

# STEP UP FOR SAFE STREETS

Road Safety Week  
18–24 November 2019



## Educational resources for upper primary (ages 7–11 - Key Stage 2)

Co-ordinated by:



Sponsored by:



Supporting



# Introducing Road Safety Week

**For Road Safety Week 2019, we are encouraging everyone to Step up for Safe Streets by celebrating the amazing design-led solutions that can help people to make safe and healthy journeys, every day.**

From street design that prioritises the needs of people not traffic, to life-saving technology in vehicles, to speed limits that reflect the safety of the roads... we can all step up to learn about, shout about and celebrate these solutions and the creation of a safe and healthy future.



You can use Road Safety Week as an opportunity to reinforce key road safety messages, reminding pupils to look and listen carefully before crossing roads in safe places. It's an ideal time to talk to them about the health and environmental benefits of walking and cycling too.

You can also use Road Safety Week to get important messages to parents about how they can keep children safe near roads, raise awareness in their community, or launch a campaign and work with local authorities to address a road safety issue. Road Safety Week 2019 represents a chance to focus everyone's attention on stepping up and shouting out for safer streets.

## The lesson plans

There is a real 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. The lesson plans in this pack incorporate various teaching strategies and will help you to achieve your learning goals for English, ICT, history, PSHE/citizenship and art.

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

- Lesson 1:** English — **Safe streets for safe and healthy journeys.** Studying non-fiction texts about how safe streets can enable people to make safe and healthy journeys, and identifying different techniques authors use to inform their readers.
- Lesson 2:** History/ICT — **Safe vehicles save lives.** The history of how vehicle safety has evolved over time, and whether journeys have become safer and healthier as a consequence.
- Lesson 3:** PSHE/Citizenship — **Stepping up for safe streets.** Discussion activity focused on how young people can make a difference in their communities.
- Lesson 4:** Art — **Streets designed for people not traffic.** Designing safe streets so that people can make safe and healthy journeys where they live.

## Special educational needs (SEN)

Road safety education and training should be appropriate and effective for pupils of all ages and abilities, including those with special educational needs (SEN).

When adapting lessons, please be aware of pupils' individual requirements and adapt lessons to fit their needs. Use visual aids and sensory play to help pupils learn and understand the connection between road danger and their own safety. Focus on road safety basics, such as holding hands with a grown up when walking near roads, how to cross roads at safe crossing places and always wearing a seat belt/sitting in a child seat when travelling by car.

Brake produces lots of different resources to help children of all ages and abilities learn about road safety. Find out more at [brakezebras.org/teachers](http://brakezebras.org/teachers).

## Lesson 1: English

### Safe streets for safe and healthy journeys

#### Lesson overview

The class will consider the differences between fiction and non-fiction texts and study a set of non-fiction texts relating to safe streets, and how they can enable people to make safe and healthy journeys. Pupils will explore the techniques authors use to inform, advise and persuade their readers and will develop their ability to use these techniques themselves.

#### Aim

To teach children about writing non-fiction by examining texts and producing their own.

#### Objectives

- Identify techniques used to write non-fiction texts
- Utilise these techniques to produce own non-fiction texts
- Learn and understand how safe streets can enable people to make safe and healthy journeys

#### Programmes of study

- To plan, draft, revise and proofread an informative leaflet about safe streets for safe and healthy journeys using the conventions of writing non-fiction

#### Preparation

Gather examples of different kinds of writing – fiction and non-fiction. Fiction texts could include story books, comics, film scripts and plays. Non-fiction texts could include newspapers, textbooks, biographies/ autobiographies, leaflets, magazines and instruction manuals.

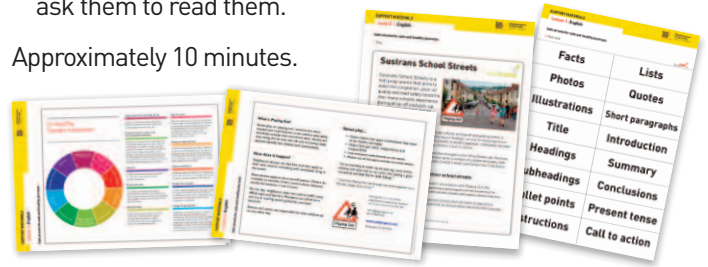
Print out copies of the three non-fiction texts on pages 9–11, with one set of texts for each group of three to five children. Each group will discuss the same set of texts.

#### Lesson outline

1. Divide the class into groups. Distribute examples of different kinds of writing to each group. Ask pupils to decide as a group whether each text is fiction or non-fiction, and to give their reasons. Approximately 5 minutes.
2. Explain to pupils that they are going to work in groups to examine different non-fiction texts, and to discuss what each one is trying to achieve, and how it is trying to achieve

it. Distribute one set of non-fiction texts to each group and ask them to read them.

Approximately 10 minutes.



3. Talk to the class about some of the common features of non-fiction texts and how authors can use them to inform their audience. Approximately 5 minutes.

Common features used in non-fiction texts include:

- Facts – to inform
- Photos or diagrams – to illustrate facts
- Title – to explain what it's about
- Headings and subheadings – to organise text
- Lists and bullet points – to highlight key points or list facts
- Short paragraphs for ease of reading
- Quotes – to break up text and give a personal feel
- An introduction – to give context or background information
- Conclusions or summary
- Call to action – e.g. contact details, to tell readers what to do next
- Use of present tense

You could also use the 'flashcards' provided on page 12 and ask groups to place relevant flashcards next to each piece of text.

4. Ask pupils to choose one of the texts and to work in groups to identify which of these features have been used. Ask them to consider the kind of language being used, the presence or absence of images, and how the text has been structured on the page.

Approximately 10 minutes.

5. Ask a couple of groups to present their answers as a group to the rest of the class.

Approximately 5 minutes.

Facts

Photos

Illustrations

Title

Headings

## Lesson 1: English

6. Ask pupils to write a few sentences for a non-fiction leaflet about **safe streets for safe and healthy journeys**.

They could refer to the information included in the texts they have already read, or you could provide them with more information using the factsheets provided in your Road Safety Week action pack.

Approximately 15 minutes.

7. Ask pupils to assess the effectiveness of their own and others' writing and suggest further improvements; propose changes to grammar and vocabulary; proofread for spelling and punctuation.

Approximately 5 minutes.

### Extension/homework activity

Ask pupils to think about how they could include additional features such as pictures and diagrams in their non-fiction writing to improve its impact. Ask them to design an informative leaflet about safe streets for safe and healthy journeys containing this information.

You could also run this as a separate lesson activity if time allows.

