



## Road Safety Education Pack

Welcome to the EASST Education Pack. This pack is designed to help teach road safety in a variety of formal and informal education settings.

By using the simple, fun, educational activities, teachers and parents can help young people stay safe on the roads.

This pack provides the resources you need to teach children and young people basic road safety principles in an age-appropriate way.

The key principles underlying all the activities in this pack are:

- **Awareness** of traffic and its dangers.
- **Good behaviour** around roads and the rules to follow.
- **Making safe choices** to keep you and others safe.

### Why Teach Road Safety?

On average more than 500 under 18s die on the world's roads each day. Road crashes are the biggest killer of young people in every world region.

Road safety is vital for children and young people. It is never too early to teach them about basic safety skills. More than 1.2 million people die on the world's roads every year and tens of millions of people are injured or disabled.

Children are particularly at risk because:

- They are smaller so find it harder to see, and be seen by, drivers.
- They are less able to recognise dangerous situations and lack the maturity to make good decisions about safe behaviour.
- They are physically smaller and so are more likely to be hurt by an impact.

Educators can protect children by teaching life-saving messages and skills. Making young people aware of the risks and providing them with strategies to remain safe are important parts of their development.

Road Safety is a great subject for engaging children and young people. Even the youngest child will know something about it, because everyone uses roads and road safety impacts on everyone.





## Road Safety Education Pack (cont.)

### Introducing the Education Pack

This pack provides stimulating and engaging activities to introduce road safety messages and behaviours.

The pack is split into three sections:

- Under 6s
- 6 – 11 year olds
- 12 – 14 year olds

The topics covered in each section vary according to the target age group, but they all relate to our key principles.

### How to Use the Education Pack

Each section of the pack provides age-appropriate resources, along with introductory notes and advice for teachers and group leaders.

These background notes and resources give all the information you need to run road safety sessions with young people.

The resources consist of a mixture of teacher-led ACTIVITIES (lesson plans and exercises), as well as HANDOUTS designed to be copied and given to the children.

The activities and handouts form a road safety education programme that can be incorporated into lessons or after-school activities. We suggest having different activities each week over a number of weeks, and reinforcing road safety messages whenever possible.

The activities and handouts can be used individually, too, to raise specific road safety issues. Each one is a stand-alone exercise for improving road safety awareness.

When using the resources please remember the following points:

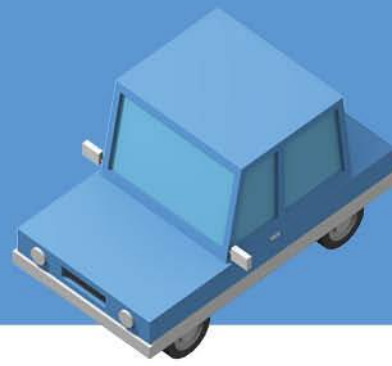
#### Key Messages

The Teachers' notes for each section outline the **key messages** for the age group. Each exercise also includes key messages and the objectives. Try to reinforce these key messages at all times.

#### Active Learning

Children and young people learn best when active and engaged. Try to make your sessions as **interactive** and hands-on as possible.





## Road Safety Education Pack (cont.)

### Real Life Experience

It is essential for children and young people to learn about roads, traffic and safe behaviour at first hand. Always try to include **outdoor practical activities** in your road safety teaching.

### Understanding the Vocabulary

For children to engage fully and understand road safety, they need to be familiar with the relevant **vocabulary**. Make sure the young people you are working with understand the terms you are using. This is particularly important with young children but remains relevant for all age groups.

### Diversity

This pack is designed to focus on universally applicable road safety messages and behaviours to keep children safe. However, the children in your group may have **different experiences** of roads and traffic and you may need to adapt your activities accordingly. For example, some children will come from homes where there is no car, or they might live on a street with no pavement. In addition, children in urban and rural areas will face different issues, and their sessions may require a different emphasis.

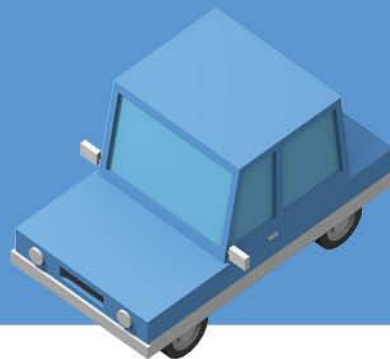
### Sensitivities

Group leaders should always check whether there is any child in the group with a family member or friend that has been involved in a serious traffic incident. Special sensitivity will need to be shown in these cases, and it may be appropriate to pre-warn the child's parent or carer so they are able to prepare the child for the activities.

