Secondary schools

Table of contents

Preface

The Good Practice Project was a major 3-year project organised by the Transport Research Laboratory for the Department of Transport in an attempt to establish road safety education firmly within the curriculum of all schools. The authorities involved in the project were Sheffield [1] and in Hertfordshire [2] , and evaluation was by the University of Reading [3] . A variety of methods of including road safety education in the curriculum were tried and tested during the duration of the project, and the subsequent evaluation revealed improvements in the awareness and knowledge of both teachers and pupils of the importance of road safety education as a result.

Arising out of this project four sets of guidelines have been prepared for the Department of Transport and the Department for Education by a working party of educationalists and others with an interest in road safety education.

This document indicates some of the ways in which secondary teachers in the trial areas planned and organised road safety education within the context of the National Curriculum. It is intended to be used by teachers but should be distributed through the local authority's planned programme of road safety in-service training for teachers.

The other documents are:

- **'Organisations'** which indicates how Road Safety Officers and the agencies involved in the promotion of road safety education can work together to reinforce each other's influence in schools and deploy their resources effectively.
- **'In-Service Training'** which outlines how in-service training for Road Safety Officers, police officers, teachers and others can develop awareness of both the breadth of road safety education and the opportunities it provides for supporting the curriculum in schools.
- **'Primary Schools'** which indicates some of the ways in which primary teachers in the trial areas planned and organised road safety education in the context of the National Curriculum.

1. Introduction

The birthday boy who was

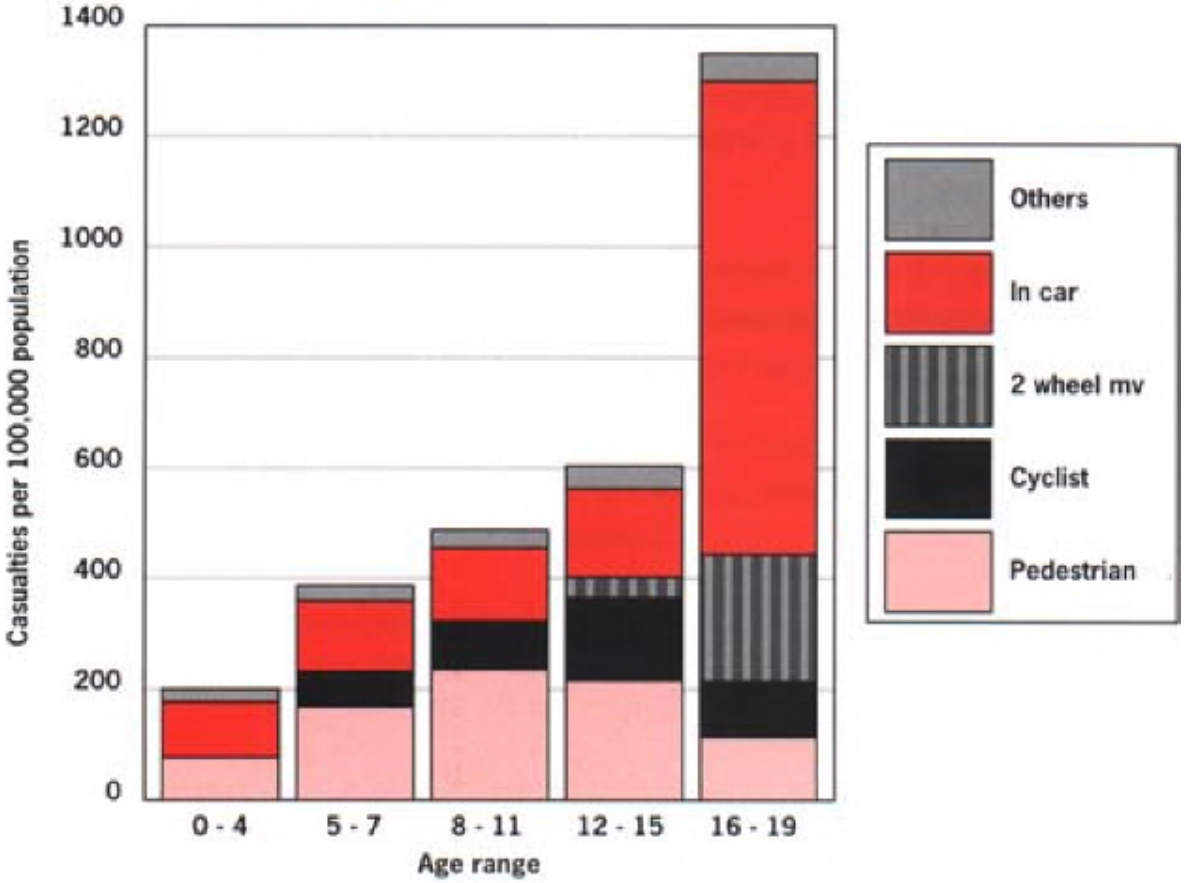
There once was a boy who had a party
For his birthday he was given a bike
He cycled from left to right
To show his friend his brand new bike
He did not listen to wise advice
That his mother and father had told him twice
To stop think listen and look
About information in his road safety book
His friends all dared him to take a chance
To zoom across the road at once
Suddenly all in a dash
His life was taken in a flash
Alone he lay stiff and cold
Never to be growing old.

[This poem was written by two Hertfordshire schoolgirls, aged 12 and 13, immediately following a drama presentation about a cycle accident.]

Why should we teach road safety education?

The road environment plays a large and important part in all our lives, both as children and adults. Our young people are more likely to die or be injured as a result of an accident on the road than from any other cause. In 1996, the police in Great Britain recorded nearly 82,000 road accident casualties aged under 20. Such accidents can bring considerable suffering not only to the casualties themselves, but also to family and friends.

Statistical tables reveal that the risk of injury rises with age throughout secondary education. These young people undertake more complicated journeys than primary school children. Many of the journeys involve the use of a cycle, and are usually lacking in adult supervision. The considerable influence of peer group pressure for these age groups may be reflected in a reluctance to wear safety equipment, and their sometimes dangerous behaviour on the roads.



Casualty Rates – Road Accidents GB 1992

[1] M Noble, K O'Leary, and G Harland (1993) Road safety education good practice in Sheffield. TRL Project Report PR SE/010/94

[2] J Sykes, K O'Leary, and G Harland (1993) Road safety education good practice in Hertfordshire. TRL Project Report PR SE/011/94

[3] A Singh, M Spear and R George (1993) Evaluation of the demonstration project in road safety education. TRL Project Report PR SE/012/94

2. What is road safety education (RSE)?

Safety in the road environment is a complicated issue involving all, or some of the following factors:

Attitudes and Behaviour

These are the basic factors which are the cause of almost all road accidents.

Self Esteem and Valuing Others

It is the valuing of oneself and others that leads to a greater awareness of the need for safety.

Valuing Safety

The consequences of the undervaluing of safety are very apparent in our society. We need to promote a safety culture in which safety is understood and has a high status.

Risk Management

This is concerned with the identification and assessment of risk and the development of strategies designed to avoid, lower or remove the risk.

Rules

These are not only the public rules but those personal rules that we construct for ourselves and which shape our behaviour.

Education

This provides the necessary structure for the acquisition of knowledge and skills, including decision making skills, and the examination and development of appropriate attitudes and values. It is concerned with both the present and the future.

Decision Making

This involves public decisions made by politicians, designers or manufacturers. It also involves personal decisions about behaviour such as wearing a helmet or not drinking before driving.

Politics and Economics

These two are the determining factors which inhibit or bring about change in the road environment.

Priorities

There are tensions over priorities, between cars and people, between mobility and safety. Over the last few years the balance has begun to move in favour of people and safety.

Public Opinion and Acceptability

These determine the success or otherwise of most safety measures.

