

Road Safety week 2022
Lesson plans, campaigns, and ideas.

Banner competition

Every class to create a 'Safe Roads for All' banner. Pupils can either do this individually or in groups.

Brief - design a banner that promotes the safe use of active travel, the benefits of 20mph speed limits or to encourage safer driver behaviour across the Stockbridge community.

- Early level – This can be with or without words.
- First/Second level – Needs to include a catchy title/slogan, creative, original, and have an impact.

We are looking for bold, eye-catching designs. Remember your road safety posters could be displayed outside school premises, so make sure it attracts attention!

Campaigning for safe roads for all.

Activity

1. Explain that the students are going to be working in groups/individually to create a short campaign about a road safety issue of their choice.
2. Depending on students' age and abilities you could suggest they do this by:
 - **Writing** and performing a **short play**
 - Designing a **poster** calling on others to use roads safely to protect themselves and others
 - **Writing a letter to a local MP** calling for road safety improvements.
3. Whichever medium students use, they should make a compelling argument for their chosen subject and should incorporate some of the issues raised in the class discussions.
4. Allow students sufficient time to plan, draft and rehearse / finalise their campaigns and come together to showcase the different campaigns.
5. Discuss the issues each group raised, and how effectively they conveyed particular points. Ask for ideas about how the techniques they used and subjects they explored could be used to call for real road safety change.

Lesson plan - Introduction to safe roads for all (First level)

- What does safe roads mean for all?
- Discussion and debate focused on who we share our roads with, and how we can use roads safely to protect ourselves and others
- The class will discuss and evaluate various issues and viewpoints surrounding road safety and learn how to communicate their own ideas, decisions, and beliefs. Pupils will learn what 'Safe Roads for All' means and explore different ways to make a decision as a group.
 - Print and cut out the road safety statements and labels, with enough copies for each group. Each group discusses the same set of statements.
 - Print out the pictures of different types of road users, or gather small toys to show as many different types of road user as you can.

Lesson outline

1. Introduction and discussion
Explain to the class that you are taking part in Road Safety Week and they are going to be learning about Safe Roads for All. Choose some of the facts from the list above to talk about, depending on pupils' age and ability.
2. Small group or pair activity
Ask pupils to work in pairs or small groups to discuss a set of statements about people who use roads. For each statement they will decide whether they think it describes someone being SAFE or NOT SAFE.
3. Ask a few pupils to share their answers with the class, and explain how they made their decisions.
4. Whole class discussion
Discuss each statement (or a selection of them). Call for a show of hands for SAFE, NOT SAFE or WE DON'T KNOW and record the outcomes on the board.
5. Talk about what it means to be safe or not safe:
 - Drives faster than the speed limit – NOT SAFE – People who drive faster than the speed limit are more likely to be involved in a crash and more likely to hurt someone really badly if they hit them.
 - Wears a helmet while cycling – SAFE Brake recommends everyone wears a helmet when cycling. A helmet won't protect you from falling off your bike or being in a crash, but it will help protect your head from injury.
 - Uses their phone while driving – NOT SAFE Distracted drivers are less likely to notice a danger in the road and will respond more slowly.

- Crosses roads at safe places – SAFE Zebra crossings, pelican crossings, footbridges, school crossing patrols are all safe places to cross roads.
- Cycles at night without lights – NOT SAFE All drivers need to watch out for cyclists but at night it is very hard to see cyclists. It's the law that if you cycle at night you must use lights.
- Parks on the lines outside school – NOT SAFE The lines outside school are a protected place so children can get into school safely. Parking on the lines blocks the entrance and means children can't see to cross the road safely.
- Drives slowly near school – SAFE At slow speeds a driver has more time to see and react to road danger.
- Wears a seat belt or sits in a child seat – SAFE Seat belts and child seats are one of the simplest ways to keep safe when we travel by car. If the car is involved in a crash, our seatbelt or child seat protects us from being thrown through the windscreen or hitting the inside of the car.
- Crosses the road without looking – NOT SAFE We all need to use the Green Cross Code and Stop, Look, Listen and Think before we cross roads.

Resources e.g. Road safety statements and labels available here to download and print. <https://www.brake.org.uk/road-safety-week/lesson-1-safe-roads-for-all>

Design the street of the future

The class will imagine a world where no one is killed or injured on roads and create a design for the street of the future.

1. Ask pupils whether they feel they can make safe, healthy journeys where they live. Can they walk and cycle on safe paths, away from traffic? Are there safe places to cross roads, slow traffic and clean air to breathe or are their journeys affected by fast, noisy traffic and pollution from vehicles?
2. Ask pupils for ideas about how their journeys can be made safer and healthier and make a list of their suggestions.
3. Say that it isn't a very nice thing to hear but sadly lots of children are hurt or killed on roads. Explain to pupils that they are going to imagine a world where this doesn't happen any more. They are going to design a new, safe street.
4. Hand out art materials or the 'Design a street' template.
5. Hand out pictures of different street designs from page ???. Have a general discussion about which streets are people friendly and why – talk about features such as footpaths, cycle paths away from traffic, safe places to cross, etc.
6. Ask pupils to create their design.

What does a safe street look like?

Streets designed for people have:

- Safe footpaths so people can walk
- Safe cycle paths away from traffic
- Pedestrianised areas with no traffic
- Safe places to play, such as parks
- Safe places to cross roads
- Slow traffic
- Good access to public transport
- Bike parks

Walk around Stockbridge

Early/First level:

- Talk to children as you are walking about how traffic makes them feel [fast traffic is noisy and frightening]. Look out for safe places to play, away from traffic [parks, gardens].
- For children to walk safely where they live they need: footpaths, safe crossing places and slow traffic. See how many of the following you can spot while you are walking: Zebra crossing, pelican crossing, traffic lights, pavements, 20mph sign, slow sign, children playing sign.

First/Second level:

- Have discussions about what positives and problems with road safety do we see near our school? E.g., few speed signs etc.
- Could be beneficial to do this first before campaigning exercise.

Be seen, be bright day

- On Friday, please encourage your class to wear bright clothing.
- This is to remind drivers to look out for people who walk and ride.

Social Media

If appropriate, please share photos or details of your activity on your Stockbridge twitter. Please tag @brakecharity and use #RoadSafetyWeek.