

# STEP UP FOR SAFE STREETS

Road Safety Week  
18–24 November 2019



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

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.

**STEP UP**  
**FOR SAFE**  
**STREETS**

Brake recommends using Road Safety Week as an opportunity to reinforce key road safety messages, reminding pupils to take care when crossing roads in safe places, and encouraging them to be advocates for safer, healthier streets in their own communities. 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 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 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 national curriculum requirements for English, citizenship, ICT, history, and drama.

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

- Lesson 1:** English/ICT — **The safe systems approach to road safety.** Using computer skills to research the safe systems approach to road safety and writing a newspaper or magazine article intended for a specific audience.
- Lesson 2:** English/Citizenship — **Streets designed for people not traffic.** Learning to express views on a road safety topic and to listen to other viewpoints and evidence.
- Lesson 3:** History – **Safe vehicles save lives.** Learning the history of how vehicle and road design and laws have evolved, to explore whether journeys have become safer and healthier.
- Lesson 4:** Drama — **Young people making a difference / Campaigning for change.** Researching, writing and performing scripts about how young people can Step Up for Safe Streets and campaign for road safety.

## Special educational needs (SEN)

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

When adapting lessons, please be aware of students' individual requirements and adapt lessons to fit their needs. Use visual aids and sensory play to help students learn and understand the connection between road danger and their own safety. Focus on road safety basics, such as crossing roads safely, at safe places, and always wearing a seat belt when travelling by car.

Some of the activities included in the lesson plans for pupils aged 7-11 (key stage 2) may be appropriate for students that need additional learning support.

## Lesson 1: English/ICT

### The safe systems approach to road safety

#### Lesson overview

The class will use computer skills to research the safe systems approach to road safety and construct a newspaper or magazine article to raise awareness of how it can help people move around in safe and healthy ways.

#### Aim

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

#### Objectives

To produce a short newspaper or magazine article for a specific audience highlighting the key elements of the safe systems approach to road safety

#### Programmes of study

##### English:

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

- To write for a wide range of purposes and audiences, including to inform and persuade
- Selecting and organising ideas, facts and key points, and citing evidence, details and quotation 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

#### Preparation

Print copies of the safe systems and safe roads factsheets on pages 10 and 11, and the 10 healthy street indicators on page 12, and Brake fact pages about [UK road casualties](#) and [safe systems approach to road safety](#), with enough copies for each group of students to have one each.

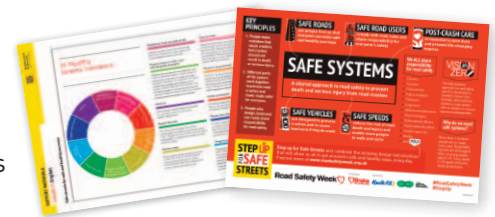
### Lesson outline

#### Introduction

Ask the class how many of them walk or cycle to school, and establish some of the reasons why they may not feel safe to do so. Ask students to make a list of changes that would enable them to walk or cycle safely where they live – examples could include: slow traffic speeds, safe cycle paths away from motorised traffic, safe crossing places, and better street lighting.

#### Main activity

Explain to the class that they are going to write an article for a newspaper or magazine about the features required to make streets safer for people who walk or cycle. This article will be aimed at parents of primary school-aged children and will be constructed using information they can research online. Teachers can share information from the safe systems and safe roads factsheets on pages 10 and 11, and the 10 healthy street indicators on page 12, and additional resources included in the Road Safety Week 2019 action pack. If time allows, additional information can be found on Brake's fact pages on [UK road casualties](#) or the [safe systems approach to road safety](#).



#### Safe systems

The four principles of the safe systems approach to road safety are:

- 1. People make mistakes:** People are fallible and most of their decisions are intuitive, meaning they are implicit and unconscious. As a species we react to our environment and are influenced by more than just logic and reason.
- 2. People are vulnerable:** The human body has a limited physical ability to tolerate crash forces, and vehicle speed has a major impact on this. If a pedestrian is hit at 20mph (30km/h), there is a 90% chance they will survive the collision. This chance drops to just 50% if they are hit at 45 km/h, and almost 0% at 80 km/h.<sup>1</sup>
- 3. Road safety involves numerous systems:** The safe systems approach understands that preventing deaths and injuries requires a multi-pronged approach from numerous stakeholders to take action and be responsible.
- 4. Responsibility is shared across disciplines:** Road safety has traditionally been viewed as the responsibility of individual road users, but a safe systems approach recognises that complex safety problems require multi-disciplinary solutions.

