



THINK

5. Dangerous habits

Age: 15-16

Learning objectives

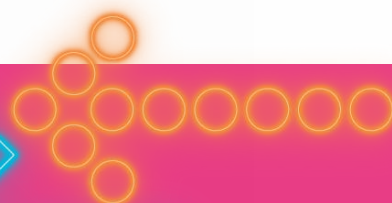
1. I know my responsibilities as a pedestrian, a passenger and a future driver
2. I know about issues affecting young drivers such as peer pressure, speeding, seatbelts, inexperience and overconfidence

Learning outcomes

This resource offers an opportunity for young people to reflect on the behaviours they have developed over the years, as a pedestrian and a passenger. There will also be opportunities to consider the new skills that are necessary to become a safer and responsible future driver.

You'll need

- ✓ [It's cool, It's not cool film](#)
- ✓ [Hazard test](#) - a simple quiz for students to use to evaluate their skills and risk-taking behaviour. This resource will ask questions where the students will pick between three answers for each question. Their result will indicate a risk level and a range of suggestions will be given on improving behaviour.
- ✓ Road Safety Skills Scenario - a scenario for students to use for discussion based on a common situation that can lead to accidents.



Introduction

Kick off the lesson by considering the objectives for the session. Focus on some of the key words such as responsibilities, peer pressure, inexperience and overconfidence. Check for understanding of these key words in a road safety context.

Play the film, [It's cool, it's not cool](#).

Teacher-led discussion

Following the film ask the class, in the last week, how many of them have:

- not put a seat belt on in the car
- crossed the road between two parked cars
- used their mobile phone whilst crossing the road
- crossed the road on a blind bend
- been in a car with someone who has exceeded the speed limit
- distracted the driver of a vehicle when travelling as a passenger
- been in a car where the driver has used a mobile phone
- ridden a bicycle without a helmet.

Explore with students what made them make that decision? This is a good place to relate to the over confidence learning objective. Identifying the reasons why can help reveal barriers to positive behaviours, which can be teased out in later discussions. For example: everyone else was doing it; my Dad never does it; I've never been in an accident so far and I do it all the time, etc.

Stimulate a short discussion about whether there is such a thing as a less dangerous habit? For example, does the group feel that it's more dangerous to ride in a car without wearing a seat belt or to ride a bicycle without wearing a helmet? It's likely that there will be a range of opinions in the class.

Explore the consequences of the risky behaviours – immediate and longer term. Help students to see what might happen with all those behaviours and highlight the fact that they all carry risks.

Student-led activity

Ask students to complete the [Hazard Test](#). This could be done as a whole class or individuals could complete the quiz on phones/tablets/in a computer suite. What are the students' thoughts about the rating that they received? Do they agree with it? Probe further and ask the group if it's always easy to recognise dangerous behaviour 'in the heat of the moment'?

Teacher-led activity

Introduce the Road Safety Skills Scenario below. This scenario is based on real data and is a common situation where young people have been killed or seriously injured. Put the students into groups, read out the scenario and ask students to discuss their scenario, to:

- Identify the dangerous habits
- Make recommendations for safer habits
- Suggest why it's important to develop positive safety behaviours now, even though they're not yet old enough to drive.

Help them to see that there are things they can do to reduce the risks for both themselves and their friends, so they know that they have the power to make a difference.

The students should work in small groups to discuss the scenario.

Scenario:

It's a late, rainy evening in autumn and a 16-year-old student is walking home from a friend's house. He is still wearing his school uniform. The uniform consists of black trousers, a black blazer and a light blue shirt. The student is very confident and familiar with his route home, but he tends to walk with his headphones in and multi-tasking i.e. messaging with mates and joining in the after-college banter.

He attempts to cross the road glancing up once to check the road is clear.

Dangerous habits:

Pedestrian careless, reckless or in a hurry; pedestrian failed to look properly, pedestrian wearing dark clothing during poor visibility (e.g. at night (dark), bad weather), making it harder for driver to see them; overconfidence.

Recommendations:

To choose an item of clothing with a reflective element on it; to remove headphones when approaching a road; despite familiarity with his route, to continue to be vigilant i.e. not engage with his phone particularly when about to cross and crossing the road.

To ensure he uses the Green Cross Code when approaching and crossing the road.

Teacher-led summary

Once the students have shared their recommendations, ask them to refocus on their own journeys and the impact of 'dangerous habits' on their own personal safety. Are they able to identify any behavioural changes that they will make to their own journeys in the next couple of days?

Recommended extension

In the next lesson, use the [‘Speak up’ lesson pack](#) - to explore how to speak up in dangerous and difficult situations.

Differentiation

Higher attainers can look at a range of different road safety scenarios. They can also be prompted to consider the social aspect of personal safety in more detail i.e. the impact of peer pressure.

Help the learning stick

- At the end of the lesson ask each student to shout out a dangerous habit that they know they have and what they’re going to do about it.
- In the next couple of classes with these students ask a few of them to report how they’re getting on with their new safer habits.
- Use an art class to design posters about dangerous habits and good habits to place around the school. Or make a video or GIF for the school website.
- Consider emailing parents/guardians - a link to the [THINK! Map](#) - asking them to speak to their young adult about what they’ve discussed in this lesson and why it’s so important to practice safer road habits.