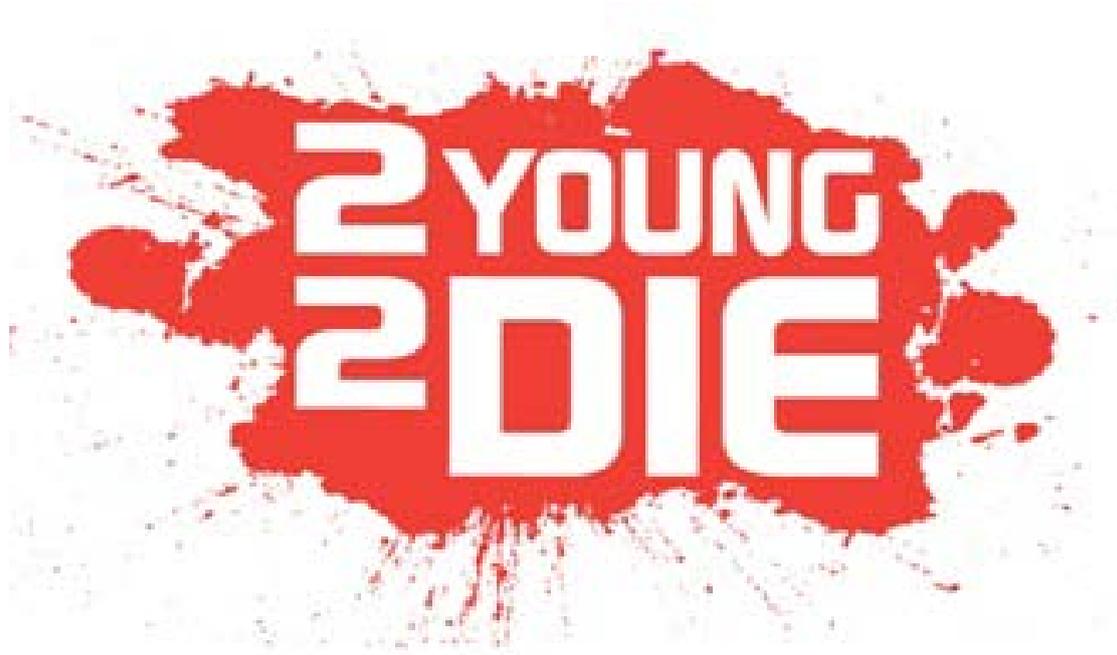


Teach road safety

A guide for college and secondary school teachers
and club leaders



An initiative by Brake's 2young2die project

Introduction to the 2young2die campaign

The 2young2die campaign by Brake aims to enable young people to save their own lives by running their own investigations and campaigns into road safety. This guide is part of that project and aims to help teachers facilitate pupils' engagement in the campaign. You can also visit the 2young2die pages of the Brake website for more information about the project and resources, including access to DVD clips and another guide on the specific topic of running interactive workshops with young people about the dangers of driving.

Why prioritise teaching road safety?

Every young person's death is horrendous, particularly when it is so preventable. You can play a vital role in protecting young people's lives by incorporating road safety into lessons and engaging in activities to get life-saving messages across to pupils, parents and throughout the local community.

You also have a responsibility to ensure high standards of road safety when on trips away from your school on foot or by vehicle. You are also at the heart of a community and therefore well placed to work with local government to implement necessary road safety engineering improvements, such as crossings or lower speed limits, on local roads.

Road safety falls within curriculum requirements for being healthy; staying safe; enjoying and achieving; making a positive contribution as a citizen; and economic well being. Road safety is also a topic that many pupils feel strongly about and actively enjoy exploring and developing projects on. It affects their daily lives and is increasingly within the political agenda, and on local news.

When explaining to colleagues why you want to focus on road safety, you might want to mention these 7 important points:

1. For every young person killed, about ten more are seriously injured, causing brain injuries, paralysis and limb loss. These are horrendous, life-changing injuries. Every community is affected by road death and injury at some stage.
2. Many of these deaths and injuries will not hit the headlines, and only be reported in local press, so the problem is bigger than you may imagine; death on the road is a major killer of young people.
3. It is particularly important to focus on road safety if you have busy fast roads in your community, or if you are based in an area with deprived families. Deprived families are much more likely to face bereavement on roads than more well-off families with more parental control, safer cars and large gardens.
4. Poor road safety engineering (high speed limits, lack of cycle paths, lack of crossings) is one of the biggest causes of poor child health, because children and their parents choose, due to the danger, not to walk or cycle, and take the car instead.
5. Boys are much more likely to die or be hurt than girls. They are more inclined to take risks on foot, bicycles, and when a novice driver.
6. The older children get, the more at risk they become, as they gain independence. Road safety isn't a topic for babies. It's a critical topic for teens that's just as important as drug, alcohol and sex education.

