



Road Safety Week 
19–25 November 2018

Educational resources for lower secondary (ages 11–14 — Key Stage 3)

Coordinated by



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Road Safety Week

19–25 November 2018

Introducing Road Safety Week

For Road Safety Week 2018, we are shouting out about the safety of those on two wheels, and encouraging everyone to be Bike Smart. We can all play our part in raising awareness about the importance of protecting those on bikes and this year we are asking drivers to be Bike Smart by looking out for those on two wheels, driving safely and slowly and giving riders plenty of space; cyclists to be Bike Smart with safe riding behaviours and appropriate training and equipment; and policy-makers to be Bike Smart by mandating life-saving technology and prioritising cycle-friendly infrastructure.

See the accompanying factsheets and other resources in your Road Safety Week action pack for further information on cycling safely.

Road Safety Week is an ideal time to remind young people about the health and environmental benefits of cycling and to engage with them with key cycling safety messages. Encouraging more people to take up cycling would not only reduce pollution levels, it could also lead to fewer casualties on the roads. You can also use Road Safety Week to get important messages to parents about how they can keep young people safe, raise awareness in their community, or launch a campaign and work with local authorities to address a road safety issue. Road Safety Week 2018 represents a chance to focus everyone's attention on promoting healthy behaviour and making travel more sustainable.

The lesson plans

There is a real need for all those involved with young people to teach clear road safety messages effectively and consistently, working together to help them to understand and manage risk. The lesson plans in this pack incorporate various teaching strategies and link to your learning goals for English, ICT, citizenship, history, maths and drama.

These lessons could be incorporated throughout Road Safety Week and delivered over five days.

- Lesson 1:** English/ICT — Using computer skills to research key cycling safety information and constructing a magazine article intended for a specific audience
- Lesson 2:** English/Citizenship — Learning to express views on a road safety topic and to listen to other viewpoints and evidence
- Lesson 3:** History — Learning the history of how bicycles and road safety have evolved over time, and researching how casualty rates have changed in recent years
- Lesson 4:** Maths — Applying the properties of angles at a point, angles at a point on a straight line, vertically opposite angles, and understanding and using the relationship between parallel lines and alternate and corresponding angles
- Lesson 5:** Drama — Writing and performing scripts to raise awareness of key community issues

Lesson 1: English/ICT

Lesson overview

The class will use computer skills to research key cycling safety information and construct a magazine article intended for a specific audience.

Aim

To develop students' ability to research information on the Internet and use it to write informative and persuasive texts

Objective

To produce a short magazine article for a specific audience promoting the lifestyle and environmental benefits of regular cycling

Programmes of study

English:

Write accurately, fluently, effectively and at length for information:

- To write for a wide range of audiences and purposes, including to inform and persuade
- Selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis
- To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

ICT:

- To undertake creative projects that involve selecting, using and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users

students in their age group. This will be constructed using information they can research online. You can point them to the brake.org.uk and cyclinguk.org websites, and share information from the fact sheets included in the Road Safety Week 2018 action pack. You may also choose to highlight the Department for Transport's *Walking and Cycling Statistics, England: 2017* as a starting point, including a few key facts such as:

- The average person made 17 cycling trips in 2017, 8% fewer than in 2002
- Males aged 16 and under are around three times more likely to cycle than females in the same age bracket
- 14% of people cycle at least once a week
- Half of children usually walk or cycle to school
- The UK Chief Medical Officer recommends people should be physically active for at least 150 minutes a week

Once the children have finished their research, discuss how they think information can be presented in a way to grab the readers' attention. This may include using eye-catching headlines, presenting some key statistics using bullet-points, and including text boxes alongside the main content. Ask them to use these responses to write their short articles.

Extension

Get students to discuss and edit their articles, working in pairs.

Differentiation

Instead of focusing on the health and environmental benefits of cycling, ask the children to research and write about steps that drivers can take to protect cyclists on the roads. This could include:

- Taking the time to look properly for cyclists before pulling out of junctions
- Leaving plenty of space when overtaking (150cm is the recommended minimum distance)
- Slowing down on rural roads and in areas around schools and communities

See Brake's fact sheet on cycling included in the Road Safety Week action pack for more information.

Lesson outline

Introduction

Ask the class how many of them regularly cycle and what benefits they feel this has for them and for their local community. Establish some of the reasons why students do not cycle and discuss what would need to change to enable them to cycle safely. Draw up a list of responses on the board.

Main activity

Introduction

Explain to the class that they are going to be writing an article for a magazine about the benefits of cycling aimed at other

Lesson 2: English/Citizenship

Lesson overview

Learning to express views on a road safety topic and to listen to other viewpoints and evidence.