### Additional activity – Years 5 and 6 (ages 10–11)

Ask pupils to write a letter to their local MP, using persuasive writing techniques to highlight the benefits of safe streets and call for improved safety measures that will enable everyone to make safe and healthy journeys – such as segregated cycle paths and 20mph speed limits in places where people live, work and play. Further information about how safe streets can enable safe and healthy journeys can be found in the factsheets provided in your Road Safety Week action pack.

## Lesson 2: History/ICT

### Safe vehicles save lives

#### Lesson overview

The class will explore how vehicle safety features have evolved over time, and whether journeys have become safer and healthier as a consequence.

#### Aim

To understand how and why technology advances and improves over time and the effect this has on communities

#### Objectives

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 travel

#### Programmes of study

#### History

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

#### ICT

- To understand the opportunities the Internet offers for communication and collaboration
- To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

#### Preparation

Print out the 'History of safe vehicles timeline and key dates' on pages 13-16, with enough copies for each pupil. Find and save some photographs of cars and roads from different periods in the 20th/21st centuries or print out pictures from page 17.

### Lesson outline

#### Whole class discussion

Show the class photos of cars and roads from different periods in the 20th/21st centuries. Ask them how they think vehicles and roads have changed over time.



Share the 'History of safe vehicles timeline and key dates'. Explain that road safety is a massive priority for the people who design and build cars.

#### Designing vehicles for safety

Until quite recently, when people tried to make cars safer, they mainly focused on ways to protect people *inside* the car if there was a crash – this means things like seatbelts and airbags which we're used to seeing in cars. Seatbelts and airbags are both amazing inventions that can stop people from going through the windscreen or hitting the inside of the car if there's a crash.

These days, cars are being designed to stop crashes from happening in the first place - and to make sure people *inside* or *outside* the car are less likely to be killed or seriously injured.

The newest cars have lots of clever safety technology that can do things like brake automatically to stop drivers from hitting people, help drivers keep within speed limits, and stop cars from drifting into the wrong lane on the motorway.

#### Differentiation

Talk to pupils about how the number of vehicles on our roads has increased over the last 100 years.

Ask for ideas about how traffic has changed communities over the same period. Ask them to consider the advantages and disadvantages of motorised traffic and whether they think roads should be designed for the needs of people or for traffic. Discuss their answers.

#### Extension/homework activity

Explain to pupils that they will be using the Internet to research in more detail how vehicle safety has developed. With reference to the 'History of safe vehicles timeline and key dates' ask pupils to pick one of the following topics to research:

1. Seat belts
2. Airbags
3. Brakes
4. Driverless cars

Ask them to write down three or four key pieces of information about their chosen topic, including:

- How does it work to make vehicles safer, i.e. to stop people being killed or seriously injured in a crash?
- When was it first invented or introduced?
- How has it changed or developed since it was first invented?
- How do they think it will continue to change or develop to make our journeys safer and healthier?

## Lesson 2: History/ICT

For specific links to information you could ask the children to look at:

<https://www.britannica.com/technology/automobile/History-of-the-automobile>

<https://www.history.com/topics/inventions/automobiles>

[https://en.wikipedia.org/wiki/History\\_of\\_the\\_automobile](https://en.wikipedia.org/wiki/History_of_the_automobile)

<http://roadsafetygb.org.uk/news/how-has-the-seatbelt-law-evolved-since-1968/>

Ask pupils to make a poster using the facts they have discovered and make a display in school. You could run this as a school competition using small items from the Brake shop as prizes.

### Film

Show the class the 'Our future journeys: safer by design' film. This short film, produced by Brake for Road Safety Week 2019, explores how the latest vehicles are designed to prevent crashes and protect people inside and outside the vehicle.



Available at <https://www.youtube.com/user/BrakeGlobal/videos>

Running time: approx. 5 minutes

Ask pupils to work in groups to discuss what they have seen in the film. Discussion questions could include:

1. Why do we need people to design safe vehicles?
2. Which is safer: a car with a human driver or a driverless car?
3. How can the latest vehicle technology help people to make safer journeys?
4. If they were designing a new car, what features would they include to make it safer?
5. Safe vehicles is part of the safe systems approach to road safety – what else is needed to help keep people safe on roads?

Ask pupils to present their answers to the class.

### Run a class assembly!

Using the outcomes from either the film discussion or the extension / homework activity, run a class assembly, where pupils explain to their peers what they have found out vehicle design and road safety. Show the 'Our future journeys: safer by design' film during the assembly

### SEN

Show pictures of different cars or model toy cars and talk about how they are different. Talk about the different parts of a car, with a focus on features that make cars safer. Talk about how cars are heavy and hard and will hurt people if they hit them. If you have a car parked in a safe place on school premises, away from roads, you could let pupils poke the car and feel how hard and heavy it is, then poke their tummies and feel how soft they are. Explain that our bodies are fragile and easily hurt by traffic. Talk about seat belts and explain why it is important to belt up on every journey.

## Lesson 3: PSHE/Citizenship

### Stepping up for safe streets

#### Lesson overview

The class will explore how young people can make their voices heard and make a difference – both on the world stage and in their communities.

#### Aim

To learn about young people who have successfully campaigned for change

#### Objectives

To discuss changes that may be needed to enable people to make safe and healthy journeys and explore how everyone can become an advocate for road safety and **Step Up for Safe Streets**

#### Programmes of study

#### PSHE

- To find out what being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To explore how people can take action to raise awareness in their communities

#### Citizenship

- Research, discuss and debate topical issues, problems and events
- To consider social and moral dilemmas that pupils may come across in life
- To underline the importance of seeing an issue from different viewpoints

#### Preparation

Print out the 'Young people making a difference' profiles from pages 20–22 with enough copies for each pupil/group of pupils to have one profile each. Teachers can decide how much information to share, depending on pupils' age and abilities.

### Lesson outline

1. Introduce the idea of campaigning, explaining that a campaign is a set of activities to achieve a change. Ask pupils whether they know about any local or national campaigns – examples they may have heard of in the news include the Extinction Rebellion movement against climate change or campaigns for and against Britain leaving the European Union (Brexit).

2. Distribute copies of 'Young people making a difference' profiles from pages 20–22.

Ask pupils to work in groups to read about one of the campaigners and work out what they campaigned for, what they achieved and what methods they used to get their message across, e.g. public appearances, press releases, songs, social media, posters, radio and TV interviews.



3. Focus on the young people who have campaigned for road safety issues. Ask pupils why they think campaigning for road safety is important. Explain that 1.3 million people die on the world's road every year and injuries from road crashes are the biggest killer of young people. Tell them that no one should be hurt on roads and everyone has the right to make safe and healthy journeys, wherever they go.

You could also talk about successful road safety campaigns using information provided on page 23.

