

'The Three 'R's'

Learning Outcomes

- Pupils will be able to recognise the road environment as a shared space.
- Pupils will be aware of the reasons why we have rules, the risks we take when we break them and the possible consequences our actions can have on ourselves and others.
- Pupils will begin to understand the concept of 'personal responsibility'.

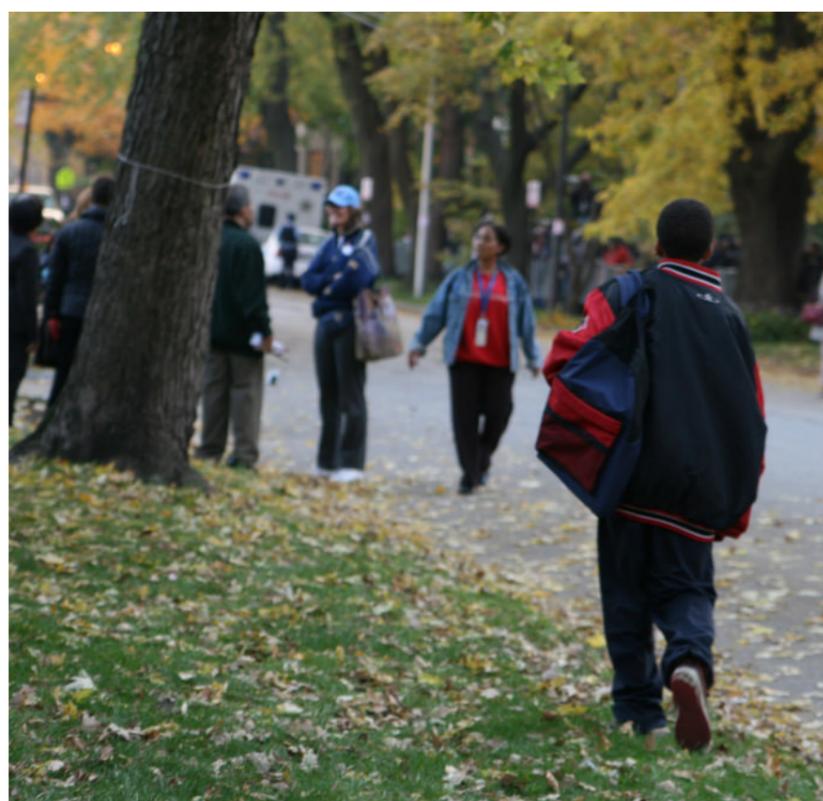
Background Information

The activities in this lesson plan are designed to encourage students to discuss issues openly and honestly with each other. They will be able to challenge each other's and other people's behaviour but will also be looking at their own behaviour and how this can affect their own and other people's safety. Taking personal responsibility for your own behaviour is an essential element of keeping safer in the road environment.

Part 1: Sharing the Road

By completing this activity pupils will gain an understanding of the road environment as a 'shared space' – shared by people with varying abilities and vulnerability.

List on the whiteboard – pedestrians, child pedestrians, elderly pedestrians, people with disabilities (wheelchair-bound, partially sighted, hearing impaired, special needs, learning difficulties, injured etc) cyclists, motorcyclists, cars, vans, lorries, buses, tractors, trams, horse-riders, other animals etc All entitled to use the road environment, so we all have to share it.



Discuss: To keep safe from each other we have the road for traffic and the pavement for people, separated by the kerb.

There may be a barrier between the pavement and traffic, and for pedestrians there are safer places to cross the road (zebra, pelican, puffin, toucan crossings, footbridges and underpasses etc). Drivers have signs and lines, carriageways, central reservations, roundabouts, traffic lights, speed limits etc to guide them safely along their route and in busy areas the traffic may be separated further e.g. bus lanes and cycle lanes. Don't forget there are times when vehicles need to cross the pavement and times when pedestrians need to cross the road.