Engineering

The way in which the environment is constructed can increase, lessen or remove risk.

Vehicle Design

Vehicles are increasingly being designed with an emphasis upon safety for passengers, pedestrians and the environment.

History

This has shaped our towns and cities, most of which were designed for earlier forms of transport but some modern cities have been planned to give cars priority.

The Weather

In the space of a very short time a change in the weather can transform what was a relatively safe environment into one that is extremely hazardous.

Schools should seek to address all these issues, within the existing curriculum.

3. What are the aims of RSE?

To help students:

- to develop the skills necessary for the safe use of the road environment.
- to identify and understand the behaviours and attitudes that have an influence on road safety.
- to develop the knowledge and understanding of how systems work, and how they may be changed.
- to develop the decision making skills which will enable them to make choices and to take responsibility for their own safety and that of others.
- to develop self esteem and care for other people.
- to develop their knowledge and understanding of the rules that govern the behaviour of road users.
- to develop their knowledge and understanding of the causes and consequences of road accidents.
- to develop the knowledge, understanding and skills necessary to travel safely in or on a vehicle, showing consideration for others.

4. Road safety education in school

4.1 What can we do?

We need to ask ourselves "What do pupils need in order to keep themselves and others safe, now and in the future?"; and "What kind of a future do we want for them? How can we help them to bring about that preferable future as well as cope with the probable future?". We need to use the whole of the curriculum, not only the National Curriculum, to answer these questions and to meet the needs of our pupils.

Road safety is too important and complex to be addressed through simple messages given a few times a year. Road safety education:

- provides a real and relevant context for work across the basic subjects of the curriculum;
- makes a significant contribution to the wider curriculum of the school;
- forges links between the school and the community at large - the public services, business and industry;
- meets the needs of pupils in keeping themselves and others safe, now and in the future; and
- should be ongoing throughout a child's life at home and at school.

4.2 Who need to be involved?

Road safety is a community issue and there is a need for schools to encourage teachers and pupils to work in partnership with parents and to involve governors, police, engineers, health workers and other groups that have a concern for road safety in order to inform and empower their pupils.

4.3 What should we do?

Work with governors

Governors have a statutory duty to provide for the safety and welfare of the pupils in their schools.

Invite the Road Safety Officer (RSO) to address governors about their responsibilities in the area of road safety in order to help them formulate the school's policy on road safety education.

Work with Parents

Signal our commitment towards safeguarding pupils by including a reference to road safety education in the school booklet.

Invite parents to meetings and workshops run by the RSO.

Involve them in the planning and delivery of road safety activities.

Develop a working partnership and consult them about the school's policy and programme of road safety education.

With the support of the RSO have the parents draw up leaflets on different aspects of road safety in the area for other parents and members of the local community.

Work with Pupils

Begin with what they know.

Involve them in the identification and the addressing of road safety needs around the school and in the community for different sectors of the local population.

Encourage them to invite into school those people with a responsibility for the road environment in order to discover more about how that environment is shaped and changed.

Look at the Curriculum

Audit the provision for safety education throughout the school and the place of road safety within it. For road safety education to be effective it is important to see it as part of the wider issue of health, safety and risk management rather than in isolation. Safety and road safety education are best when delivered "little and often".

Consult with the RSO in order to identify possibilities for integrating road safety education with the established curriculum.

Include Road Safety Education in Policy Statements

Include references to road safety education within the policy for safety or for health education. Ask for support from the RSO to do this.

Give Support to the Staff

Make use of the RSO to provide both INSET and planning meetings for staff.

Provide a planned and coherent programme of road safety education after consultation with the staff.

4.4 Other key questions

Curriculum

What road safety education is already going on? Could it be better planned?

What objectives of road safety education are appropriate for our school?

Are the approaches consistent with the objectives?

Where is the cover patchy, and how can we avoid areas being missed?

Is the road safety curriculum overloaded with information?

Policy

Does the ethos and the environment of the school promote or hinder the development and practice of the attitudes being encouraged?

Is road safety education included in the preparatory activities for the transition from primary to secondary school?

How can parents and the community be involved in planning, implementing and participating in the programme?

Staff

Which member of staff should be given the responsibility for the development, co-ordination and resourcing of the road safety curriculum?

What are the INSET needs of the staff? How can one cater for these?

Is there an effective and efficient storage and loan system for resource materials?

Pupils

Are the pupils' road safety needs being taken into account?

How can pupils best be helped to relate information to themselves?

How do we ensure that the content is appropriate for the pupils' development?

5. How can RSE be organised and managed?

In order that road safety education is given consideration, and not left to chance, the following factors should be considered:

- The establishment of a coherent policy, which covers the provision of information, and the development of the skills necessary for the effective use of acquired knowledge.
- The identification of the location of road safety education already being taught within the curriculum, and the method of teaching. This should ensure the removal of repetition and the inclusion of appropriate work.
- The need to build upon the best of current practices and employ a variety of approaches to emphasise the importance of cross-curricular work and effective co-ordination.

Road safety education is most effective when it is integrated with the subjects and areas of the curriculum where it can provide relevant contexts for learning. Such integration may be brought about in various ways:

- As an integral part of a school's personal and social education programme and/or as part of the tutorial or pastoral programme.
- As an essential component of health education.

- By inclusion in compulsory short modular courses on life skills.
- As separately timetabled lessons.
- As a topic which can enhance and support present developments within the National Curriculum.
- Through extended curricular events, beyond the confines of timetabled lessons, such as themes of current media interest.
- Through planned permeation through part, or all, of the whole curriculum.

Schools may well use a variety of these approaches, and this further emphasises the need for effective co-ordination.

6. How might RSE be taught to pupils in Key Stage 3? [4]

These pupils, aged between 11 and 14, are at the peak age for pedestrian and cycle accidents: they make longer and more frequent journeys; they are at risk of head injuries from falls from vehicles on and off the road; they are increasingly influenced by peer group pressure and are beginning to adopt adult crossing strategies which may not follow the safest procedures.

Curriculum Guidance 5 - Health Education states that in 'Safety' pupils should

- be able to analyse and assess situations in terms of safety and know that individuals play an important part in the maintenance of safe, healthy environments; and
- become aware of rules and legislation relating to health and safety.

Arising from these considerations the following were developed as part of the Good Practice Project.

At Key Stage 3 pupils need to learn:

- How to assess risk in different situations.
- About the risks and hazards associated with different activities and how to manage these.
- How to keep safe in traffic when out alone or out with friends.
- How to identify real friends and "safe" adults.
- To resist pressure from others to do things which they know to be unsafe or not sensible, and the words they need to use to do this.
- About local roads and traffic conditions and the effect these have upon their own behaviour.
- The rules regulating traffic especially those applying to young road users, particularly pedestrians and cyclists.
- How to maintain on and off road vehicles in a safe condition.
- Safe crossing strategies.
- How to plan and time journeys, read maps and use timetables.
- How to identify and plan the safest route to and from places.
- How to inform others of where they are going, how long they will be and who they are with.
- The causes of common traffic accidents involving young people.
- What to do if an accident happens.
- How to get help when it is needed.
- How changes are brought about in the local community, and how they can influence these changes

now and in the future.

At Key Stage 3 pupils need to understand:

- That greater independence means greater responsibility for the safety of themselves and others.
- That they have a right to resist pressure to do things which they know are unsafe or not sensible.
- That they still need help to keep safe and that asking for help is acceptable and sensible.
- That accidents have far reaching consequences and affect the victims, their families and the community.

At Key Stage 3 pupils need to practise the skills required:

- To use things safely and to travel safely.
- To assess and manage risk in different situations.
- To have fun, feel good, feel safe and keep safe.
- To resist threats, persuasion and bullying.
- To plan and time journeys.
- To react properly and effectively in the event of an accident.
- To present problems, solutions and requests for action to those who control change in the local and/or national environment.

