle clubs where students develop the skills learned in the cycle training (provided in curriculum time in Year 6) and learn cycle maintenance.
- Weekend mountain biking events for those pupils that attend the cycle maintenance clubs.
- A walking bus between a Children's Centre breakfast club and local school. The Children's Centre also benefits from a crossing facility outside the Centre through the safer Routes to School Programme.
- A walking bus between one school and another 'extended school' in the area, which offers after school activities.





Links to physical activity and tackling obesity

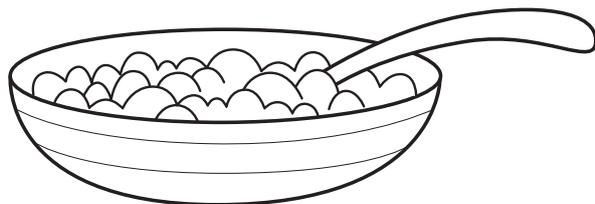
Activity and obesity

Fewer children walk to school regularly now compared with 10 years ago and there are many reasons for this. Parents who work may drop children off by car as part of their own longer journeys and some parents fear that their child may be abducted by strangers or, ironically, be involved in road accidents caused by drivers on their way to work or on the school run.

Taking a look at the statistics tells us that the risk of children being abducted by strangers has not changed since the 1950's, while the amount of traffic on the roads continues to rise. Children are at risk of injury on the journey to and from school. But Dutch road safety experts have found that one way to reduce the risk of road accidents is to encourage more people to walk, instead of drive, on short, local journeys. In Holland, walking and cycling have increased steadily in recent years and the number of road accidents has fallen.

Cycling for half an hour a day is said to bring health benefits equivalent to 10 extra years of healthy life.

Walking part or all the way to school, or cycling to school provides children with additional opportunities to be active and to be physically healthy. It will take a child weighing 5 stone (32kg) about 15 minutes of walking to work off about a third of a serving of breakfast cereal (no milk or sugar!) While we don't want children to become obsessed with losing weight, it could be fun to see how many calories a class of children, and their teacher, use up every day in walking, cycling or other activities!



Sustainability

Many schools are aiming to become more sustainable, saving money and reducing the 'carbon footprint' of the school community. Encouraging parents and children to walk to school or use public transport, where available, instead of using the car can really add up over a year. For example a class of 30 children who walk a mile to school and back each day instead of travelling in 30 separate cars would save approximately 5 Tonnes of carbon a year!



To enjoy all these benefits it is really important that families and children feel confident that they can be safe on the roads. Incorporating effective road safety education and policy into your healthy school planning will help build that confidence.

Involving everyone in road safety

What we have looked at so far would not be a complete, whole school approach to road safety. Healthy schools are particularly concerned with involving pupils, parents and the wider community in their actions to promote health. The next section will consider how to involve these important stakeholders in road safety education.

Pupils

While the focus of much of your work on road safety in schools may be on the knowledge, skills and attitudes pupils need to stay safe on the roads, it is important to involve and consult with young people as part of your planning and delivery. Young people have a lot to contribute in researching and implementing road safety in their schools. This may be through the school council or healthy schools working group, or through the curriculum.





CASE STUDY

Pupils at a village primary school in Wiltshire were concerned about traffic speeding through the village, especially at times when the children were walking to and from school.

They discussed this with their teacher, and together, wrote a letter to the local police asking for their help.

The police agreed to conduct speed enforcement every

morning for a week. Police who stopped speeding motorists offered drivers the opportunity to spend a few minutes talking to pupils who had set up a display about road safety in a marquee on the village green.

Drivers interviewed by the local TV and radio stations were impressed by the pupils' initiative – and promised to watch their speed in future.

CASE STUDY

A drama teacher in Solihull was concerned about the number of young people aged 17-19 killed or seriously injured in road accidents.

She presented her A-level Theatre studies students with some road accident statistics, a fictionalised news story about the death of a young woman and asked them to use these to develop a Theatre in Education project for their own age group.

The students initially challenged the statistics, but felt that having developed characters with 'real lives, like ours' helped them to understand the relevance of the statistics to their own age group, and helped them develop a powerful performance.

The materials the teacher used, and her lesson plan, are included in this resource. (See pages 32-36.)

Involving parents and carers

Not all parents and carers are able to be involved actively in every element of healthy schools, but most parents are interested in efforts to keep their children safe and can provide support in different ways. In many schools parents and carers have participated as kerbside road safety educators (see Kerbcraft), contributed to cycle safety training and helped with walking buses, as well as many other activities. Some of the case studies described in this resource depended on parents being able to accompany small groups of children as they surveyed the roads surrounding the school (see also the lesson plan for Key Stage 1).

Parents and carers may also be willing to help if you decide to carry out surveys of children's knowledge and understanding of road safety or risk, acting as scribes for children who are unable or lack confidence to write for themselves. In some communities parents have taken ideas developed in school and extended them to locations and groups where children meet out of school, such as mosques.

Parents and carers, particularly those who are governors or members of a Healthy School steering group may be interested in collecting the views of other parents about safe

routes to school or be willing to help develop the school travel plan. Others may be willing to participate in fund raising for road safety activities.

Even if only a few parents of children at your school get involved, it's important to keep everyone informed of the progress of the work to which they have contributed. This can be through the school newsletter, by notices displayed at parents' evenings or through celebrations of achievements.

Last word!