Aim

To equip students with the skills to think critically and debate political questions, as well as listening and responding in different contexts and evaluating content, viewpoints, evidence and aspects of presentation

Objective

To explore each others' views on cycling safety issues and to experience a formal debate procedure

Programmes of study

English:

- To ask relevant questions to extend understanding and knowledge
- To articulate and justify answers, arguments and opinions
- To participate in discussions, presentations, role play and debates

Citizenship:

- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Preparation

Print out the statements for discussion resource included on page 9 of this resource pack, with enough for each group of three to five students.

Statements for discussion

- All cyclists should have to wear helmets
- All cyclists should have to wear high-visibility jackets
- Drivers are entirely responsible for protecting cyclists on the roads
- Cyclists should not ride in busy areas
- Cyclists should be allowed to ride on pavements
- There should be a legal minimum distance that drivers have to leave when overtaking cyclists
- The speed limit should be 20mph in places where people live
- The speed limit should be 50mph on rural roads
- It is too expensive to change all urban speed limits to 20mph
- Local councils should create more dedicated cycle paths away from traffic
- It is too costly and prohibitive to invest in more dedicated cycle paths
- Children under 10 should not cycle on roads

2. Ask the groups to present their answers to the rest of the class, explaining how they made their decisions. Approximately 10 minutes.

3. Come together for a class discussion. Establish whether there were any points that every group agreed on and which attracted a range of opinions. Ask some of the groups that disagreed to explain the reasons for their decisions to each other. Approximately 10-15 minutes.

4. Show the class Brake's video 'GO20 - Dave Britt' (found on YouTube on the 'Brake Charity' page or at www.youtube.com/watch?v=dYokTLjo2eA). Ask the class whether seeing this has changed any of their opinions on some of the issues.

5. Explain to the class that they will have a group debate on some of the statements discussed in the lesson. Assign one statement to every two groups and ask them to decide which group will be arguing for and against the issue. Ask them to prepare a 60-second presentation to be given to the rest of the class, which will consider each argument and vote for which argument it believes in. Approximately 20 minutes.

Independent (homework) activity

Ask students to use the Internet to research e-bikes and develop an argument for whether they should be subject to more restrictions than regular bicycles. Ask them to find out:

- The differences between e-bikes and regular bicycles
- What restrictions cyclists are subject to
- Whether e-bikes are safer or more dangerous than regular bicycles

Lesson outline

1. Explain to the class that they are going to be working in groups to discuss a series of statements relating to road and cycling safety. Each group will have to decide whether they agree or disagree with each statement, and record their answers as well as the reasons for their decision. The statements can be found below and a full version is included on page 9 of this resource pack. Approximately 10 minutes.

Lesson 3: History

Lesson overview

The class will explore elements of road safety history, focusing on how attitudes to cycling have changed over the years and the measures that have been introduced to protect vulnerable road users.

Aim

To understand how roads have changed to improve safety for cyclists, and how bicycles have evolved to become safer over time

Objective

To understand some of the major turning points in the history of transport safety, with the development of new vehicles and laws and changing attitudes towards cycling, including how the rate of road deaths has changed over recent decades

Programmes of study

History:

- A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066

Preparation

Print out the 'Cycling through time' resource included on pages 10–13, with enough copies for each student

Independent activity

After the initial class discussion, explain to students that they will be using the Internet to research at least three events that have had a significant impact on cycling popularity or road safety, with references to cycling casualty rates at the time. For example, they could look at coverage of the 2014 Tour de France or the 2012 Olympics, and how these may have encouraged people to take up cycling. Alternatively, they could find out more about how the introduction of 'Boris Bikes' has affected cycling rates in London.

For information about how cycling's popularity has changed, the children could be directed to the Government's official walking and cycling statistics for 2017, which can be found at: www.gov.uk/government/statistics/walking-and-cycling-statistics-england-2017

Further information about the rate of cyclists killed or seriously injured on the roads can be found in the Reported Road Casualties in Great Britain: 2017 report by the Department for Transport, which can be found at: www.gov.uk/government/statistics/reported-road-casualties-great-britain-annual-report-2017

Extension

Ask the children to deliver their presentations to the rest of the class.

Lesson outline

Whole class discussion

Ask the class for their ideas about what roads were like 200 years ago, when the first bicycle was invented, how roads may have changed since 1818, and whether they have become safer for cyclists. Ask why these changes were needed and discuss their answers. Discuss how legislative changes and advances in technology may have changed attitudes to cycling over time – such as how the invention of the 'safety bicycle' sparked a boom in popularity but the growing use of cars post-WWII led to a decline in use. Teachers can decide how much information to give, from the 'Cycling through time' resource included on pages 10–13 of this resource pack.

Lesson 4: Maths

Lesson overview

The class will learn to apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles, and understand and use the relationship between parallel lines and alternate and corresponding angles.