### Involving Parents / Carers

In addition to teaching the children, it is vital to include and involve parents with your road safety teaching. Children will be influenced by the behaviour of their parents. This pack includes a letter that you can give to parents that makes them aware of what the children have learned and how they can reinforce the messages.





## 12-14 year old – Introductory Notes

**This section of the pack teaches the following key messages:**

**Be alert and always look for hazards.**

**Don't take risks around roads.**

**Road safety is for everyone.**

**Avoid peer pressure.**

**Always wear a seat belt.**

This section of the pack teaches road safety to young people aged between 12 and 14. This age group can be hard to engage, as they will already know a lot about basic safety messages and may feel road safety is an issue just for younger children.

However, this is a vital age group to target. Young teenagers have more independence than younger children and are in one of the highest risk groups for dying or being seriously injured on roads. Road traffic injuries are the leading cause of death for 10-24 year olds.

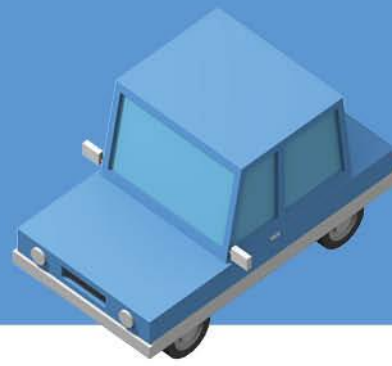
The risks change at this age for several reasons. Teenagers are more likely to test the boundaries than younger age groups, and less able to assess risk than adults. In addition, they are likely to overestimate their abilities and be influenced to take risk by their peers.

When working with this age group, you should be clear that road safety is about stopping deaths and serious injuries and it is crucial to take it seriously.

You should also make sure that your sessions are pitched at the right level and that the teaching:

- Recognises what the young people already know and builds on this knowledge.
- Encourages discussion and participation.
- Relates to the young people's lives and own experiences.
- Involves real-life projects and practical assignments.
- Discusses the dangers of risk-taking and peer pressure and how to make safe choices.
- Gets young people to think about the consequences of their actions.





## 12-14 year old – Introductory Notes (Cont.)

### Getting Started

#### Hazard Awareness and Understanding Risk

The first couple of activities and handouts in this pack are designed to get the young people to focus on risk. These exercises challenge young people to consider their own behaviour and think about acceptable and unacceptable risk.

**ACTIVITY: ‘Risky Behaviour – Group Discussion’** is an activity to get young people to reflect on their own behaviour and challenge their views on risk.

**ACTIVITY: ‘How Risky? Activity’** continues this theme and gets young people to discuss and consider levels of risk.

**HANDOUT: ‘Journey Planner’** and **HANDOUT: ‘Rate your Safety’** are worksheets designed to get young people to relate their discussions on risk to their everyday experience and apply what they have learned practically.

#### Road Safety is for Everyone

**ACTIVITY: ‘Road Safety Campaign’** is an activity for young people to use their knowledge of safe behaviour around roads and to reinforce basic road safety messages in a non-patronising way.

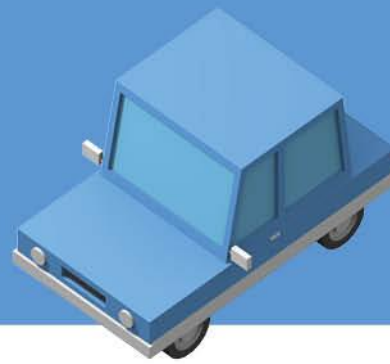
**HANDOUT: ‘Have your Say’** is a group discussion exercise to engage young people in thinking about the importance of road safety.

**HANDOUT: ‘Cause and Effect’** helps young people to explore the consequences of actions and the effects they have from different perspectives.

#### Avoiding Peer Pressure

**ACTIVITY: ‘Peer Pressure – Drama Activity’**. This activity provides an opportunity to use drama to explore peer pressure as well as strategies to deal with it.