4. Explain to pupils that for children to make safe and healthy journeys where they live, they need five things: footpaths, cycle paths, safe places to cross, slow traffic and clean traffic. Talk about whether roads near your school / in your community have these things and whether pupils can make safe and healthy journeys.

5. Ask pupils for ideas about how grown ups can help keep them safe near roads, and how they can tell grown ups about this. Ask the class to think about the most important issues near your school and use these as the basis for their action. Possible examples could include:

- Writing a letter to their parent/carer asking them to never use their phone when driving
- Creating an infographic to share on social media
- Drawing a picture showing the five things children need to keep them safe near roads
- Designing a road safety poster to be displayed in the school entrance
- Writing to a local MP asking for 20mph speed limits or cycle paths

## Lesson 3: PSHE/Citizenship

### Extension activity/homework

Ask pupils to design infographics to share on social media or a road safety poster calling on other people to Step Up for Safe Streets. Use the infographics and posters included in the Road Safety Week action pack for inspiration, or use the templates on pages 18 and 19. Share pupils' designs on social media – please tag @brakecharity and use the hashtags #RoadSafetyWeek #StepUp.



Even very young children can Step Up for Safe Streets and be leaders for road safety by asking grown ups to keep them safe near roads.

Ask pupils to colour in the postcards in the Road Safety Week action pack and take them home. They can talk to their parents/carers about the message on the postcard, and ask them to display their artwork proudly – to show they understand the importance of keeping children safe near roads.



## Lesson 4: Art

### Streets designed for people not for traffic

#### Lesson overview

The class will create a design for a town or city that shows how safe streets enable people to make safe and healthy journeys.

#### Aim

To use creative skills to create a visually appealing design that incorporates key features of the safe systems approach to road safety.

#### Objectives

To discuss ideas about how streets that are designed for people instead of traffic enable people to make safe and healthy journeys.

#### Preparation

Prepare art materials or print copies of the 'Streets designed for people' template on page 24.

Print out copies of the different street designs from page 25.

### Lesson outline

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 motorised 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 vehicle emissions? Ask pupils for ideas about how their journeys can be made safer and healthier and make a list of their suggestions.
2. Explain to pupils that they are going to design a new, safe town or city, with streets that are designed for the needs of people not for traffic.
3. Explain that streets designed for people have the following features:
  - Safe footpaths so people can walk
  - Safe cycle paths, separated from motorised traffic
  - Pedestrianised areas closed to traffic
  - Safe places to play, such as parks
  - Safe crossing places
  - Slow traffic
  - Good access to public transport
  - Bike parks

You can also use the '10 Healthy street indicators' on page 10 for inspiration.

4. Hand out art materials or the 'Streets designed for people' template from page 24.
5. Hand out pictures of different street designs from page 25. 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 a design showing streets where people can make safe, healthy journeys.

Pupils' designs could be entered into a school competition, using some small items from the Brake shop as prizes for the creators of the most imaginative designs.

Make a road safety display in your reception area for parents and visitors to see. Write 'Safe streets for safe and healthy journeys' in bold letters next to the pupils' designs. Write 'We're stepping up for safe streets' at the bottom.

Share your designs on social media. Tag @brakecharity and use the hashtags #RoadSafetyWeek #StepUp.

#### Safe systems is child's play

Show the class the 'Safe systems is child's play' film. This short animated film, produced by Brake for Road Safety Week 2019, explains the safe systems approach to road safety and shows that when streets are designed for people instead of traffic, people can make safe and healthy journeys wherever they go.



Available at

<https://www.youtube.com/user/BrakeGlobal/videos>

Running time: 2 minutes

#### Differentiation

You could also conduct a short exercise to gauge pupils' views on safe streets. Ask pupils to stand on the left of the classroom if they feel that streets should be designed for the needs of people, and on the right if they believe streets should be designed for the needs of traffic. If there is not enough space for this, you could carry out a hands-up survey instead.

#### Extension/homework activity

Ask pupils to find pictures of other cities around the world that have designed streets for people.

#### SEN

Ask pupils to colour the 'Streets for people' colouring sheet on page 26. Sensory-based activity: Create three-dimensional street plans using road mats and model buildings or create a cloud dough mat and let children 'draw' streets using their fingers. Create paths for people who walk and cycle, with barriers to separate them from motorised traffic.

## Lesson 1: English

### Safe streets for safe and healthy journeys

#### 1. Playing out leaflet

#### What is Playing Out?

Street play, or ‘playing out’, sessions are short, resident-led road closures to let children play safely and freely outside their own front door. Streets are now doing this all over the UK and it’s having really positive benefits for children and communities.

#### How does it happen?

Neighbours discuss the idea first and then apply to their local council, consulting with everybody living in the street.

Some streets apply to do a one-off session. Others do it weekly or monthly if their council allows. Sessions usually last between 1 and 3 hours.

On the day, neighbours close the road to traffic using official signs and barriers. Residents can still drive in and out at walking speed, guided by volunteer stewards.

Parents and carers are responsible for their children as on any other day.

#### Street play...

- Gives children the space and freedom they need to be healthy and happy
- Helps them gain skills, independence and responsibility
- Lets everyone make friends on the street
- Makes use of the space outside our front doors

*“It’s so rewarding to watch my son play tag, scoot and do chalking with other kids on our street. He’s getting a good run-around and feels like he really belongs.”*

*“I love how Playing Out has brought our street together as a friendly, happy place to live!”*



Playing Out is a non-profit organisation supporting resident-led street play across the UK.

hello@playingout.net  
0117 9537167

[www.playingout.net](http://www.playingout.net)

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Lesson 1: English

Safe streets for safe and healthy journeys

2. Healthy street indicators

10 Healthy Streets Indicators



**Pedestrians from all walks of life**

London's streets should be welcoming places for everyone to walk; spend time in and engage in community life.

**People choose to walk, cycle and use public transport**

Walking and cycling are the healthiest and most sustainable ways to travel, either for whole trips or as part of longer journeys on public transport. A successful transport system encourages and enables more people to walk and cycle more often. This will only happen if we reduce the volume and dominance of motor traffic and improve the experience of being on our streets.

**Clean air**

Improving air quality delivers benefits for everyone and reduces unfair health inequalities.

**People feel safe**

The whole community should feel comfortable and safe on our streets at all times. People should not feel worried about road danger or experience threats to their personal safety.

**Not too noisy**

Reducing the noise impacts of motor traffic will directly benefit health, improve the ambience of street environments and encourage active travel and human interaction.

**Easy to cross**

Making streets easier to cross is important to encourage more walking and to connect communities. People prefer direct routes and being able to cross streets at their convenience. Physical barriers and fast moving or heavy traffic can make streets difficult to cross.