7. How might RSE be taught to pupils in Key Stage 4? [5]

These pupils, aged between 14 and 17, are approaching the age group most likely to be killed or injured on the roads as young drivers, and are heavily influenced by peer group pressure.

Curriculum Guidance 5 Health Education states that in 'Safety' pupils should:

- Investigate and be able to demonstrate safe practices in various environments, eg home, school, work, road.
- Know and understand the background and importance of legislation affecting the workplace, including statutory and voluntary bodies concerned with safety.
- Know and understand the effects of medicines, tobacco, alcohol, drugs and fatigue in relation to accidents.
- Know and understand specific safety issues relating to groups such as the very young, elderly people and people with disabilities.

Arising from these considerations and building up on the work done in Key Stage 3 the following were identified during the Good Practice Project.

At Key Stage 4 pupils need to learn:

- How to manage risks associated with different activities including those involving motor vehicles.
- How to keep themselves safe in motor vehicles either as passengers or drivers.
- How to identify and to resist pressure from other people or from media messages.
- The rules regulating traffic, especially those relating to drivers.

- The law which applies to vehicle ownership.
- How to maintain vehicles in a safe and legal condition.
- How to apply for insurance.
- How to plan and time short and long journeys by car, using maps and timetables.
- The causes of common traffic accidents involving young drivers and how such accidents can be prevented.

At Key Stage 4 pupils need to understand:

- That the right to own and drive a vehicle means greater responsibility for the safety of themselves and others.
- The problems of other road users including children and the elderly.

At Key Stage 4 pupils need to practise the skills required:

- To anticipate the likely actions and behaviour of other road users.
- To consider the purchase and ownership of a motor vehicle.

[4] For Scotland S1 - S2

[5] For Scotland S3 - S4

8. How does RSE relate to the national curriculum?

There is a clear relationship between road safety education and the National Curriculum [6] . The Education Reform Act of 1988 [7] establishes the legal right of pupils in maintained schools to a "balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepares pupils for the opportunities, responsibilities and experiences of adult life".

Curriculum Guidance 3 "The Whole Curriculum" (NCC) states that:

> "the basic curriculum (the nine core and foundation subjects plus religious education) is not intended to be the whole curriculum. The whole curriculum of a school goes far beyond the formal timetable. It involves a range of policies and practices to promote the personal and social development of pupils, to accommodate different teaching and learning styles, to develop positive attitudes and values, and to forge links with the local community".

A similar statement was issued in Wales by Curriculum Council for Wales in their document "The Whole Curriculum 5-16 in Wales".

The core and foundation booklets produced by the National Curriculum Council and the Curriculum Council for Wales state that pupils should be provided with real and relevant contexts for their learning.

Each of these statutory educational requirements can be read as supporting road safety education, delivered through the use of the whole curriculum.

9. Where does RSE fit into the curriculum?

9.1 English

Communication - non verbal, signs and symbols, rules, ordering events, interpreting information, acting out events and reactions, debate on transport issues, role play, bringing about change through use of different media.

Key Stage 3

Reflect on accidents of all types, in the home, at play, on the road etc, experienced by the group. Use media reports to look at the broader picture.
Use drama or role play to stimulate discussion about how those involved in the aftermath of an accident will behave.

Key Stage 4

Create and present a dance or drama to illustrate the conflict between vehicles and people, exploring concepts such as vulnerability, priority and speed.
Practise writing letters and completing the claim forms needed to recover the cost of repairs after an accident.

9.2 Mathematics

Using networks to plan routes, collecting, classifying and interpreting data about how the environment is used and the impact of transport systems on people and the environment, modelling.

Key Stage 3

Investigate the number of reported accidents for areas of the local town or city using Stats 19 information (available through the Road Safety Office). Suggest reasons for contrasting similar sets of figures and types of accidents.
Survey pupils to discover the difference between reported and unreported accidents in the school area. Plot the results of the survey and give possible reasons for such occurrences.

Key Stage 4

How do insurance companies forecast the probability of risk. Use statistics to look at estimating risk.

Look at the statistical probability of becoming a road accident victim. Identify the high risk groups and plan ways in which risk might be lowered for these groups.

9.3 Science

The contribution of scientific knowledge to personal health. Safety and care of the environment eg pollution, road building. The use of materials for protection e.g. car construction, protective clothing, road surfaces, the effects of weather upon materials and implications for safety. Human and vehicular movements with particular reference to road safety, distance/speed/time, motion, friction, stopping distances, turning forces, stability, energy resources, fuel economy, transport in the future.

Key Stage 3

Investigate the forces involved when vehicles are moving and when they are stopping. What forces are involved in an accident? Investigate the reasons behind the 20mph speed limit.

Key Stage 4

Investigate the physics of vehicle movement, including inertia, speed and momentum.

9.4 Technology

Within the road environment, identifying needs and opportunities, artefacts, systems and environments, benefits and costs, presenting solutions.

Key Stage 3

Redesign and model the locality in response to both observations of the safety needs and the results of investigations into official and unofficial accident statistics.

Design and make relevant educational materials for younger members of the community which will help them to understand how to keep themselves safer when out with parents and friends. Consider the use of appropriate language (mother tongues as well as appropriate English). Research the target group and trial materials before producing the finished product.

Key Stage 4

Design and model measures intended to put pedestrians first in selected areas in the locality.

How do those in high risk occupations manage risk? Evaluate practice, equipment and clothing. Design and make artefacts which will help others to manage risk on the road. These must be appealing to the target groups.

9.5 Geography

Mapping the local area, identifying usage and problems, changing the area e.g. engineering: planning routes, local transport.

Key Stage 3

Identify the routes taken by pupils to and from school and the conflict between pedestrians and vehicle traffic.

Plan journeys close to home and further afield, using timetables if appropriate. Identify the risks and plan to reduce or remove these.

Key Stage 4

Examine the environmental impact of a new road system in the area.

9.6 History

Cause and effect, growth of transport and the benefits and costs, management of the major risks and hazards in different periods.

Key Stage 3

Discuss the origins of street patterns and usage, and compare them with current developments.

Key Stage 4

Compare the risks that currently exist on the roads with those that existed in the 19th Century, and discuss the reasons for the differences.

9.7 Environmental education

Maintaining and protecting and improving the quality of the environment, the need for prudent and rational utilisation of resources, personal influence, environmental impact of the motor car, probable and possible futures.

Key Stage 3 and 4

Through observation of the local environment, explain the ways in which traffic flows and the impact of modifications to that flow.

9.8 Industrial & economic understanding/careers

Scarcity of resources, economic and political decisions affecting the provision of services, the role of the road safety engineer, the police and others involved with roads and transport, public debate around transport issues.

Key Stage 3 and 4

Examine the images manufacturers use to sell their cars. What do those images project? Do these images support or conflict with safety considerations? Do the images influence the behaviour of drivers? How?

9.9 Personal, social and health education

Responding to greater independence, resisting pressure, responsibility for others, risk management, community involvement, survival skills.

Key Stage 3

Examine the consequences of accidents - physical, emotional, economic and social, and their effects upon the individual, the family, friends and the community. Identify the probable causes and suggest how the accidents might have been prevented.
What is risk and what is risk management? Look at personal experiences and opportunities to reduce or remove risk.

Key Stage 4

Discuss the effectiveness or otherwise of media campaigns promoting road safety e.g. not drinking and driving. Suggest reasons for the results they achieve and alternative approaches.

Survey attitudes towards drinking and driving among different groups, both in and out of school. If there are differences suggest reasons. Does age make any difference?

9.10 Citizenship

The law, public services, the routes to change - democracy in action, responsibility, the needs of the community.