## 12-14 year old – Introductory Notes (Cont.)

### Always Wear a Seat Belt

**HANDOUT: Seatbelts.** This sheet covers many of the key myths about wearing seat belts and challenges them. It can be used as a good overview of the topic.

### Driver Behaviour

The next two activities introduce topics relevant to young drivers. It is important to raise awareness of these issues before the young people learn to drive.

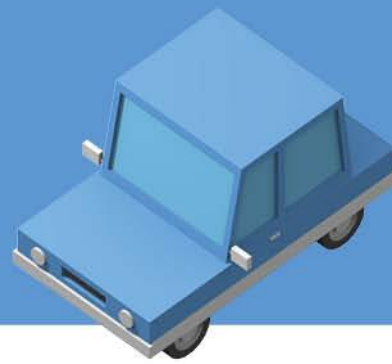
**ACTIVITY: ‘Driver Behaviour’** is an exercise to get young people to research and make short presentations on a range of issues including impaired and distracted driving, wearing seat belts and speeding.

**ACTIVITY: ‘Safe Driver Survey’** is a practical activity to observe driver behaviour first-hand and discuss the issues raised.

### Drawing conclusions

**ACTIVITY: ‘Devise a Pledge Card’** is a final activity which gives the young people a chance to draw together what they have learned as well as to pledge to an on-going commitment to road safety.





## ACTIVITY: Risky Behaviour – Group Discussion

**Teacher's Notes:** This is a teacher led activity. These notes are for the group leader and are not designed to be given to the young people.

**Time Needed:** 30 minutes.

**Key Messages:** Hazard awareness, safe behaviour around roads and the risks to teenagers and young drivers.

**Objective:** To get young people to recognise that their inexperience and natural tendency towards risky behaviour puts them in particular danger on the roads.

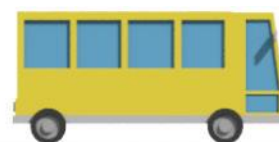
This session is a group discussion to get young people to consider hazardous behaviour around roads and how to behave in order to keep themselves safe.

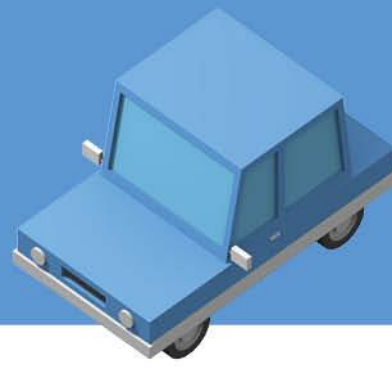
Explain to the group that research shows their inexperience means that they are less able to spot hazards, and their youth means they are especially likely to take risks.

Young people are the group most at risk on the roads - over 30% of those killed and injured in road traffic crashes are under 25. Road traffic injuries are the leading cause of death for 10-24 year olds.

Ask the young people in your group to consider the list below and see if they recognise any of the behaviours or characteristics in themselves or their friends. How might these behaviours put them at risk and how might they modify their actions to keep safe?

- Taking risks around roads – and thinking road safety is only for little children.
- Being over-confident and believing that you don't need to take care.
- Using a mobile phone or wearing headphones when crossing roads.
- Messing around with your friends near roads.
- Not wearing a seat belt when in a car.
- Going out at night without bright clothing – making it hard for drivers to see you.





## ACTIVITY: How Risky?

**Teacher's Notes:** This is a teacher led activity. These notes are for the group leader and are not designed to be given to the young people.

**Time Needed:** 30 minutes.

**Key Messages:** Stay alert around roads and behave safely. Don't take unnecessary risks.

**Objective:** To get young people to consider the level of risk involved in day to day activities and to assess acceptable and unacceptable risk.

Print and cut out several sets of the statements on the next page.

Split the young people into small groups and give each group a set of the statements. Get each group to discuss the scenarios and assess the level of risk involved with each one. After discussion, get them to divide the statements into three piles:

- Low risk – I would do this.
- Could be risky – Not a good idea.
- Very risky – Never do it.

Once all the small groups have assigned the cards to the three piles, bring them back together for a whole-group discussion.

Ask which cards they put in each pile and why? Get them to compare their answers and see if they all agree. If they disagree – ask them to discuss their reasons.