## Lesson 1: English/ICT

Once students have finished their research, discuss how they think information can be presented in a way to grab the readers' attention. This may include using bold headlines, presenting key statistics using bullet points, and including text boxes alongside the main content. Ask them to use these features to write their articles for the designated audience: parents of primary school-aged children.

### Extension

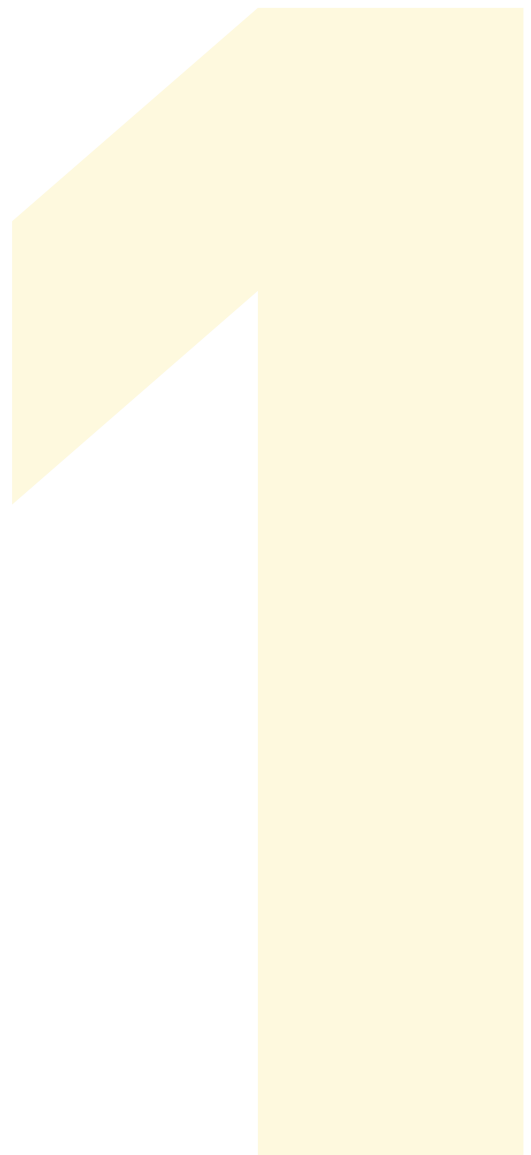
Get students to work in pairs to discuss and edit their articles, reflecting on how they could improve each other's work.

### Differentiation

Instead of writing an article about the benefits of the safe systems approach, ask the children to write a letter to their local MP calling for some of the road design changes that can enable everyone to make safe and healthy journeys where they live. They will need to research the benefits of the safe systems approach and present these facts using formal letter-writing techniques.

You could choose to submit these letters to your MP as part of your school's wider Road Safety Week campaigning.

Find more advice on contacting your MP at [www.parliament.uk/get-involved/contact-your-mp](http://www.parliament.uk/get-involved/contact-your-mp)



## Lesson 2: English/Citizenship

### Streets designed for people not traffic

#### 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

#### Objectives

To explore each others' views on road 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

#### Lesson outline

- Should our streets be designed for the needs of people or for traffic?
  - Who is responsible for ensuring people can move around in safe and healthy ways?
1. Conduct a short exercise to gauge students' views on safe streets. Ask students to stand on the left of the classroom if they feel that streets should be primarily 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.
  2. Explain to the class that they are going to be working in groups to discuss a statement relating to designing for road safety. Each group will have to review information

regarding the statement and decide whether they agree or disagree with it, recording the reasons for their decision.

The statement is:

**Streets should primarily be designed for the needs of people, to enable everyone to make safe and healthy journeys, including by bicycle or on foot or using public transport, rather than for motorised traffic**

The information to support their discussions can be found below and on page 13.