Aim

To teach students how to identify and measure different angles, and identify missing angles by measuring ones they know

Objective

To teach students the properties of angles in different kinds of triangle and on straight lines, and how they can use this information to find other angles. To explore angles in parallel lines and learn how to measure corresponding and alternate angles

Preparation

Print the angles question sheets included on pages 14-16 of this resource pack. Please note: the angles on the worksheets are approximated and should not be used for measuring with protractors.

Lesson outline

Introduction

1. Ask the class to tell you what they know about measuring angles. Remind them that right angles are 90 degrees, angles on a straight line or in a triangle are 180 degrees, and full turns are 360 degrees.

2. Explain that all three angles in an equilateral triangle are 60 degrees because all three are the same. Explain that two of the angles on an isosceles triangle will be equal because two of the sides are the same length. Demonstrate how missing angles can be found using this information.

3. Ask the class to complete the first four questions on the angles question sheet A included in this resource pack.

Answers: A. 32 B. 67 C. 46 D. 74

4. Ask if anyone knows how many degrees are in an angle around a point. Explain that angles that are greater than 180 degrees but less than 360 degrees are called reflex angles.

5. Ask the class to complete the remaining questions on angles question sheet A and angles question sheet B included in this resource pack.

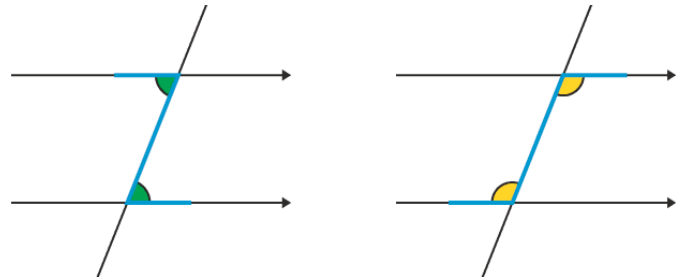
Answers:

Angles sheet A: E. 79 F. 72 G. 22 H. 46 I. 67 J. 79

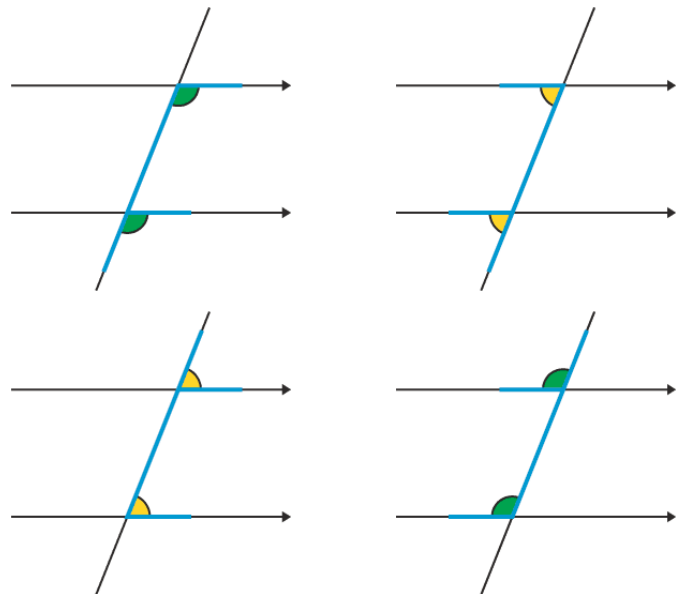
Angles sheet B: A. 30 B. 210 C. 64 D. 59 E. 298 F. 62 G. 59 H. 235 I. 289 J. 45

6. Explain that when two parallel lines are cut by a third (transverse) line that crosses both lines, eight angles are formed. Explain that, depending on the information given, you do not need to measure all of the angles to work them out. Demonstrate that corresponding angles are always equal and alternate angles are always equal.

On parallel lines, alternate (Z) angles are equal:



On parallel lines, corresponding (F) angles are equal:



7. Show the class the multi-seater bicycle included on angles question sheet C on page 16 of this resource pack. Discuss with them some of the possible safety issues on a bike like this, such as the need to be more careful not to overbalance it, or one person having to do all the steering. Ask the class to complete angles question sheet C.