## How Risky? (Cont.)

Checking your phone whilst walking along the pavement

Leaving late for school

Going out at night wearing dark clothing

Messing about with friends at the bus stop

Playing football in the park

Listening to music through headphones whilst crossing the road

Encouraging a driver to exceed the speed limit

Playing around in the back of a car when getting a lift home

Not wearing a seat belt





## HANDOUT: Journey Planner<sup>1</sup>

You will travel between your home and school around 400 times a year. This exercise is to help you look again at this journey and consider ways to make it as safe as possible.

Find or draw a local map that shows your journey to school.

Follow the stages below to analyse your journey and use the grid to consider the hazards and ways to reduce the risks.

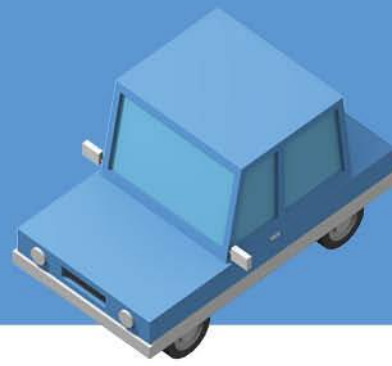
- List the hazards at each stage (Things that could harm you).
- Rate the risk for each hazard - high, medium or low? (How likely is it to happen?)
- Think about how you could remove or reduce the risk and keep yourself safer.

Below is a sample grid. Look at this example and then complete the grid below for your journey.

Stages of my journey	Hazards	Risks	How to make my journey safer
Walk along the lane with no pavement to the main road	Being hit by a vehicle coming along the lane	Medium / high	Walk at the edge of the lane facing the oncoming traffic. Wear bright clothing.
Walk on the pavement along main road to the bus stop	Being hit by a car coming out of the driveway	Medium / low	Stay alert. Do not get distracted by friends or by your phone. Avoid wearing headphones.
Get on the bus	Risk of falling if the bus stops suddenly	Low	Find a seat or hold on to a railing if standing
Get off the bus and cross the road to school	Being hit by a vehicle	Medium	Wait for the bus to pull away. Find a place with good visibility to cross. Stop, look and listen before crossing.

<sup>1</sup> This resource was originally published by the UK Department of Transport's Think! Campaign and we are grateful for their permission to reproduce it. <http://think.direct.gov.uk>





**HANDOUT: Journey Planner (Cont.)**

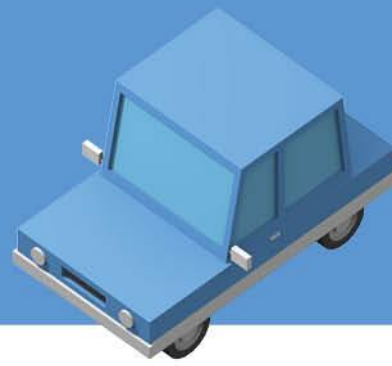
Use this grid to analyse your own journey to school

Stages of my journey	Hazards	Risks	How to make my journey safer

In addition, think about what you might do if something unusual happens?

- What if you are running late and in a rush?
- What if you miss your bus or your lift home?
- What happens if your friends are messing around near the road?





## HANDOUT: Rate your safety

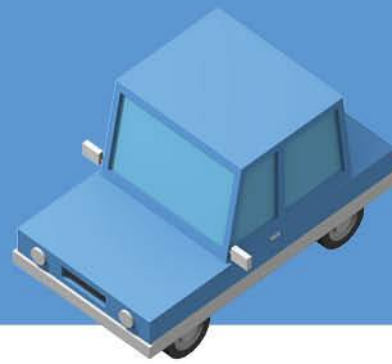
This is an exercise to help you rate your personal safety and assess your behaviour around roads.

Look at the chart below and consider how often you do any of the following:

	Rarely	Regularly	Always
Do you allow enough time for your journey?			
Do you go out at night wearing high visibility clothing?			
Do you wear headphones when crossing the road?			
Do you use your mobile phone near roads?			
Do you cross the road between parked cars?			
Do you cross roads regardless of the traffic?			
Do you run across roads?			
Do you wear your seatbelt when travelling in a car?			

When you have completed the grid, compare your answers with your group and reflect on how you might be able to improve your safety.





## ACTIVITY: Road Safety Campaign

**Teacher's Notes:** This is a teacher led activity. These notes are for the group leader and not designed to be given to the young people.