#### Supporting information

- Nearly 30% of households in Europe don't have access to a car.<sup>2</sup>
- Roads and car parks take up valuable space that could be used for other purposes.
- Motorised transport is a major source of pollution, producing 124.4 million tonnes of greenhouse gas emissions in 2017.<sup>3</sup>
- Improving air quality benefits everyone. Air pollution, including pollution from vehicle emissions, causes many thousands of premature deaths every year from coronary heart disease, lung cancer, stroke and respiratory disease.
- Physical barriers and fast-moving traffic can make streets difficult to cross.
- When traffic is slow, more people choose to walk and cycle. Three-fifths of adults feel it is too dangerous to cycle on the roads.<sup>4</sup>
- More than four-fifths (83%) of kilometres travelled in Britain in 2017 were by cars, vans or taxis.<sup>5</sup>
- Cars can be the most convenient way for people to make their journeys.
- More than three-quarters (78%) of all freight in the UK is moved by road.<sup>6</sup>
- Pedestrians, cyclists and motorcyclists are some of the most vulnerable people on our roads. Pedestrians accounted for a quarter of road deaths in 2018, motorcyclists 20% and cyclists 6%.<sup>7</sup>
- Per billion miles travelled in 2018, 5,265 cyclists were hurt or killed, compared with just 223 drivers or passengers in cars.
- 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%.
- Changing the road infrastructure in many towns and cities would be very expensive.
- Road crashes are the eighth leading cause of death for people worldwide.

## Lesson 2: English/Citizenship

### Streets designed for people not traffic

3. Ask the groups to present their answers to the rest of the class, explaining how they made their decisions.
4. Come together for a class discussion. Establish whether there were any arguments that appeared in multiple groups, and whether they considered the counter-side to those arguments. Ask some of the groups that disagreed to explain the reasons for their decisions to each other.
5. Show the class the 'Safe systems is child's play' animation. Ask students whether this has changed any of their opinions on some of the issues.

#### Safe systems is child's play

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



### Independent (homework) activity

Give students copies of the '10 healthy street indicators' from page 12 or ask them to use the Internet to research the healthy street indicators. Ask them to find out:

- What are the 10 healthy street indicators?
- What is London doing to implement the healthy street indicators?
- What effect could introducing healthy street indicators have in other towns and cities?

Ask them to consider whether the streets near where they live are healthy streets that enable people to make safe and healthy journeys. Ask them to develop an argument for the features they would most like to see on the streets where they live.



6. Explain to the class that they will have a group debate on the statement: **Road safety is the responsibility of policy-makers not road users**

Pair the groups up and decide which group in each pair will argue for or against the statement (more able pupils could be given the position that counters their own personal view). Ask them to prepare a 60-second presentation and to present their argument to the rest of the class. The class will consider each argument and vote for or against the statement.

## Lesson 3: History

### Safe vehicles save lives

#### Lesson overview

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

#### Aim

To understand how roads and vehicles have changed to improve safety, and how campaigners played a vital role in this success

#### 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 safety, 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 safe vehicles factsheet and the History of safe vehicles timeline and key dates included on pages 14–18, with enough copies for each student

Save some pictures of cars and roads from the early 20th century

### Lesson outline

#### Whole class discussion

Show the class photos of cars and roads from the early 20th century. Ask them to compare these with vehicles and roads today, thinking about changes in design related to safety not performance.

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.

Talk about changes in design to prevent crashes from happening or to prevent people being killed or injured in the event of a crash. You could talk about headlights for example, or the development of features designed to prevent injuries in a crash, such as seat belts, air bags or padded dashboards.

You could also discuss vehicle speeds and the number of vehicles on roads today in comparison with, say, 100 years ago.

Ask students what impact they think these changes have had on safety for people who walk or cycle. Discuss whether they think vehicle and road design and laws do enough to protect everyone, and how legislative changes and advances in technology may have changed attitudes to road safety over time – such as how many people were initially opposed to making seat belts mandatory, but now they are in every vehicle. Teachers can decide how much information to give from the resources provided (pages 14–18).

#### 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 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 are fitted with 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

#### Independent activity

Split the class into groups and assign each group a specific topic to research, e.g. vehicle technology, law changes or changes in road design.

Ask students to use the Internet to research key developments in their assigned topic, and how they came about. For example, students could find out about vehicle technology to prevent crashes (active safety systems) or protect people in a crash (passive safety systems), or the campaign to make seat belts mandatory in all cars and how it overcame criticism from members of the public.

For information about how seat belts became law, go to the Royal Society for the Prevention of Accidents website: [www.rospa.com/campaigns-fundraising/success/seatbelts/](http://www.rospa.com/campaigns-fundraising/success/seatbelts/)

Alternatively, they could find out more about the introduction of the safe systems approach to road safety in Sweden. This could include the establishment of the Vision Zero programme by the Swedish Parliament in 1999, and the impact this measure has had on the country's road death numbers.