Answers: A. 124 B. 56 C. 73 D. 107 E. 124 F. 107 G. 73

Lesson 4: Maths

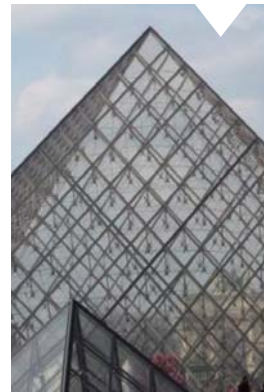
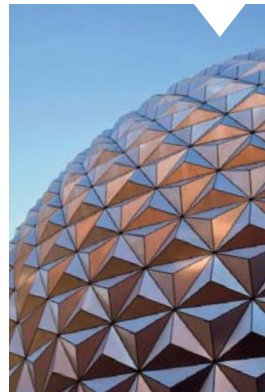
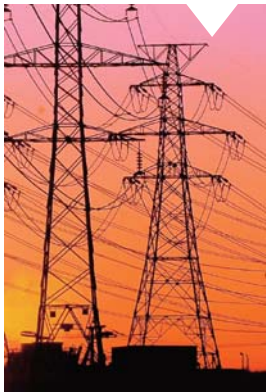
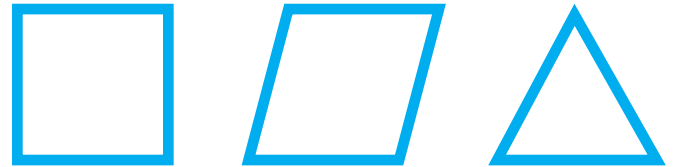
Extension activity

Why are bikes so full of triangles?

Bicycle design hasn't changed much for nearly 150 years. The most popular form is known as the 'diamond' or 'double-triangle' frame. This design gives a bike great strength and stability, because triangles are the strongest kind of shape.

Imagine a square with a hinge at each corner — it would be really easy to push it out of shape. But triangles are much harder to deform, if not impossible.

Discuss in class why triangles are often used when designing buildings and other structures that need to withstand a lot of pressure.



Lesson 5: Drama

Lesson overview

The class will write and perform scripts to raise awareness of key community road safety issues.

Aim

To explore how drama can be used to raise awareness of and resolve issues of social concern

Objective

To write and perform a short play encouraging safer driving and cycling behaviours

Preparation

Print the Maisie's Story resource and the additional information sheet provided on pages 17 and 18 of this resource pack.

Explain to the class that they are going to be working in groups to write and perform a five-minute play focusing on a collision involving a cyclist. This should incorporate some of the issues raised in the class discussion. Provide each group with a copy of the additional information sheet included on page 18 of this resource pack.

Extension

Ask the class to discuss each group's plays in terms of which was most effective.

Lesson outline

Introduction

Share the Maisie's Story resource provided on page 17 of this resource pack. Ask the whole class to discuss reasons that might encourage someone to take risks and put themselves or other road users in danger on the road. Compile their responses into a list. Talk about the impact that a collision can have on a community, and what changes can be made to things like speed limits or driver behaviour to minimise the risk of them occurring. See the information in the fact sheets included in this action pack for more details.

Statements for discussion

- 101 cyclists died on Britain's roads in 2017.
- On average, 30 cyclists die for every billion miles travelled, compared with only two car drivers.
- Cyclists made up 16% of admissions to trauma centres from people involved in collisions in 2016.
- 77% of cyclist injuries occur on roads with 30mph limits.
- Rural roads are also dangerous. In 2016, 59 cyclists died in collisions in rural areas.
- Junctions are a hotspot for collisions involving cyclists. Between 2011 and 2016, 45% of cyclist deaths occurred at or near junctions.
- Almost a quarter of cyclists involved in collisions suffer serious head injuries.
- 'Exchanging places' programmes invite cyclists to sit in the cab of a bus or lorry, and experience first-hand how hard it can be for drivers to see them — while also giving drivers a sense of the risks cyclists face



Additional resources

Additional resources

Your Road Safety Week action pack contains resources including:

- A guidance sheet
- A 'Getting Involved' poster and a 'We Love Road Safety Week' poster
- A participation certificate
- A Bike Smart fact sheet (ages 5-11)
- A Bike Smart fact sheet (ages 11-14)
- A Bike Smart fact sheet (cycling)
- A Bike Smart fact sheet (motorbikes)
- A driver advice sheet
- 'Smart Drivers are Bike Smart' posters
- Road Safety Week logo and sliders for use in your newsletters and on social media

Brake has published a number of other resources that can help promote the benefits of cycling and raise awareness of the things drivers and cyclists need to consider to keep each other safe.

For general cycling advice, go to www.brake.org.uk/facts-resources/21-resources/325-cycling

For information about the campaign for safe spaces including segregated cycle paths, see our Place for People campaign page at www.brake.org.uk/campaigns/flagship-campaigns/place-for-people

For information about the campaign to reduce speed limits in built-up areas to 20mph and for lower default speed limits on rural roads, see our Pace for People campaign page at www.brake.org.uk/campaigns/flagship-campaigns/go-20



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Find out more at

www.roadsafetyweek.org.uk

Lesson 2: English/Citizenship

English/PSHE statements for debate:



All cyclists should have to wear helmets

All cyclists should have to wear high-visibility clothing

Drivers are entirely responsible for protecting cyclists on the roads

Cyclists should not ride in busy areas

Cyclists should be allowed to ride on pavements

There should be a legal minimum distance drivers have to leave when overtaking cyclists

The speed limit should be 20mph in places where people live

The speed limit should be 50mph on rural roads

It is too expensive to change all urban speed limits to 20mph

Local councils should build more dedicated cycle paths away from traffic

It is too costly and prohibitive to invest in more dedicated cycle paths

Children under 10 should not be allowed to cycle on roads

Lesson 3: History/ICT

Cycling through time

Timeline

Despite cars making up the vast majority of traffic today, most roads were not built with them in mind. In fact, some of the earliest major changes to Britain's road network were to make things safer for cyclists — and cyclists played a critical part in seeing them achieved. Although road design started to favour drivers as the popularity of cars increased, there has recently been a renewed push to prioritise changes that will protect riders on the roads.

