



Teachers' notes



Learning to drive or ride



Drink, drugs and driving



The impact of the media



Passenger safety

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Introduction

Road safety is an important issue for students at Key Stage 4 (KS4) and upwards. Young people aged 15/16 years are moving away from parental control, making choices about life after GCSEs and are more 'in control' of their lives. Socialising is important and there is increasing peer group pressure. Risk taking and thrill seeking play a bigger part in their lives and in some cases, so does exposure to criminality.

At 15 years students are beginning to think about other forms of transport, like mopeds and scooters. They may have started to think about driving and may have friends who are able to drive. They are vulnerable on the roads and will take risks.

- When children travel by car the risk of death or serious injury is highest when they are aged 14 or 15 years.
- A girl of 15 is almost 3 times more likely to be killed or seriously injured in a car than a girl of 13.
- Over 50% of the 15 year olds killed or seriously injured in cars are being driven by drivers under the age of 21.¹

It is likely that students will have received some road safety education at primary school, but this is often learning about rules and may not have involved students assessing risk and considering the consequences of their actions. By including road safety in the curriculum for KS4 and above, there is an opportunity for students to develop the skills necessary to make sensible, safe choices and enhance their personal development and safety.

However, road safety is not specifically included in the curriculum and although, as a topic, it readily fits with Citizenship, it often becomes squeezed out by more 'popular' topics, like drugs and sexual health. As a non-examinable subject, the time afforded for Citizenship studies at KS4 and above can be extremely constrained within the timetable.

Therefore, this resource has been developed to allow students to 'dip into' it when time permits. This could be during class time at the start of the day, or during lesson time. It is not necessary to complete all of the activities or discussions, students can pick and choose what to do, depending on the time they have. In this way, the resource is intended to be different to formal lesson plans.

Lesson plans for Citizenship with a road safety theme are available from the Department for Transport and can be accessed at www.databases.dft.gov.uk/secondary

A range of teaching resource materials are also produced as part of the 'Think' campaign and can be accessed at www.thinkroadsafety.gov.uk

The Resource

Although the resource is primarily aimed at young people at Key Stage 4 and links directly with the KS4 Citizenship agenda, it can also be used by older students. The resource comprises these teachers notes and four student sheets, covering the following topics:

- **Learning to Drive or Ride**
- **Drink, Drugs and Driving**
- **The Impact of the Media**
- **Passenger Safety**



How to use the resource

It is suggested that the teacher keeps the CD ROM, and copies the four student sheets, but not the Teachers' Notes, onto the school network for the pupils to access.

¹ 'The Facts about Road Accidents and Children': The AA Motoring Trust

Each student sheet contains key facts, ideas for discussion, student activities and links to relevant websites and other sources of information. The students are encouraged to research and discover the information that they need to complete the activities and discussions, using the internet. Not all of the information required to complete the work is on the sheet.

The resource is not intended to be prescriptive but gives the opportunity for student-led activity and research. It is anticipated that the students will mostly work through the student sheets in groups, pairs or individually. Teachers will need to assess the ability of the student group and decide on the amount of assistance that will be required to complete the work and also decide how much of the work the group can achieve in the time allowed.

Students will be requested to:

- Research issues and problems by analysing information from this resource and other sources, including the analysis of statistics.
- Express, justify and defend orally and in writing their own personal opinions about various road safety issues, problems or events.
- Contribute to group discussions and debate issues.

Activities will require students to:

- Use their imagination
- Consider other people's opinions
- Formulate and express their own opinions
- Reflect on the process of participating

The activities and discussions allow students to recognise their vulnerability as road users and recognise that safety is about choices. The work will help students think about their own behaviour.

Assessment in Citizenship

Assessment should be a planned part of effective teaching and learning. The Qualifications and Curriculum Authority publishes guidance on assessment, recording and reporting Citizenship at key stages 1-4 (www.qca.org.uk/). This is designed to help schools work with pupils to

develop appropriate and manageable ways of assessing progress and achievement in citizenship.

The guidance includes:

- The requirements for assessment, recording and reporting
- The principles of assessment in citizenship
- Progression in citizenship
- Managing and coordinating assessment, recording and reporting in citizenship
- Questions to help teachers and pupils plan assessment
- Examples of how different schools may organise assessment, recording and reporting citizenship
- Examples of citizenship to parents
- Further sources of information

It is a good idea to obtain this resource and refer to it when writing your scheme of work for citizenship.