Despite all the planning, policy making, teaching and monitoring, there is no such thing as a completely healthy school! New pupils and teachers arrive each year, bringing new skills and new challenges. Health advice and information change and new trends emerge. One approach to a health issue may fail, but there is always another approach to try. However, by including road safety as you work towards becoming a healthy school, you have the potential to make a big difference to the lives of your pupils, now and in the future. If you turn to the back of this resource, you will find a list of organisations who will be able to help you.



Lesson plans

Introduction

We have included some examples of activities which you can adapt and use with your classes. There is a single lesson or a series of lessons for each Key Stage, which provide a progression from being a road-wise pedestrian to being aware of the risks and responsibilities of becoming a driver. Each lesson or activity can be linked to broader whole school issues such as planning safe routes to school, being active, having fun and staying safe, or making a contribution to community safety. All the lessons have two sets of intended learning outcomes: those which are linked to injury prevention and those which relate to Social and Emotional Aspects of Learning (SEAL). The lesson for Key Stage 5 is based on a Theatre in Education task and also includes some specific drama objectives.

The lessons for Key Stages 1-4 all follow the same format, beginning with a 'starting point', followed by an activity for children working in groups, assisted by one or more adults, depending on the task. There are opportunities to review and reflect on each aspect of learning. Each Key Stage also includes some suggestions for assessment of learning. The lesson plan for Key Stage 5 follows a model which will be familiar to drama specialists.

When planning your own lessons you may find it helpful to begin, as in our examples, with:

- The key messages (what they pupils will come to know and understand)
- The key vocabulary (what the pupils will be able to say)
- The key skills (what the pupils will be able to do).



KEY STAGE 1

Keeping safe while out and about

Introduction

This series of lessons will help you and the children to plan and carry out a walk near your school with road safety as the focus of learning for injury prevention. Research shows that adults can help young children to learn important road safety skills if they encourage children to solve real road crossing problems, such as how to choose a safe place to cross the road, how to cross between parked cars if there are

no alternatives and what walking ‘straight across the road’ means, i.e. taking the shortest route across a road, but at a crossroads, crossing each arm of the crossroads separately, not walking diagonally across the junction. This outline involves taking the children out of school to explore the roads near the school and you will need to brief the parents and other adults you invite to help you. Conduct a risk assessment and follow local authority guidelines.

Injury prevention learning outcomes

Focus of learning	Key messages	Key words and phrases
Nature of the built environment around school: type of buildings, nature of roads and traffic, location and types of pedestrian crossings.	Know the rules for keeping safe when out and about on the roads.	Kerb, pavement, road, zebra crossing, pelican crossing, plan, prepare, hazard.
Keeping safe while out and about.	We can help ourselves to stay safe.	Stop, look, listen.
	Planning before we go out will help keep us safe.	Rules
	We can think back on our experiences to help us learn.	
<p>Key Skills: plan collaboratively, draw up a set of rules, understand why rules are necessary, be able to carry out the steps for crossing a road safely, know how to reflect on an experience and identify what has been learned or practised.</p>		



Links to SEAL outcomes

Self-awareness

Take responsibility for actions and learning by observing rules of good behaviour when out on the roads

Identify feelings of safety or risk when out and about

Managing feelings

Show self control by always being sensible while using the roads

Motivation

Plan a walk with others that provides opportunity to practise skills of crossing the road

Empathy

Understand that one can help friends to stay safe when out on the roads

Social skills

Work with teachers and classmates to achieve a safe and productive walk

Help make rules to help oneself and others work well together and achieve the objectives of the walk

Group size

Whole class or small groups.

Resources

Pictures of everyday road scenes in appropriate settings for the location of your school, e.g. cars, buses, lorries, taxis, bicycles, traffic lights, zebra or pelican crossings, pavements, crossing patrols, underpasses, pedestrians, dog walkers, shops. (Remember that some children may travel from rural areas into urban areas), digital camera.

Starting point

Circle time

Ask each of the children how they usually come to school. Invite them to think about their journey by asking them to name something they always see. Use the pictures to help them remember. Ask them if they saw anything different or interesting this morning. Record all their ideas to use at a later stage. The children's responses will help them describe the nature of the built and natural environment around the school.

Tell the children that they are going to explore places around the school. They will be in small groups and will always be with two grown-ups. They will learn:

- How to walk safely on the pavement/near the road
- How to choose a safe place to cross the road
- How to use a pedestrian crossing or how to cross the road with a crossing patrol
- How to STOP, LOOK AND LISTEN
- How to walk across the road safely.



Activity 1 – Planning the journey

Group size

6-8 children with two adults attending, at least one of whom is qualified to work with children.

Together with the children plan a short walk on the roads close to the school. (Group leaders must be familiar with the local roads before making plans with the children.) Can the children suggest a destination and a route? Make sure the route includes at least one opportunity to cross the road.

What do they think they will see – recall the list they made in circle time. Which of these are hazards (could cause harm)? Which of these will help them to keep safe?

Who can help the children to be safe while they are out and about? What can the children do to keep themselves safe while they are out and about?

Help the children to understand that adults and children share the responsibility to keep each other safe. Invite the children to develop a set of rules for the journey to help them to stay safe. These could include:

- Walk – don't run
- Stay with their group leaders
- Listen to their group leaders
- Walk beside a partner
- Stay away from the edge of the kerb
- Keep in line
- Wait behind the kerb until it is a safe time to cross.

Record all their answers from this activity and keep for **Activity 2** and follow-up.

Review and assessment

Use the summary below to check that the children's rules include the key messages about crossing the road:

STOP, LOOK AND LISTEN, CROSS

STOP – at the kerb or edge of the pavement

LOOK – all around, right, left and right again

LISTEN – for traffic, for the bleep of the crossing which tells you it is safe to cross

CROSS – when the road is clear, walk, (don't run), straight across the road (i.e. take the shortest route – see page 14).

