



THINK

1. Speak up

Age: 13-16

Remember, road safety can be a sensitive issue, before delivering any of this content, please check whether any students have been affected by a road incident - as a witness or a victim themselves, or someone close to them. [See more guidance here.](#)

Learning objectives

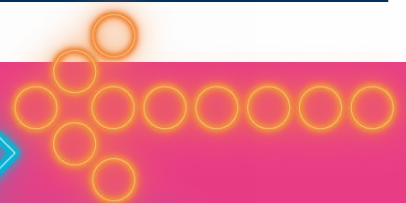
1. I know my responsibilities as a pedestrian, a passenger and a future driver and can manage difficult situations with my peers
2. I know about issues affecting young drivers - such as peer pressure, speeding, seatbelts, inexperience and over confidence
3. I have the communication skills that allow me to speak up in potentially dangerous and difficult road safety scenarios to influence a safer outcome

Learning outcomes

By the end of this lesson all students will have discussed the importance of speaking up in potentially dangerous situations. Many students will have informal scripts to help them develop the confidence, so that they know what to say to challenge people's attitudes and behaviours.

You'll need

- ✓ [See, Think, Speak film](#)
- ✓ [Speak Up characters and scenarios slides](#)
- ✓ [Speak Up interactive](#)
- ✓ [The magic words that reduce road deaths - BBC short film](#)



Introduction

Begin by watching [See, Think, Speak](#). In this short film, we see a number of young people speaking up during a scenario that they are not comfortable with. Ask the class if they recognise this type of behaviour? Is it always easy to share our real fears, opinions and thoughts, particularly if we think our friends may judge us?

Student-led activity

Inform the class that they are going to be thrown into a number of different road scenarios, where danger may be imminent. Using the [Speak up scenarios slides](#), they will need to consider the scenario and choose a part to play. A loose outline of their character's personality will be provided - students will then improvise a scene, as a group. The challenge will be to see who speaks up first. This will explore the concept of shared responsibility.

Split students into groups of four and hand out the different characters and scenarios, for them to play out in two different ways:

1. Suggest to students that they say what they think their 'character' **WOULD** say. Once finished, discuss how the scenario could have ended because of what was said.

2. In the next round, suggest students say what they think their character **SHOULD** say.

Once finished, ask which scenario they think would have resulted in the safest outcome? This activity encourages students to think about the consequences of actions and peer group dynamics. It also puts them in the position of being the role model and advising a character about what they could do better.

Teacher-led activity

Get students to take the [Speak up interactive test](#).

Encourage students to be open about their results, to start a discussion:

- Why is it often harder to do the right thing in a peer group situation, even if you know what the right thing is?
- Ask the students to come up with ideas about what might stop them from speaking up in situations like these?
- How would they feel if they didn't speak up and something happened?
- What might help them feel more confident about speaking up?
- What kind of situations do the students themselves (rather than their characters) feel more confident in? Are there any examples? Is there anything they could learn from that?
- Can anyone share an example of a time when they did speak up in a road safety scenario? How did they feel? What happened?

So that students feel that their honest contributions are valued, capture ideas and tips on a whiteboard or flipchart, as the class speaks, to refer back to at the end of the lesson.

Summary

Bring the class back together and watch the BBC's short film feature [The magic words that reduce road deaths](#). This is a positive example of how speaking up can improve road safety standards for huge numbers of people.

Share some more quick-fire solutions, on how to speak up, with the class:

- **Realise you're probably not the only one who might be feeling that way** – others around you will be grateful to you for speaking up. Back up your friends when they speak up too.
- **Offer positive, safer solutions** - it's not enough to point out the problem, you need to take action and ask others to do the same. Do it in a way that helps people believe that they can get more benefits by taking the safer option than they realise.
- **Choose words carefully** - words are important, they have the power to inspire and to be constructive. Choose words intended to build up not tear down - and give people a reason to listen to you. Humour, information and distraction all have their place.

- **Help others to look beyond the immediate situation** - what could be the wider impact of something bad happening, to yourself or others, that means it's not worth the risk? For example, long-term injury causing someone to lose their place in a team, losing a driving licence or putting your friends at risk of injury.

Can the students think of any other top tips to encourage others to speak up; what techniques would make them stop and listen?

Help the learning stick

- At the end of the lesson ask the students to: write out (anonymously) an implementation intention i.e. something that they feel inspired to take out of this class to help them speak up; think about a potential problem scenario and to make a plan. For example 'if X happens, then I will do Y'. Ask them to type their plan into their phone notes to keep it with them.
- Create their own spoken words that address different situations about keeping themselves and their friends safer on the roads.

Differentiation

Some students may need additional support during the improvisation activity, to explore the character that they are playing in more detail; and to explore the best time to speak up in a dangerous situation.



Resource name	Format	Summary	Age range	Link
Tricky Conversations F2Freestylers, Rise Above	Film	F2Freestylers take you through some of the best tricks to starting those awkward conversations.	All	https://www.youtube.com/watch?v=CKPtOXiarzg
Are we Honest? by Suli Breaks, Rise Above	Film	In the short film we see a number of young people overwriting their real feelings with what they think other people might want to hear.	All	https://www.youtube.com/watch?v=T1HB0ggjrc8