## Lesson 3: History

### Safe vehicles save lives

Further information about the impact of safe systems can be found at [www.wri.org/publication/sustainable-and-safe-vision-and-guidance-zero-road-deaths](http://www.wri.org/publication/sustainable-and-safe-vision-and-guidance-zero-road-deaths)

Each group will then create a factsheet, presentation or poster that illustrates their findings. This will be shared with the rest of the class. Ask them to consider which developments they believe have had the largest impact on improving road safety.

#### Extension activity – Our future journeys: safer by design

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 students 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 students to present their answers to the class.



## Lesson 4: Drama

### Young people making a difference / Campaigning for change

This lesson can be delivered over two sessions. The first session introduces students to young campaigners making a big impact on the world stage and in their communities. In the second session students write and perform scripts to raise awareness of important road safety issues.

#### Session 1: Young people making a difference

##### Lesson overview

###### 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.

###### Preparation

Print out the 'Young people making a difference' profiles from pages 19–21, with enough copies for each student/group of students to have several profiles each.

Focus on the young people who have campaigned for road safety issues. Ask students 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.

Working in groups, ask students for ideas about how they could use their creative skills to campaign for road safety and Step Up for Safe Streets where they live. For example, they could raise awareness of a key road safety issue such as speeding traffic or drink-driving, through different channels such as:

- Stop motion animation
- Role play
- Song/dance
- Filmed interviews

#### Session 2: Campaigning for change

##### Lesson overview

###### Aim

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

###### Objectives

To write and perform a short play that will help campaign for a road safety improvement

### Lesson outline

#### Class discussion

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).

Distribute copies of 'Young people making a difference' profiles from pages 19–21. Ask students to work in groups to read about 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.

### Lesson outline

#### Class discussion

Ask the class to discuss the problems they see in the world that they think need to be changed, and what, if anything, they are doing to change them. Discuss the reasons why they feel they may not be able to make a difference and what would help them feel empowered enough to take action.

Ask the class to reflect on some of the road safety issues that have been raised during Road Safety Week (e.g. the danger of speeding and drink-driving, the importance of having safe places to walk and cycle). Discuss which of these would make a difference to their community, and ask for suggestions about how they could make their voices heard to effect change.

## Lesson 4: Drama

### Young people making a difference / Campaigning for change

#### Session 2: Campaigning for change (contd.)

##### Main activity

Explain that the students are going to be working in groups to write and perform a short campaign play / advert about a road safety issue of their choice. The length of this performance could be differentiated according to students' age and ability but should be between 30 and 180 seconds. Students should make a compelling argument for their chosen subject and should incorporate some of the issues raised in the class discussion in Session 1.

Allow students sufficient time to plan and rehearse their plays and come together to watch each other's performances. Discuss the issues each group raised, and how effectively they conveyed particular points. Ask for ideas about how the techniques they used and subjects they explored could be used to call for real road safety change.

##### Independent (homework) activity)

Introduce the class to Project24, a new road safety competition that asks young people to make 24-second videos to raise awareness of the fact that someone dies on a road every 24 seconds. Ask them to choose a road safety topic, plan and record a 24-second film that they could enter into the competition. This could be a short scene from one of their plays, a song, poem, or other performance of their choice.

More information about the competition can be found at [www.brake.org.uk/project24](http://www.brake.org.uk/project24)



**Project24 is a road safety competition for young people to make short films that raise awareness about road safety and the amazing solutions available to prevent road death and serious injury.**

Every 24 seconds, someone, somewhere in the world is killed on a road

**Explain in just 24 seconds...**

- the true impact of road crashes
- the amazing solutions that make roads safer
- how to campaign for safe and healthy mobility

**1**

**What's the problem?**

What do you want to tell people? Choose a road safety story that's important to you and your community.

**2**

**How will you say it?**

Decide how you're going to tell your story. You can film yourself or other people, or make an animation. Say something important in a simple way.

**3**

**Get creative**

Film outside or inside, talk to camera, write a short song, recite a poem, create artwork or anything else you can think of.

**4**

**Find out more**

Good facts and figures will really help you get your message across. Learn more about road safety at [www.brake.org.uk](http://www.brake.org.uk) or use the **Project24 factsheet**.