Other useful sources of information include 'The National Curriculum Handbook for secondary teachers' QCA/99/458; (www.nc.uk.net) and the DfES Citizenship website: www.dfes.co.uk/citizenship

Discussion Points



Discussion and debate is used throughout the worksheets. Enabling students to pose and define problems and justify their opinions is an integral part of the Citizenship curriculum. It is left for the teacher to decide how these discussions and debates will be conducted and what the outcomes will be. Some of the student activities in the resource conclude with a class debate on the issue. There is guidance below on formal debates, if required.

Guidance on Formal Debates

Students should be encouraged to:

- Listen to each other
- Make sure that everyone has a chance to speak
- Support each other and not put peers down
- Be helpful and supportive when challenging views
- Remember that everyone has a right to pass if they do not want to speak on an issue
- Show appreciation when someone explains something well

Alternatively a debate can have a formal structure with students taking on specific roles:

- **A Chair** – to preside over the debate and ensure everyone has a fair chance to speak and also time keep to ensure each speaker has the same amount of time to present his/her case.
- **Speakers** – usually there are two speakers representing each side of the debate but there can be a speaker and one or more supporting speakers for each side.
- **A record keeper** – to make notes on what is being discussed and the arguments being put forward
- **Audience** – to put questions to the speakers

In a formal structure the Chair proposes the motion in the following terms 'This class believes that there should be an increased driving age to 21 years'. The Chair takes a vote on the issue. The Chair then introduces each speaker usually with the first speaker supporting the motion then the first speaker against and so on. Each speaker is allowed a set period of time, eg: five minutes.

At the conclusion of the speeches the Chair invites contributions from the audience. It is usually a good idea to plan several questions in advance in order to get the discussion going. The Chair controls the debate, deciding who is allowed to ask questions and ensures that the discussion does not exceed a certain period of time, eg: 10 minutes.

If desired, each side can select one speaker to give a three minute summing up. The Chair then takes a second vote to see if opinion has altered as a result of the arguments put forward.²



² DfES: Citizenship: A teacher's Resource Pack to Support Active Citizenship in the Classroom and the Community. www.dfes.co.uk/citizenship

Learning Objectives and Desired Outcomes

It is important to collaborate with students to establish and identify the learning objectives for the tasks used from this resource. This must be done at the outset. Learning objectives cannot be prescribed as these will depend on the individual use of the resource and the activities that teacher and students decide to engage in. The same will apply to desired outcomes, although some guidance is offered in relation to

each student sheet. Again these need to be identified at the start of the work.

The Student Worksheets

The following sections contain background information for each topic and key issue in the student sheets. There is guidance on learning outcomes and advice on where students can find information, using the internet, for the activities.

Learning to Drive or Ride **Student Sheet**

Background Information

Learning to drive is a relatively safe activity; very few learner drivers crash during supervised driving lessons. However, the risk increases dramatically as soon as a new driver passes their test and can drive unsupervised. Young and novice drivers are a high risk group because they have not had time to gain driving experience, they tend to be over-confident and poor at assessing hazards and risks.

In particular the following factors combine to explain why novice drivers have more crashes:

Age and Experience: The majority of novice drivers are young and are more likely to be involved in crashes. Once they have had just one or two years of driving experience, their crash risk reduces. Overall the accident risk of 17 year old drivers reduces by 43% after their first year of driving experience.

Attitude and Gender: Young, male drivers are particularly likely to choose to drive in deliberately risky ways and are more likely to crash than young female drivers. They are more likely to commit driving offences. Young drivers are more willing to break speed limits, drive too close and cut corners than more experienced drivers.

Driving Skills: Young drivers tend to have good vehicle control skills but are poor at identifying potential hazards and assessing their risk. Young drivers also overestimate their ability to avoid the hazard and crash.

Passengers: Young drivers who carry young (peer) passengers are more likely to crash. This is worse with male drivers and male passengers, possibly because they tend to show off.

Learning Outcomes

By completing the activities and discussions students should have a better understanding of why new drivers are at risk, how driver training and practice helps to reduce this risk and what they can do after passing their Test to reduce the risk still further. Students should have an

awareness of the costs involved in buying and running a motor vehicle and a better appreciation that the cheapest option is not necessarily the safest.

