

**Safety Awareness and Fire Education – Gloucestershire  
Lesson Plan – Road Safety**

<b>Class</b>	Key Stage 3	
<b>Topic</b>	Road safety	
<b>Lesson Outcomes</b>	To demonstrate positive behaviour as a car passenger, cyclist and pedestrian.	
<b>Safety Objectives</b>	To identify positive and negative behaviour as a motor vehicle passenger. To understand how negative behaviour can affect a drivers ability to drive safely. To recognise that being distracted for just a second on or around roads can be lethal. To consider what will make you seen and safer as a cyclist.	
<b>National Curriculum Links</b>	Citizenship	1.1b, 1.2a&c, 2.3b&c, 3e, 4a&c
	English	2.1j&k, 2.3a,b,d,g,o, 3.1c, 3.3a&e, 4.3d
	PSHE (PW)	1.2a, 1.3a,b,c, 2.1a&f, 2.2a,c,d,f, 2.3a,c,d, 3e&g, 4a,c,d

<b>Summary of activities</b>		<b>Associated resources</b>
1	Human bar chart	Mode of transport cards
2	Positive passengers – driven to distraction	Route sheet and listening grid Driven to Distraction worksheet
3	Discussion – Who’s responsibility?	Scenario cards
4	THINK- Bike	Bike Safety MPEG
5	Ripple Effect	Ripple effect worksheet Camera phone MPEG My house MPEG

<b>Activity 1</b>		<b>Human bar chart – How do we get around?</b>
1	Mode of transport cards	<p>You need a relatively open space for this activity –such as corridors, play areas or clear a space in classroom. Put the forms of transport (car, bus, cycling, walking) down on the floor and ask students to stand in the relevant place, as if in a bar chart.</p> <p>Ask students the following questions:</p> <ol style="list-style-type: none"> <li>1) How did you get to school this morning?</li> <li>2) In Gloucestershire which mode of transport do you think saw the largest number of young people killed or injured in 2007? (Answer: 1<sup>st</sup> – Car, 2<sup>nd</sup> – Pedestrian, 3<sup>rd</sup> - Bike). Just tell them the first.</li> <li>3) In Gloucestershire in 2007 which was the safest mode of transport? (Answer: Bus)</li> <li>4) In 2008 which mode of transport did the government promise to invest £140 million in? (Answer: Cycling)</li> <li>5) In 2007, 5,329 12 – 16 year olds were killed or seriously injured using which mode of transport? (Answer: Car)</li> </ol>

<b>Activity 2</b>	<b>On the road</b>
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2.1		<p>Students will be working in groups of 4. Ideally set the chairs out in the formation of a car – 2 in the back and 2 in the front. Inform students that they will be given a 5 minute time limit for the following activity.</p> <p>The passengers in the back have to try and distract the driver as much as possible (without touching the driver or any other part of the car). This may involve arguing with each other, pestering questions etc.</p> <p>The front passenger has to read through the route card and the driver has to memorize as much as s/he can in that 5 minutes.</p> <p>At the end of the 5 minutes choose a group or allow to do individually to try and recite the route without making a mistake. It's highly unlikely that they will be able to do this. You may want to use the listening grids provided to help.</p> <p>Highlight how difficult it is to concentrate and drive when there are distractions in the car. Encourage students to consider how difficult it would be to manage a sudden hazard on the road such as someone stepping out or a dog running in front of the car.</p>
2.2	Driven to Distraction worksheet	<p>In the car groups students discuss all the negative behaviour displayed by the passengers that distracted the driver. Make a note of these and others they could imagine in the left hand column of the worksheet (Driven to Distraction). They then consider what the reverse positive behaviour would be in a car and as a group compile a travel agreement between passenger and driver. Consider what responsibility the driver has and what responsibility the passenger has. (Ideal opportunity to introduce basic safety information here such as seatbelts, drink and drug driving, use of mobile phones, speed etc).</p>

<b>Activity 3</b>		<b>Discussion – Who's responsibility</b>
3	Group work - Discussions	<p>The aim of this activity is to encourage students to consider who's ultimately responsible – the passenger or the driver.</p> <p>Give the students an adequate amount of time to identify:</p> <ol style="list-style-type: none"> <li>a) Who's responsible</li> <li>b) What the consequences could be</li> <li>c) A number of ways in which the driver/passenger could respond</li> <li>d) The most assertive way to deal with the situation</li> </ol> <p>The scenarios are as follow:</p> <ol style="list-style-type: none"> <li>1. The passenger Adam is drunk and the driver Kevin picks him up from a party. As soon as Adam gets in the car he turns the music up. He then leans over and starts beeping the horn and flashing the lights at other motorists.</li> <li>2. The passenger Emily gets into her boyfriends Alex's car and can</li> </ol>

