

Assembly Plans for 15+ years

Road Safety Assemblies for 15+ year olds

These assemblies for older students help prepare them for driving and for travelling away from home to work experience or college. They are entering the highest risk age group for road accidents.

The themes will help them reflect on their attitudes, skills and responsibilities as road users.

Information for transfer to overhead transparencies is included.

Assembly Plans for 15+ years

Theme: Learning to Drive

Aim

To consider the skills needed to be a good driver, as well as the responsibilities that come along with being a driver.

Resources and Preparation

- OHT True/False
- Answer sheet

Teacher's Notes

Many students are eager to learn to drive as soon as they reach 17 years. However, the learning to drive part is often the only element they concentrate on. Obviously, there are many responsibilities that come with learning to drive and the students need to be made aware of them before booking their first lesson.

Drivers under the age of 25 years account for 25% of drivers who are killed or seriously injured.

Content

Start by asking the pupils how well informed they already think they are about learning to drive. Perhaps they know people who are already having driving lessons? Do they know how to choose a good instructor? How much does it cost to learn to drive? How much does it cost to run a car? Do they think that some people learn to drive before they can afford to be a driver? Perhaps they feel that there is pressure on young people to learn to drive as soon as they are legally old enough?

Explain that today's assembly is hopefully going to make them a little better informed about learning to drive.

Display True/False OHT.

Run through the answers, getting the students to vote on whether they think the statement is true or false. After they have voted read out the correct answer from the answer sheet.

Reflection

How much did the students know about learning to drive?

Emphasise the following points:

- Appropriate attitudes to driving are as important as driving skills.
- Having a safer attitude towards driving does not make it less fun to drive but can make it more enjoyable and far less stressful.
- Proper preparation for driving is essential.

The European Day of Remembrance and Hope has been established on the third Sunday of November each year as the day on which the bereaved and injured victims of road crashes are remembered, as well as their families and those who come to their rescue. For more information contact RoadPeace (see page 81).

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OHT: Learning to Drive

Question Sheet – True or False?

1. The average learner has about 35 hours of instruction before taking a test.
2. There is no requirement to have driving lessons with an Approved Driving Instructor.
3. Fatal accidents have increased a great deal in the last 15 years.
4. Road traffic has increased by about 20% during the same period.
5. Most people pass their test the first time.
6. It is very rare for a driving examiner to have to intervene in order to prevent an accident occurring during a test.
7. About 300,000 people drive as part of their job.
8. Inexperienced drivers frequently have accidents at night.
9. New drivers must have driven in the dark before they take their test.
10. The theory test has been a requirement since 1996.
11. A candidate for the practical test needs to make 20 minor mistakes before they fail.
12. Anyone with a full driving licence can supervise a learner driver.
13. DSA stands for driver safety awareness.
14. A person needs to be 18 before they can apply for a provisional licence for any vehicle.

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OHT: Learning to Drive

Answer Sheet

1. **True** – the average period of tuition is between 30-35 hours or around 650 miles, although many will have far less.
2. **True** – it is still possible to take a test never having received professional tuition. This is not the case in some European countries. It is always best to have some paid lessons from an expert.
3. **False** – in fact they have decreased by around 30% between 1987 and 1998 despite an increase in traffic volume.
4. **False** – road traffic has increased by 55% during this period – growth that is set to continue.
5. **False** – fewer than half pass first time.
6. **False** – in fact it is estimated that the examiner has to intervene to prevent an accident in one out of ten tests.
7. **False** – in fact at least 3 million people have to drive as part of their job.
8. **True** – novice drivers are more likely to crash at night than experienced drivers.
9. **False** – there is no requirement for this to be the case. But it is a good idea to have some driving lessons in the dark.
10. **True** – the question bank is increasing all the time and now contains around 800 possible questions.
11. **False** – in fact only 16 driving faults are allowed, this may sound a lot, but it isn't. Just one serious or dangerous fault and you will not pass the Test.
12. **False** – they need to have held a full licence for 3 years and be over 21 years of age and still hold a licence.
13. **False** – it stands for Driving Standards Agency.
14. **False** – a person needs to be 17 years of age. 16, if the licence is for a moped.