Activity

- Explore the financial implications of being a car or motorcycle owner.

The information needed here can be pieced together from a number of sources: DVLA website (www.dvla.gov.uk), enquiries to local driving schools, enquiries to insurance companies – quotes can be obtained via the internet, advertisements in the local press, asking friends, family and teachers.

Activity

- Find out the number, type and causes of crashes that young drivers have and why
- RoSPA's report 'Young and Novice Drivers' is a good starting point and can be downloaded from www.rospa.com (Click on 'Road Safety' then 'Advice and Information' then 'Young drivers').
- Discover the most recent statistics for two wheeled motor vehicle casualties and decide which category of rider is most at risk.

The Transport Statistics section of www.dft.gov.uk contains an annual publication, 'Road Casualties Great Britain: The Casualty Report'. There are also quarterly bulletins published on the site with more recent figures.

Discussion Points



- Find out about licence renewal and revocation and the rules that apply specifically to new drivers.

www.dvla.gov.uk gives information about licence requirements, renewal and revocation. The Road Traffic (New Drivers) Act 1995 has implications for drivers within the first two years of passing their test and is outlined in RoSPA's report, 'Young and Novice Drivers'.

- Consider the arguments for and against requiring drivers to renew their licences on a much more regular basis than currently required.

Once they have passed their driving test, drivers do not normally need to renew their licence until they are 70 years old. This means that many people drive for 50 years without any further training or assessment.

The arguments for regular refresher training include:

- Regular assessment of driving skills and ability.
- Refresh and update skills, particularly in light of advancing vehicle technology.
- Update knowledge – keeping abreast of changes in road traffic law.
- Highlight to the driver strengths and weaknesses that they may be unaware of, for example deteriorating eyesight.

The arguments against regular refresher training:

- Increased cost to the individual
- Increased burden on driving trainers
- Devising an appropriate system, would it be a test to be passed or just an assessment?
- No incentives to take refresher courses

Activity

- Consider the arguments for and against a range of possible measures that could be introduced to reduce the risk for young and novice drivers.
- Identify how other countries tackle these problems, whether their measures are proving effective and whether they could be introduced successfully in the UK.

Again, RoSPA's report, 'Young and Novice Drivers' will provide much of the information required to complete these activities. There are references within the report to other material, much of which can be accessed via the internet.



The website, www.getinlane.com, will also be useful for all the activities in this Student Sheet.

Drink, Drugs and Driving **Student Sheet**

Background Information

The role of both legal and illegal drugs in road accidents is complex, and does not lend itself to easy answers. Use of illegal drugs and driving is a growing problem. Around 18% of people killed in road accidents have traces of illegal drugs in their blood – a six fold increase since the mid 1980s, but 32% had a trace of alcohol. However, it is not clear what proportion of accidents, deaths and injuries are actually caused, or partly caused, by drugs impairing the abilities and judgment of the road users involved.

Cannabis

For example, research shows that cannabis (which constitutes two-thirds of the illegal drugs detected) affects driving behaviour for a short period after being taken, resulting in a more cautious driving style; wandering about in the lane and longer decision times. However, detectable traces can stay in the body for several days after use, long after any impairment effect on driver performance.

Roadside Detection

Roadside detection devices are being developed (although the diversity of the drugs available means they will operate differently from the

breathalyser-type test). The devices will use saliva as the medium, will test for several groups of drugs from one specimen and will take a few minutes to get a result. Many police forces train their officers to recognise the physical signs of drugs use and in the use of Field Impairment Testing to help officers decide whether to arrest a suspected drug-driver and take them to the police station for further tests.

The Railways and Transport Safety Act 2003 makes it an offence to refuse to submit to these preliminary tests.

Alcohol

The legal limit for alcohol and driving is:

35 microgrammes of alcohol per 100 millilitres of breath **OR** 80 milligrammes of alcohol per 100 millilitres of blood

Drinking and driving significantly increases the likelihood of being involved in a crash. Even small amounts of alcohol, well below the legal limit, increase the chances of an accident. A driver with twice the legal limit of alcohol in the blood is at least 30 times more likely to have an accident than one who has not been drinking.