Key Stage 3

Identify the official rules that are aimed at protecting pedestrians. Compare these with the personal rules that pedestrians and drivers display in practice. It is useful not only to reflect on personal behaviour and that of family and friends but also to stand and observe behaviour on local roads.

Key Stage 4

Invite Police, Road Safety Officers into school to talk about the laws that apply to driving and to vehicle ownership, and about personal safety in different situations.

Investigate the liabilities and costs of vehicle ownership.

9.11 Road safety education - a subject in its own right

Key Stage 4

The Northern Ireland Council for the Curriculum, Examinations and Assessment (NICCEA) has developed a GCSE Syllabus in RSE which is also followed by some schools in England and Wales.

[6] In Scotland the relevant document is "5 - 14 Scottish Curriculum Guidelines"

[7] In Scotland the relevant document is "Curriculum and Assessment in Scotland: A policy for the 90's"

10. What help is available?

10.1 road safety officers (RSO)

The RSO may be able to help in the following ways:

- **Planning** - help with planning the integration of road safety education with ongoing work, support staff who are planning policies and schemes of work.
- **Resources** - matching resources to intended activities and the age of the pupils.
- **Support** - working with staff and pupils to support some of the activities planned together.
- **Information and advice** - providing information and advice on a wide range of road safety matters including statistics, people to contact, and pedestrian and in-car safety.
- **Training** - providing support for in-service training for staff and workshops or meetings for governors and parents.

10.2 The police

Within the Police Service there may be officers with a specific brief to work within schools looking at Safety and Crime Prevention. The local police headquarters will supply details of any officers who are trained in safety or road safety education in schools.

10.3 Other agencies

Contact the Road Safety Engineers for information about their work and about local traffic problems. Approach the Fire and Rescue Service, the Health Authority and the LEA Advisory Service for help to provide an integrated approach to safety education in the school.

11. What in-service and other kinds of training might we consider?

Staff

Some of the areas for in-service workshops and meetings are:

- **Raising Awareness of the Nature of Road Safety and Road Safety Education** - helping teachers and others to realise the breadth of the subject.
- **Road Safety and the Whole Curriculum** - looking at how road safety can provide a real and relevant context for learning, and exploring the links with the National Curriculum cross curricular themes of Careers, Environmental Education, Health Education, Education for Citizenship and Economic and Industrial Understanding.
- **Road Safety Education and the Subjects of the Curriculum** - examining the way in which we can use subjects such as mathematics, science or English, for example, to explore road safety issues and give students a greater understanding of how they might keep themselves and others safer on the roads.
- **Continuity and Progression in Road Safety Education** - how to plan small inputs of safety education, into ongoing work, for each age group, thus ensuring continuity and progression. This session could be followed up with very short planning meetings once a term with the possible help of the RSO.
- **Road Safety Education Resources** - an opportunity to look at the extensive range of available resources and to work through some of the activities appropriate for the age range taught.

Parents

Workshops or meetings can cover some of the appropriate areas outlined above which include raising their awareness of road safety and road safety issues, the integration of road safety education and the curriculum, and supporting their role in road safety education.

Governors

Awareness raising and curriculum workshops, the responsibility of governing bodies, meetings to develop whole school policies.

12 Resources

The local Road Safety Unit provides an extensive range of resources which are available to schools. The resources provide support for curriculum areas and subjects and for work across the curriculum.

They include:

- Teaching Packs
- Video Films
- Movement Sensors
- Concept Keyboards
- Interactive Laser Video Player and Disks
- Pictorial Aids
- Slides

- Information Leaflets
- Large scale ordnance survey maps of the school area
- Local and National Statistics

The best way to use the service is to telephone the Road Safety Officer who can advise as to which resources are available and provide guidance to their most appropriate use.

Other agencies developing road safety education materials are:

RoSPA (Royal Society for the Prevention of Accidents)
Edgbaston Park
353 Bristol Road
Birmingham B5 7ST
0121-248-2000

BITER (British Institute of Traffic Education Research)
Kent House
Kent Street
Birmingham
B5 6QF
0121-622-2402/6551

Appendix 1: Good practice examples from Hertfordshire and Sheffield

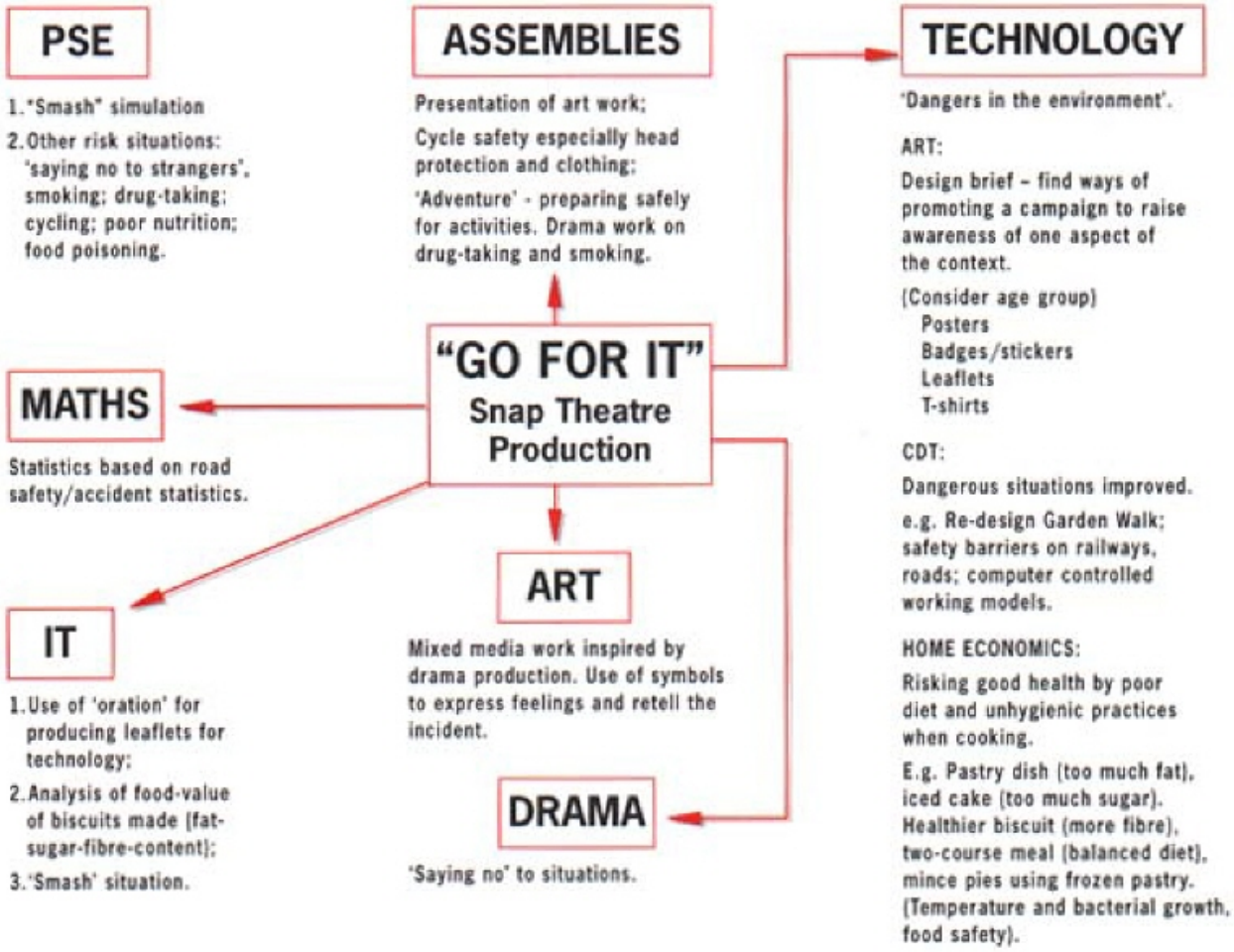
The appropriate use of various arts media including dance, music, drama, visual arts, theatre design and creative writing can enable young people to gain a very personalised and vivid insight into the concepts of survival and safe environment, and emphasise the cross-curricular nature of road safety education.