How should road safety be taught?

Pupils aged 11-18 may initially think that road safety is for 'babies' and 'boring', but most young people have a lot to say about road safety and won't find it boring as long as it's taught well!

In fact, effective road safety teaching with these age ranges enables you to explore challenging and worth-while areas, including:

- Death and bereavement
- Life-changing injuries (paralysis and brain injury) and how this affects families
- Taking responsibility for others in the context of good citizenship - particularly if driving
- Our addiction to cars and how they affect communities and damage the environment
- Psychology - why males and teenagers are inclined to take higher risks than other groups
- Alcohol and drugs – drunk and drugged young drivers and young pedestrians
- The physics of speed and public perceptions of speed

There are a number of reasons that pupils may not initially be receptive to road safety teaching because of poor attitudes. For example, they may:

1. Think they 'know it all' and road safety is for 'babies'
2. Already be taking extreme risks on roads (for example, mucking about on foot on busy roads, driving without a licence or taking illegal drugs and driving)
3. Feel invincible - road crashes happen to someone else, not them. They think their youth and fast reaction times will keep them out of trouble
4. Have a misunderstanding of the true extent of deaths and injuries on roads and just how at risk they are, particularly as young people

On the positive side, young people are likely to:

- Have witnessed risky behaviour on roads and grasp road safety issues easily as they deal with roads every day
- Have experienced, or heard of, someone in their community being hurt or killed in a road crash, and therefore understand that death and serious injury is a reality on roads

Effective road safety teaching should:

- Build on pupils' existing knowledge, not preach
- Require pupils to think for themselves and conduct original research
- Be discussive and creative, and related to pupils' real lives
- Involve real-life projects (such as devising and running a campaign to get parents and pupils to 'slow down') not just class-room learning
- Explore the pressures that lead to risk-taking
- Explain clearly that road safety is about stopping deaths and life-long serious injuries and therefore it is crucial to take it seriously - particularly as these pupils are in the highest risk group for dying on roads

Before teaching road safety, remember to check whether any children have been bereaved by a road crash, and be sensitive to their feelings. They may wish to be excluded from road safety lessons that are about death or injury.

The ABC of road safety - Awareness, Behaviour, Choice

Pupils need to walk, cycle and play safely without supervision. They also need to understand how to be safer passengers in vehicles, including on school buses, and then, if they learn, how to be safer motorbike and car drivers.

Pupils need to know their road safety A B C.

A is for awareness (have a clear understanding of the extent of road crashes and the carnage they cause)

B is for behaviour (know what to do to be as safe as possible when using roads)

C is for choice (understand how to make the safest possible choices)

A IS FOR AWARENESS

The extent of road crashes and the carnage they cause

Pupils can explore the number of deaths and serious injuries on roads and their breakdown by mode of transport, type of road, age of people hurt, time of day, likely causes, and many other categories. Look at ways of comparing statistics, for example casualties occurring by miles travelled by different types of road user.

Pupils can learn that people on foot and bicycles are called vulnerable road users because they don't have the protection of a vehicle around them. Vulnerable road users are more likely to be killed if they are in a crash than car occupants. Horse riders and motorbike riders are also vulnerable.

Pupils can learn that young drivers and motorbike riders die much more frequently than older drivers.

Consult Brake and government websites for facts and figures on a range of road safety topics, including the latest statistics on deaths and injuries.