KEEP LOOKING AND LISTENING.

Make a display to show the route the children have planned.

Activity 2 – The journey

N.B. You might like to take digital photos en route. If so, make sure that the adults and children are not distracted by the photography.

Group size

6-8 children with two adults. Check whether your local authority guidelines specify a different ratio.

Starting point

Reassemble the children into their small groups. With the help of the records from **Activity 1** briefly recap where the children decided to go, what they might see and their rules for keeping safe. Divide them into pairs and take them out on the walk, with an adult at the front of the group and a second adult at the rear.

During the walk

Make sure the children observe the rules for walking near the road on which they decided. Take the children to a place where they need to cross the road. Ask the children to look around them and to describe what they can see. For example: traffic, parked cars, junctions, crossings, trees, road signs. Is the road curving or straight? Is the traffic moving quickly or slowly? Ask the children to suggest a **safe** place to cross and explain the reason/s for their choice. Ask them to describe a **safe way** to cross e.g. looking and listening, walking not running, using the crossing, waiting until the patrol has stopped the traffic, depending on the circumstances. Ask the children to agree **when** it is safe to cross, before proceeding.

Review and reflect

When back in classroom, ask the children about their walk. What did the children see, hear, smell? What helped them to stay safe by the road and crossing the road? Who helped them to be safe. Remind them that their own behaviour in following the rules was important in helping them to stay safe and praise the children for their part in making the journey safe and successful.



Activity 3

Resources

Interactive white board, paper, coloured pencils or pens.

Group size

Whole class

Starting point

If you took photographs you could show them to the whole class on an interactive white board or screen. Invite the children to comment on the photos, reflecting on the hazards they saw (what can cause harm) and on how they kept safe. Alternatively ask the children to recall in small groups what they saw and compare this with their list of expectations from the first lesson.

Reflection on learning: Print off some of the photos or ask the children to draw some pictures of their walk. Invite the children to write simple safety messages to use as captions for the pictures, for a display or class book about keeping safe on the road.

Review and assessment

The teacher/group leader should observe and assess the children's skills of walking beside and crossing the road, while supervised. Back in the classroom, ask the children to identify examples of safe/unsafe behaviour, any hazards, safe/unsafe places to cross, they remember. What did they learn to do and to say which helps them to keep safe while they are out and about? What did they practice doing and saying? Record these on the interactive white board along with their names. Add this to the display or to a record of achievement or include in a report or newsletter to encourage parents/carers to reinforce what the children have learned.



KEY STAGE 2

Cycle helmets

Introduction

These activities are designed to help the children understand why some people wear protective clothing, particularly to safeguard the head. They will have the opportunity to try on different types of safety clothing and discuss the design and function of each. There is a test for the children to do, using a raw egg showing the importance of wearing a cycle helmet, with the egg substituting for a child's head.

If possible discuss with your local Road Safety Officer the possibility of offering cycle helmets for sale to parents while

you are working on this theme. The lesson will be a useful addition to cycling proficiency, Bikeability or similar safe cycling schemes offered for year 6 pupils. To get the most out of these activities the children need to have a reasonable understanding of what is inside their bodies and their importance e.g. the heart, liver, kidneys, brain.

N.B. Be aware that this could be a very sensitive issue should any of the children have had a personal experience relating to road safety.

Injury prevention learning outcomes

Focus of learning	Key messages	Key words and phrases
Protection of the head while engaged in risky activities, particularly cycling, skateboarding and scooter riding	<p>Some types of work are high risk.</p> <p>Some types of sport are high risk.</p> <p>The head is the most important part of the body and should be protected.</p> <p>Specialised helmets protect the head in a variety of situations.</p> <p>Cycle helmets protect the head while cycling, skateboarding or scooter riding.</p>	<p>Protective clothing, safety equipment, cycle helmets, vital organs, styrofoam, hard shell, impact, survive, survival, danger, dangerous, risk, risky, hurt, harm, serious injury,</p>
<p>Key skills: Understand risk at a simple conceptual level, understand that risk is manageable, make predictions, write creatively, speak persuasively.</p>		



Links to SEAL outcomes

Self awareness

Aware of themselves as decision makers in choosing to wear or not to wear a protective helmet

Managing feelings

Understand that they can take measures to control worries about physical injury by wearing appropriate protection

Understand that they can support others in making safe choices

Motivation

Understanding the benefits of wearing protective clothing

Empathy

Experience how professionals feel when wearing protective gear

Social Skills

Participate in group activity and make a personal contribution to the discussion

Resources

Pictures of professionals wearing protective clothing, e.g. policeman, fireman, construction worker, welder, etc., screen or interactive white board if available, collection of protective garments, e.g. different types of helmets, gloves, goggles, boots, shields, fireproof clothing etc., three cycle helmets (large, medium and small size), a cycle helmet with plastic shell separated from styrofoam section, cardboard box containing generous amount of bubblewrap (this is used in place of styrofoam which can be a health hazard in some circumstances), six raw eggs, newspaper, paper and pencils.

Group size

6-8 children.

Starting point

Show pictures of policeman, fireman, construction worker, welder, etc. and ask the children to identify the protective clothing each is wearing. It would be particularly effective to show the pictures enlarged on a screen or interactive white board. Some of the children might have seen an individual wearing protective clothing on the way to school or might have a relative who works in a relevant profession or area. Allow time for them to contribute a brief personal note to the discussion.