1800s

1818: Karl von Drais patents the velocipede, the earliest kind of bicycle. The velocipede was nicknamed the 'bone-shaker' because of its rigid frame and iron-banded wheels, which made it a very bumpy ride as roads at the time were rarely smooth.



1870s

1874: James Starley adapts an existing design to create the 'ordinary bicycle'. Nicknamed the 'penny farthing', it was the first machine to be called a bicycle.

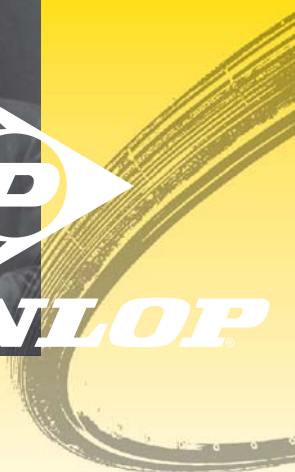
1876: Harry Lawson creates the first recognisably modern bicycle known as a 'safety bicycle'. This design helps cycling start to become much more popular.



1880s

1886: The Cyclists' Touring Club creates the Road Improvement Association, and publishes information on how to design safer roads. Using their own money, cyclists pay for road improvements, such as filling potholes and laying tarmac to create smoother surfaces.

1888: John Boyd Dunlop invents air-filled rubber tyres, which increases cycling's popularity even more as they make it much more comfortable.



1890s

1896: Pressure from drivers leads to the Locomotives Amendment Act being repealed. This law had required cars to travel very slowly and be led by a man waving a red flag. Getting rid of this law meant drivers could travel more quickly, making roads more dangerous for cyclists and pedestrians.



1930s

1931: The first Highway Code is published, asking all road users to be careful and considerate towards each other.

1934: 1,536 cyclists die on Britain's roads, the highest number ever recorded. In London, the first dedicated cycle path opens, giving cyclists somewhere to travel away from the dangers of traffic.



1940s

1947: The first Cycling Proficiency Test is held, more than a decade after the scheme was created.

1949: Cycling levels peak in the UK with 24 billion kilometres covered, or 37% of all traffic.



1950s

1950: Motorcycles and cars overtake bikes as the most common form of transport.

1958: The first motorway opens, marking the first road dedicated for car drivers.



1960s

1963: Professor Colin Buchanan argues in a government report that introducing cycle paths on many roads is too expensive and impractical.

1968: Cyclists are officially allowed on bridleways and long-distance country routes through the Countryside Act but sales of new bicycles reach an all-time low (less than 200,000 by the end of the decade).



1970s

1973: UK cycling collapses to its lowest ever level, with 3.7 billion kilometres or 1% of traffic. However, its popularity soon starts to rise again.



1990s

1992: The concept of 'safety in numbers' is introduced, suggesting there would be fewer collisions if there were more cyclists on the roads.

1995: The National Cycling Network is introduced, aiming to turn disused railway lines and canal towpaths into new, safe cycling routes.

1996: The first National Cycling Strategy is launched, aiming to double the number of cycling trips by 2003.



2000s

2005: The National Standard for cycle training is launched. Cycling England is also founded, and six towns – Aylesbury, Brighton and Hove, Darlington, Derby, Exeter and Lancaster – are chosen to be cycling demonstration towns to promote the use of cycling as a means of transport.

2007: The Bikeability course is introduced, replacing the Cycling Proficiency test. Portsmouth becomes the first UK city to propose a 20mph limit on almost all of its residential roads. The cycling demonstration towns project is also expanded and leads to an average 29% increase in cycling across each town.

2010: London's cycle hire scheme officially begins with 5,000 bicycles distributed across the city. These bicycles — often known as 'Boris Bikes' after the former London Mayor Boris Johnson — would be used for 10.3 million journeys annually within just six years. Britain's chief medical officer, Sir Liam Donaldson, calls for an 800% increase in cycling to improve public health.

2012: The Olympic Games are held in London and Great Britain wins 12 medals in cycling events — eight gold, two silver and two bronze. The success prompts more people to take up cycling, with research showing 52% of people become more motivated to cycle as a result of Team GB's achievements.



2014: The Tour de France, one of the most famous cycling races in the world, comes to the UK for the fourth time in its history. The race begins in Leeds and cyclists travel to towns and cities throughout Yorkshire as part of the Grand Départ (the early stages of the event). This race is often thought of as partially responsible for raising cycling's popularity in the UK in the last few years.