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Theme: Being in Control

Aim

To consider some ways to manage stress and anger, especially in traffic, by being assertive rather than aggressive.

Resources and Preparation

- OHT 1 and 2

Teacher's Notes

Assertiveness is an important skill in managing stress and anger and is a key component of personal and social development programmes. Some people wrongly confuse the term assertiveness with aggression. However, assertive people avoid being aggressive by keeping calm, polite and in control, even when they are feeling angry or stressed.

Content

Ask the students to remember a time when they or someone they have been with has become angry or aggressive whilst using the road because of stress or pressure. Imagine people pushing to get on or off an over-crowded bus when they are already late. Or a family in a car arguing about whose fault it is that they are late and have forgotten the road map.

Such incidents can lead to 'road rage' and cause accidents.

Wiser people would not allow themselves to snap under a time of stress, resulting in putting themselves and other road users at risk. They are assertive, not aggressive.

Explain that one way to understand the meaning of assertiveness is to contrast assertive behaviour with aggressive behaviour and with passive behaviour.

Display OHT 1. Consider which type of person would be most likely to cause accidents.

Reflection

Display OHT 2.

Summarise with the concept of 'I'm OK/you're OK' as an explanation of assertiveness, which can be shown as three points of a triangle. An assertive person wants other people to feel OK as well as themselves. An aggressive person does not care whether others feel OK.

If more road users were assertive rather than aggressive, fewer accidents would happen.

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OHT 1: Being Assertive and in Control

Aggressive people tend to...

- Dominate others.
- Be rude, sarcastic, and abusive.
- Try to get their own way regardless of what other people want.
- Express their own views without listening to others.
- Lose their temper easily.

Assertive people tend to...

- Stand up for their rights, but respect other people's rights at the same time.
- Express their own views but also listen to other people.
- Negotiate rather than dominate or give in.
- Keep calm and polite even when feeling angry.

Passive (submissive) people tend to...

- Put up with things.
- Give in easily to others.
- Do things that they don't want to do because they would rather go along with what everyone else wants to do.
- Don't stand up for themselves.

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OHT 2: Being Assertive and in Control



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Theme: Newly Qualified Drivers

Aim

To emphasise the increased risks that young drivers face and to help the students to recognise what a dangerous activity driving actually is, especially for their age group.

Resources and Preparation

- Press release
- Statistics OHT

Teacher's Notes

The assembly would be good to do with the students approaching their 17th year as well as students who have already started to learn to drive.

Young drivers between the ages of 17-25 are the most likely age group to have an accident on the road. Drivers under 25 account for 25% of drivers killed or seriously injured on the roads. Young males are at greater risk than females. 65% of 17-19 year old driver casualties are male.

Young drivers have a lot more accidents in the dark (especially between the hours of 8.00pm-2.00am) than older drivers. They have a greater number of accidents from hitting the rear of other vehicles and from losing control of their own vehicles, because they are driving too fast.

Content

Display the press release on OHP. Read it out if necessary.

Highlight the elements that the RoSPA spokesperson says are most dangerous: speed, alcohol, night driving, etc. Ask the students how many of them intend to take more lessons after they pass their test? Probably very few will.

Explain to the students that novice drivers and especially those under 25 years old are most at risk from having a road accident. This is because they are inexperienced. They may also be interested in learning that 25% of all the drivers killed or seriously injured on the roads are under the age of 25. Also, 65% of 17-19 year old driver casualties are male. So anyone can see that driving at their age is a pretty dangerous activity.