Activity 1

Display all helmets and safety clothing apart from the cycle helmets. Ask the children to identify the different types of helmets and offer reasons why some workers wear these. Clarify the vocabulary of risk, e.g. 'danger', 'dangerous', 'risk', 'risky', 'hurt', 'harm', 'serious injury'. Record responses on a flip chart, black or white board or interactive white board and keep for future review and discussion.

Invite the children to try on helmets and other safety equipment. Discuss shape, size, materials used in construction, comfort, and weight. While they are trying the clothing on, call their attention to the specific area of the body the item is designed to protect. Through careful questioning, help the children to understand that, although complete body protection might be desirable or sometimes necessary, as in the case of astronauts, this is not usually practical or possible in everyday situations. Which parts of the body do the children think should be protected?

Elicit brief responses on brain function and its control of the entire body. Record responses.

Activity 2

Ask the children what sporting activities require a helmet – cycling, skateboarding, riding a scooter? Why is it a good idea to wear a helmet while taking part in these? They are great fun and enable children (and adults) to develop high levels of skill but injuries can and do occur. What sort of injuries could be sustained? What could be done to prevent or minimise the risk of serious injury? Have any of the children been personally affected?

Invite the children to examine and try on the cycle helmets and the separate styrofoam and hard shell components. Explain that styrofoam will protect the brain by cushioning the head in minor impacts and by absorbing the force of impact in more serious crashes when it will crack or shatter. The surface of the plastic outer shell will allow the helmet to skid in a crash, protecting the wearer from neck injury. In Australia, a cycle helmet is called a 'skid lid' for this reason.

Activity 3

Demonstrate egg drop – Explain to the group that they are now going to carry out an experiment demonstrating the protective property of a cushioning material. The brain is a fragile soft tissue organ encased in a hard skull and, for the purposes of this lesson, can be compared to an egg.

Ask pupils to predict the outcome if an egg is dropped to the ground. Carry out the egg drop onto a sheet of newspaper on the floor or table. Then drop an egg into the cardboard box containing bubblewrap. The egg should survive the drop into bubble wrap, but not onto a hard surface, showing the effectiveness of the protective material.

Review and assessment

Assessment is best done in practical application but this may not be feasible in a classroom situation.

The following suggestions can lead only to an appraisal of theoretical knowledge.

To assess whether children have understood the importance of wearing a helmet, ask them to write a story or draw a picture about a child who sustained a head injury because he/she was not wearing correct head protection when he/she came off his/her bike or skateboard.

What advice would the children give to change the mind of a classmate who refused to wear a helmet because it was not 'cool'?



KEY STAGE 3

The journey to school

Introduction

The following activities combine to help students assess their usual journey to school and how it affects their mood and their readiness to learn. There is reference to the school travel plan which aims to enable students to be more active, to travel to school safely and in a more environmentally sustainable way.

Be aware that there may be sensitive issues for some students, e.g. bullying on the way to school, poor driving skills on the part of a family member that students will not want to discuss in front of their peers. Provide alternative vocabulary for expressing these situations to the group, e.g. ‘threatening behaviour’ ‘personal circumstances’.

Injury prevention – learning outcomes

Focus of learning	Key messages	Key words and phrases
Nature of journey to school	When we arrive at school we should be alert and ready to learn.	Frame of mind, personal response, personal responsibility, receptive mood, readiness to learn, mode of travel
How the nature of a journey can affect us	<p>The nature of our journey can affect our attitude toward school and ability to learn.</p> <p>The mode of travel can impact on wider aspects of physical and mental health.</p> <p>We can control and improve certain aspects of the school journey in order to arrive calm, alert and ready to learn.</p>	
<p>Key skills: understand, express and manage feelings, problem solving, ability to take control and implement change, work with others, assess and evaluate.</p>		



Links to SEAL outcomes

Self awareness

Recognise one's frame of mind upon arrival at school

Understand the causal relationship between the travel experience and readiness to learn

Understand the benefits of exercise on mental and physical health

Managing feelings

Increase pleasant feelings about the school journey

Motivation

Work alone or with others to make positive changes to the school journey and consequently to improvements in behaviour and ability to learn

Assess and evaluate interventions related to improving the journey to school

Empathy

Understand that one's behaviour can be an influence, for good or bad, on the behaviour of others

Social skills

Friendships can be developed through travel to school

Making small thoughtful changes can lead to improvements in behaviour

Group size

Whole class or small group.

Resources

Board or flip chart, chalk or marker pens, School Travel Plan if available, worksheet My Journey to School Log sheet (page 25), paper and pens.

Starting point

Invite the students to share their experiences of different modes of travel. What was the nature of these experiences? Did they find any differences in comfort, cost, speed, enjoyment, practicality, etc? What were the pleasant/unpleasant aspects of each? Has anyone an experience of an unusual method of transport? What would be their ideal way of travelling to school every day?



Activity 2

Concern with and responsibility for the journey to school extends beyond the individual student. The government would like all schools to implement a School Travel Plan (STP). This document is drawn up in association with the LA and identifies the personal travel needs of individual students and what plans the school has for meeting these needs. The aim is to encourage sustainable alternatives to car travel that promote the health of the individual with minimum impact on the environment. The STP could form part of the School Development Plan where schools must set out what steps they will take to improve the health and well-being of their students. A STP would also show evidence of the school's observance of the Every Child Matters agenda. Activity 1 identified some of the problems students face on the school journey and what they themselves can do to improve their particular journey.

If available share the STP with the students. Now invite students to consider what additional steps the school could take to improve school journeys. For example could the school build shelters for secure storage of bicycles? Put parents in touch with each other for sharing the school run? Run a **Walk to School** or **Bike to School** Week? Provide after school clubs to channel energy and high spirits that are evident at the end of the school day and can lead to challenging behaviour at bus stops and on the buses? Work with local bus operators on ways of improving behaviour at stops and on vehicles.