		<p>smell alcohol on his breath. When she talks to him he appears to be a little bit drunk.</p> <ol style="list-style-type: none"> <li>3. The driver Colin picks up his mate Tom, as Tom gets in he looks at the car and is convinced it's going to fall apart as it's not very well maintained. As soon as Tom puts his belt on, Colin pulls out dangerously in front of another car and speeds away.</li> <li>4. Joanne the driver has just passed her test when she takes her three mates Suzie, Leanne and Cerys out for a drive. They pull up to a set of traffic lights where there is a group of boys in the car next to them. Joanne's mates encourage her to race the boys to the next set of lights – after all it's only a laugh.</li> <li>5. Mark and Julie have two children Andrew and Isaac, Julie is driving to the South coast for their holiday. About an hour into the journey on the motorway Andrew and Isaac start arguing in the back of the car.</li> <li>6. Vicky the driver has just picked up her friend Claire for a shopping trip. Whilst driving Vicky is constantly reading her text messages and replying to them.</li> <li>7. Phil and Ben get onto the school bus, they sit down and wait for the driver to pull off. As soon as he has they turn around in their seats to talk to Dave and Jack behind them. The driver shouts back to them and asks them to sit down and belt up! They ignore his rants and finish their conversation.</li> </ol> <p>At the end allow one student from each group to feed back to the class.</p>
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<b>Activity 4</b>		<b>THINK - BIKE</b>
4	Bike Safety MPEG	<p>Students watch the MPEG Bike Safety clip. In pairs or individually they produce a mind map around Bike Safety remembering the key aspects of a mind map (use colour, pictures, key terms, larger branches and smaller ones leading off, central idea in the middle etc). Ideally some of the points they may highlight are:</p> <ul style="list-style-type: none"> <li>• Always check that your bike is roadworthy.</li> <li>• If you wear a helmet make sure that it fits properly.</li> <li>• Wear reflective jackets and/or bands.</li> <li>• Make sure that shoelaces are tied and not hanging down.</li> <li>• Use a pannier to carry luggage or a small rucksack with straps over both shoulders.</li> <li>• Plan a safe route. Where can you use designated cycle-ways and quiet roads?</li> <li>• Tell your parents/carers which route you are taking.</li> <li>• Choose routes that are well lit.</li> <li>• Make sure that you are fully prepared.</li> </ul> <p><i>Optional – another MPEG file that gives a more general overview on bike safety that was produced for</i></p>

		<i>an assembly.</i>
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<b>Activity 5</b>		<b>Ripple effect</b>
5.1	My House MPEG  Camera phone MPEG	<p>To introduce this section you could use the following statistics/information taken from the government <a href="#">THINK website</a>:</p> <ul style="list-style-type: none"> <li>• Young people aged between 11 and 16 are <b>more at risk of being killed or seriously injured</b> as a pedestrian or cyclist in a road accident than other age groups.</li> <li>• 1,844 12 to 16-year-olds were killed or seriously injured as pedestrians, cyclists and car occupants in 2007.</li> <li>• Traffic is <b>the biggest cause of accidental death</b> of 12 to 16-year-olds.</li> <li>• Almost 1 in 5 teenagers report having been involved in a road accident or "near miss" on their way home from school. But only 4 per cent said that road safety was their main concern.</li> </ul> <p>Proceed by watching the road safety adverts – My House / Camera phone (NOTE THINK are planning to update the adverts on their website, you may find more recent ones online at the <a href="#">THINK website</a>.)</p>
5.2	Ripple effect worksheet	<p>Students choose one of the 2 characters that got run over in the clips and place them at the centre of the spiral. They then have to add the names of all the people who would have been affected by the accident.</p> <p>Encourage them to not only consider friends and family of the victim but also – emergency crews, emergency operators, driver, drivers family etc. They also have to add emotions these characters are feeling – for example guilt etc.</p>
5.3	Extension	<p>Students imagine they're the driver, they choose to write a letter to one of the people identified above (for example the parents or friends). They must show that they've considered the impact of this young person's death and include the emotions from the previous exercise.</p>