2015: Lobbying by cyclists leads to the Infrastructure Act 2015, which requires the Government to create a plan to make cycling and walking more popular over the next 35 years. This plan is known as the Cycling and Walking Investment Strategy.



2017: 101 cyclists die on the roads, compared with 787 car occupants. The Cycling and Walking Investment Strategy is published. It calls for streets where cyclists feel safer, with lower speed limits and safer paths away from busy roads.



2018: The bicycle celebrates its 200th anniversary. Brake, the road safety charity, chooses 'Bike Smart' as the theme for Road Safety Week, to shout out about the safety of everyone who uses roads on two wheels.

Be



Road Safety Week

19-25 November 2018

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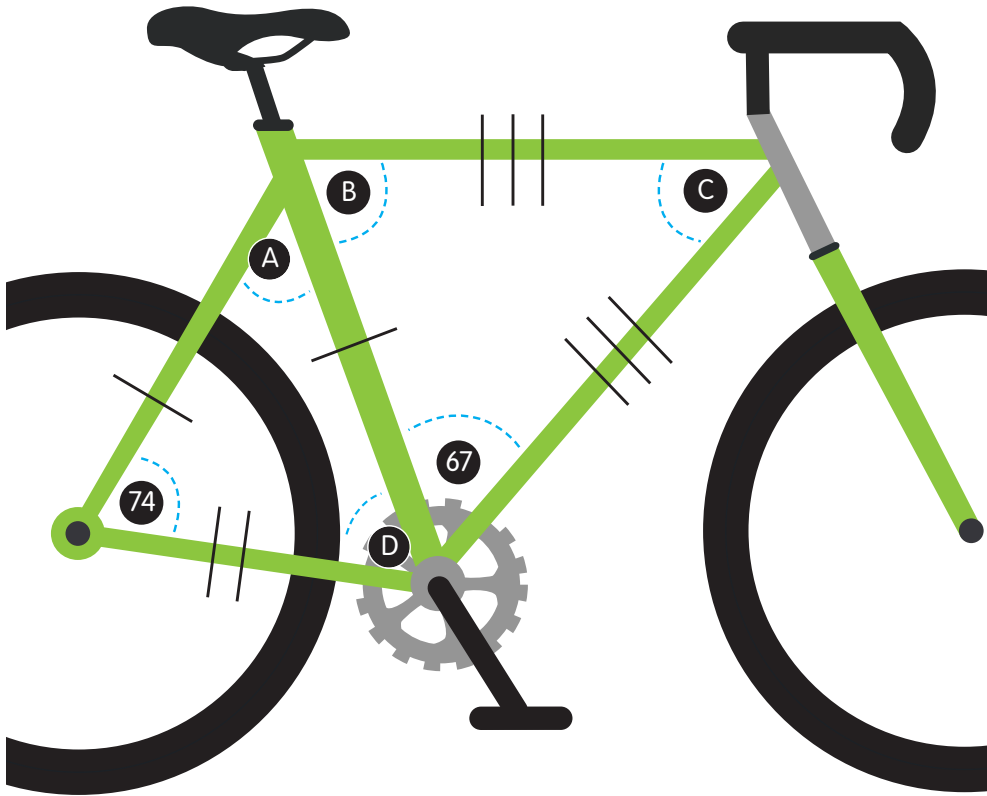
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Lesson 4: Maths

Angles question sheet A



Using your knowledge of angles in isosceles triangles, work out the size of the missing angles A–D. Give your answer in degrees.

- A.
- B.
- C.
- D.



Using your knowledge of angles in isosceles triangles, straight lines and angles around a point, work out the size of the missing angles E–F. Give your answer in degrees.

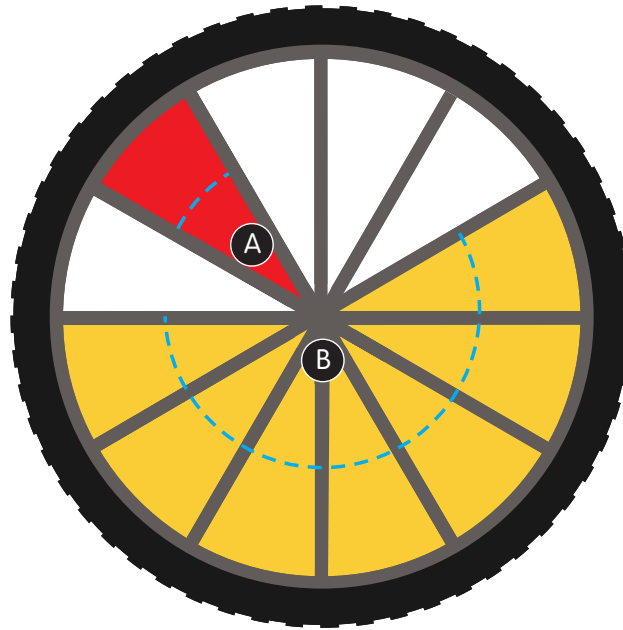
- E.
- F.
- G.
- H.
- I.
- J.