Invite the students to work in groups which will each develop one suggestion into a proposal for consideration by senior management, school governors or school council to include a request for feedback on the ideas.

Review and assessment

Remind the students to keep their school journey logs, reminding them to record both the way they travel to school and the scale of pleasantness they used in the activity. After one week, ask students to report on their school journey logs. Have students managed to take some control of their journeys for the better? Has anyone noticed a change in mood when they arrive at school? If there has been no change for some students or if there has been change for the worse, this is an opportunity to re-examine the journey. Were the problematic elements correctly identified in the first instance or was an important contributing factor overlooked? How are things looking for the group as a whole? Ask students to decide on whether they carry on as before or whether there is a need for a different tactic.

At the end of a fortnight ask students to evaluate the impact of their actions on the nature of their journeys. Were they successful on the whole? Invite the students to make an assessment of where they are now in terms of satisfaction with the school journey and decide whether any further action is needed.



KEY STAGE 4

Distraction

Introduction

These activities focus on a familiar road safety scenario for a pedestrian aged 14-16 years. Through this scenario the students revisit some of the language of risk introduced in previous Key Stages and are introduced to the idea of risk

assessment and risk management from different perspectives. This language will become increasingly useful to them as they enter the workplace, whether for work experience, part time or full time employment.

Injury prevention – learning outcomes

Focus of learning	Key messages	Key words and phrases
Distraction and lack of attention as major factors in road accidents involving children and young people	Attention can be diverted from road conditions by the use of mobile phones and other electronic equipment, or chatting with friends. We must take responsibility for our own actions while using the roads. Road safety is not just the responsibility of drivers.	Attention, concentration, distraction, environmental factors, personal factors, hazard, harm, risk, severity, consequence,
<p>Key skills: participate effectively in group discussion, identify and understand the feelings of others, identify and understand another point of view, problem solving, recognise personal responsibility, analyse a complex situation.</p>		



Links to SEAL outcomes

Self-awareness

Know how to take responsibility for personal safety while out on the roads

Identify personal and environmental distractions that could become hazards in certain circumstances

Know how to minimise or eliminate harmful distractions

Managing feelings

Be able to identify personal feelings that could become risk factors in certain circumstances

Be able to make lifestyle choices that promote feelings of confidence and well being

Motivation

Knowing, understanding and managing risk is empowering and can lead to improved confidence and a willingness to embark on new ventures

Empathy

Ability to see the point of view of other road users

Social Skills

Converse with peers and keep focused on the topic of discussion

Communicate with figures and bodies of authority using appropriate lines of communication and language

Group size

6-8.

Resources

Pen and paper, large tray, selection of 20 everyday objects, e.g. pen, rubber, key, key ring, glass bead, watch, cup, knife, etc., tea towel or cloth, timer, board or flipchart, chalk or marker pens; a mobile phone, mp3 player, handheld video game (students to have any one of these), Worksheet 1 *Distraction Environmental and Personal*, Worksheet 2 *Scenario*, Worksheet 3 *Distractions and Other Contributing Factors*.

Starting point

Ask if anyone listens to music or watches television while doing homework. Keep the discussion open and relaxed so that students will respond fully and honestly. Some will report that they need a distraction to help them concentrate or that one distraction cancels out another.

Ask them to explain why they think distraction helps or hinders concentration.



Activity 1

Try a simple exercise to show how a stimulus that demands our attention can affect perception and memory. Ask for three volunteers. Ask them choose an activity that could be considered distracting under certain conditions, e.g. listening to mp3 player, talking on mobile phone, or playing a handheld video game.

Prepare a tray with ten familiar objects, e.g. a pencil, a key, a glass bead, a watch, etc. and cover completely with a cloth. While they are engaged in the activity of their choosing, remove the cloth and give them ten seconds to take note of the objects. Replace the cloth and ask them to remember as many objects as they can and write them down in secret. Now change the objects but keep them familiar and everyday, remove the distracting activity and repeat the procedure. Is there any improvement in object recall? Alternatively, students could do this in groups of three – one to do the activity, one to record the recall and one to monitor the timing with the results collected at the end.

This is, of course, a crude experiment with too little control of the individual factors contributing to the nature of the results, e.g. three different sources of distraction rather than one only, inconstancy of objects, and other environmental influences. However, it should serve as a starting point for thoughtful discussion on the effects of distracting stimuli.

Activity 2

Discuss distraction in terms of keeping safe while out and about. How does listening to music affect our awareness of traffic? Does playing a game on an electronic device affect our awareness of the immediate environment? What about talking on a mobile phone? Invite students to relate accounts of risky road situations they might have observed or experienced while using any of these devices.

Could similar distractions compromise their personal safety by affecting their state of alertness, e.g. awareness of someone following too close behind, threatening or nuisance behaviour, ability to hear announcements on a bus or train, etc.?

Consider types of distraction. Distractions can be categorised as personal and environmental. Personal distraction describes an internal state such as a headache or anxiety.

Environmental distraction is anything external to the body. It extends beyond mp3 players and mobile phones to noise, weather, billboards, signs, levels of light. Can the students suggest any other examples of internal and environmental distraction which could impair their ability to drive a car, ride a bike or motorbike? Working individually (for assessment) or in groups, ask the students to record their ideas on Worksheet 1 (page 29).