Successful projects in the form of dance and drama are always possible, providing that clear principles of conduct and a working model, which is agreed by all interested agencies, are established. Hertfordshire decided to pursue a development of live theatre in education at secondary level, in the hope that it would be an initiative with a wide impact, and demonstrate how road safety education could be incorporated into the curriculum.

The resulting programme was entitled "Go for It" and lasted for some 35 minutes. The subject of the production was a fatal cycle accident, and the company of two actors and one actress portrayed scenarios, before, during and after the accident, giving glimpses of the causes, consequences, and the effects on some of the people involved in the victim’s life and death. This was followed by a workshop which included active participation by pupils and involved issues which contribute to behaviour and attitudes such as peer group pressure and risk-taking. The following examples of work subsequently observed clearly demonstrate the effectiveness of this initiative in affecting change at secondary level.

1 Personal and Social Education/Technology/Art

In this middle school, the performance by the theatre group was followed by a series of assemblies which concentrated on safety aspects as part of the personal and social education work, and at the same time, development work was taking place in art and technology. The first assembly was based on the "Smash" computer programme and involved the whole year group working in the hall, which had been set up to simulate an accident room. Working in small groups, pupils had to draw their own conclusions on the causes of the accident, present them to their peers, and suggest ways in which future accidents in the locality could be prevented. The second had a theme of cycle safety and included a short dramatic presentation of an accident by the pupils, checking a cycle, the wearing of appropriate safety clothing including helmets, and a video of the pupils arriving at, and leaving school, to illustrate the dangers which lie beyond the school gates. This was used to stimulate much fruitful discussion in personal and social education lessons, including, such examples of risky behaviour as crossing a road without looking. The third was concerned with risks, decision making, and the effect of peer group pressure demonstrated by video recordings and a very well presented dramatic presentation by the pupils which had "Saying No to Drugs" as the theme. These assemblies were subsequently modified and shown to other year groups in the school, and Years 5/6 participated in a safety week where the road safety work was based on the "Survival Code" video and worksheets. At the same time the road safety education theme was being followed in technology and art. In the former, pupils were making models to suggest different layouts for the road outside the school to improve safety, a tractor model which would improve farming safety by giving a warning signal when it was tipping over, 40 mph signs for the road which would illuminate on the approach of a car, three forms of barrier for a railway crossing, which would "sense" a train coming, and burglar alarms. In art, pupils discussed the symbolism of the Picasso painting "Guernica" before embarking on pictures of their own, using a wide variety of media, which were to make a statement on an aspect of road safety. In the course of composing these pictures, they also used a computer Art programme to design and print materials off the computer which could be added to their compositions. Proposed follow-up work in other curriculum areas is clearly indicated on the following planning sheet.



2 Cross-Curricular Links

The Year 8 Technology course took for their term's work the context of the community, and the adopted theme "Road Safety". Areas in which work had been developed in the previous two years include construction, food, textiles, graphics and information technology, art and design, the exact content varying with the staff available in the technology team timetabled at any particular time. Construction developed designs of road safety aids such as flashing reflectors, lit traffic poles for lollipop ladies, research and modelling of road layouts and possible speed restrictions, many related to local area situations. Food studies encouraged the eating of healthy breakfasts in order to raise physical and mental awareness, and designed low fat diets to reduce the rate of chronic heart disease within the potential driving population. Pupils made contact with the community by making artefacts suitable for sale in school, the profits being donated to the needs of child accident victims in local hospitals. Textile groups identified needs implicit in the BE SEEN, BE SAFE slogan, and designed and made artefacts for cyclist and pedestrian use, combining attractiveness and practicality with the correct wearer "image": this work included an evaluation of the use of reflective and fluorescent materials. Work in the art, design, graphics and information technology areas revolved around the development of promotional posters using both traditional art and desk top publishing methods, and the composition of questionnaires regarding accident causes, use of protective clothing etc, and using computer software to generate the forms. In science, the

module Structure and Force based on the Science in Process scheme was followed. The theme of Friction was studied and linked with braking distances, speed and acceleration.

The mathematics and information technology departments subsequently combined to develop work using a pack of road accident statistics in the form of a database originally issued in question format which can be interrogated by pupils to help satisfy both the Mathematics AT5, and as part of the handling information section of the Technology AT5 Information Technology Capability.

Other possible areas of development have been identified: the use of music to enhance the promotion of road safety, the introduction of drama, extra work in science on reaction themes, extra personal and social education follow-up through the tutorial system, more involvement of the English and tutorial staff, and a road safety campaign poster around the school to highlight the work.

3 Drama and Primary School Link

Following the presentation by the theatre company, a group of sixth form pupils created their own drama production as part of their examination course. It was based on an accident. A boy is given protective clothing to wear when riding his cycle as a birthday present, when he really wanted a computer. When he wears the clothing, he is the object of derision by his peers, so discards the protective wear and is subsequently killed in a road accident. The police are also portrayed taking the news to his parents and he is depicted in the background saying that he is sorry. Time is reversed and the enactment repeated, only this time he stands up to the jeering by his peer groups who are thereby convinced of the importance of safety equipment. The drama concluded with a lively rap song telling of the need to be careful on the road. The performance was shown to a mixed age group of boys and girls from one of the feeder primary schools, where the sixth form pupils had already held a workshop. It was an excellent production, having important concepts of road safety which are often more powerfully put to younger pupils when they see older pupils who believe in them. It was recorded on video, and was to be shown at Parents' Evenings, where the value of protective equipment often needs to be emphasised.

4 English

The English department of this school devoted three weeks following the theatre performance to working on related material. It was decided that each form would work towards the presentation of both drama and static display. The work was to be principally pupil-directed, although suggestions were given to them concerning the possible areas they could explore and consideration given to the demands of the National Curriculum. Issues raised by the performance and the workshop were fully discussed in class and certain areas of interest were particularly popular - the effect of peer pressure, issues involved in risk-taking and decision-making, the effect of tragedy upon all those involved, the idea of "passive persuasion", the way in which drama can be structured, and the effect of the day upon individuals.

Each form then decided its own approach. One form decided to apply the issues involved in bullying and worked together to produce a whole class play on this topic. Other classes divided themselves into smaller groups to produce monologues, a rap, and plays on smoking and drug-taking as well as dramas linked more closely to the original stimulus material such as presenting the characters involved in the play from a different angle. In conjunction with this improvisation work, members of each class also produced a variety of written work. This was also pupil based, although suggestions were made concerning possible areas of exploration. A variety of work ensued - play scripts, letters from the victim's family and friend

after his death, police reports on the incident, poems about the issues and the reaction to the play, board games based on the concepts of risk-taking, stories on a similar theme, diaries, and newspaper accounts, some of which made use of information technology.

At the end of the three week period, each form selected the dramatic items they wished to present in their allotted time of ten minutes and the written work displayed. This included the following pieces:

Go on, I dare you to

Go on, I dare you to
It's really not that hard
The story of an eight year old
Who played dodge with a car.

Go on I dare you to
You're a chicken if you don't
The story of an eight year old
Who couldn't say I won't.

Go on, I dare you to
Your Mum'll never know
Quickly, quickly, don't be scared
That's it, come on. Go!

It wasn't my fault, honest
It was just a stupid dare
I was only watching
I didn't really care.

Effects

All the family came together, dressed in black
For you, for your funeral.
Friends dared you to run across
That uneven road near the corner shop
Cars come racing round and don't notice you.
Tragic if people think back to what happened.
Slowly you drift away into an endless sleep.