**5**

**Film it**

Start making your film. Remember, you only have 24 seconds!

**6**

**Edit**

You can add music, images, voices or text to your film but you must have permission to use these.

**7**

**Enter**

Fill out the competition entry form and send with your finished film to [project24@brake.org.uk](mailto:project24@brake.org.uk).

[Register at brake.org.uk/project24](http://brake.org.uk/project24)

Together we can make roads **SAFER** for everyone




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Terms and conditions apply. Find out more at [www.brake.org.uk/project24](http://www.brake.org.uk/project24)

Lesson 1: English/ICT

The safe systems approach to road safety

1. Safe systems factsheet



## SAFE SYSTEMS

A shared approach to road safety to prevent death and serious injury from road crashes

### SAFE ROADS

put people first so that everyone can make safe and healthy journeys

### SAFE ROAD USERS

comply with road rules and share responsibility for everyone's safety

### POST-CRASH CARE

is essential to save lives and prevent life-changing injuries

### SAFE VEHICLES

are designed to prevent crashes and to cause less harm if they do crash

### SAFE SPEEDS

reduce the risk of road death and injury and enable more people to walk and cycle

We ALL share responsibility for road safety

- Drivers
- Cyclists
- Pedestrians
- Policy-makers
- Planners
- Engineers
- Vehicle manufacturers
- Fleet managers
- Enforcement officers
- Road safety educators
- Health agencies
- Media
- and **YOU!**

VISION ZERO

The safe systems approach to road safety was first developed in Sweden's Vision Zero strategy, which aims to achieve a road system with no deaths or serious injuries involving traffic.

Why do we need safe systems?

More than 1.3 million people die on roads every year. Road traffic injuries are the biggest killer of young people aged 5-29. Every death is a tragedy and every death preventable.

Step up for Safe Streets and celebrate the amazing design-led solutions that will allow us all to get around in safe and healthy ways, every day. Find out more at [www.roadsafetyweek.org.uk](http://www.roadsafetyweek.org.uk)

Coordinated by  **Brake** The road safety charity  
Sponsored by  **Kuikifit**  **Specsavers** 

#RoadSafetyWeek  
#StepUp

Lesson 1: English/ICT

The safe systems approach to road safety

2. Safe roads factsheet

**SAFE ROADS**

Safe roads are designed to meet the needs of people not traffic, so everyone can make safe and healthy journeys

**WELL MAINTAINED**  
road surfaces are free from damage and roadside obstacles

**BUILT FOR SAFETY**  
Roads between places are built for safety, with safe speed limits, clear road marking, consistent signing and street lighting

**DESIGNED FOR PEOPLE NOT VEHICLES**  
so everyone can travel in a safe and healthy way, every day

**ENCOURAGE PEOPLE TO WALK AND CYCLE**  
with footpaths, cycle paths, safe crossing places and slow traffic in places where people live

**SAFETY BARRIERS**  
separate vehicles travelling in opposite directions

**INTELLIGENT INFRASTRUCTURE**  
connects with vehicles to enable safety

**ACCESSIBLE CHARGING POINTS**  
encourage use of electric vehicles

**Why do we need safe roads?**  
Safe roads are a fundamental part of the safe systems approach to road safety and are vital to prevent death and serious injury from road crashes

**Safe roads save lives**  
Star ratings are a simple way to measure the level of safety on different types of road. Five-star roads are the safest and one-star roads are the least safe. Road safety experts estimate that achieving more than 75% of travel on 3-star or better roads by 2030 could save 467,000 lives every year. Find out more at [trap.org](http://trap.org)

**STEP UP FOR SAFE STREETS**

Step up for Safe Streets and celebrate the amazing design-led solutions that will allow us all to get around in safe and healthy ways, every day. Find out more at [www.roadsafetyweek.org.uk](http://www.roadsafetyweek.org.uk)

Coordinated by **Brake** The road safety charity

Sponsored by **Kwikifit**, **Speesavers**, **TRIP**

**#RoadSafetyWeek #StepUp**

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Lesson 1: English

The safe systems approach to road safety

3. 10 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.