One in every six people killed on the roads, dies in an accident where at least one driver or rider was above the drink drive limit. Drink drive casualties account for 16% of all road accident deaths, 8% of all serious injuries and 6% of slight casualties.

Campaigns to deter drinking and driving have been running since the mid seventies. These have been successful, but there is now concern that drink driving is on the increase again. It is important that the drink/drive message is not lost following the recent focus on drug driving.

Learning Outcomes

By completing the activities and discussions students should have identified the differences in drink driving and drug driving, both in terms of impairment and enforcement. Students should have a greater awareness of the dangers of both arising from a better understanding of the effects of drinking and drug taking. Students should have



shared ideas about publicity campaigns and begun to develop an awareness of the tools available to convey a message to the public. Students should have thought about targeting specific groups when developing a campaign.

Activity



- Create a table of illegal drugs, setting out their effects, how long the effects last and what the law says

The DfT sponsored website – www.drugdrive.com, provides much of this information.



What do you think?

- Find out about drink driving limits, casualties and why it is safer not to drink any alcohol at all when driving.

The information can be gathered using the websites in the useful links sections plus RoSPA's website (www.rospa.com) which includes a paper on drink driving within the road safety section.



Discussion Points



- Consider drink driving laws and their enforcement and then explore the drug driving laws and how they are enforced. Find out the drink drive alcohol limit.

Alcohol

The alcohol limit is enforced by the police who conduct roadside tests using a breathalyser. If the result is positive the driver is arrested and required to take a further test at the police station. If these tests show that their blood alcohol or breath alcohol level is above the limit, they are charged and will have to attend court. There is no need for the police to prove that the driver was impaired, this is a legal assumption once the alcohol level is above those set out.

Drugs

There is not a legal limit for drug driving, so it is not easy to prove. The police will use Drug Recognition Techniques (observing the outward signs of drug use) and Field Impairment Tests (ask the driver to perform a number of tasks, such as walk in a straight

line, touch their nose, etc) to help them assess whether a driver may be impaired. If the officer suspects the driver has taken drugs, they can require the driver to give a sample of blood at the police station, which is then tested for drugs. However, the presence of a drug in itself will not be enough to prove the offence of driving while unfit through drugs and the officer's evidence about poor driving will also be necessary.

- How education and publicity can warn people about the dangers of driving after taking drugs and who the target groups should be.

One concern is that the drivers most likely to be drug users are also those with the highest accident risk – young drivers who are inexperienced and more likely to take risks and have poor driving attitudes. They are also likely to be unresponsive to 'authoritarian' messages.

The DfT Think campaign on drug driving shows some good examples of publicity targeted at young people, as does the work of the Scottish Road Safety Campaign and Scottish Executive on drugs and driving.

Activity

Design a drink or drugs and driving campaign and then implement it

Again, looking at the campaigns by the DfT and the Scottish Executive and Scottish Road Safety Campaign will provide some inspiration for the students.



Take it further...

- Report on medicines as drugs, particularly 'over-the-counter' remedies and assess the effectiveness of the current warning labels. Develop a new system for labelling such medication

The BUPA (www.bupa.co.uk), BMA (www.bma.org.uk) and RAC (www.rac.co.uk) websites listed in **Useful links** will provide some of the answers. Some of the antihistamines listed can be found in cold remedies and hayfever medication and the packaging will say **MAY** cause drowsiness and yet the same substance is used in sleep aids (like Nytol) and the packaging says **WILL** cause sleep. Such differences are clearly confusing to drivers and do not give the best information possible to allow someone to decide whether to drive or not. There is a suggestion that there could be a 'traffic light'



warning system on packaging to clearly indicate to drivers whether they should avoid driving completely or that it is safe to drive or that they should be cautious about driving.

The Impact of the Media **Student Sheet**

Background Information

The media plays an important role in road safety education. It is arguably a powerful influence on people's behaviour and can massively raise the profile of issues. The media is a very effective way of conveying road safety publicity and education messages to a wide range of audiences. These campaigns are usually designed to raise awareness about particular risks and to persuade road users to behave in certain ways.