The science of crashes

What happens in a crash - For example, pupils can explore:

- How vehicles are crash tested and the purpose of crash protection features for occupants and pedestrians
- Stopping distances for drivers travelling at different speeds, in different weather conditions, and how these distances are affected by drivers being distracted or impaired
- The weight of vehicles of different sizes, and how this affects their speeds and stopping distances
- The damage caused to the human body in different impacts
- Reduced visibility in darkness
- Reduced grip of tyres in the wet
- The protective qualities of cycle helmets

The causes of road crashes

What are the most life-endangering risks that people take on roads? Look at some of the risks commonly taken by different types of road users:

- Drivers drive too fast, overtake blind, drink or take drugs and drive, use mobile phones
- Pedestrians cross the road without looking
- Cyclists don't wear helmets
- Motorbikers race on rural roads

Your life or somebody else's

Safety and citizenship education is about looking after your own, and other people's welfare. Explore the risks you pose to yourself or others, depending on your mode of transport.

Pedestrians who don't look before crossing roads are most likely to kill themselves, but drivers going too fast in town are most likely to kill other people on foot or bicycles.

Drivers going too fast on rural roads may kill themselves but have a high chance of also killing other people, because of the high speeds.

Use these scenarios to explore the greater responsibilities of driving, particularly if drivers are carrying passengers. Have you ever told a driver to 'slow down'? Many young drivers pack their cars with young friends. Are they wearing seatbelts? Are they sitting calmly and quietly to allow the driver to concentrate?

Explore the costs of road crashes to the ambulance service, the police, emergency rooms in hospitals, and Intensive Care Units (ICU). What is an ICU and what happens in one? Could a local ICU nurse visit your school or could you visit them?

What are life-long injuries? Explore what it means to be brain injured or have a spinal injury. Explore the enormous costs - medical care, care in the home, inability to work, and the impact on injured people's families. Go to Brake's victim support sections of its website for information and advice for people injured in road crashes.

What is the emotional impact of someone dying on the road? Who is affected and how? Think about it from different perspectives. What would it be like if a child died? If a parent died? If a sibling died? Explore what it might mean practically for a family if the main bread-winner is killed in a crash. Go to Brake's victim support sections of its website for information and advice for people bereaved in road crashes.

B IS FOR BEHAVIOUR

How to be as safe as possible when using roads

The foundation learning in A will stand pupils in good stead for discussing the importance of the 'rules of the road' with the gravitas they deserve. If you haven't covered A first, don't skip it! It's a vital first step.

The rules when walking

If you are responsible for pupils with special education needs, it is essential, depending on their abilities, to ensure they are familiar with how to cross roads safely and, if appropriate, given the opportunity to practice it through practical roadside training. Contact your local council's road safety officer for help.

Impressing upon other pupils the importance of continuing to cross safely as they grow older can best be achieved through project work and discussions - they need to tell you about right and wrong behaviour, and the importance of putting it into practice.

Pupils could be entreated to think again about crossing safely by helping educate younger children about the importance of it - for example, through a poster campaign they design and display at a nearby primary school or a website they devise for younger children.

The rules when cycling

Safely-run, on-road cycle training is the only way to ensure pupils know how to cycle as safely as possible. Cycling in a playground is inadequate training and only useful as a first step to check bicycle control and teach vital do's and don'ts. Contact your local council's road safety officer for help with on-road training. Beware encouraging cycling to school or college if there is no safe route; better to run a campaign for a safe route to be installed by the council.

The rules when on the bus

Messing about when boarding or disembarking a bus, and crossing the road in front or behind a bus, can be fatal. Failing to sit down sensibly, or use seat belts if fitted, is also dangerous.

The rules when driving

Brake has researched and summarised the most important, life-preserving rules in its 'Pledge to Drive Safely' campaign, which tackles key issues including drink and drugged driving, not belting up, speeding, and the dangers of using a mobile phone while driving. Go to the Brake website and click on the links for drivers for more information. By

focusing on key, high-risk activities that cause death and serious injury, young people can be taught the enormous social responsibility of safe driving.

C IS FOR CHOICE

Making the safest possible choices

This is the most important aspect of young people's learning at this age, and should be the focus of your work. Peer pressure plays a big part in young people taking life-threatening risks on roads. The potentially fatal consequences of peer pressure ranges from younger pupils being 'dared' to run into the road in front of traffic, to older pupils racing cars against mates in other vehicles, or accepting lifts from drunk or drugged drivers.

Road safety is an ideal topic to use to explore the importance of taking responsibility for your own safety - by ensuring you have a choice (e.g. by carrying money for a taxi when on a night out) and by speaking up for the safest choice (e.g. having the courage to say 'no' to mates who want to play 'dare' in the road).