**Places to stop and rest**

A lack of resting places can limit mobility for certain groups of people. Ensuring there are places to stop and rest benefits everyone, including local businesses, as people will be more willing to visit, spend time in, or meet other people on our streets.

**Shade and shelter**

Providing shade and shelter from high winds, heavy rain and direct sun enables everybody to use our streets, whatever the weather.

**People feel relaxed**

A wider range of people will choose to walk or cycle if our streets are not dominated by motorised traffic, and if pavements and cycle paths are not overcrowded, dirty, cluttered or in disrepair.

**Things to see and do**

People are more likely to use our streets when their journey is interesting and stimulating, with attractive views, buildings, planting and street art and where other people are using the street. They will be less dependent on cars if the shops and services they need are within short distances so they do not need to drive to get to them.

## Lesson 1: English

## Safe streets for safe and healthy journeys

## 3. Blog

# Sustrans School Streets



Sustrans School Streets is a test programme that aims to ease the congestion, poor air quality and road safety concerns that many schools experience during drop-off and pick-up times, by facilitating timed traffic restrictions on the road outside the school gates.



By demonstrating that closing roads outside schools at drop-off and pick-up times is achievable, measuring the impact and sharing our findings, we aim to encourage more regular street closures and inspire more schools to try this approach. Ultimately, we want to affect a permanent change in the way children travel to school.

This approach was developed in Italy, and then brought to the UK by Edinburgh, Hackney, Camden and Solihull. It has now been picked up by a number of London boroughs, with School Streets also being known as Healthy School Streets and School Car-Free Zones.

## Working in partnership to deliver school streets

Sustrans School Streets is being delivered in association with Playing Out, the not-for-profit national organisation supporting a growing parent-led movement to reclaim children's freedom to play out and use the streets and spaces where they live.

We're also working with local authorities and schools that are keen to take action and make it easier for pupils, staff and parents to choose active travel for their journey to school.

SHARE THIS PAGE



If you are interested in working with us, please get in touch.



**Chris Bennett**

HEAD OF BEHAVIOUR CHANGE AND ENGAGEMENT AT SUSTRANS

**Lesson 1: English**

Safe streets for safe and healthy journeys

4. Flash cards



**Facts**

**Lists**

**Photos**

**Quotes**

**Illustrations**

**Short paragraphs**

**Title**

**Introduction**

**Headings**

**Summary**

**Subheadings**

**Conclusions**

**Bullet points**

**Present tense**

**Instructions**

**Call to action**

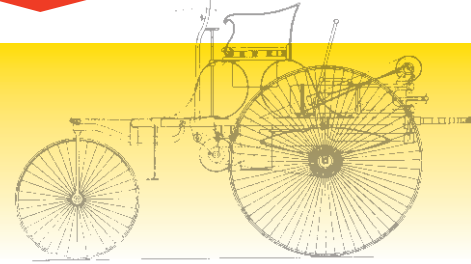
Lesson 3: History

# History of vehicle safety **Timeline**

1886

Karl Benz patents the 'Motorwagen', often acknowledged as the first modern car

Car headlights powered by flame not electricity – mirrors focused the light and enabled it to shine forwards



1903

first patent for windscreen wipers



1908

grooved tyres invented – improve cars' grip on the road



1909

**143,000** vehicles on the roads



1911

first electric headlights installed as standard – better night-time visibility



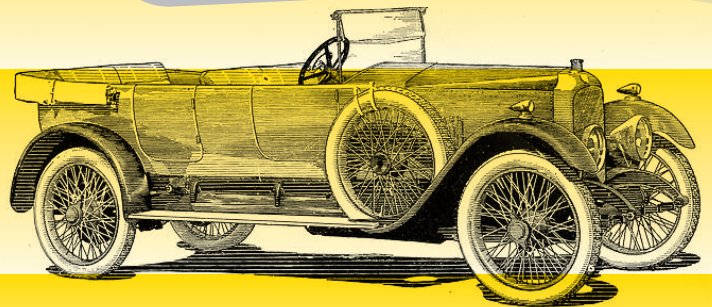
1916

indicators invented – drivers can turn more safely



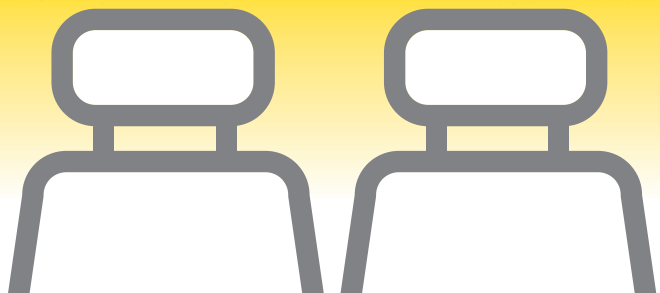
1920

**591,000** vehicles on the roads



1921

headrests invented – support drivers' necks in a crash



1926

number of road deaths: **4,886**

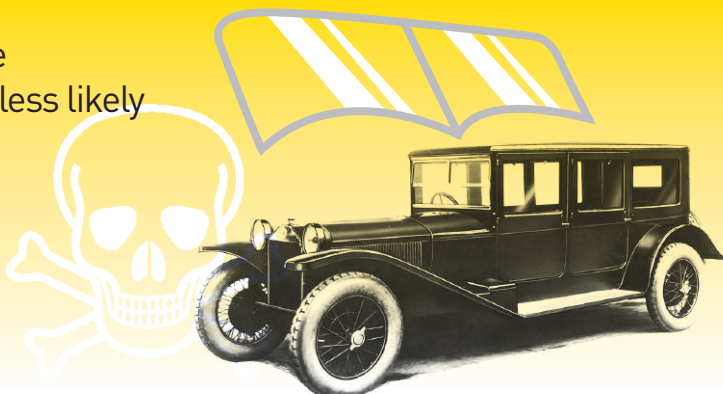


1930

Road Traffic Act requires new cars to have 'safety glass' windscreens – windscreens less likely to shatter and cause injuries

