KEY STAGE 3

Lesson one

Staying safe on the roads



Context

This lesson on road safety and managing risk has been developed by MIB (Motor Insurers' Bureau) for Key Stage 3 students. It is intended for use in a comprehensive PSHE programme and could be taught as part of a unit on personal safety.

Learning objective

We are learning:

- About the personal responsibilities young people have when travelling on the roads and how to manage the risks involved.

Learning outcomes

By the end of the lesson, students will be able to:

- Describe the responsibilities of pedestrians, passengers, riders or drivers
- Identify behaviour that could increase the chances of having an accident on the road
- Assess the impact of taking risks and explain the different strategies that can be used to manage risks.

Resources required:

- Box or envelope for questions
- Flipchart paper and pens
- Resource 1: Who is responsible? (one per pair)
- Resource 1a: Teacher notes (teacher copy)
- Resource 2: Risk analysis (one per small group)
- Resource 3: Scenarios (one scenario per small group)

Lesson summary

Activity	Description	Timing (60 mins total)
1. Introduction	Reinforce ground rules and introduce learning objectives and outcomes.	5 minutes
2. Baseline assessment	Students demonstrate their current knowledge and beliefs by responding to an opinion statement.	10 minutes
3. Responsibilities	In pairs, students assign road-user responsibilities to either driver, passenger or pedestrian.	10 minutes
4. Risks	In small groups, students complete a risk analysis examining road risks and the impact of taking risks.	15 minutes
5. Strategies	Students create a list of strategies that could be used to manage road risks.	10 minutes
6. Endpoint assessment	Students return to the opinion statement from the baseline assessment.	5 minutes
7. Signpost support	Remind students how to access further advice, guidance and support related to road safety and travelling independently.	5 minutes

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson for relevant subject knowledge and guidance on establishing a safe learning environment.



Baseline assessment

Introduction

5 min

Negotiate or revisit ground rules for the lesson and remind students of the question box. Introduce the learning objective and outcomes and explain that today's lesson will explore travelling safely and managing risks.

Baseline assessment activity

10 min

Ask students to respond to the opinion: "Drivers have to manage risks on the roads – other road users don't have the same responsibility." In their books, ask students to respond to this statement, writing whether they agree, partially agree or disagree and noting down their answers to the following questions:

- Who else uses the roads?
- What, if any, responsibilities do other road users have?
- Does anyone else have responsibility for road safety?
- What might increase risk on the roads?
- How might road safety be increased?

Prompt students to put their hands up to indicate whether they agree or disagree with the opinion, or are somewhere in the middle. Then ask volunteers to share their responses with the group. This will help you to gauge the class understanding and attitudes and consider any implications for the lesson.

Core activities

Responsibilities

10 min

Explain that road users might include drivers, pedestrians, cyclists, e-bike riders, e-scooter riders and horse riders.

In pairs, ask students to assign road user responsibilities in 'Resource 1: Who is responsible?' to either driver, passenger, rider (eg of a bicycle, e-bike, e-scooter or horse) or pedestrian. Some responsibilities may apply to more than one road user). Then ask the class for feedback. Use 'Resource 1a: Teacher notes' to support discussions and share key learning using slide 5.

Support

Ask students to review the even numbered statements only, instead of all 10, which will ensure they explore a range of different responsibilities.

Challenge

Ask students what they think the most important responsibility is for a driver, a rider, a passenger and a pedestrian. Are they similar or different? Why?

Risks

15 min

Explain that many activities concerning roads and travel carry some level of risk, but there are different ways we can manage risk to keep drivers, riders and pedestrians safer. Being able to assess the level of risk helps someone to adapt their behaviour in the future.

In pairs, ask students to analyse the scene in the middle of 'Resource 2: Risk analysis':

- In the first box, they should note down everything they can see in the image
- In the next box they should identify actions/behaviours that might increase risk
- In the outer box they should analyse what the impact of risky actions/behaviours might be.

Take feedback, drawing out key learning

- Things that students can see in the image might include: cars, pedestrians, motorbikes, cyclists, traffic lights, crossings, bus lane, cycle lane, box junction, one way traffic, no entry signs.
- The risks that students identify might include: pedestrian running in front of a car, driving or riding too close to a someone riding a horse, travelling the wrong way down a one-way street, driving a car in the bus lane, not stopping at a red light, stopping in a box junction, driver/passenger not wearing a seatbelt, being distracted when crossing the road by friends/phone/music.
- The impact of taking risks might include: causing an accident, damage to car/bike/bus, being caught by a camera (and consequently receiving a fine/points on licence), injury/death.

Support

Ask students to spend more time on the first box (what can they see?) and then identify one or two risky behaviours and one or two impacts in the subsequent boxes.

Challenge

Ask students to come up with a set of rules for staying safe on the roads in the image. What rules should pedestrians follow? What rules should drivers follow? What sets of rules do we have already?

Strategies

10 min

In small groups, give students one of the scenarios from 'Resource 3: Scenarios'. Ask them to discuss the risks involved and then come up with three strategies to help tackle the risks. Ask each group to feedback to the rest of the class.

Use slide 8 to highlight key learning

- Strategies might include: using designated crossings, waiting for the green man before crossing, checking before crossing the road, avoid crossing roads on blind bends or hills, avoiding crossing between parked vehicles to improve visibility, walking on the right-hand side of the road if there is no pavement, wearing reflective clothing at night.
- Make it clear to students that they should be extra vigilant when travelling in a group as they may be less aware of their surrounding environment and any risks.
- Distractions should be avoided when walking as it is important that young people are aware of their surroundings, eg they should put away phones or remove earphones.
- Road users should also be aware of weather conditions – bright sunshine might make it as difficult for drivers to see pedestrians as heavy rain, and icy or wet roads might reduce the stopping time of cars.
- Even if it feels as though getting into a car with a driver who has been drinking or taken other drugs is the only option for a young person wanting to get home, calling parents/carers, calling a taxi, persuading a friend to walk home with them, getting a bus etc are all much safer alternatives.
- It can be very challenging for young people to decline a dare in front of their peers (or to copy what others are doing, for example not putting on a seatbelt) as they may seek peer approval or feel pressure to respond or copy behaviour, even if it means going against their better judgement. Highlight that actions such as wearing a seatbelt save lives. If time allows, discuss with students some ways to respond to this kind of peer influence.

Support

Consider the allocation of the scenarios, which get increasingly difficult (with scenario 1 being the most accessible and scenario 8 the most challenging).

Plenary/Assessment for and of learning

Endpoint assessment

5 min

Ask students to revisit the opinion from the baseline assessment, and write down the extent to which they agree with this statement now. Has their opinion changed, or do they feel more strongly about their original view? Can they add more detail to their reasoning based on what they have learnt this lesson? Ask students to add to or amend their original answers in another colour pen.

This is an opportunity to measure progress/gather evidence of the learning that has taken place and to inform planning for future lessons.

Signposting support

5 min

It is important to ensure that students know where they can seek help and advice if they have questions about road safety. Students wishing to seek further guidance can:

- Speak to a tutor, head of year or other trusted member of staff in the school
- Speak to a trusted adult outside of school such as a parent/carer
- Contact Childline **www.childline.org.uk** 0800 1111.

Extension activity

Ask students to plan and organise an awareness-raising campaign in school on how to stay safe on the roads outside and near the school. Students could focus on what young people could do, what they could encourage their parents to do and what bus drivers could do to make the area surrounding the school a safer place to be.