Explore distractions and temptations that make young people decide against a safe choice, e.g. talking on a mobile phone while crossing a road, driving fast to impress others, or drink-driving to get to another party. Explore the dangers of risk-taking.

Explore feelings of invincibility and 'it won't happen to me' that many young people know too well, and which contribute to the decision to make a dangerous choice.

Explore young people's fear of ridicule from their peers if they make a safe choice e.g. not wanting to belt up in the back 'because none of my mates have'.

Explore pupils' role as citizens to help others make safe choices, e.g. by helping younger siblings cross roads safely.

Lesson ideas for key stage 3

Use the below ideas to get you started. Many government websites also carry detailed lesson plans. Surf to find out.

Pupils with learning difficulties should be given particular attention, to ensure they understand the rules of the road when on foot, and are able to put these rules into practice. These pupils may need to be taught using resources for younger children.

Use Brake's powerpoint for 11-15 year-olds (available from its website) to run an interactive, discussion-based lesson. The presentation comes complete with teacher's notes and links to online activities and video clips.

Study statistics on deaths and injuries on roads. You could explore statistics surrounding road safety topics. Find visually engaging and significant ways to display them (eg. pie charts and bar graphs). Make a display for other pupils to look at.

Hold a discussion about the benefits of walking and cycling for health, and the hazards this exposes you to. Explore why people on foot and bicycles are more at risk of being killed or injured than people in vehicles because of their greater vulnerability.

Explore areas in which pupils feel they need to extend their knowledge of road safety - e.g. speed. You could devise a quiz to test their knowledge.

Devise and carry out a survey of the risks that people take on roads and their motives for doing so. Focus on surveying a particular 'group' such as fellow pupils who cycle, parents who drive to school, or older pupils who drive or

are considering driving. For example, a survey on 13-year-olds' attitudes to cycle helmet wearing, or a survey of 17 year-olds' attitudes to speed limits. For ideas, download Brake's research reports from its website.

If pupils dangerously cross the road near your school, you could video their behaviour and show the video in class. What are pupils doing wrong? Explore how to change their behaviour.

Explore the aftermath of crashes. Ask pupils to write a fictional newspaper article about a crash caused by a young driver which caused a death and serious injuries, including interviews with a police officer who attended the scene, and a bereaved family member. To help pupils understand the severity of injuries in road crashes, you could consider inviting a nurse or surgeon to talk to pupils about life-changing injuries such as brain damage and paralysis (some children may think that injuries are always minor or recoverable, and are a good way of getting attention in the playground, or getting off playing sport eg. a broken arm). Look at articles about crashes in your local paper over a certain period.

Study momentum. Why does it take vehicles longer to brake and stop if they are going at faster speed or are heavier?

Study scientific improvements in road safety, such as seat belts, air bags, crash helmets, protective clothing for motorbike riders, reflective and fluorescent materials. Devise science tests to demonstrate the effectiveness of such improvements, such as how reflective material glows in the dark when a light is shone on it. Stress that scientific improvements can't ensure security from death or injury unless they are used by people who behave safely.

Survey local roads for hazards (e.g. speeding traffic - your local police force may lend you a radar gun to check the speed of traffic) and for road safety measures (e.g. crossings and lower speed limits). Show these hazards and road safety measures on a map, or take photos or videos. Create a display for other pupils and parents.

Create a poster or website about a road safety issue, such as the importance of concentrating when crossing the road, for example, by making sure you aren't using your mobile phone or hand held computer game or reading at the same time.

Write and perform a play that explores the temptations and pressures for to take risks on roads, and the possible consequences. For example, being in a hurry, or being with friends who want to mess about on the road with a football, or being with older friends who want you to get in a car with a dangerous driver who speeds. Discuss the emotions pupils feel in these situations and how to 'speak up' for the safe option.

Watch road safety TV and cinema adverts and look at road safety poster campaigns. Are they effective? Do they get the message across to you? If not, could you do any better? YouTube is a great place to find them.

Lesson ideas for key stage 4

Use the below ideas to get you started. Don't forget to also consult government websites for more detailed lesson plans – these may be available.

In addition, you could use Brake's powerpoint for 15-18 year-olds, downloadable through the teacher section of the Brake website, to run an interactive, discussion-based lesson. The presentation comes complete with teacher's notes and links to online video clips.

Show Brake video interviews with bereaved and injured people as part of a discussion-based lesson on staying safe as drivers and passengers (you can use the above powerpoint to structure the lesson and for discussion points).