**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.

**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.

**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.

**Clean air**

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

**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 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.

**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.

**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.

**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 2: English/Citizenship**

**Streets designed for people not traffic**

**Supporting information for debate activity**

Nearly 30% of households in Europe don't have access to a car.	Roads and car parks take up valuable space that could be used for other purposes.
Motorised transport is a major source of pollution, producing 124.4 million tonnes of greenhouse gas emissions in 2017.	Improving air quality benefits everyone. Air pollution, including pollution from vehicle emissions, causes many thousands of premature deaths every year from coronary heart disease, lung cancer, stroke and respiratory disease.
Physical barriers and fast moving traffic can make streets difficult to cross.	When traffic is slow, more people choose to walk and cycle. Three-fifths of adults feel it is too dangerous to cycle on the roads.
More than four-fifths (83%) of kilometres travelled in Britain in 2017 were by cars, vans or taxis.	Cars can be the most convenient way for people to make their journeys.
More than three-quarters (78%) of all freight in the UK is moved by road.	Pedestrians, cyclists and motorcyclists are some of the most vulnerable people on our roads. Pedestrians accounted for a quarter of road deaths in 2018, motorcyclists 20% and cyclists 6%.
Per billion miles travelled in 2018, 5,265 cyclists were hurt or killed, compared with just 223 drivers or passengers in cars.	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%.
Changing the road infrastructure in many towns and cities would be very expensive.	Road crashes are the eighth leading cause of death for people worldwide.

Lesson 3: History

Safe vehicles save lives

1. Safe vehicles infographic

**SAFE VEHICLES**

Safe vehicles are designed to prevent road crashes and protect people inside and outside the vehicle if a crash does happen

**PREVENT CRASHES**  
Automated driver assistance systems keep vehicles in the right lane and below speed limits, detect hazards and brake in an emergency.

**PROTECT PEOPLE**  
Seatbelts, airbags and ‘forgiving’ vehicle parts protect people inside and outside the vehicle in a crash. Vehicles must pass stringent crash tests.

**MANAGE DRIVER SAFETY**  
Vehicle technology detects unsafe driving behaviour (e.g. due to tiredness) and informs authorities.

**RECORD CRASHES**  
Event data recorders record what happens in a crash and notify emergency services immediately

**ROADWORTHY**  
Vehicles are maintained to the highest standards and drivers carry out checks before every journey.

**LOW EMISSIONS**  
Ultra-low or zero emission vehicles travel long distances without recharging. Tyres, brakes and clutches produce minimal particulates.

**Why do we need safe vehicles?**

More than 1.3 million people die on roads every year and millions more are seriously injured. Every death is a tragedy and every death preventable. Safe vehicles are an important part of the safe systems approach to road safety – a shared approach to prevent death and serious injury from road crashes.

**Safe vehicles save lives**

New vehicle safety standards were approved by the European Parliament in 2019. Lifesaving measures include new crash testing requirements, mandatory installation of driver assistance systems, including Automated Emergency Braking (AEB), Intelligent Speed Assistance (ISA) and Lane Keep Assistance (LKA), as well as a new direct vision standard for lorries and buses to enable drivers to have a better view of other road users around their vehicle. Road safety experts estimate the measures could **save 25,000 lives** in 15 years.

**STEP UP FOR SAFE STREETS**

Step up for Safe Streets and celebrate the amazing design-led solutions that will allow us all to get around in safe and healthy ways, every day. Find out more at [www.roadsafetyweek.org.uk](http://www.roadsafetyweek.org.uk)