Many adverts, films and programmes show people driving, riding or walking on the road. Very often the way people are shown using the road is incidental to the storyline or characters in a programme, in which case good practice could be shown (for example, people could be shown wearing seat belts, crossing the road safely, wearing cycle helmets). If poor use of the road is

essential to the storyline or character, programme makers could still show the potential consequences of that behaviour. For example if a driver is talking on a mobile, this could be shown to result in a crash or a near miss.

Learning Outcomes

The resource is designed to 'open' the students' eyes to the different ways that the media is used to influence behaviour and to recognise that the media is not always responsible in the way it shows road use.

After completion of the activities and discussions, students should have a greater appreciation of the way in which road safety is reported and represented in the media and the operation of bias within the media. Students should have considered how the media can show 'good practice' in road safety, but should be able to recognise where this is not possible – for example where irresponsible or reckless behaviour is integral to the story line.

Discussion Points



- Select a recent advertising campaign by a car manufacturer and discuss it, including its effectiveness. Then explore road safety campaigns and identify which techniques are more effective. Think about the moral responsibility of TV and film makers.

This will be a subjective discussion and will start to make students notice the road safety content of TV programmes and newspaper and magazine advertisements. Students can be encouraged to look at the work of the Office of Communications (Ofcom), whose website is www.ofcom.org.uk. Ofcom is the regulator for the UK communications industries, with responsibilities across television, radio, telecommunications and wireless communications services. The DfT Think website (www.thinkroadsafety.gov.uk) shows a range of road safety publicity campaigns.

Activity

- Compile a scrapbook over several days, showing the way in which the press deals with road safety.
- Consider whether the way that issues have been dealt with encourages people to be safe on the roads.
- Discuss the findings in a pair and then produce a report.

The scrapbook can be compiled from local or national press, either using newspapers or the websites of local and national newspapers. Stories can be downloaded from the internet. This activity is involved and progresses through a number of stages. Time may not permit students to produce a report of their findings.



Discussion Points



- Consider the use of celebrities and characters to convey road safety messages

www.thinkroadsafety.gov.uk has information about previous campaigns. RoSPA has published a history of drink/drive, seatbelt and speed campaigns: (www.rospa.com/roadsafety/info/campaigns.pdf) click on 'Road Safety', then 'Advice and Information' and 'General road safety'. Celebrities were used in campaigns during the 1970s and 1980s to promote seat belt wearing. The DfT uses a range of tactics to get the message across, sometimes using graphic campaign images, other times using cartoon images, for example hedgehogs, to target younger people.

Activity

- Research previous road safety campaigns, plot a timeline of campaigns on drink driving, seatbelt wearing and speeding, to include casualty figures and then design a campaign and run it.

RoSPA's website (www.rospa.com/roadsafety/info/campaigns) contains material on the history of drink/drive, seat belt and speeding campaigns, follow the link to the road safety pages and then look under, advice and information – general road safety.

www.dft.gov.uk contains information about transport statistics. To access statistics dating back to 1950, click on 'Transport Statistics', then 'Route to data', then 'transport accidents and casualties' then 'casualties by type' which will reveal a link to 'Road Accidents and Casualties 1950-2001'.

www.thinkroadsafety.gov.uk will give information on current campaigns, how they are being run and may help stimulate ideas for the students.

Take it further...

- Look at how a road safety issue has been portrayed in a soap opera and then produce a plot for a soap involving a road safety message eg a crash due to a driver who was drunk, or talking on a mobile phone.

Soap operas quite often cover road safety issues. In 2003, Eastenders character Martin Fowler, mowed down and killed the character, Jamie Mitchell, whilst sending a text message on his mobile phone. In 2001, in Emmerdale, youngsters in the village driving a stolen car killed headteacher Miss Strickland.

Passenger Safety Student Sheet

Background Information

Most children up to the age of 13 years wear seat belts. However, from age 14, wearing seatbelts is less common. A survey by the Transport Research Laboratory (TRL) found that while nearly all young people wore their belts as front seat passengers, they gave a variety of excuses for not wearing belts when in the back of the car, even though they knew it was the law to wear them.

When it became compulsory in 1991 for adults to wear seat belts in the back of a car, there was an immediate increase from 10% to 40% in rear seat belt wearing. TV and radio advertising in 1993 and 1994 helped to improve wearing rates but still less than half of rear seat passengers complied. Since 1994, advertising (mainly TV and radio) has promoted rear seat belt wearing. By April 2004, rear seat belt wearing had reached 66%

In England and Wales in 2002, 126,000 fixed penalty notices were issued, 3,000 written warnings given and 4,700 people prosecuted at magistrates' courts for failing to wear seat belts.

