



LESSON PACK INTRODUCTION

Challenging risky behaviour

Introduction

Many people are unaware that the number of fatalities among young people caused by road accidents is higher than deaths from many other external causes, including some which receive much more publicity from the media.

There is a need for all those involved with children to teach clear road safety messages effectively and consistently, working together to help children understand and manage risk.

This is one of six Lesson Packs aimed at Key Stage 3. The others are:

- Crossing the road safely on your own
- Planning a journey
- Cycle safety
- Causes of accidents
- Dealing with distractions

Each Lesson Pack contains a Lesson Plan and a range of resources to help deliver the lesson. All the THINK! resources you need can be accessed via the THINK! Resource Centre (<http://think.direct.gov.uk/resource-centre>).

The learning materials and ideas are designed to be used flexibly so that teachers, assistants and parents can use them in ways which suit their circumstances and the needs of their children.

Useful websites

THINK! Resource Centre

- The Resource Centre lists all the THINK! education materials referred to in any of the Lesson Packs. Items can be downloaded, ordered for postal delivery or viewed via an online link (or several of these) depending upon their format.
<http://think.direct.gov.uk/resource-centre>

THINK! Secondary Education website

- A range of road safety information and resources for pupils, teachers and parents. Some of the resources will also be useful for road safety professionals and out-of-school groups.
<http://think.direct.gov.uk/education/secondary/>



Why teach road safety?

There has been a reduction in deaths and serious injuries on our roads over the years but there is a need to reduce deaths and injuries even further.

2011 road casualty statistics for 12-16 year olds show there were:

- 11,088 road casualties
- 50 people killed
- 3,711 pedestrian casualties (of which 22 people were killed and 700 seriously injured)
- 2,000 cycling casualties (of which 7 people were killed and 291 seriously injured)
- 3,552 car user casualties (of which 15 people were killed and 198 seriously injured).

Making young people aware of the risks and providing them with strategies to take positive actions to remain safer are important parts of their development.

It should also be emphasised that there is a need for overall balance when teaching road safety. We must not suggest to young people that they are always at great risk near traffic and we certainly do not want to convey the message to anyone that the only way to stay safe is to remain indoors or in cars. Walking and cycling must continue to be promoted as healthy, enjoyable activities. The challenge is to give young people the skills, understanding and confidence to deal with traffic safely as they become independent road users.

Taking children off the premises

In addition to learning road safety skills in the classroom, it is vital that children gain practical experience. Some activities in this resource may involve taking children off the school premises and research shows that children learn about roads, traffic and safe behaviour most effectively at first hand.

Good planning, close supervision and risk assessment are all key parts of taking children near traffic. Leaders must ensure that school policies and Local Authority guidance is followed and that parental permission is given for all activities which take place outside the boundaries of the school.

Official health and safety advice can be found on the Department for Education website at www.education.gov.uk

Involving parents

The success of road safety education can be greatly increased if there is shared responsibility between schools and parents, which is backed up by official messages through the media and from outside agencies such as Local Authority Road Safety Officers and the police and the Royal Society for the Prevention of Accidents (RoSPA). Children will learn effectively if they receive the same clear safety instructions from home as from school, so it is vital that parents are encouraged to become involved with road safety from the beginning.



As with any initiative involving parents, there will inevitably be a mixed response but there are a number of ways that parents can be encouraged to become involved in this important work:

- Holding a parents' meeting to introduce the work can be an effective way to raise awareness.
- Some of the activities set out in the Lesson Plans, such as planning a journey, can be prepared as homework for discussion the next day.
- Parents can be invited into school to see some of the students' work and to watch road safety activities going on: this can range from a full-blown 'road safety week' to an open day or a special assembly where students show visitors what they have learned.
- Outside agencies such as a Local Authority Road Safety Officer or the police may be willing to give a talk to parents to launch the project. 'Road safety education: A guide for secondary schools teaching students aged 11-16' (TINF1417) has been produced to help schools plan and coordinate the involvement of outside agencies.
- The theme of road safety and details of students' activities can be featured in parents' newsletters and on the school website if there is one.

Schools can also refer parents to the parents' area of the THINK! Secondary Education website.

Managing sensitivities and diversity

Teaching staff using this resource should be aware of any child whose family member or friend may have been involved in a serious traffic incident. Special sensitivity will need to be shown in these cases and it may be appropriate to pre-warn the child's parent/carer so they are able to prepare the child for the lessons.

Diversity is also an important issue as there will be a wide range in children's awareness of roads, traffic, signs and safety procedures depending on many factors. Some children may come from homes where there is no car, for example. The activities may also need to be slightly adapted for urban and rural locations, although we have tried to ensure that a range of situations and environments is represented in the materials.