Road Safety Week

Coordinated by Brake The road safety charity

Sponsored by Kuikifit

Speccavers

Autosport

#RoadSafetyWeek #StepUp

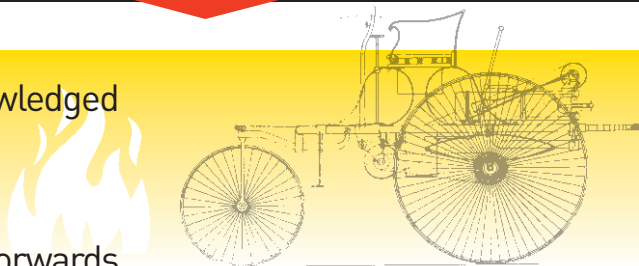
Lesson 3: History

# 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



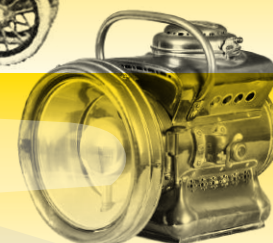
1909

**143,000** vehicles on the roads



1911

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



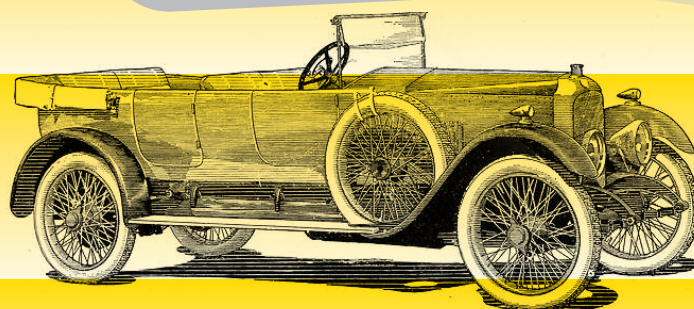
1916

indicators invented – drivers can turn more safely



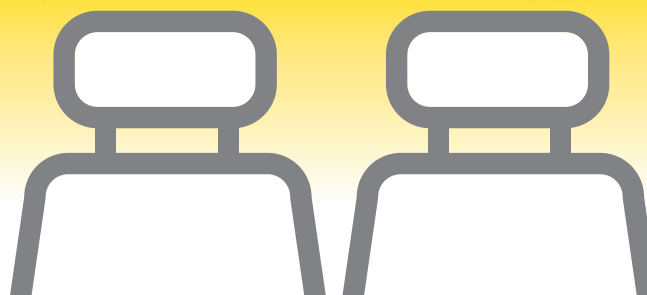
1920

**591,000** vehicles on the roads



1921

headrests invented – support drivers' necks in a crash



1926

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

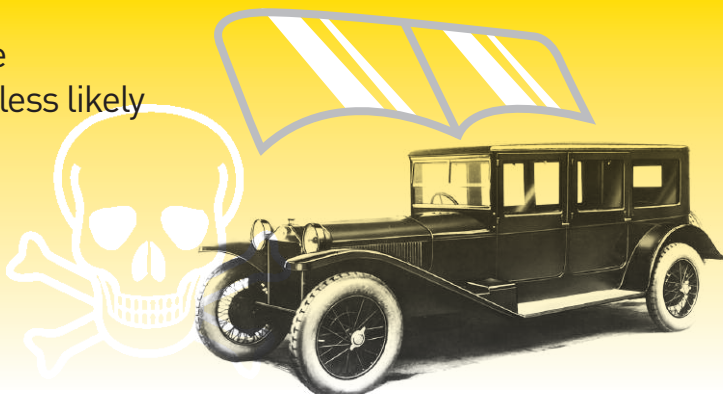


1930

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

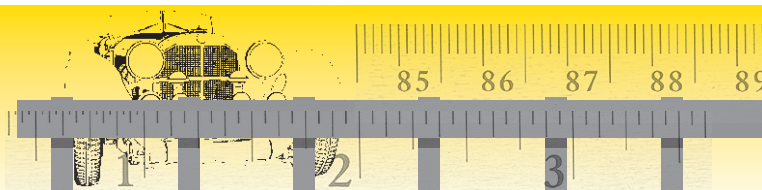
number of road deaths: **7,305**

**2.3 million** vehicles on the roads



1934

first vehicle crash barrier test conducted



1935

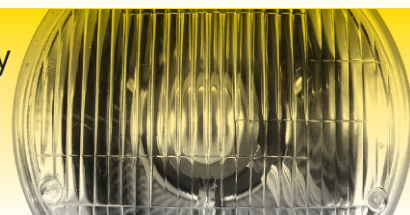
number of road deaths: **6,502**



1939

sealed beam headlights invented – improve night-time visibility

**3.1 million** vehicles on the roads



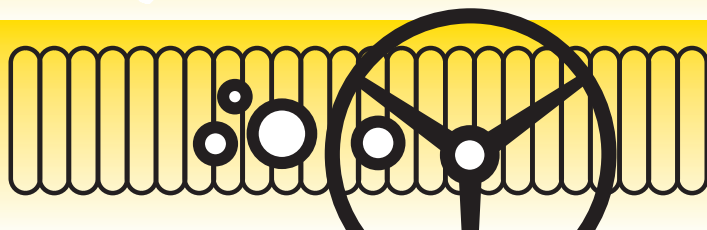
1940

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



1947

padded dashboards reduce impact experienced by drivers and passengers



1950