Analyse the benefits and disadvantages of different modes of road transport, ranging from walking to cycling, from cars to buses. Explore issues such as deaths and injuries, pollution, congestion, noise, health, and the well-being of communities. Google charities working in climate change areas and see what they have to say about traffic.

Explore in-depth a set of statistics relating to road casualties, over a period of years. Look for increases or decreases and explore the possible reasons for these. For example, look at increases in drink driving casualties over the past decade, or the large number of deaths on roads of motorbikers, or the large number of young drivers who get hurt compared with older drivers.

Using the above statistics, explore the risks of dying on roads using different modes of transport.. Do people know the risks are this high? Would they take more care if they did? The risks of dying on a train or in an aeroplane are significantly lower. Discuss people's perceptions and fears of risk on different modes of transport. Discuss people's perceptions and fears of being killed in a road crash compared with being attacked or murdered. Five times as many people are killed on roads compared with people murdered.

Explore reasons for reductions in casualties and how many of these reductions may not be to do with people behaving safer?" For example, crash protection measures in vehicles, better road design, less people cycling and walking. Governments may from time to time encourage people to walk and cycle more for health reasons. Consider how this should be done, while also ensuring people's safety when on foot or on a bicycle.

What can be done to improve behaviour of road users? Pick topics that will have direct relevance to young people; for example, the importance of wearing protective clothing as well as a helmet on a motorbike. Should there be an advertising campaign? A new law? You could choose a contemporary topic such as drugged driving. What are the dangers of drugged driving? How do we stop it? Use government websites about drugs to help stimulate discussion.

Have a debate on a contentious topic. Some cyclists think that cycle helmets shouldn't be compulsory because such a law may discourage people from cycling. Other people, particularly neurosurgeons, say helmets are life-saving and if adults must wear them, children will be encouraged to do so also. Do you think cycle helmets should be compulsory? Have someone speak for helmets, and someone against. Do some original research using the internet before the debate, in groups. Have a vote at the end.

Download Brake's Pledge to Drive Safely for pupils to study and sign up to. The Pledge summarises the most important rules for drivers to follow to prevent death and injury. Discuss each element of The Pledge. For example, do pupils know how to properly adjust a head restraint and what it is for? It is a head restraint, not a head rest!

There is a saying among road safety professionals that 'the safest car is the one with a spike sticking out of the steering wheel'. Think about that saying. Why might they say that?

Carry out an in-depth survey of local roads and suggest road safety improvements (eg. road markings, a speed camera, crossings, regular police patrols). Your council's safety engineer may be able to give you information about guidelines on implementing road improvements. What do we think of these guidelines? As part of your survey, write and carry out a questionnaire for local people about their perceptions of local roads and if they think anything needs improving. Run a campaign to make roads safer, for example by lowering a speed limit, by corresponding with the council or working with the media.

Explore 'Home Zones' which are speed-controlled neighbourhoods where pedestrians have priority above cars or 'woonerf' in the Netherlands. What are the design features? How do they make the residents feel about their neighbourhood? Contact your road safety officer to find out if there is one near you, and arrange a visit, and arrange to interview some residents there.

Use road safety as the theme for a creative project, such as designing a website, producing a video, producing a play, or running a media campaign for local people. Run this project over a term and ensure it has quantifiable outcomes - e.g. monitor the number of hits on the website, or the number of 'column centimetres' obtained in local newspapers about your campaign.

Explore the impact of road crashes on the health services. Explore the types of injuries and their treatment. Explore the enormous costs involved in treating and rehabilitating victims. Explore the costs involved when a 'bread winner' is killed. Who pays for food? Child care? The mortgage? Study newspaper articles about road crashes and consider the possible consequences in those cases.

More than a third of crashes involves a vehicle being driven for work. Pupils could pretend they are a health and safety officer for a company with a fleet of trucks, vans and company cars. What policies could they implement to reduce the chances of crashes involving their vehicles? For example, banning the use of all types of mobile phone while driving, setting reasonable schedules so drivers don't speed between appointments or drive when they are tired, ensuring all vehicles are maintained to the standards recommended by the manufacturer. Develop a relationship with a risk manager in a local company operating a safe fleet of vehicles, and find out about their internal processes for preventing crashes involving their vehicles.

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