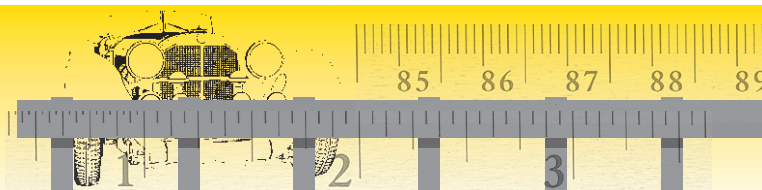
number of road deaths: **7,305**

**2.3 million** vehicles on the roads



1934

first vehicle crash barrier test conducted



1935

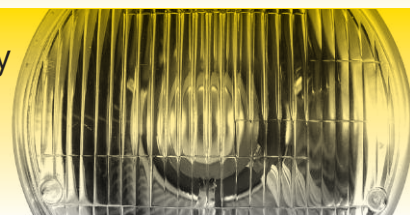
number of road deaths: **6,502**



1939

sealed beam headlights invented – improve night-time visibility

**3.1 million** vehicles on the roads



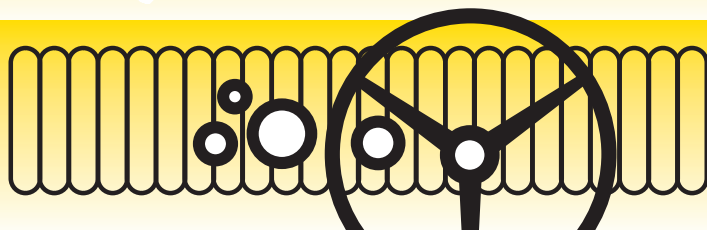
1940

number of road deaths: **8,609**



1947

padded dashboards reduce impact experienced by drivers and passengers



1950

number of road deaths: **5,012**

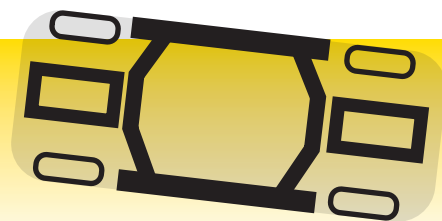
**4.5 million** vehicles on the roads



1951

airbags patented





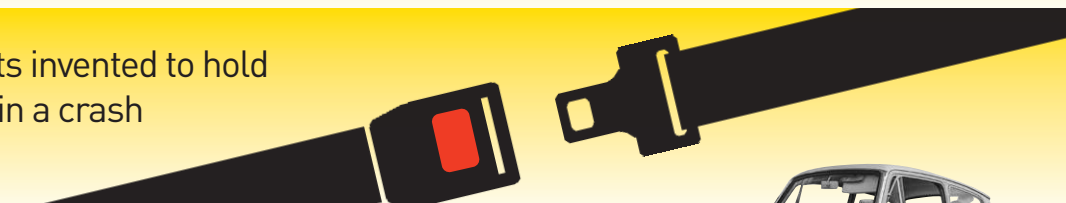
1952

crumple zone technology helps reduce crash force on drivers and passengers

**4.5 million** vehicles on the roads

1959

three-point seat belts invented to hold drivers in their seat in a crash



1960

number of road deaths: **6,970**

**8.5 million** vehicles on the roads



1966

new cars in Europe required to have seat belts

number of road deaths: **7,985**

**12 million** vehicles on the roads



1967

British cars required to have seat belts in the front



1970

number of road deaths: **7,499**

**13.5 million** vehicles on the roads



1974

air bags installed in some cars, reducing injuries experienced in a crash

**15.6 million** vehicles on the roads



1978

anti-lock braking systems reduce skidding



1980

number of road deaths: **5,983**

**19.2 million** vehicles on the roads



1983

drivers and front-seat passengers required to wear seat belts

**20.2 million** vehicles on the roads



1990

number of road deaths: **5,217**  
**24.7 million** vehicles on the roads



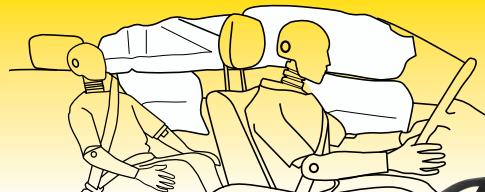
1991

first rear-view cameras give drivers better visibility around their vehicle



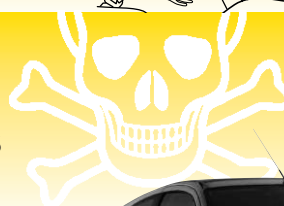
1994

side-impact airbags installed in cars  
**25.2 million** vehicles on the roads



2000

number of road deaths: **3,409**  
**28.9 million** vehicles on the roads



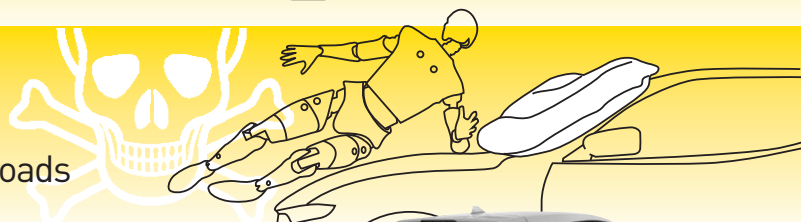
2005

**32.9 million** vehicles on the roads



2012

pedestrian airbags cushion people outside the vehicle in a crash  
**34.5 million** vehicles on the roads



2018

number of road deaths: **1,784**  
**38.2 million** vehicles on the roads



2021

all new cars will come equipped with advanced safety technologies such as intelligent speed assistance (ISA) and autonomous emergency braking (AEB)



### Designing vehicles for safety

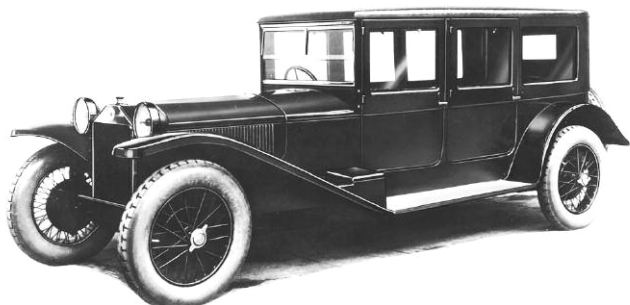
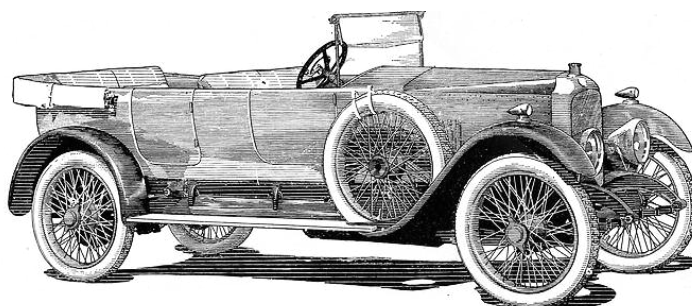
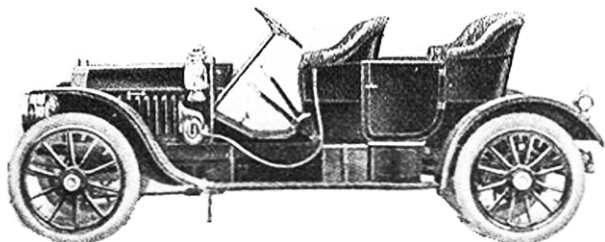
Until quite recently, when people tried to make cars safer, they mainly focused on ways to protect people inside the car if there was a crash – this means things like seat belts and airbags which we're used to seeing in cars. Seat belts and airbags are both amazing inventions that can stop people from going through the windscreen or hitting the inside of the car if there's a crash.