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

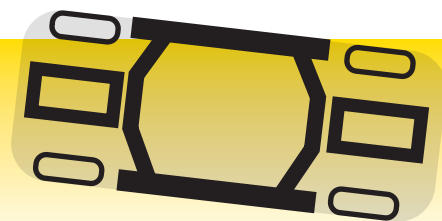
**4.5 million** vehicles on the roads



1951

airbags patented





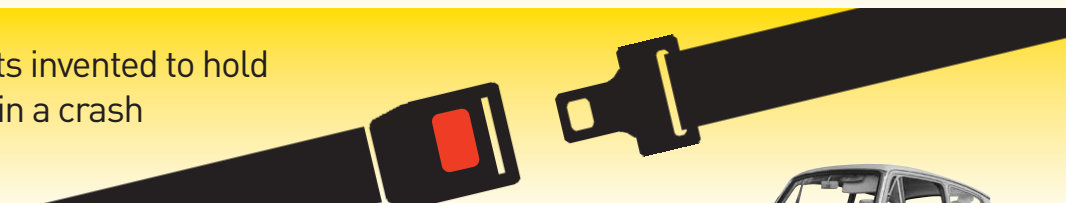
1952

crumple zone technology helps reduce crash force on drivers and passengers

**4.5 million** vehicles on the roads

1959

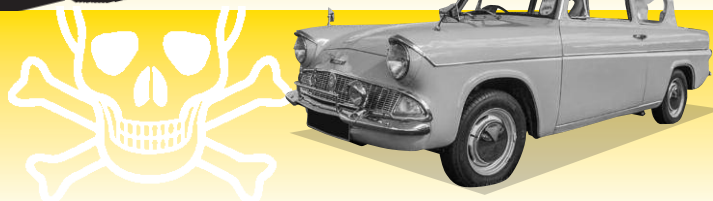
three-point seat belts invented to hold drivers in their seat in a crash



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



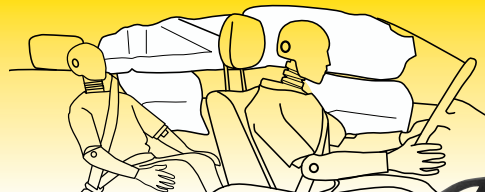
1991

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



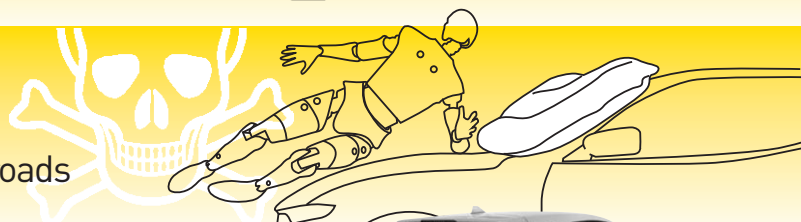
2005

**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 4: Drama****Session 1: Young people making a difference****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/](https://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.



## 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)

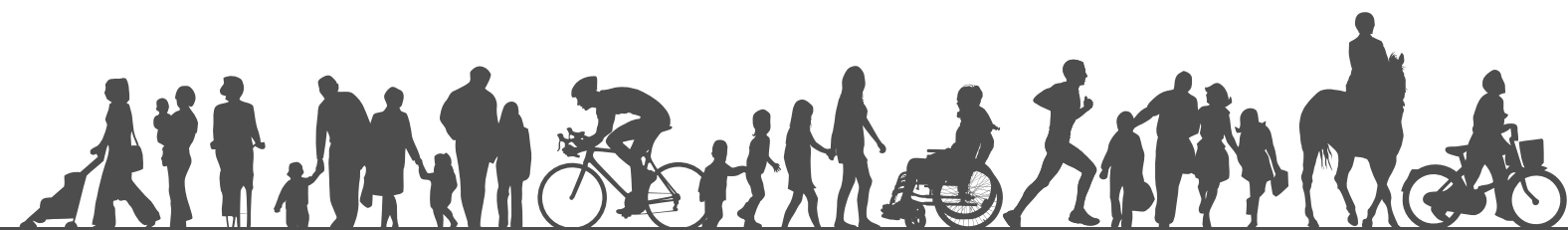
For more information about teaching road safety to children, go to [brakezebras.org/teachers](https://brakezebras.org/teachers)

## References

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2. European Commission, *Reclaiming city streets for people: Chaos or quality of life?*
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18–24 November 2019



Together we can make roads safer for everyone