

Lesson Plan – ‘The History and Future of Road Safety’

Activities and Lesson Plan

Most of this lesson is based on researching and ‘finding out’. Students will be able to track the history of roads and traffic, further investigate particular ‘landmarks’ in road safety and conjecture what the future holds. There is also plenty of opportunity to develop a variety of presentation skills.

Part 1: History of Roads and Road Safety from 1555 to 1990
(Group activity)

- Look at the list of dates and events – highlight the one that interests you the most and research more about it using various tools such as the internet, library etc.
- Present your findings to the rest of the group/class.
- Discuss as a group/class the implications of your findings for road safety today.



Part 2 (a): Find Out About..... (Individually or in groups)

- How Roman roads were built and compare it with how we construct roads today
- The Turnpike Act (1663)
- Why the police are called ‘Bobbies’? (1829)
- ‘Wanton and Furious Driving’ law (1861) – compare with today’s laws
- The Red Flag Act (1865)
- Who invented the motorbike? (1885)
- Who invented the petrol propelled car? (1887)
- Who invented pneumatic tyres? (1888)
- Who invented the diesel engine? (1892)
- The London to Brighton car run (1896)
- How the first road fatality in Britain happened? (1898)
- What was ‘The Flying Squad’? (1919)
- Who invented ‘Cat’s Eyes’ and how do they work? (1934)
- Who designed the ‘Belisha Beacon’ and what is it for? (1934)
- What or who were the ‘Courtesy Cops’? (1937)
- Where Britain’s first Motorway was built and what was the speed limit? (1959/1956)
- What a MOT is and why it was introduced? (1960)
- Seat-belts
- The breathalyser tests

Students could present their findings to the rest of the class, or make a display/frieze as a ‘time- line’ around the classroom or along a corridor.

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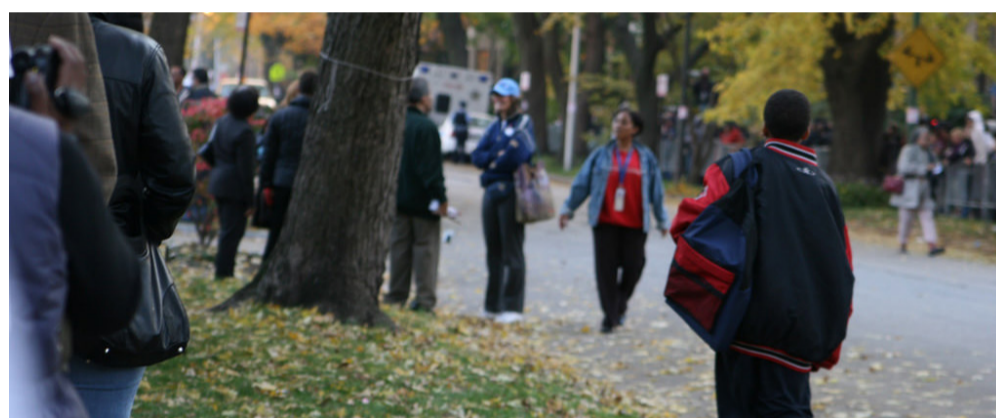
‘R’ 3 – Responsibility

- So, whose responsibility is it to see that road-users keep to the rules?
- If everyone stuck to the rules all the time, there would probably be few, if any, road ‘accidents’ – so are ‘accidents’ really accidents? (incidents that cannot be foreseen or prevented).
- If there were less road casualties and deaths how would this affect people’s lives?
- How would this affect the economy?

Part 2 (b): Find Out About.....
(Individually or in groups)

- General Wade
- John Metcalfe
- Thomas Telford
- John McAdam

What do they all have in common?

**Part 3: Road Safety NOW** (Groupwork)

- Find out how our road infrastructure, vehicle technology and road safety have developed between 1990 and 2017? What have been the major changes? Are casualty/fatality rates on the increase or decrease? Why do you think this is?
- In road safety terms the ‘three ‘E’s’ are generally considered to be Education, Engineering and Enforcement. Discuss what you think each of these means. Divide the class into three and hold a debate arguing the case for each of the three ‘E’s’. Think about the economy and all the cutbacks everyone is going to have to make – which ‘E’ should be given highest priority?
- Did your debate have an outright winner? Or did you have to compromise?

Part 4: Roads, Travel and Road Safety in the FUTURE (Whole Class)

- Using all the information you have found out about roads and road safety in the past, and what you know about the present, including ‘diminishing resources’, both financial and energy/fuel etc, discuss the future of travel – think about sustainability, safety etc – just how are we going to be getting about in the future?

Resources:

- Research facilities
- Presentation resources