These days, cars are being designed to stop crashes from happening in the first place – and to make sure people inside or outside the car are less likely to be killed or seriously injured.

The newest cars have lots of clever safety technology that can do things like brake automatically to stop drivers from hitting people, help drivers keep within speed limits, and stop cars from drifting into the wrong lane on the motorway.

Lesson 2: History/ICT

Safe vehicles save lives



**Lesson 3: PSHE/Citizenship****Stepping up for safe streets****1. Step Up for Safe Streets template infographic**

Choose a fact to illustrate, add a logo and make your own infographic telling people how they can Step Up for Safe Streets this Road Safety Week. Share your infographics on social media using the hashtags #RoadSafetyWeek #StepUp.



**Every 20 minutes someone is killed or serious injured on a British road**

**Around the world more than 1.3 million people are killed on roads every year**

**Road crashes are the biggest killer of young people aged 5-29 worldwide**

**6 children are killed or seriously injured on roads in Britain every day**

**STEP UP  
FOR SAFE  
STREETS**

**Road Safety Week**   
**#RoadSafetyWeek #StepUp**

**Lesson 3: PSHE/Citizenship**

Stepping up for safe streets

2. Template poster

**SAFE STREETS ARE  
DESIGNED FOR PEOPLE**

**STEP UP  
FOR SAFE  
STREETS**

**Road Safety Week** 

**Lesson 3: PSHE/Citizenship****Stepping up for safe streets****Young people making a difference**

There has never been a better time for young people to get their voices heard. Around the world young campaigners are making headlines as their calls for change make politicians at the highest levels sit up and take notice. Here are some examples of young people making a difference in their communities and globally that may inspire you to kick-start your own campaigns.

**Malala Yousafzai****Campaign: Education rights for girls**

Malala Yousafzai is one of the most famous young campaigners in the world. Since being shot by a Taliban gunman in 2012 after she spoke out against the group, Malala has continued to campaign for girls' rights to education, and regularly meets with refugees and young female students around the world.

On her 16th birthday, Malala addressed the United Nations in New York and soon after published her first book about her experiences. She was later awarded the European Parliament's Sakharov Prize for Freedom of Thought, and in October 2014 she became the youngest person to receive the prestigious Nobel Peace Prize.

**Greta Thunberg****Campaign: Action on climate change**

On 20 August 2018, Greta Thunberg began a solo protest that would go on to spark a worldwide movement. Greta stopped attending school, demanding that Sweden's government take action to reduce the country's carbon emissions. She sat outside Sweden's parliament building for weeks with the sign 'school strike for the climate', and quickly began to gather international attention.

Within months, thousands of students were taking part in similar strikes across the world, all calling on their nations' leaders to do something about the growing climate emergency.

Now aged 16, Greta has met with protestors and governments globally and regularly addresses international forums about the need for action on climate change.

**Maisie Godden-Hall****Campaign: Helmet laws for child cyclists**

When Maisie Godden-Hall was 11, she was hit by a car while cycling to school and was knocked to the floor. The driver didn't see Maisie and ran over her, trapping her underneath the vehicle.

Maisie survived this crash thanks to the helmet that she was wearing. The helmet cracked when she hit the road and melted while resting on the exhaust under the car. However, it didn't break and her head stayed protected.

This experience prompted Maisie to raise awareness with other children about how important it is to wear a helmet. She started a petition asking the Government to introduce a law requiring children to wear a helmet while cycling, and has regularly raised funds for charity.



## Lesson 3: PSHE/Citizenship

### Stepping up for safe streets

#### Young people making a difference (contd.)



#### Charlotte Smith

##### Campaign: Electric cars

Charlotte Smith decided to do something about local air quality in Solihull when she noticed that she kept getting a bad cough. She and her dad researched the possible causes of this and found that emissions from cars can cause serious lung conditions.

Charlotte wanted to encourage more people to drive electric cars but didn't want to punish people for driving fossil-fuelled vehicles. Instead, she decided to make thank you notes for electric car drivers and left them on their windscreens.

She has given out thousands of cards and has travelled as far as the USA as part of her thank you mission. She has also received a thank you letter herself from the Queen.



#### Djujan Hoosan

##### Campaign: Higher age of criminal responsibility

Twelve-year-old Djujan Hoosan recently became the youngest person ever to address the United Nation's Human Rights Council when he asked for Australia's age of criminal responsibility to be raised from 10 to stop children from being imprisoned.

Two years earlier, aged 10, Djujan was nearly jailed after he began struggling with school and got into trouble with local police. Thankfully his family managed to intervene, and his experiences have been made into a documentary that will be shown to the United Nations. Now, he is campaigning to help prevent the same thing from happening to other children in the future.



Photo credit: Maya Newell

#### Vision Zero Youth Council

##### Campaign: Street cameras near schools

In July 2018, a law in New York that allowed speed cameras to be placed around schools was due to expire. Unless it was renewed, 120 cameras would have been permanently turned off – significantly reducing speed enforcement around schools.

The Vision Zero Youth Council sought to change this by organising a rally where schoolchildren protested for the speed camera law to be extended. They spoke to reporters and the crowds about their own experiences with road safety and were joined by the Mayor and hundreds of groups representing schools and hospitals.

They helped secure support from the New York Governor and ensured the return of the speed cameras programme.



Photo credit: The Vision Zero Youth Council

## Lesson 3: PSHE/Citizenship

### Stepping up for safe streets

#### Young people making a difference (contd.)



#### Amika George

##### Campaign: Free periods

Two years ago, Cambridge student Amika George was shocked to hear stories of girls around the UK who were missing school because they couldn't afford menstrual products.

Amika started an online movement and organised a protest outside Downing Street to shout out for an end to period poverty. This protest was attended by more than 2,000 people, and her campaigning led to the government announcing that it would donate £1.5 million to charities that give menstrual products to young people from disadvantaged backgrounds.

Amika believes further action is still needed, as England has not kept up with other parts of the UK in ensuring free access to menstrual products.



#### Melati and Isabel Wijsen

##### Campaign: Reduce plastic bag usage

Melati and Isabel Wijsen started the Bali-based organisation 'Bye Bye Plastic Bags' in 2013 after a school lesson about influential people from history. The sisters decided they could make a difference by convincing people to change their shopping habits, and by cleaning up beaches themselves.