Lesson 4: Maths

Angles question sheet B

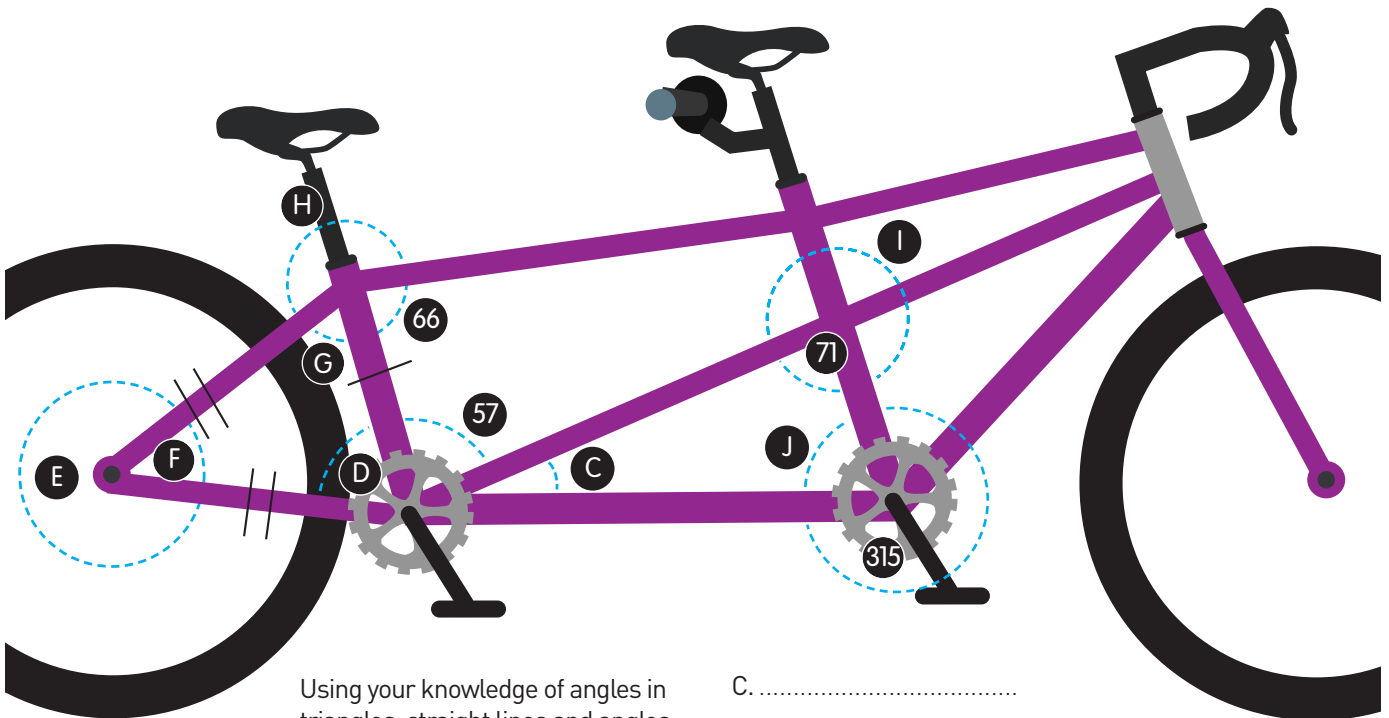
1. All of the angles between the spokes in this wheel are the same size. What size is angle A? (give your answer in degrees and show your working)