5 Technology

It was decided that the perceived follow-up work to the theatre performance in this school should take place in the Technology Department, and the Road Safety Unit provided the Department with a variety of resources. These were well displayed and available for pupil use, and the staff prepared very careful design briefs.

Within the textile area, pupils imagined that they were designers working for "Free Wheel "and had been asked to design a new range of protective clothing for cyclists which would be attractive to the 11-14 years age group. This brief involved listing all the types of protective clothing for cycling at any time of day or night, deciding upon the item to be designed, and researching catalogues and brochures to see what was already available, and the price, and listing the most important points to be considered when designing the chosen item.

Pupils working in the graphic area were concerned with the preparation of a television advertisement based on a road safety theme. In groups, they were deciding on a storyline for which they were writing the script, leading to the production of a storyboard, which could be made into a video. This assignment involved a study of a television commercial and its purpose, and researching appropriate road safety information to be included in the project.

Food groups were working on food technology and road safety, and including such aspects as the transportation of foods as exemplified by packed lunches for long road journeys, cycling clubs etc., correct disposal of discarded foodstuffs and packaging to avoid their presence in footpaths causing an accident, the special nutritional needs of those injured in accidents and foods which could be decorated to advertise road safety.

Pupils in other design and technology areas were working on the theme of "Being Seen". This involved the application of thermoplastic material to put warning strips on various items of clothing, designing safety helmets carrying covers with appropriate slogans such as "Going faster - you'll end in plaster", and "Wear a hat - or you'll be splat", and carrier bags.

One group had prepared squares of wood with interlocking sides, painting each one to represent a section of road carrying for example, a dual carriageway, bollards, roundabouts, junctions and pedestrian crossings. These could be interlocked to form a large road plan, and had been made to the Lego scale, so that Lego cars and figures could be used to simulate typical road scenes. It was anticipated that this resource would be taken to the adjacent feeder primary school to demonstrate road safety situations to the pupils.

6 Various Subjects

As a direct result of the theatre performance another school collated its own unit on "Safety" to be included in the Personal and Social Education programme in future. Four topics were included with appropriate worksheets being selected for each. The topics comprised:

- Risky Jobs and Risky Pursuits
- Safety in the Home
- Safety in School
- Safety on the Roads

The objectives for 'Safety on the Roads' were:

- awareness of some of the causes of accidents on the roads;
- understanding of the ways accidents can happen; and
- developing responsible attitudes and safety skills.

The accompanying worksheets involved cyclist and passenger safety, safe things to do and hazards to avoid on the roads, a road safety quiz, knowledge of road signs and their meanings, and writing a story or a play covering an accident where people had ignored safety warnings, taken unnecessary risks or been unaware of possible danger.

A second school was set a design brief to carry out a feasibility study for building a leisure centre on the school site. Apart from the obvious design of the building, consideration had to be given to the effect on the local environment and existing road patterns. A local RSO, and a member of the engineering department presented a brief description of the considerations that each of the eight working groups within the Year 9 group, had to address before submitting a draft proposal. Once completed, these proposals were given an approximate costing by the engineer. Other activities associated with this programme included speed surveys, using the radar gun, data collection and processing, the preparation of a draft questionnaire and information leaflet for local residents.

In the curriculum areas of other schools a variety of work occurred, centring on the theme of road safety education.

Art/Design had encompassed various posters illustrating the emotional impact of a road traffic accident, visual work which targeted various age groups such as children and the elderly, publicity material for road safety education, lettering work on posters, designing a publicity campaign for road safety education, "Graffiti" posters which revealed the immediate effect of the theatre production, composing cycle safety slogans, and redesigning cycle safety wear.

Technology had embodied work on cycle safety wear such as knee-pads, gloves, helmet covers, and cycle carrying bags, artefacts with a road safety slogan, designed and made a safe routes to school leaflet for the new pupil intake, and produced a shadow theatre play for road safety education in primary schools.

Mathematics revealed work on speed surveys using a radar gun, road safety board games and modelling an engineering solution to a traffic problem, both with a mathematical basis.

English contained examples of role play for accident situations, examination of the consequences of road accidents, slogans and the composition of poems and prose around accident aspects, discussion of the legal and moral responsibilities for road safety education, and the techniques required for a public enquiry into an accident such as interviewing, recording, reporting and discussion.

Music departments had composed road safety "raps", and prepared a public campaign to be used for advertising on TV and radio.

Geography contained a study of a local traffic issue, producing questions for a public enquiry, and examining the environmental impact of a road system.

The cross-curricular field of **Information Technology/Business, Economic Education** had considered the influence of advertising on risk taking, the costs of accidents and benefits of engineering measures.

A variety of approaches were observed in Sheffield secondary schools including personal and social education, TVEI initiative, suspended timetable and drama. Work observed in these various approaches reveals that each enjoyed a measure of success in highlighting road safety education.

7 Tutorial time

This school has a sophisticated tutorial programme to which is allocated at least one and a quarter hours weekly of curriculum based tutorial time. Road safety education is contained within the curriculum in three avenues:

Core - Year 9 tutorial programme contains specific road safety elements, although these may occur only occasionally as part of a year assembly.

Optional - "Emergency 999" is an option selected by approximately a quarter of Year 2 which studies emergency services, and includes a fairly detailed study of road safety. "integrated Humanities", presented as an option, has a very large component on roads, their development and use, and is selected by nearly all the pupils in Years 10 and 11.

PSE - In May/June 1991, for Years 10 and 11, the PSE programme was allocated a full day of the week. All PSE/Careers/PE were amalgamated for a very flexible programme. Opportunity was given for a "World of Work" day - part of the programme being a scheme called "inside Business". The school has established a very sophisticated network of partnerships with various business undertakings. For six successive Fridays, for the whole day, a group of four pupils worked inside the various partnership offices operating on a commission set up by the business, which had to be written up in report form. On average a quarter of the year group chose this option - some 30 - 40 pupils.

Because of the number of near misses by the children on the road outside the school, it was decided to give a business initiative inside the school. Pupils had six weeks to consider the problem of road safety and report their findings to the head teacher. The report was well researched and included traffic counts at various times of the day, speed estimations of passing traffic, observation of pedestrian behaviour and the production of appropriate charts and diagrams. Ten recommendations were included, and were sent to the police, the borough surveyor and the advisory teacher for health/road safety education. The borough surveyor wrote back suggesting various possibilities - speed humps, and moving the school entrance - and the police have held several speed traps at intervals. Pupils have learned how to approach local responsible bodies and have realised that they can provoke them into taking action.

8 Personal and Social Education

The advisory teacher for health/road safety education, and the Road Safety Officer met with teachers from PSE, Technology and English to support work done earlier by the Road Safety Officer who had provided the school with resources and advice. As a result the school has developed a personal and social education programme for all pupils which included a unit on road safety education in each year. Year 7 study risks on the road with particular reference to their own age group. Year 8 are concerned with cycling and pedestrian safety, Year 9 follow the ’Fatal File’ from the police documents which deals with a motor cycle accident and its implications. Year 10 have an input from the police, and consider the action to be taken at the scene of an accident linking this with first aid, personal responsibility and police accident procedure, and Year 11 have also had an input from the police when considering drinking and driving. Much resource material has come from the Road Safety Officer including packages such as "Teenagers and Traffic" and videos such as "Killing Time".

This represents a real attempt at secondary level, despite the pressures of time and subject curriculum to ensure some progression and continuity in road safety education and a consideration of the issues particularly relevant to the separate year groups.