In 2014, they planned to get the attention of the government by going on a hunger strike – but just two days later the governor of Bali invited them to a meeting. This led to an agreement to work together to reduce plastic bag use throughout the island and reduce pollution.

Melati and Isabel have won multiple awards and Bye Bye Plastic Bags has now become an international movement with branches around the world.



Photo credit: [www.facebook.com/byebyeplasticbags/](http://www.facebook.com/byebyeplasticbags/)

#### Youth for Brake

##### Campaign: Safe and healthy mobility for all

Youth for Brake is a project for schools that aims to inspire young people to start their own campaigns for safe and healthy mobility.

The first group to get involved with Youth for Brake was a Year 9 class at Murray Park school in Derby. The students – Arjun Binning, Archie Couchman, Tom Mills and George Ogan – want to raise awareness about the importance of road safety in Derby and try to make roads outside their school safer.

They organised and ran an assembly to teach children from a local primary school about road safety. They also contacted their local MP and spoke on the radio to highlight the issue, leading to them receiving a letter of commendation from the House of Commons.



**Lesson 3: PSHE/Citizenship****Stepping up for safe streets****Successful road safety campaigns**

Most major road safety changes in the last few decades didn't come about overnight — achieving them took campaigners years of effort. Here are two examples of campaigns that achieved great success through hard work and dedication.

**Drink-driving**

In the mid-1960s the number of cars on British roads was on the rise, and thousands of deaths were linked to drink-driving.

At the time, being drunk in charge of a vehicle was technically illegal but there was no legal definition of what counted as an unsafe level of intoxication.

After legal amendments that, among other things, made it a crime to attempt to drive under the influence of drink or drugs, a campaign was launched in 1954 that aimed to encourage drivers to think about how much they drank before getting behind the wheel. Eleven years later, Transport Minister Barbara Castle announced new plans to combat drink-driving through a new road safety law.

The Road Safety Act 1967 set a blood alcohol limit of 80mg per 100ml, and introduced the breathalyser test to help enforce it. Since then, the number of deaths from drink-driving has dropped significantly, from around 2,000 per year to a few hundred.

Public opinion against drink-driving is also growing stronger. Research released by Public Health England in 2016 found 77% of people support reducing the blood alcohol limit in England and Wales to 50mg per 100ml – the same as it is in Scotland and most European countries. Another 82% said they don't think any drinking is acceptable before getting behind the wheel.

**Seat belts**

Seat belts are now seen as essential safety features, but that wasn't always the case. It took years of effort by campaign groups and Members of Parliament to make wearing them mandatory.

Since 1968, car-makers have had to put seat belts in their cars but it wasn't until 1983 that drivers had to wear them by law. Following the first attempt by MPs to make seat belt-wearing compulsory in 1973, 11 more attempts were made before the law was successfully changed.

Many people complained about having to wear a seat belt. Some thought they should be free to choose whether they wore a seat belt or not. Others said they found seat belts uncomfortable, or said that seat belts might encourage people to drive more aggressively because they felt safer.

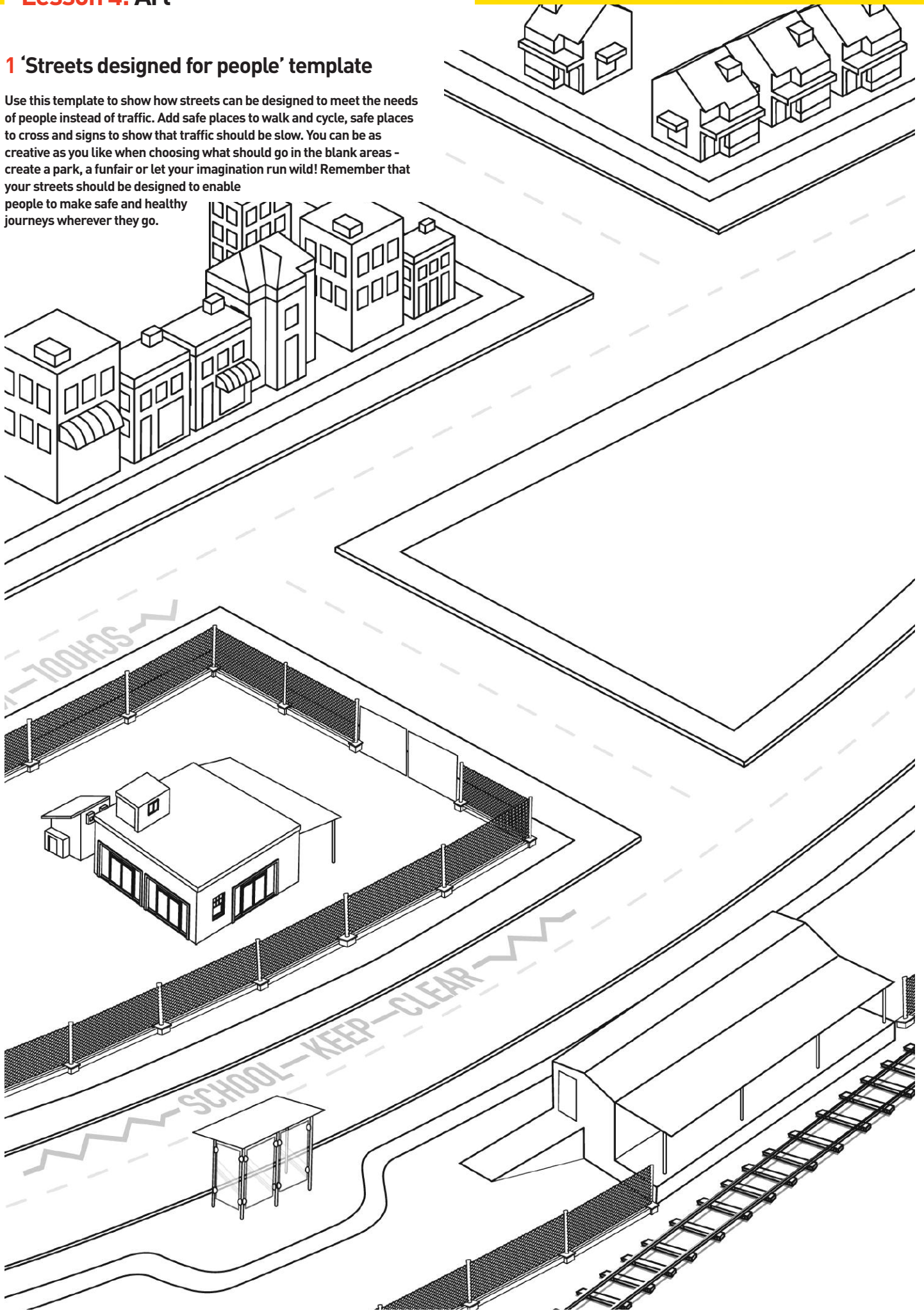
Soon after the law was passed, around 90% of people began regularly wearing seat belts. In 1989, the law changed to require children in the back seats of cars to wear them as well. Two years later, this was extended to adult passengers. Today, rates of seat belt-wearing are even higher, with 98% of people recorded as using them in 2014.