Try to let the students discuss all these issues from personal experience rather than what you know and can tell them as a

‘The Three ‘R’s’

Part 2: The Three ‘R’s

Try to guide the discussion to cover the following issues:

- Although there are plenty of rules to keep us safe in the road environment (Highway Code etc) we share this environment with lots of other road-users who may not know all the rules or who break them, putting us at risk. There are currently over 300 rules in the Highway Code, plus pages of signs and lines etc – few people are going to know all the rules. Each one of us will know, or remember, different rules to the next person, and different people will be willing to break different rules e.g. some people may be totally against speeding, but will be willing to park on ‘double yellows’ to wait for their child to come out of school, even though they are obstructing someone else’s view! Encourage the students to come up with other disparities, and to work out for themselves how unpredictable the road environment can be, which is why it is so hazardous.
- When we break rules that don’t seem important to us, we can put ourselves and others in danger. This means that breaking a rule is always taking a risk – we often just don’t see it at the time. Or we calculate the risk to ourselves and decide it is worth taking, but don’t extend our thinking to the consequences of our actions on others.
- If you facilitate and guide the discussions well, the students will come up with the conclusion themselves - that their safety in the road environment is mainly their own responsibility!

Part 3: Road User Behaviour

Keep the survey sheet simple – a column down the left-hand side to list the things they see people doing wrong – and use a simple tally system to record the number of people they see breaking the same rule.

You might like to list a few obvious ones before going out (e.g. not wearing a seat-belt; using a mobile phone) but it is best to let the children spot the rule-breakers and identify the Highway Code rule for themselves.

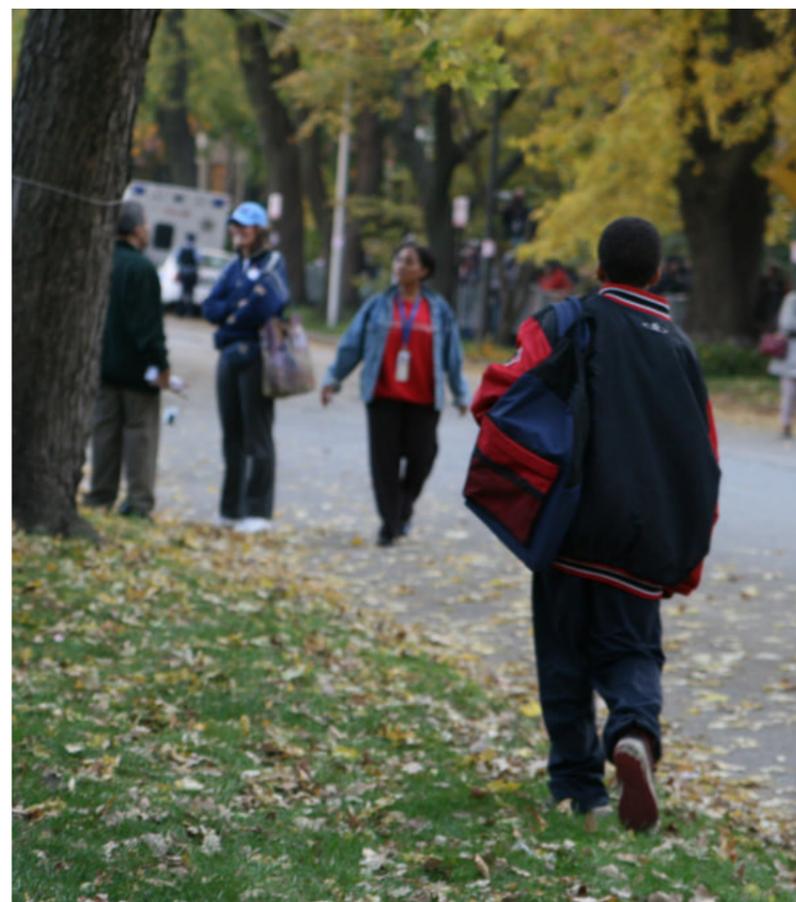
Don’t forget to risk assess the area where you are going to stand not too close to the road and if possible, behind a barrier enthusiasm to ‘catch’ the rule-breakers, especially drivers, often leads to the students getting closer and closer to the roadside!

Don’t forget to observe the behaviour of pedestrians and cyclists as well as drivers.

Don’t forget to comply with the School’s safety policy especially regarding adult: child ratios and parental consent.

Do discuss behaviour expectations before going out.

Do have everyone wearing fluorescent (hi-vis) jackets if possible.



Do be aware that you are likely to be a distraction to other road-users, especially drivers, and minimise this as much as possible.

Debrief, discuss and compare findings on return to school.