Activity 3

Ask the students to consider the scenario on Worksheet 2 (page 30). There are several hazards at work here, all contributing to the unfolding of events, each of which increased the risk (the probability of harm). In pairs or three's, ask them to complete Worksheet 3. They should try to identify as many of these as they can and explain how each affects the situation. Is there a cumulative effect? Is there one factor with greater impact than the others? Who bears greater responsibility, the driver or Sabrina? Or do they share responsibility equally?

Review and assessment

In completing this task students have been considering an important aspect of their own safety while out and about and exploring the issue of risk assessment and risk management, using the language familiar to health and safety professionals. Ask the students to reflect on other occasions when they have actively assessed the probability of harm to themselves or others and taken steps to manage the risk. This could be in a formal activity such as sport or in an informal setting, when with a group of friends, maybe at a party, or gathering. Ask them to write about an example using the language introduced in this lesson, for assessment.



WORKSHEET 1

Distraction – Environmental and Personal

Distraction is anything that takes concentration away from something else. It can be **environmental** like noise or weather conditions or **personal** like a headache or anxiety. Almost anything can be a distraction under certain conditions. A distraction can arise from the actions of others, from our own actions, or from influences in the environment. The table below shows a number of everyday

situations where a distraction could become a hazard leading to undesirable consequences. Consider the situations and a possible harmful distraction for each and what outcome could occur. Try to complete the last two rows with your own ideas.

Follow the example.

Distractions

Situation	Personal	Environmental	Consequence
Crossing the road	You are late and listening to your mp3 player.	Busy traffic	You are distracted and rushing so don't check that it is safe to cross. You are hit by a car.
Travelling on a bus			
Waiting for a train			
Being taken in the car to a shopping centre			



WORKSHEET 2

Scenario

On the last day of the Autumn Term Sabrina arrived at school in a very distressed state. She had been involved in a near miss incident with a car while crossing the road on her way to school. Sabrina walks to school and always listens to music on her mp3 player along the way. Most of the journey is fine but there is a busy crossroads where she always has to wait a long time before it is safe to cross. There is no pedestrian crossing at the site even though there have been several serious accidents there involving walkers and vehicles over the past few years.

This morning Sabrina was a little late leaving her house because it was raining and she had to look for her umbrella. She didn't want to get her hair wet as it goes all frizzy in the wet weather. Once she found it, Sabrina threw on her old grey mac and rushed out. Leaving late made her anxious about getting to school on time and avoiding a late mark. She already had two this term.

At the crossroads she waited for what seemed ages until she saw a break in the traffic. Then she started to cross. As she approached the middle of the road, she saw a large dog running on the opposite side. Sabrina is afraid of dogs. Just then a car seemed to come out of nowhere. The driver braked hard and swerved to avoid hitting her. She says she will always remember that screech of brakes and the way the car skidded out of control for a few moments. The driver shouted at Sabrina, accusing her of being careless. When Sabrina first saw the oncoming car she thought the driver was talking on a mobile phone, but she couldn't be sure because it all happened so fast. Fortunately, Sabrina was not hurt, just badly shaken by this experience.



WORKSHEET 3

Distractions and other contributing factors

There are a number of distractions at work in this scenario. There are also a number of other factors contributing to the unfolding of events. Identify the distractions according to type. Then consider other relevant circumstances.

Think about time of year, time of day, weather conditions, clothing, reasons for the car to skid, etc.

Finally, answer the questions at the bottom of the sheet.

Each of these distractions and circumstances are hazards which increase the risk. Risk is the probability of harm combined with the severity of the possible outcome.

What are the possible outcomes in these circumstances?

How would you assess the risk (low, medium, high?).

Once you have made an assessment of the situation, what could be done to reduce the risk?

Consider, for example, the responsibilities of Sabrina, the car driver, the school and the local council.

Environmental distractions

Personal distractions

Other circumstances

1. What should Sabrina do in future to reduce the risk?

2. What should the driver do?

3. What about the local council?

4. What can Sabrina's school do which might help to reduce the risk of a road accident for students?



KEY STAGE 5

TIE activity

Introduction

This lesson, and its follow up work, combines Theatre in Education with injury prevention for young drivers or those who are learning to drive. It could be facilitated by a drama teacher or by a member of the PSHEE team, or could be taught jointly. The stimulus material includes an account of a fictional, but realistic, road accident, which has both fatal, and wide reaching social consequences. Those using this

lesson plan will need to consider the personal circumstances of the young people with whom they work.

This lesson has been planned so that the specific objectives, which includes drama activities, are shared with pupils at the end, rather than at the beginning of the lesson.

Injury prevention outcomes:

Focus of learning	Key messages	Key words and phrases
That a combination of hazards can increase the risk of serious injury when driving a car.	Young, inexperienced drivers are at greatest risk of serious accidents when driving at night and when the road conditions are challenging.	Frame of mind, personal response, emotions, communication, hazard, risk, assess, manage risk, distraction, experience, evidence, analyse, critically assess, reflect
The role of inexperience, road conditions, alcohol and emotions in road traffic incidents	Drivers can be distracted by what passengers say or do. Strong feelings, such as anger or excitement can distract a driver. Alcohol impairs the awareness of, and response to, hazards.	
Key skills: recognise hazards for young drivers, assess risk, suggest ways to manage risk, understand, communicate and manage strong feelings, rehearse actions which could prevent injury, work with others, evaluate outcomes		

Links to SEAL outcomes

Self awareness

Recognise the role of feelings in changing the risk (probability of harm) of an activity

Recognise that different people react differently to the same event

Recognise a personal response to events leading to death and serious injury of someone of the same age group

Managing feelings

Recognise how reflection can help in identifying and communicating complex personal feelings

Motivation

Work with others to communicate complex emotions in a safe environment

Assess and evaluate Theatre in Education as a means of communicating complex emotions in a safe environment

Social skills

Understand how peer relationships can influence the risks of accidents and the possible outcomes.