## Lesson 4: Art

### 1 'Streets designed for people' template

Use this template to show how streets can be designed to meet the needs of people instead of traffic. Add safe places to walk and cycle, safe places to cross and signs to show that traffic should be slow. You can be as creative as you like when choosing what should go in the blank areas - create a park, a funfair or let your imagination run wild! Remember that your streets should be designed to enable people to make safe and healthy journeys wherever they go.



Lesson 4: Art

Different street designs



Kolkata



Malaga



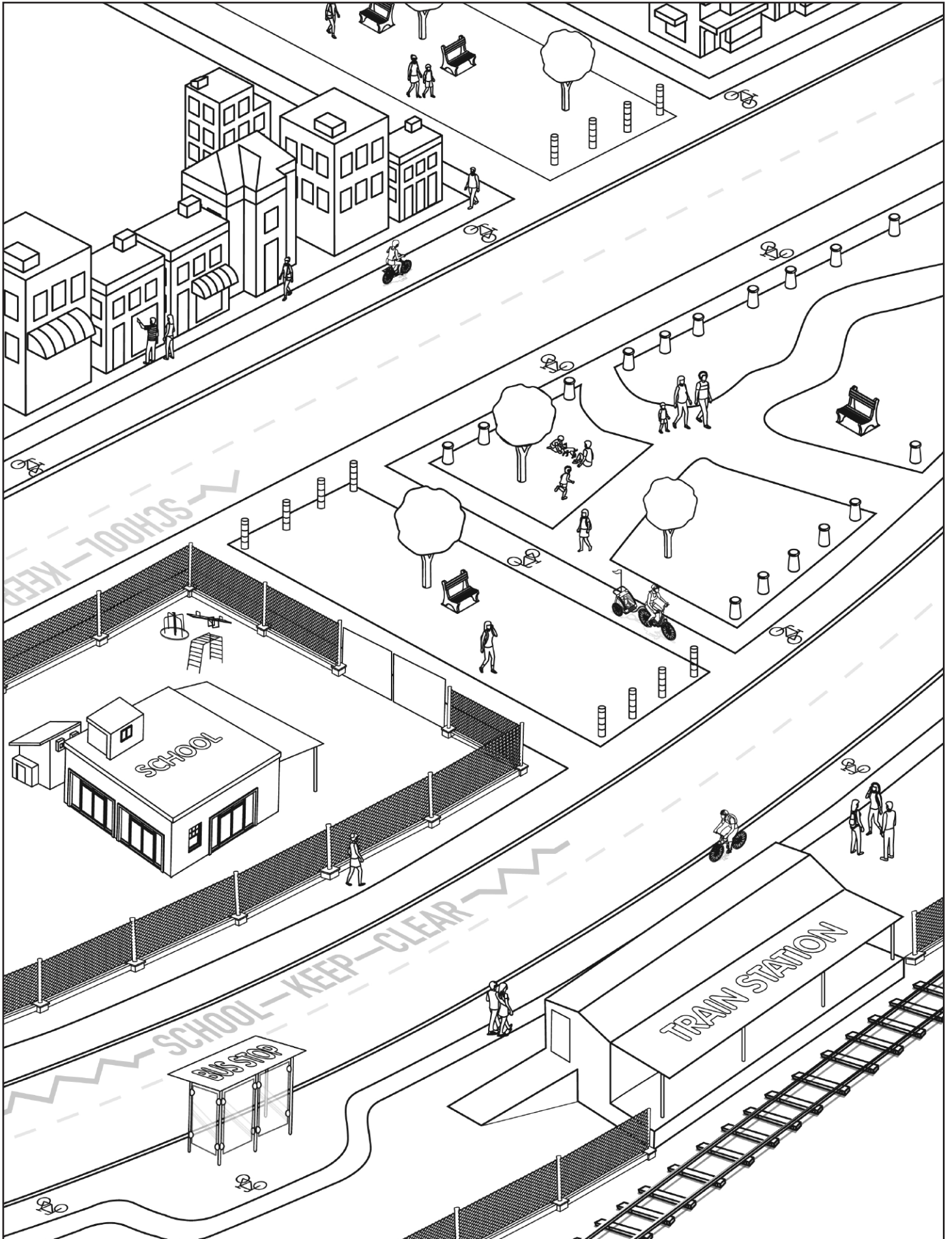
London



Utrecht

Lesson 4: Art

Streets for people colouring sheet



## Additional resources

Your Road Safety Week action pack contains additional resources including:

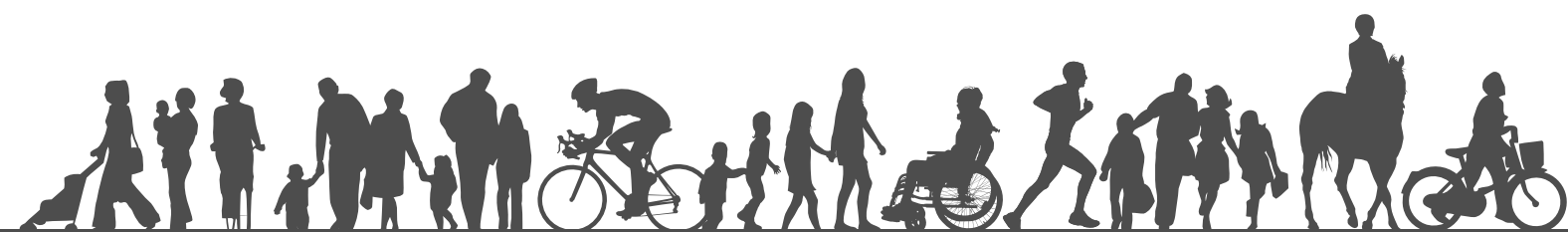
- Guidance for educators
- Posters
- Participation certificate
- Factsheets
- Infographics
- Logos and sliders for newsletters and social media
- Films
- Quizzes

Action pack available at [roadsafetyweek.org/members](https://roadsafetyweek.org/members)

For general road safety advice, go to [brake.org.uk](https://brake.org.uk)

For information about Brake's campaigns, go to [brake.org.uk/campaigns](https://brake.org.uk/campaigns)

For more information about teaching road safety to children, go to [brakezebras.org/teachers](https://brakezebras.org/teachers)



Together we can make roads safer for everyone