They may not consider road accidents to be a great threat to their lives, but unfortunately it is a huge cause of deaths in young people and adults. It's also why insuring young people to drive is very expensive. Insurance companies aren't stupid. They look at the statistics and realise how likely it is you will have an accident. The only way this is ever going to change is if young and new drivers start to realise how important it is to keep driving the way you are taught to at the beginning.

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Display statistics OHT.

How many of the students buy a lottery ticket? Think about the whole country.

A great many people do. People who buy them must believe they have a chance of winning the jackpot. However, looking at those statistics there is a greater chance of them dying in one year, than there is of winning the lottery jackpot.

The things which the media say sometimes lead us to believe we are at huge risk of being murdered or being killed on the railways. This is not actually true. If they look at the chart it is plain to see that we are at far greater risk from dying on the roads. Something we use every day and we almost take as read that they are not a danger to us.

Reflection

Wish all the young people who are intending to learn to drive good luck.

Ask the students to remember some things they have learnt today before they book their next lesson.

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OHT: Newly Qualified Drivers

Press Release

A graduated driver-licensing scheme could be the answer to tackling Britain's biggest road accident problem – young drivers, the Royal Society for the Prevention of Accidents national road safety congress will be told next week.

Experts will hear how, under a successful project in Australia, drivers under 25-years-old have to have 42 months driving experience and pass four tests before being given a full licence. No one under 20 can gain a full licence.

Kevin Clinton, RoSPA Head of Road Safety, said: "Graduated Driver Licensing works in Australia and in other countries. It is time we looked at it seriously in the UK. Qualifying for a full licence in stages means novice drivers would gradually build up experience during the period they are most at risk, while at the same time reducing their exposure to the things that are most dangerous to them – speed, alcohol, night driving, carrying teenage passengers. At the moment, many pass their test, forget the safety lessons they have learned and never take any further training."

In the New South Wales Graduated Licensing Scheme, all learner drivers must have at least 50 hours on-road supervised driving experience, have passed a computer-based driver knowledge test and an on-road driver ability test before they can graduate to a first stage provisional licence. They must take a hazard perception test to graduate to the next stage and then a driver qualification test before being given an unrestricted licence.

What driving situations are most dangerous for newly qualified (novice) drivers?

Do you think new drivers should gain their full driving licence in stages, or after passing a single test?

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OHT: Risk of an individual dying in one year from various causes

Accident on the road:	1 in 8,000
Accident at home:	1 in 26,000
Accident at work:	1 in 43,500
Homicide:	1 in 100,000
Accident on the railway:	1 in 500,000
Hit by lightning:	1 in 10,000,000

And the chances of you winning the
National Lottery jackpot? 1 in 14,000,000!

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Theme: Mobile Phones

Aim

To highlight how easily you can be distracted whilst using mobile phones on or near roads and the possible consequences of doing so.

Resources and Preparation

OHT detailing deaths caused in some way by mobile phone use.

Teacher's Notes

A lot of young people now own a mobile phone.

Having a mobile phone can be useful. It lets people stay in touch easily and means they can call home in an emergency, etc. However, a lot of young people are so pre-occupied with texting and phoning each other that they put themselves at risk on or near roads.

Content

Begin by asking the pupils to think about the ways in which they travel to school. They may walk, come by bus or get a lift in a car. Ask them to think about if they ever take risks with their safety by ignoring any road safety rules. Emphasise that it's not just pedestrians who have to be alert and responsible when using the road.

Have the students ever seen any other road users taking risks?

Nowadays there is a relatively new form of distraction: the mobile phone.

Display the OHT. Allow pupils time to have a quick read. Now read out the OHT yourself, case by case.

Explain that this is only a sample of the tragedies that have been caused by different types of road users using mobile phones. Focus on the penalty given by the courts in each case. Note that some of the drivers who were jailed were convicted of the more serious offence of dangerous driving. Others, who were not jailed, were convicted of careless driving.

Comment that there has already been a death of a girl who was using a mobile phone whilst she crossed the road. How many students have done exactly what she did?

