



2. THINK! Map investigation

Age: 13-16

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.
3. I know the training requirements for learner drivers.
4. I know how to travel safely, independently and understand the benefits of sustainable travel.

Learning outcomes

By the end of this activity all students will have explored road safety, in the context of their local area, from the perspective of a driver and a pedestrian. Many students will have reflected on their own journeys and how previous pedestrian road incident locations may merit specific attention.

You'll need

- ✓ [THINK! Map](#)
- ✓ [Traffic survey template](#)
- ✓ Optional – print outs from the THINK! Map of significant local locations for the students e.g. the centre of town, the area around school



Introduction

Begin the lesson by reviewing the objectives and then bring these back to a personal and relevant context by asking:

What is it like being a road user in the local area, as a pedestrian, a cyclist, or motor scooter user? Do they feel safe? Are there areas where they feel less safe?

How do they feel about being a passenger, in a car or on a bus, when someone else is in charge of their safety by being in the driving seat? Who do they tend to travel in a car with? Parents/guardians? Older siblings? Who do they feel safest with and why? Is there anyone who makes them nervous when they're driving and if so why?

Ask:

- How many students want to learn to drive when they are old enough?
- What do students think the differences will be when they travel around their local area as the driver of a car, rather than on foot or on a bicycle? For example: learning the rules of the road; new road signs; one-way systems; being responsible for the safety of people in your car and other road users and getting familiar with different speed limits.

Introduce the idea that because they'll be going faster, they will need to be able to make safe decisions quicker.

Hazard perception test

Now challenge the class to break into small groups and try out this [hazard perception demo](#).

How did the class get on?

Briefly discuss that learning to drive is a serious skill and that there is a lot to learn for both practical and theoretical/hazard perception tests, to make sure you can drive the car safely. Other important things to remember include:

- Being old enough – most people can start learning to drive when they are 17.
- Having a provisional licence.
- You must be able to read (with glasses or contact lenses, if necessary) a car number plate made after 1 September 2001 from a distance of 20 metres.
- You must be supervised by a qualified driver who is over the age of 21 when you are learning to drive.
- Your car must be registered with the DVLA, have vehicle tax and insurance, have a current MOT and you must display L-plates.

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](#).

Draw the attention of the class to the [THINK! Map](#) – it shows why having good road safety knowledge both as a future driver and a passenger is key to their personal safety, as they get older.

Teacher-led activity

- Enter a relevant postcode into the [THINK! Map](#) – this could be the area around your school, main routes into the town centre, or alternatively residential areas that you know are relevant to many of the students.
- Ensure that the students have got their bearings – some students may need extra support perhaps by using an application like 'Street View' to layer on landmarks to the locations.
- Draw the students' attention to the key search filters and listed incidents. Invite them to use the filters to discover how the filter categories impact on the type/number of incidents that are displayed?
- Does the data on the map match up with the students' experiences of the local area? Are there any surprises? Do

places where they need to take extra care on foot or on a bicycle have the same problems for car drivers, or are they different?

- Now that students know a bit more about how much there is to learn and think about as a driver, does it make them think about how they can behave more safely around cars, both as pedestrians and cyclists?

Student-led activity

Depending on time available, complete one or both activities:

Option 1: Map safer routes

Provide your students with local maps. Students should use these alongside the [THINK! Map](#) to plot the safest routes to school/home/frequently visited places - and to discuss the implications of changing their routes to school. For example, will a safer route take them longer and if so what impact will that have on the time they need to wake up and on the time that they will get home from school.

Encourage the students to understand that they have the power to make a difference, by changing their own behaviour, by spreading the word and by talking to their parents/guardians about what they've learned. Is there a way to make their current route safer by taking some practical steps themselves e.g. by not listening to music, crossing away from parked cars and waiting for the Green Man at the crossing etc? Could they help

their parents/guardians find safer routes as drivers? How might they help their parents/guardians by being better passengers?

Option 2: Traffic survey

Subject to relevant school risk assessments, students will conduct a local [traffic survey](#) at locations where multiple incidents are listed on the [THINK! Map](#) - is there a reason why this location is potentially risky? If possible, they will also conduct some interviews or a survey to find out the reason for people's journeys, in those areas. Students should use this data to discuss ways in which school bound traffic could be reduced, which might help reduce one area of potential risk.

The findings from the traffic survey could form the basis of a school road safety initiative. For example, if the students find that a lot of peak traffic is related to travelling to and from school, they could set-up a 'walk to school incentive programme'.

Summary

Once completed, bring the class back together and reflect on the learning from the session:

- How many students have learned something new about road safety in the local area?
- Encourage the students to suggest strategies that can ensure their personal safety e.g. choosing the safest routes to school, working with the school council on new walk to school campaigns, ensuring

that all bicycle riders have participated in Bikeability, training etc.

- Ask all students to share tips and ideas on how they can be safer pedestrians, cyclists and car passengers.

Help the learning stick

- Display a list of the students' ideas on how to be safer on and around roads - pin it on a classroom wall and give them all a copy to take home to discuss with their families. Get the families to pick their top 5 ideas and ask students to bring them back so they can put ticks or star stickers next to their top five, on the wall, to build up a bigger picture of the best ideas.
- Email or text parents/guardians a link to the [THINK! Map](#), to help them have a productive discussion with their child about their journey to school - and what they should watch out for to help increase their road safety awareness.
- Invite a local council representative or someone from the police to come and see the class present their findings from the road survey and and to hear their ideas for the best ways they could make a difference.

Differentiation

Higher attainers can consider solutions for areas where more than one incident has occurred on the [THINK! Map](#) e.g. traffic calming strategies/traffic reducing strategies.

Further recommended resources

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accidents don't have to happen

Resource name	Format	Summary	Age range	Link
Travel Training	PDF	Journey planning, risk, keeping safe, cycle safe lesson planning	KS3 and KS4	https://www.rospa.com/rospaweb/docs/advice-services/road-safety/teachers/travel-training.pdf
Road Safety Education: A Guide for Healthy Schools	PDF	Framework for road safety education in schools	KS1-4 Educator	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/695781/Reducing_unintentional_injuries_on_the_roads_among_children_and_young_people_.pdf

