

Curriculum References

PSHE, Key Stage 4.

- 1a. Pupils should be taught to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals.
- 1d. Pupils should be taught to recognise influences, pressures and sources of help and respond to them appropriately.
- 2c. Pupils should be taught to identify strategies for the prevention and management of stress.

Road Safety Messages

Lack of control due to stress/anger/poor organisation/poor time management can contribute to the causes of accidents.

Aim(s) of Lesson

- To consider the link between accidents and stress, anger, poor organisation and poor time management.
- To identify practical strategies for managing these well.
- To reflect on their own personal skills.

What you will need

Seating arrangements suitable for both whole class and group work.

Activities

- Begin the lesson by reminding the class of the skills needed to be a good driver which they identified in the previous lesson.
 - Explain that this lesson will focus on some personal skills which help people to keep control of the situations they face when travelling whether as drivers, pedestrians, cyclists or passengers.
 - Explain that the main cause of road accidents is human error. This is a much bigger cause of accidents than environmental causes like the weather or road design, or than mechanical faults in vehicles. Human error can take many forms including losing control due to stress, impatience, anger, being late or getting lost. Pedestrians who are late may take risks with safety and run recklessly across a road to try and catch a bus. Stressed airline passengers who have lost their temper and started fighting have caused planes to be grounded because they jeopardise safety. Disorganised car drivers who haven't planned their route before setting off risk losing control as they try to map-read while driving.
 - Ask the class to imagine a car journey involving parents and teenage children in which they set off late, get lost, are stressed about missing a train, argue with each other and lose their tempers. In pairs or small groups ask pupils to discuss any similar situations involving travel that they have been in. They should describe the situations to each other explaining who did what and why. Talk about risks to safety and what could have happened.
 - Bring the class back together and share some of their stories and ideas. Draw out any behaviours linked to stress, anger, poor organisation and poor time management. Ask for suggestions for ways in which these factors could have been handled better in the examples given.
 - Allocate the class to work in small groups. Give each group one of these skills to consider:
 - Stress management
 - Anger management
 - Time management
 - Being well organised.
- It doesn't matter if more than one group address the same skill.
- Working as a group, pupils should generate practical suggestions for managing the given skill. Explain that they will be asked to present their ideas to the whole class.
 - Allow time for groups to complete the task and record their ideas.
 - Allow time for groups to plan how to present their work.
 - Bring the class back together and ask each group to present their ideas. Ask for any additional suggestions from the other groups.
 - In pairs, pupils should tell each other which of these skills they feel that they are already good at. Ask them to imagine applying for a job that involves driving or other forms of travel. Which personal skills could they highlight in their application?

Review

- Pupils should focus on one skill that they would like to improve. Encourage them to identify ways in which they can practise the skill.
- Emphasise that these skills are very important for road safety, and also for many other areas of everyday life. Encourage pupils to think about how to highlight these skills when applying for jobs.