9 Suspended Timetable

The first attempt by one secondary school to cope with the cross-curricular issues of the National Curriculum consisted of suspending the timetable for the afternoon so that there could be a concentration on Health and Safety and Citizenship. Years 7, 8 and 10 were involved, with approximately 80 pupils in each group in the safety module. All students assembled in the hall for an introductory talk on the activities and importance of the broad field of road safety and all the issues involved - engineering, politics, pressure groups etc. The video "Accident in Park Road" was then shown as a stimulus to activity and thought. Pupils' attention was drawn to the consideration of the ripple effects of a fatal accident - the effects on all participants and spectators. Students then joined one of the following group activities to which they had previously been allocated by staff. Most groups contained only one year group and only students studying French and Urdu were allocated to the group concerned with the language.

Computer based work - Using control technology hardware and software pupils had to construct traffic light sequences to control vehicle/pedestrian movement at the Carterknowle/Bannerdale Road junctions and using Concept Keyboards, simulate traffic conditions and control. The Road Safety Officer withdrew small groups from this activity to work with the interactive video on road safety. Other pupils were compiling reports showing the list of accident black spots from data sheets, and suggesting reasons for their occurrence.

Drama 1 - This was based on the theme of "Congestion and Traffic Movement" and pupils had to portray this in the form of a TV advertisement/musicaI video - showing the effects of traffic jams on the pedestrians, residents and drivers in terms of stress, frustration and accidents. This they did very effectively, illustrating the difficulties of being jammed on main roads, drivers who cut into and across traffic lines, and pedestrians taking risks by dodging between the traffic to cross the road, culminating in an accident.

Design and Make - The work was based on the proposals made by the engineers to alter the road system in the locality to restrict the use of the residential area by commuters trying to avoid traffic jams. Wood had been previously cut by the technology department and pupils set to work to make model roads with houses, informative instructions and mandatory road signs, and to position in their roads appropriate traffic slowing measures such as humps and road narrowing. Some excellent results were produced showing a good grasp of the problems involved.

Drama 2 - The group were given a leaflet called "Anatomy of an Accident" and had to improvise a short play in the form of a hard-hitting video to prevent unnecessary accidents.

French translation - Using "On the road in Great Britain" and "Max and the Green Cross Code" as starting points and sources of information, the pupils were compiling a simple French language guide that could be used by foreign exchange students visiting the school and the surrounding locality.

Urdu translation - These pupils were compiling a simple non-English language guide using the same resources as the French translation group. Both groups produced some very creditable draft proposal pages, and these were to be 'worked up' by graphic artists at a later date.

Geography - Pupils had to determine and discuss why traffic behaves the way it does through the nearby Netheredge and Sharrow area by studying limited aspects of some of the localities within that area. The teacher had made a video and estimated traffic speeds on two nearby roads, and using his data the pupils worked out the speeds of cars. A study of the area was to be conducted using large-scale maps - observing road connections, potential rat runs and reasons for these. It was intended that the outcomes should form part of a Text/Graphic display or leaflet gained from Archimedes computers.

History - Pupils were discovering and discussing the origins of street patterns and land usage within the Netheredge and Sharrow districts of Sheffield by comparing them with the computer programme/data base "Garden Street" and drawing parallels from the information available. Their aim was eventually to produce a Fact/Graphical report mounted as a display to help the local community to understand the reasons behind the engineering and subsequent alteration of the road system.

Mapping Homes and Routes to School - Pupils had large-scale photocopied maps of Netheredge and Sharrow and the list of pupils' home addresses from the school role. They identified the location of pupils' homes and guessed the route that they would take to school. They then mapped the main routes to the city along the arterial roads and guessed which suburban roads motorists might take to beat traffic jams. This work resulted in a colour coded display on the maps, which identified areas of conflict between residents and motorists, and pedestrians and motorists.

At the end of the afternoon everyone reconvened in the hall bringing any completed work for display and pupils and staff spoke of the work of their different groups. It was obvious that awareness of road safety and its issues had definitely been raised, and its potential for cross-curricular work demonstrated and appreciated.

10 TVEI Initiative

This school participated in a project entitled "Cluster Links Project - a problem solving partnership between Industry and Education". This was a TVEI initiative, sponsored by a variety of local and national businesses and organisations, and organised by the tertiary college for schools within one cluster. Two teachers, from the science department, decided that a suitable context for their pupils' work would be road safety. Through their community police officer they were put in touch with the police road safety officer for the school. This resulted in three planning meetings; the first was an exchange of ideas which led to the need to identify some problem areas for the pupils to consider; the police officer arrived at the second meeting with three alternative proposals. These were:

- Investigating an area where accidents were frequent. The area included indoor and outdoor markets, lots of shoppers and heavy traffic, and a pedestrianised area bounded by a six lane trunk road and a narrow feeder road for the city centre, open only to buses. The buses were the major problem. There were so many of them that they could not overtake in the narrow road, so jams were normal and they hid pedestrians trying to cross to the shops.
- Several accident problem areas could be considered to try to identify common factors.
- Looking at solutions to the high accident rate among older pedestrians, probably through the

consideration of conspicuity.

The first option was chosen as being feasible in the time allowed. The teachers felt that option C was one to which they would like to give more time and would be used in one of the science units. At the third meeting the three of them looked at possible solutions in order to be able to anticipate the needs of the pupils and to be able to give them some assistance if they were slow in coming up with ideas; and discussed the practical issues of transporting pupils and resourcing the project. The staff then discussed the project with the Road Safety Officers and were given support in terms of information, maps, planning and resources. The activities were to take place over four days in one week. The last afternoon was to be an exhibition of the work to which the Lord Mayor, representatives from the sponsors, people from education etc, were to be invited.

The pupils constructed and carried out very detailed surveys of all the groups represented in the area, carried out pedestrian and traffic counts and made observations of pedestrian and driver behaviour, some of which they photographed and videoed. In order to illustrate the problems to those attending the exhibition the pupils made a video film which looked at the area through the eyes of a bus driver and then through the eyes of a pedestrian. This was extremely effective.

The data was organised using charts and tables and was used to inform the problem solving processes. The group then put forward several design proposals which included:

- the use of single deck buses - there was a footbridge but during the time this was observed no-one used it and interviews revealed that shoppers found it difficult to negotiate. Single deck buses would allow it to be lowered thereby hopefully increasing its usage;
- the building of a pedestrian subway;
- the widening of the road and the introduction of a tidal flow system - this would reduce the problems of traffic jams;
- the pedestrianisation of the whole area;
- diverting traffic; and
- driver and pedestrian education.

These proposals, the accompanying designs and the benefits, costs and feasibility of each were displayed, along with the data, the photographs and the video films. The pupils attended the exhibition to make presentations to council members and mothers about their findings and their ideas.

Leaflets were produced for various user groups and will be available at the checkout points of local stores.

11 Drama Presentations

As part of its media studies, this secondary school evolved a touring production using the theme of road safety which was successfully taken to various infant schools in Sheffield and Rotherham. The production was extremely competent, as the students had thoroughly researched the needs of the audience both in terms of the appropriate style of production and in terms of road safety education.

In the following year the head of department responsible for the first production decided that road safety should once again provide the context for drama, and in consultation with the police road safety officer and a member of the drama department it was decided that one of the drama groups should explore the

problems faced by the elderly road user. The advisory teacher for health/road safety and the Road Safety Officers met the member of staff who would be taking the group, and discussed awareness of the breadth of road safety education and the particular road safety and road safety education issues concerning the elderly road user.

The school has a diversity of ethnic groups within it, and the status of elderly people within these groups was examined by teacher and pupils. The advisory teacher for health/road safety and the Road Safety Officers worked with the students for one session, which began with a brainstorming session based on what road safety meant to them. This was followed by a discussion and short presentation which included statistics and road safety issues in general and then focused on the needs of the elderly road user and the problems associated with both reaching this group and trying to "educate" them.

The teacher had made contact with a group of elderly people and she took the students along to talk to them. The students asked them to say what conditions on the road had been like in their younger days and of incidents that had happened to them on the roads now that they were older. These stories were taken away to be worked on by the pupils ready to present them back to the elderly people. This prevented a situation arising in which the adults would feel that they were being told what to do by a group of children.

