



## 4. Campaign HQ

Age: 13-16

### Learning objectives

1. I know about issues affecting young drivers such as peer pressure, speeding, seatbelts and inexperience.
2. I know my responsibilities as a pedestrian, a passenger and a future driver.

### Learning outcomes

Making road safety personal is a fundamental part of reducing the chance of an accident. Students will be encouraged to think about how the consequences of an accident might affect them, a friend or a family member in their day-to-day lives.

Students will consider the most effective strategies to persuade people to change their behaviour and become more responsible on and around the road whether they are a driver, cyclist, pedestrian or passenger. Some will also have reflected on how they might change their own behaviour.

### You'll need

- ✓ [THINK! Map](#)
- ✓ [Campaign HQ slides](#)



## Introduction: Imagine if it was you

Ask students to consider why road safety campaigns like THINK! are important:

- What could happen if safety standards slip?
- How could a road accident affect someone?
- What might it be like for the person driving the car or riding the bicycle, who may have caused the accident? How might they feel if they were that person?
- How might an injury from a road accident affect their life – what might be different? What would they have to give up or miss out on? Who else might be affected e.g. the person who has to look after them?

Help students to understand it isn't just about fatalities but also about quality of life for those injured and their families. Even if there are no physical consequences from being in an accident, what about how it affects the person who caused/was in/witnessed the accident? (E.g. issues with mental ill health).

## THINK! Map

Remember, road safety can be a sensitive issue, before delivering [THINK! Map](#) information, please check whether any young people have been affected by a serious road incident as a witness or a victim. For more guidance for educators' information [click here](#).

Display the [THINK! Map](#) to the class, put in your school postcode, and point out how the incident data is displayed on the map through the markers and 'pop up' reports.

## 1. Explore the map as a class:

Are there any local areas that they feel are particularly risky, such as quiet stretches of road where it can be difficult to see oncoming traffic, busy roads that lack safe crossing points, junctions where they feel particularly vulnerable or have seen risk-taking behaviour before?

## 2. Then break students into pairs/groups to look at the THINK! Map in detail:

Are the students surprised at some of the places where there are numerous road incidents? Can they identify reasons that may have contributed to the incidents occurring – looking at weather, daylight data and even the age of the people involved, as well as the map itself? (You could even 'drop' the yellow man icon to see the location via Street View to analyse the location characteristics).

## 5-minute speed breakout

Split the class into small groups and against the clock, ask each group to come up with some simple ways that people in their age group could stay safer on and around roads in their local area.

Reconvene and ask each group to share one of their ideas with the class. Continue moving around the groups until all the ideas have been shared.

## Teacher-led activity

Open the [Campaign HQ slides](#) (alternatively you may want to provide the students with print outs/tablets to view the slides independently).

Ask students to review a range of campaigns and to identify the strengths and weaknesses of each campaign:

- Does the campaign use shock tactics/ data/humour/clever design/tap into personal motivations to stay safe?
- Which are the most memorable?
- Which would change the way you think/ act?
- Which are the most effective campaigns? Why?

## Student-led activity

In groups, task students with planning their own campaign to raise awareness of road safety standards locally, targeting either:

- Their peers – to not be distracted by their phones near roads.
- New drivers – to not drink and drive or use mobile phones while driving and to wear seatbelts.
- Cyclists – to suggest wearing a helmet, bright clothing and take up cycle training.
- Younger children – to **Stop, Look, Listen, Think** before crossing a road.

## Top tips:

- Encourage groups to think creatively about their campaigns and which messages are most important for their target audience.
- Remind them of the [THINK! Map](#) data – is there anything specific to your location that will resonate with the students' target audience e.g. rural vs city?
- What ideas from the 5-minute breakout could help keep more people safer?
- A poster can be a simple starting place, however you may want to consider encouraging students to explore the role digital technology could play in sharing their message e.g. films, apps, online quizzes, campaign songs are the best ways to disseminate their message to different audiences. For example, how would they get their peer group to change their behaviour near roads?
- Campaigns can be developed further either as homework and/or through a series of lessons /classroom time.
- You may wish to run this activity as a competition and involve Local Road Safety Officers or members of the council in activities.

## Differentiation

More able students may want to consider how some of the established campaigns could have developed into digital campaigns e.g. viral films/social media activity.

## Help the learning stick

- Your group could be tasked with running an assembly for their year group – where parents/guardians are invited, which will make it memorable.
- Ask the group, at the end of the lesson, what behaviour they will change when they use their local roads. At registration each day, ask them if they have stuck to it on their way to/from school.
- Contact the local paper and ask a journalist to come and talk to the group and showcase their posters for the local news.
- Consider a road safety message board somewhere prominent in the school where students, teachers and parents/guardians can put their 'Please take care of yourself and your friends on the road because...' type messages, during Road Safety Week; or during a week when a road accident has been in the local news.
- Schools can look at running internal surveys to see if attitudes to road safety skills have changed and share the campaigns through internal school communications and with feeder primaries/cluster schools.



## Further recommended resources

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Resource name	Format	Summary	Age range	Link
Cycling Road Sign Template	PDF	Try designing a road sign to let drivers know there are young cyclists ahead	KS3*	<a href="https://bikeability.org.uk/manage/wp-content/uploads/Cycling_Road_Sign_Template.pdf">https://bikeability.org.uk/manage/wp-content/uploads/Cycling_Road_Sign_Template.pdf</a>



accidents don't have to happen

Resource name	Format	Summary	Age range	Link
Travel Training: KS3 and KS4	PDF	Journey planning, risk, keeping safe, cycle safe lesson planning	All	<a href="https://www.rospa.com/rospaweb/docs/advice-services/road-safety/teachers/travel-training.pdf">https://www.rospa.com/rospaweb/docs/advice-services/road-safety/teachers/travel-training.pdf</a>