A.
.....
.....



2. What size is angle B? (give your answer in degrees and show your working)

B.
.....
.....

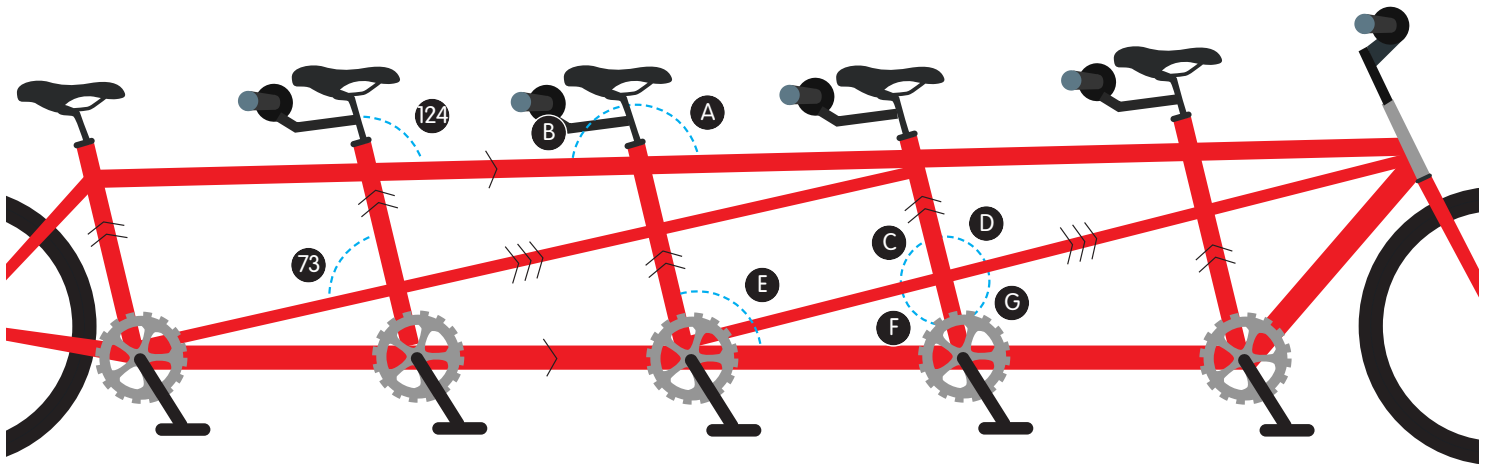


Using your knowledge of angles in triangles, straight lines and angles around a point, work out the size of the missing angles C–J. Give your answer in degrees.

C.
D.
E.
F.
G.
H.
I.
J.

Lesson 4: Maths

Angles question sheet C



Using your knowledge of angles in parallel lines, work out the size of the missing angles A–G. Give your answer in degrees.

- A.
- B.
- C.
- D.
- E.
- F.
- G.

Lesson 5: Drama

Maisie's Story

Maisie's story

📁 Brake volunteers 👤 Maisie Godden-Hall 🕒 Friday, 14 September 2018 👁 561 Hits 💬 0 Comments



Twelve-year-old Maisie Godden-Hall says wearing a cycle helmet saved her life. She is so passionate about getting children to wear helmets, she launched a petition with support from Cycle-smart Foundation. Here, she shares her story.

"I'm 12 years old, but my incident happened nearly two years ago when I just turned 11. I was cycling to school and had to brake suddenly because a car didn't stop at the side junction in front of me. I flew over my handlebars and landed on the side of my head in front of the car. The driver didn't see me, and ran over me, trapping me underneath.

"My cycle helmet cracked when I hit the road and melted while resting on the exhaust under the car. But the helmet didn't break, and my head remained protected.

"I was flown by air ambulance to hospital where I stayed lying flat for almost a month. I then had two months where I needed to use a wheelchair and then crutches, until finally I was allowed to walk again.

"It was a really scary time for me and my family. But because I wore my helmet things weren't as horrific as they could have been. I thought nothing like this could ever happen to me, but it did.

"So, I wanted to make other children aware of how important it is to wear a helmet. That's why I started my own petition, calling on the Government to make wearing a cycle helmet law for children.

"They might not look stylish, but helmets save lives, and it saved mine!"

Source: <http://www.roadsafetyweek.org.uk/blog/entry/maisie-s-story>

Lesson 5: Drama

Additional information

- Cyclists are among the most vulnerable road users in the UK, with more than 18,000 people killed or injured in collisions every year.
- Around 190 children aged 12–15 are killed or seriously injured when riding their bikes every year, and many more sustain more minor injuries.
- Cyclists made up 16% of admissions to trauma centres from people involved in collisions in 2016.
- Cycling is an excellent form of exercise and can help with both weight loss and physical fitness. It can contribute to higher overall personal wellbeing, and can boost brain power too, by increasing blood flow to the brain by around 30-40%.
- The vast majority (77%) of cyclist casualties are from incidents on roads with 30mph speed limits. At this speed, cars travel an average of 23 metres (or 6 car lengths) before stopping, and anyone hit by a car travelling at 30mph has a 20% chance of dying.
- Cyclists are also vulnerable on the roads outside towns and cities. In 2016, 59 cyclists died in collisions in rural areas.
- Junctions are another dangerous hotspot for cyclists, with collisions often occurring because drivers failed to look properly. Between 2011 and 2016, 45% of all cyclist deaths occurred at or near junctions, with more than half of these recorded at T-junctions.
- Almost a quarter of cyclists involved in crashes suffer head injuries. Although helmets can never stop all injuries, wearing a well-fitted, good-quality helmet can protect your head in a collision, reducing the risk of head or brain injury by 69%.
- Young people may struggle to focus on hazards that are in their peripheral vision, reducing their awareness of oncoming traffic. They also perceive danger differently to adults, and may think that if they can see an approaching car, the driver of that car can see them too.

