

HEAD-ON

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Lesson Plan

Road Safety DVD: HEAD ON

AIM:

To Reduce Deaths and Injuries From Road Traffic Collisions.

Learning Objectives:

To discuss the issues for young people relating to driving.


To know the role of and effect upon the emergency services and other agencies when dealing with road traffic collisions.

To have an awareness of the personal consequences for young people of involvement in a road traffic collision.

To allow students to consider the necessary skills and attitudes for safe driving.

To consider drivers' attitudes to speed.



Isle of Wight 
Primary Care Trust



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Links to National Curriculum:

Citizenship Key Stage 4

Students should be taught:

1a) about the legal and human rights and responsibilities underpinning society and how they relate to citizens

2b) to express, justify and defend orally and in writing a personal opinion about such issues, problems or events

2c) to contribute to group and exploratory class discussions, and take part in formal debates

3a) to use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own

PSHE, Key stage 4

Students should be taught:

1a) to be aware of their personal qualities, skills, achievements and potential, so that they can set personal goals


1d) to recognise influences, pressures and sources of help and respond to them appropriately

2b) to use assertiveness skills to resist unhelpful pressure

2h) to recognise and follow health and safety requirements

Curriculum References



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CLASS SESSION OUTLINE:

INTRODUCTION: (10 min)

Introduce yourself and briefly explain your role.

Place a copy of the true/false statements on each table and give each student a true/false card.

Inform the students that you are going to read out a list of numbered statements.

The students have to decide if they are TRUE or FALSE.

Ensure that it is kept at a good pace.

Discussion: How much do you know about speed on the road?

Decide if each statement is TRUE or FALSE.

About 3,500 people are killed in road traffic collisions each year in Britain.

The biggest single cause is driver error.

The majority of serious accidents in which people are killed or injured happen on roads with a maximum speed limit of 30mph or less.

About 70% of car drivers break the speed limit on these roads.

If a car is dropped nose down from the height of a two storey building, it will be travelling at about 30 mph before it hits the ground.

Hit by a car at 40mph, 9 out of 10 pedestrians will be killed.

Hit by a car at 30mph, about half of pedestrians will live.

Hit by a car at 20mph, only 1 out of 10 pedestrians will be killed.

Go through statement 1 and ask the students to raise their true/false cards to show which they think is correct for statement 1. Count and write the total for each answer on the board next to 1.

Repeat for each statement.

Explain to the class that ALL the statements are TRUE. Read out the statements.



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WATCH DVD: (45 min)

Watch both the film and interviews.

Explain that the DVD was filmed on the Island and aims to raise the awareness of those who are 'pre-drivers' and about to start learning to drive within a year or so. All the students will be eligible to begin driving when they are 17 years old.

DISCUSSION: (50 min)

Group Work and Discussion:

Put the class into groups of 5 or 6 and mix genders. There must be a sheet of A3 or flipchart paper (A2) for each group and a scribe for each group can write down their group's thoughts to the questions. Ask them to consider the following questions (give each group laminated copy of questions) and each group will report back to the class. Depending on time, a spokesperson from each group reports their group's views and thoughts to the rest of the class, using the flip-chart paper as a guide.

What did they think? What did they feel?

What issues are raised or highlighted in the DVD?

Do you think the families and friends could have acted more responsibly?

How could the drivers have acted more responsibly?


What are the costs of a road traffic collision?

How would the families and friends feel?

How will a driving conviction or loss of licence affect a person's livelihood?

What sort of peer pressures and behaviours do you or other young people face when in cars with friends?



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How can young people deal with these peer pressures and behaviours – what decisions can they make?

How does an RTC (road traffic collision) affect those who deal with them?

The questions need to draw out from the students the following issues:

Costs – owning a car and insurance high cost of (affected by many elements e.g. job etc)

Mistakes – deliberate: speeding (fine and ban, possible drink driving)
– accidental: slip off seatbelt, distraction

New Drivers – not necessarily ready to drive competently immediately after passing test

Responsibilities and Pressures – from family and friends (buying a car/pressurising/encouragement to drive/not to drive)

Consequences – effect and costs on family/friends/agencies involved

PLENARY (20 min)

What have students gained from session?

What points do they think they will remember in the next few years when they start to drive or when they are a passenger?

Inform the students that they will now view a simulated crash outside which will illustrate the role of the emergency services at a crash scene and the ultimate consequence, that of the effect on the families. Say that it is hoped that they will take something away with them from the day that they will think about and consider either as a car driver or as a passenger.

Give each student a copy of the DVD at the end of the session.

CRASH AWARENESS SCENARIO (30 min)

Students to make their way outside to view a crash awareness scenario.

Audio interview of Martin Hawker's mother to be played towards end of scenario.