Reflection

Ask the students to reflect on their own behaviour on the roads. Is it worth losing your life over something that could wait ten seconds, whilst you cross the road?

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OHT: Mobile Phone Related Deaths

Date	Circumstances	Sentence
1988	Driver leaned across to answer his mobile phone and swerved into the path of another car, whose driver died instantly.	Fined £100 after admitting driving without due care and attention.
Sept 1994	Driver listening to message on phone, crossed to the wrong side of the road and collided with a van on a bend.	Jailed for six months for causing death by dangerous driving.
Sept 1996	Driver using his mobile when he ran over a child pedestrian.	Fined £250 and ordered to pay £35 costs after admitting careless driving.
Mar 1999	Truck driver was speeding while using a hands-free mobile phone. He hit a stationary van which was shunted into another car, killing the occupant.	Jailed for 18 months and banned from driving for four years.
Feb 2000	Truck driver distracted when his mobile phone rang. He took his eyes off the road but didn't answer phone. Hit a cyclist who was killed instantly.	Charged with driving without due care and attention. Fined £500 for lack of attention.
Mar 2000	Driver reading his map while talking to his boss on a mobile phone. Hit back of parked lorry carrying gas cylinders. He died in the fire.	Verdict of accidental death recorded.
April 2000	Pedestrian talking on a mobile phone stepped into the road without looking. Friend shouted warning but pedestrian did not hear.	Verdict of accidental death. Coroner said the mobile phone was a factor in distracting her from noticing the car.
June 2000	Truck driver composing a text message veered into a lay-by, and hit a man standing by his parked car.	Driver jailed for 5 years for causing death by dangerous driving. Judge said "In many ways it is difficult to imagine a more blatant act of such cold blooded disregard for safety on the roads".
Nov 2000	A driver was killed when he pulled out in front of a police car with its lights and sirens on. The driver had just received and sent two text messages.	Awaiting verdict.

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Theme: Travelling to Work (work experience and careers education)

Aim

To reduce the stress involved in travelling to unfamiliar places, especially when feeling anxious.

Resources and Preparation

- OHT1: Checklist for a well-planned journey
- OHT2: Taking the stress out of travel

Teacher's Notes

This theme is relevant for students about to undertake work experience placements, start their first job, or attend interviews for work or college – situations where they will be making unfamiliar journeys while feeling stressed or anxious. (Further advice and guidance can be found at www.youngworker.co.uk).

Content

Ask students to rate their own stress level just before setting off for an interview or for the first day of work experience – High? Medium? Low? None at all?

Emphasise that one way to reduce the stress is to be well prepared and set off in plenty of time. Being late is highly stressful for most people and makes the whole day even more stressful than it need be. It is also a cause of accidents as people take risks they wouldn't normally take, like dashing across a busy road to try and catch a bus. Emphasise the need to use proper crossing places like subways, crossings and bridges, even if they are late, and not to be tempted to take risks by trying to save time.

Using OHT 1, ask students to rate how well they usually plan important journeys – Very well? Partially? Not at all?

Using OHT 2, identify some de-stressing strategies.

Reflection

Reflect on how stress can affect other people as well as yourself by causing accidents.

Think of at least one way in which you could make travel less stressful.

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OHT1: Checklist for a Well Planned Journey

- Look on the web for the bus/train timetable.
- Plan the route.
- Time the journey.
- Find out the correct fare.
- Identify the exact stop/station where you need to get out.
- Estimate any walking time needed and locate crossing places.
- Identify which entrance or building you need to go to.
- Check the name of the person you need to report to.

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OHT2: Taking the Stress Out of Travel

- Catch an earlier bus or train than you need to just in case there's a hold-up.
- Get everything ready the night before.
- If the worst happens and you are late, don't panic and don't take risks.
- Use this calming strategy if you feel stressed:
 - Take a deep breath in.
 - Give a sigh and let your shoulders relax.
 - Open your mouth slightly to unclench your teeth.