Car passengers and particularly rear seat passengers, need to be educated about the dangers not just to themselves but to front-seat passengers and drivers as well. TRL estimates that 155 lives a year (and 1,600 serious injuries) are saved by the use of rear seat belts. They also estimate that between 8 and 15 front seat occupants in crashes are killed by unbelted rear seat passengers every year."

Learning Outcomes

By working through the activities, students should have a better understanding of how seat belt wearing legislation emerged and the factors that influenced the laws being passed. Also, using drama techniques, students should have considered and explored conflict situations, enabling them to recognise the importance of compromise and appreciate how peer pressure may affect their decisions.

Discussion Points



- Express views about seat belt wearing, find out the penalties for not wearing a belt and consider if these are sufficient.

The penalties for not wearing a seat belt are usually a £30 fine issued by a police officer, but if the matter goes to court, the fine could be up to £500. There is an argument to say it should also be an endorsable offence, resulting in penalty points on the driver's licence; this is something that the students could be asked to discuss.



Activity

- Examine the history of seat belt legislation and plot a timeline including casualties.

The history of seat belt legislation can be found on www.rospace.com (click on 'Road safety', 'Advice and information' and then 'In-car safety').

To access accident and casualty statistics dating back to 1950, go to www.dft.gov.uk, click on 'Transport Statistics', select 'Route to data' then 'transport accidents and casualties', then 'casualties by type' which will reveal a link to 'Road Accidents and Casualties 1950-2001'.

Activity

- Explore issues of seat belt wearing, discuss and decide what to do as the driver of a car with passengers who don't belt up. Write a short role play exploring this issue and then produce a factsheet on seat belt wearing.

This activity will be open-ended and can include some drama workshop type elements with some role playing or hot seating involved.

Activity

- Conduct a local seat belt wearing survey.

This will involve the students working by the roadside and, therefore, a risk assessment must be undertaken. It would be good practice to identify the safest places to stand to conduct the survey and implement guidelines for the time to be spent doing this and whether it should be done by rotation through the class members, rather than everyone going out at the same time. Supervision will be essential.

Activity

- Look at other ways in which passengers are protected in cars.

These can include features of the vehicle design and technology – including airbags, shock absorbing surfaces, crumple zones, assisted braking. The EuroNCAP website, www.euroncap.com, is a useful source of information.



Activity

- Consider why younger children need to use child restraints rather than seat belts.

Children need to use restraints in cars because the seat belt is designed for people 150cm or taller.

It does not fit children properly until they are 150cm (about 11 years old) in height. A child restraint means they benefit fully from the seat belt until then.

The website www.childcarseats.org.uk

contains useful information on this topic.



Activity

- Devise a local seat belt campaign and implement it.

The Department for Transport's Think! campaign on seat belts may give some ideas for this (www.thinkroadsafety.gov.uk). You could also look at the road safety section of the website of your local authority to see what they have done concerning seat belts. It is important to ensure that a target group is identified from the outset, to give focus to the campaign.



Take it further...

- Compare the number of road deaths and injuries, seat belt laws and rates of seat belt use in different countries.

The World Health Organisation's 'World Report on Road Traffic Injury Prevention' provides much of the information for these activities and the other websites listed will be useful.

Areas of the Citizenship Curriculum covered by this resource

The citizenship curriculum states that teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action.

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems
- The work of parliament, the government and the courts in making and shaping the law
- How the economy functions, including the role of business and financial services
- The opportunities for individuals and voluntary groups to bring about social change locally, nationally in Europe and internationally
- The importance of free press and the media's role in society in providing information and affecting opinion
- The rights and responsibilities of consumers, employers and employees

Developing skills of enquiry and communication

Pupils should be taught to:

- Research a topical, political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, showing an awareness of the use and abuse of statistics
- Express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- Contribute to group exploratory class discussions and take part in formal debates

Developing skills of participation and responsible action

Pupils should be taught to:

- Use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own
- Negotiate, decide and take part responsibly in school and community based activities
- Reflect on the process of participating

For further information on the Citizenship curriculum look at: www.nc.uk.net



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