**Time Needed:** Minimum of 1 - 2 hours or longer for more ambitious the projects.

**Key Messages:** Stop, Look and Listen, Young Children should hold hands with an adult, Be bright, Always wear a seat belt.

**Objective:** To get young people to think about key road safety messages and reinforce them through a real-life project.

Ask the young people to devise a road safety campaign for younger children. Talk to them about the campaign and how they might present it.

Start by getting the young people to consider the message that their campaign will focus on. They might want to choose one of the following:

- Stop, Look and Listen
- Holding hands with an adult
- Be bright
- Always wear a seat belt

Once the young people have decided on their message, get them to work on their own or in small groups to devise the materials for their campaign. They could use a range of mediums including:

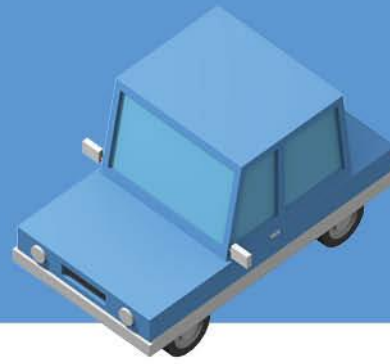
- Posters
- Games or stories
- Leaflets
- Video or social media (depending on the resources available).

Make sure the young people consider how to engage their audience and keep their key message central to their project.

Give them lots of time to devise their materials and provide them with as many resources as you can.

If possible, create links with a primary school or group of young children who could receive the projects when they are completed.





## HANDOUT: Have your say<sup>2</sup>

Below are quotes from young people about their attitudes to road safety.

In small groups, discuss their views. Are they right? Do you agree or disagree? Why?

Adults go on about how dangerous the roads are and how I should always cross at a safe point. But when they cross the road, they do it anywhere. Why should I be bothered about road safety if they aren't?

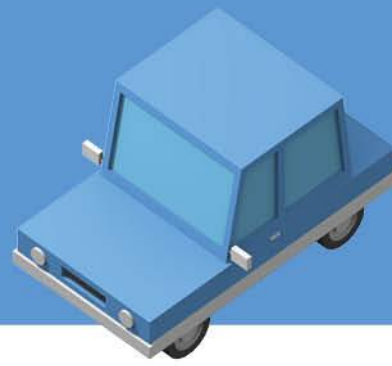
My friends were messing around and running in front of cars. I thought it was stupid but I didn't want to look scared. So I joined in as well. I only did it once.

We did lots about road safety in my primary school. Now it's not that important because I'm not a little kid anymore. Been there, done that. None of my friends has been hurt. I don't think I need to worry about it.

It's impossible to be safe where we live.

<sup>2</sup> This resource was originally published by the UK Department of Transport's Think! Campaign and we are grateful for their permission to reproduce it. <http://think.direct.gov.uk>





## Have your say (Cont.)

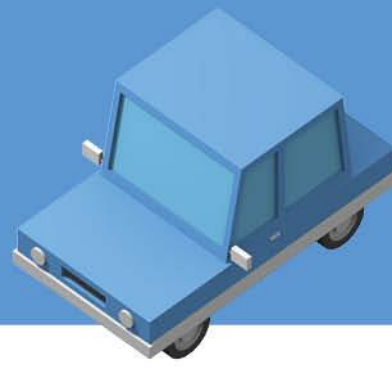
I know what the rules are but you don't always remember them in real life. When I'm late for school, I'm just thinking about getting there in time. I ran out to cross the road the other day and nearly ran into this old guy on a bike. I guess I was lucky.

Road safety? No, that's not something I even think about. It's not in the news on TV or on the radio every day like being stabbed or shot. Those things scare me.

I don't think there's any point worrying about it. I mean if you are going to get run over then it will just happen. It's not like you can do anything to stop it. If you're in the wrong place at the wrong time. Don't you think?

I never used to wear a seat belt in the back. They're too uncomfortable and I am too old for that now anyway. But then I saw this advert about what happens if you don't wear a seat belt and it really made me think. I always wear a seat belt now. Do you think I'm being too careful?





## HANDOUT: Cause and Effect<sup>3</sup>

The text below describes a traffic incident involving a thirteen year old boy called Josh. Read about Josh's accident and then use the information below to consider the accident from the perspective of the different characters involved.