Rehearse how to respond in a range of similar circumstances

Empathy

Understand that how others react to an accident will be affected by many factors



LESSON OBJECTIVES		Know some of the statistics related to young drivers. Understand the impact of developing characters to communicate meaning/information to an audience. Be able to use Theatre in Education (TIE) to communicate a message to a specific audience.	Timing (mins)
STARTER	Lesson terms	<ul style="list-style-type: none"> Introduce to participants the terms for taking part in this lesson. There may be some material which they might find challenging or upsetting. If at any point they feel they would like to remove themselves from the lesson they may speak quietly to the teacher and ask to do some private study in an agreed place. 	5
	Warm up	<ul style="list-style-type: none"> Physical warm up, e.g. Gangle/stretching/physical game. 	
	Grouping	<ul style="list-style-type: none"> Pupils group into threes – mixed sex – pupil selected. Hand out statistics slips (page 35), flip chart paper and pens. 	5
	Statistics stimulus Resource 1	<ul style="list-style-type: none"> In three's pupils read the statistical information and use flip chart paper to note down their responses to the stimulus. 	
	Class discussion	<ul style="list-style-type: none"> Teacher leads feedback of responses to the whole class and short discussion arising from this. 	
INTRODUCTION	Intro to characters Resource 2	<ul style="list-style-type: none"> Teacher reads out character descriptors (page 35). 	
	Grouping	<ul style="list-style-type: none"> Split class into two groups Hand out copies of character descriptors to groups and intro task. 	
	Spontaneous improvisation	<ul style="list-style-type: none"> Invite pupils to carry out a spontaneous improvisation based around the characters in the following settings. <ol style="list-style-type: none"> Lisa and Daniel in the pub with some friends. Dinner at Lisa's house, Daniel arrives to visit. 	5 5
	Evaluation	<ul style="list-style-type: none"> Show spontaneous improvisation work, Evaluate in terms of characterisation – how have they added depth to these basic outlines of characters? How have they interpreted Lisa and Daniel's relationship? 	
DEVELOPMENT	Group reading	<ul style="list-style-type: none"> As a whole class read through the newspaper article (page 36). 	
	Reflection through discussion Resource 3	<ul style="list-style-type: none"> Allow and facilitate discussion. How does this make pupils feel? Relate back to statistics. Introduce common room exercise. Pupils will play people of their own age who go to the same school as Lisa, and where Dan was also a pupil. It is the morning after the accident. They might know Lisa and Dan, or just one of them; they might have been at the party; they may only know them in passing. Ask pupils to create a space using props available (e.g. chairs, books) which reflects the pupils' common room. Invite pupils to take their places in the performance space 	10 10
	Hot-seating as an explorative strategy	<ul style="list-style-type: none"> Introduce one chair – the hot seat – where they can come and sit as their character and speak about how they feel this morning, having heard the news of the accident. Thank the pupils for accomplishing the first part of the activity. 	
	Theatre in Education task	<ul style="list-style-type: none"> Introduce task: As a whole group they are to create a Theatre in Education (TIE) piece aimed at Year 12 and 13. The piece should introduce their audience to the statistics and educate them about the risks faced by young/new drivers. Mention the use of dialectical vs. didactic techniques 	2



DEVELOPMENT	Theatre in Education task	<ul style="list-style-type: none"> • After completion of this lesson, they will have one hour to devise and rehearse their piece. Pupils begin devising work, facilitated and supported by teacher. 	10
PLENARY	Group reading	<ul style="list-style-type: none"> • The teacher now discloses there has been an update on this news story and the police have announced that “An 18-year-old man has been arrested on suspicion of drink-driving and causing death by dangerous driving and released on police bail.” 	
	Reflect on learning	<ul style="list-style-type: none"> • Discuss the effect of this new information on their ideas about the characters. • Discuss what dramatic techniques might be used in revealing this information to an audience to create a similar effect. • Reveal lesson objectives and evaluate to what extent they feel these have been met. • Set rehearsal targets for next lesson, when they will rehearse (50 mins), perform and evaluate. 	5 3



Driver statistics

Young drivers are more likely to be involved in crashes, especially at night, and to be at-fault for those crashes, than experienced drivers.

Young male drivers are more likely to commit driving offences or be involved in an accident than female drivers.

- They tend to be over confident and consistently rate their own skills as above average – especially young male drivers.
- They commonly see 'good driving' as the ability to master the controls of the car at higher speeds.
- They are more susceptible to peer group pressure, especially when carrying their friends.
- Although they have excellent vehicle control skills and fast reactions, they are poor at identifying potential hazards and assessing risk.

Character descriptors

Lisa

- Enjoying her final year at school and looking forward to going to University.
- Hopes to become a PE teacher and travel.
- In the future she likes the idea of getting married and having children.
- Lives with her Mum and Dad; family are really important to her.
- She will be 18 next month.

Daniel

- A first year student of Sports Broadcasting at Strenhall University,
- Lisa's boyfriend of nine months
- Met Lisa through the Sports Committee at Middletown High School
- Daniel was a pupil and football captain at the school.
- The couple see each other regularly, Dan visits most weekends.



Fictional Road Safety Report

Evening News

Teenage death shocks town

A TEENAGER has been killed in a horrific crash on the way home from her best friend's 18th birthday party.