Basically the resulting performance consisted of two main characters, an elderly lady and a teenager who gradually become friends and develop a greater understanding of each other. There were a series of flashbacks depicting scenes of the old lady’s youth eg. picking up pieces of coal from the street cart because the family could not afford to buy a bag - going on holiday in a train etc. Some of the problems faced by many young people were also brought out eg. the teenager who has problems at home and no money because dad drinks.

The pupils gave a very creditable performance to members of the Sheffield Pensioners Action Group. Comments were invited from the audience and a great many issues concerning road safety problems for elderly people were aired e.g. difficulty in crossing roads where no crossing is provided, the timing speed of controlled crossings which is too fast for some older people, problems of conspicuity and it was suggested that a walking stick with reflective strips would be useful, the problem of the speed of the current traffic flow, and some interesting comparisons between the streets of today and when these elderly people were young.

Drama unquestionably provides opportunity for the presentation of different aspects of road safety, and has the added advantage that many slower learning pupils have talents in this field

12 BTEC Performing Arts

Students from the final year of the BTEC performing arts course at one of the local tertiary colleges had worked with Sheffield schools on a dance project in the preceding year. This had been done as part of the student games cultural festival and the focus was on health education. It was decided that road safety education should be the next context. Initially however, there was an awareness raising session taken by the advisory teacher in health/ road safety and the Road Safety Officers, which looked at statistics and issues and at children’s perceptions of keeping safe. The students were then given the task of observing behaviour on the roads in the locality. This was followed by a reporting back session and a discussion followed by the introduction to the resources. The students then decided upon the nature of their own

research into road safety issues. As a result they developed a performance piece to be performed in schools along with supporting "Theatre in Education" workshops, plus a teachers' pack of follow up materials. They established themselves in three secondary schools, spending one week in each, and performed to pupils of those schools and to pupils from nearby schools invited to the performance.

Over the next few weeks the performance piece, the workshop activities and the teachers' pack were put together under the direction of the performance director and the college tutors with support from the advisory teacher and the Road Safety Officers.

The final performance, a piece of physical theatre, involving dance and drama, called "Calming Transitions" reflected the traffic calming initiatives taking place in the city. The piece was powerful, sensitive, enjoyable and very moving. The messages it conveyed were clear and well understood by the pupils in the audiences, two of whom wrote as follows:-

"We went to see a sort of road safety play. Mother Earth, Fire, Air, Water and Earth explained how humans are causing pollution and a man came on as a car. They told us about how many children get killed a year by road accidents and more boys get killed than girls. They also showed us the car banging into people at 20, 30 and 40 miles an hour, so I think the play was quite effective and it showed you things like car accidents. It wasn't exciting as it's not the best play I've ever seen, but I thought it was far better than one of these how do you cross the road things". ALISON

"I went to watch a play about road safety which was a mix of singing, acting and dancing. Mother Earth, Air, Fire, Water and Earth showed how the earth was formed, and that at first when the humans came there was harmony. Then the humans started building machines which began to pollute the world, and when Mother Earth, Water, Air, Fire and Earth complained, the humans said they were there to be used. After this along came the car, which was attacked by Mother Earth and her group, and successfully defended by the humans. Then there were accidents when two actors ran at each other and one fell down and the other carried on. Then the car told us how many people were in accidents during the year, that one out of 20 hit at 20 miles per hour are killed, half of those hit at 30 miles per hour are killed, and at 40 miles per hour all are killed. In general I thought the play was pretty good and so were the various activities the group gave us to do afterwards". PAUL

The students who comprised the Theatre in Education Group responsible for devising the workshops, which either followed the performance or were taken subsequently at the school, performed a valuable task, much enjoyed by the participants. Workshops commenced with warming up activities, followed by pupils working in groups to revise the main characters, by imitating them. Working in groups pupils then had to devise a machine where they would enact the component working points, and the rest of the group had to guess what had been portrayed. Students then demonstrated the effect of impact in car crashes, and selected some pupils to run as fast as possible down the hall, and stop immediately upon command. Pupils realised that it is impossible to do so and this was related to the stopping distances needed by car drivers, and the safety implications for pedestrians.

Pupils were then grouped to enact an accident. These included crossing a road on a pelican crossing and being hit by a motorist who did not stop, and a group charging across the road without looking and then being hit by cars. Pupils were then asked what could have been done to prevent these accidents and asked to re-enact them following safety rules. A final calming down session followed. These workshops were very well conceived, with the right balance of calming and very active exercises, good pupil participation and every opportunity seized to demonstrate the importance of responsible behaviour by the pupils.

All the fore-going examples provide clear evidence of the inclusion of road safety education in a wide field of curriculum studies, and support the belief that it can easily be included in subject work appropriate for the requirements of the National Curriculum.

Demonstration of good practice working party

Chairman

Mr D G Harland
Project Manager
Transport Research Laboratory

Members

Ms S Aucott
Royal Society for the Prevention of Accidents

Supt P Biesheuvel
Police Officer att. TRL

Ch Insp P Burrell (to 1990)
Police Officer att. TRL

Mrs J Evans (to 1990)
Advisory Head Teacher
Hertfordshire

Mr R Fraser (to 1990)
Maths Adviser
Hertfordshire

Mrs E S Harrison (to 1990)
Advisory Head Teacher (Early Years)
Sheffield

Mrs J Instone (to 1990)
PSE Teacher
Berkshire

Mr J Lloyd
Senior Teacher Consultant Cross-Curricular
Birmingham

Ms K M Noble
Advisory Teacher Health Education
Sheffield

Miss K O'Leary
HMI - Education (retd)

Mr J Richardson (to 1990)
Education Adviser
Royal Society for the Prevention of Accidents

Mr J Sykes
Road Safety Officer
Hertfordshire

Mrs G Warren (to 1990)
Primary Teacher, Walsall

Mrs V Bates (to 1990)
Chemistry Teacher (Secondary)
Sheffield

Mrs W Broome
County Road Safety Officer
Hertfordshire

Mrs P A Elkington
Adviser - Science Sheffield

Mr P Farley
Assistant Director
Health Promotion Authority for Wales

Mr J M Gaskin (to 1990)
Middle School Head
Sheffield

Mr B Hogarth
County Road Safety Officer
County Road Safety Officers' Association

Mr S Kenny
City Road Safety Officer
Sheffield

Mr R Morton
Primary Head Teacher
Birmingham

Mr F W Nunneley (to 1990)
County Road Safety Officer
Hertfordshire

Mrs V Platt
British Institute of Traffic Education
Research

Mr T Smith (to 1990)
City Road Safety Officer
Sheffield

Mr J Tulley
Assistant Principal (Guidance)
Strathclyde

Assesors

Mr J C Davies (to 1990)
Highways Directorate
Welsh Office

Mrs V Emmett
HMI
Department for Education

Mr D Harris (to 1990)
School Branch 2
Department for Education

Mr R G MacArthur
Highways Directorate
Welsh Office

Mr C Maclennan (to 1990)
Road Safety Division
Department of Transport

Ms D M O'Reilly
Road Safety Division
Department of Transport

Mr A B Pettifer
Road Safety Division
Department of Transport

Mr A Thompson
Schools Branch
Department for Education

Research team

Dr A Singh
Research Director
University of Reading

Dr M G Spear
Senior Research Fellow
University of Reading

Transport Research Laboratory

Mrs L Curtis (to 1990)
Consultant Teacher

Mrs J Davies
Consultant Teacher

Mrs J Guy
Consultant Teacher

Mrs G Murray
Consultant teacher

"Road accidents are a major cause of death for all children aged between 1 and 15 years"

"The UK has one of the worst child pedestrian fatality rates in Europe"