Lisa Smith, 17, died after the car she was travelling in apparently spun out of control and ploughed into a tree in the centre of Middletown in the early hours of yesterday (Sunday). She suffered multiple injuries and died shortly after arriving at hospital.

The driver of the silver Ford Fiesta was treated for minor injuries. Friends named him as Lisa's boyfriend, 18-year-old student Daniel Jones, of Green Lane, Anchorbridge. It is thought he passed his driving test just three weeks ago.

Police released a statement on behalf of Lisa's devastated mother and father, Susan and Ian Smith, of Mill Close, Middletown.

"Lisa was the best daughter you could ever hope for," it said. "She was enjoying her final year at school and looking forward to going to college. She had the rest of her life ahead of her and was full of dreams. She hoped to become a PE teacher and she wanted to see the world, get married, have children. All that has been taken away. She died after celebrating her best friend's birthday. Now she won't even get to celebrate her own 18th birthday next month.

"Our family has been ripped apart and the gaping hole left in our lives will never be filled."

It is believed that about 50 guests, mainly young people from the area, were at the birthday party at a house in Elm Close. Lisa and Daniel left the event shortly before the crash, which happened on High Street at 12.20am.

Witnesses leaving a function at the Civic Hall saw the car before it crashed into a tree at the junction with Croft Road.



Harry Baxter, 57, said: "I was coming down the steps when I saw a car going right across the mini-roundabout. Then I heard the most sickening screeching and smashing sound.

"My wife and I rushed up there and it was a horrible sight. We did what we could. There was a boy in the driving seat who was really shaken up and we tried to comfort him while we waited for the ambulance. There was also a girl in there – it is so sad what happened to her."

Lisa, a promising netball player, was a pupil at Middletown High School, where her sister Laura, 14, is in Year 10. Flowers and tributes have been left by her classmates at the scene of the crash.

One message read: "Lisa, our angel. You made us all smile and we will never forget you. Rest in peace, sweetie. J, L and M xxx"

Another, attached to a teddy bear, simply asked: "Why?"

Headteacher Mike Summers des-

cribed Lisa as a popular student who always had time for other people. "Our sympathies are with Lisa's family at this terrible time," he said.

Counselling is being made available to pupils at the school.

A friend, who did not wish to be named, said Daniel, a first year student at Strenhall University, had been keen to pass his driving test so he could visit Lisa. She said the couple got to know each other through the Sports Committee at Middletown High School, where Daniel was a pupil and football captain until July. They had been dating for around nine months.

"They were both so happy," she said. "Daniel doted on Lisa and lived for the weekends when he could come home to visit her."

A police spokeswoman said investigations into the crash were ongoing.



Useful contacts

AIRSO

Tel: 01903 506095
Email: airso@talk21.com
Web: www.airso.co.uk/

Brake

Tel: 01484 559909
Email: brake@brake.org.uk
Web: www.brake.org.uk

Child Accident Prevention Trust (CAPT)

Tel: 020 7608 3828
Email: safe@capt.org.uk
Web: www.capt.org.uk

Department for Children, Schools and Families (DCSF)

Tel: 0870 000 2288
Email: info@dcsf.gsi.gov.uk
Web: www.dfes.gov.uk
www.teachernet.gov.uk/
www.welltown.gov.uk/

Department of Environment (Northern Ireland)

Email: doe.internetteam@doeni.gov.uk
Web: www.doeni.gov.uk

Department for Transport (DfT)

Email: road.safety@df.t.gov.uk
Web: www.dft.gov.uk
www.thinkroadsafety.gov.uk
www.highwaycode.gov.uk

Local Authority Road Safety Officers' Association (LARSOA)

Tel: 01526 322199
Email: brian.hogarth@btinternet.com
Web: www.larsoa.org

National Healthy Schools Programme

Email: fiona.feehan@dh.gsi.gov.uk
Web: www.healthyschools.gov.uk

Parliamentary Advisory Council for Transport Safety (PACTS)

Tel: 0207 222 7732
Email: mail@pacts.org.uk
Web: www.pacts.org.uk

Road Safety Council of Northern Ireland

Tel: 028 90 665757
E-mail: admin@roadsafetycouncil.com
Web: www.roadsafetycouncil.com

Road Safety Scotland

Tel: 0131 472 9200
E-mail: enquiries@roadsafetyscotland.org.uk
Web: www.roadsafetyscotland.org.uk

Road Safety Wales

Tel: 029 20 761306
Email: sbaker@rospa.com
Web: www.roadsafetyscotland.org.uk

Royal Society for the Prevention of Accidents (RoSPA)

Tel: 0121 248 2000
Email: jmcwhirter@rospa.com
Kshortt@rospa.com
Web: www.rospa.com

RoSPA Scotland

Tel: 0131 449 9379
Email: wwills@rospa.com
Web: www.rospa.com

RoSPA Wales

Tel: 029 20 761306
Email: sbaker@rospa.com
Web: www.rospa.com

Scottish Accident Prevention Council (SAPC)

Tel: 0131 449 9379
Email: wwills@rospa.com
Web: www.sapc.org.uk

SUSTRANS

Tel: 0845 113 00 65
Email: info@sustrans.org.uk
Web: www.sustrans.org.uk/

Think Road Safety

Transport for London

Tel: 020 7027 9098
Email: juniorroadsafety@tfl.gov.uk
Web: www.tfl.gov.uk

Advice is also available from the Road Safety Department of your local authority.



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Edgbaston Park, 353 Bristol Road, Birmingham B5 7ST
Telephone: +44 (0)121 248 2000
Fax: +44 (0)121 248 2001

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