### Josh's Accident

It was a Monday morning and a 13 year old boy called Josh was rushing to get to school. He was running late and had received a text from his friend, Ben, saying he was already at school. Ben wanted Josh to get to school as soon as possible so they could play football before class.

Josh saw his bus across the road. He rushed out into the road to get to the bus stop. He was hit by a car driven by a young mother with her baby in the back.

Josh did not see the car and the driver did not have time to stop.

Josh was taken to hospital with leg and head injuries that will take several months to heal.

After the collision, Josh has to spend a lot of time resting. As he started to recover, he had to spend a lot of his free time catching up on homework. He missed the end-of-term school trip and couldn't spend time with his friends.

Read the comments below from the characters involved. Think about how each person might feel, the consequences for each of them and how the accident has affected their lives.

### Josh

*"I was already late. Then Ben texted to say he was already at school and he wanted a game of football. I saw the bus was about to stop over the road, so I just ran out to get on it. Next thing I know, I'm on the way to hospital. I was out of action for months."*

How could the incident affect Josh? Consider:

- Josh's physical injuries
- Things that Josh can't do with his friends while he recovers
- The time he is missing from school
- Josh's confidence when he is using the roads

<sup>3</sup> This resource was originally published by the UK Department of Transport's Think! Campaign and we are grateful for their permission to reproduce it. <http://think.direct.gov.uk>







## HANDOUT: Cause and Effect (Cont.)

- How the incident could change the way Josh behaves in the future
- Josh's relationships with his friends

### Ben

'I was already at school and bored. Josh had promised to be early so we could play football before class. Josh was late. I texted him to tell him to hurry up just before it happened. I really wanted a game. I'm just so happy he wasn't killed.'

How might the incident affect Ben? Consider:

- Whether Ben feels responsible for causing Josh to rush
- How it could change Ben's friendship with Josh
- What Josh's friends think of Ben
- How Ben will change his behaviour in the future

### Josh's Mum

'Josh was knocked over when he was rushing to school. I was always telling him to be careful on the roads. He was lucky the car wasn't speeding. He damaged his knee and hit his head so he had to have stitches. He was off school for ages.'

How might the incident affect Josh's Mum? Consider:

- Whether she blames him for the incident
- The things she will allow Josh to do in the future
- How she will treat Josh when he is going out on his own
- How she felt when she got the call to say Josh had been involved in the incident and when she saw Josh in hospital.

### The Car Driver

'It was horrible. The boy just ran out in front of me. I couldn't stop. I hit him. I was singing to my baby in the back so maybe I was a bit distracted, but I don't think that caused it. You can never be 100% sure though. I go over it again and again in my head. Good job I was going slowly. I could have killed the lad if I'd been going quicker.'

How might the incident affect the car driver? Consider:

- Whether she feels guilty for being partly to blame for what happened to Josh
- Her confidence in her driving
- The time and cost to get her car repaired
- What her friends and family might think about her and her driving.





## Handout: Cause and Effect (Cont.)

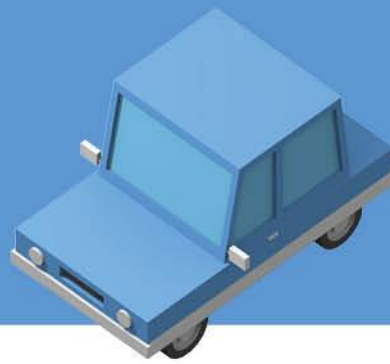
### The Police Officer

'I see it all too often with young people on the roads. As pedestrians, on their bikes, in cars. This lad was lucky. A little faster and he'd probably have been killed.'

How might the incident affect the Police Officer? Consider:

- What he thinks of young people as road users
- How he feels when he arrives at the incident
- How he feels when he has to tell Josh's Mum about the incident
- How the incident might influence how he behaves with his own children.





## ACTIVITY: Peer Pressure – Drama Activity<sup>4</sup>

**Teacher's Notes:** This is a teacher led activity. These notes are for the group leader and not designed to be given to the young people.

**Time Needed:** Around 1 hour – depending on the number of groups.

**Key Message:** Don't give in to peer pressure.

**Objective:** To use drama to explore the issue of peer pressure and equip young people with strategies to deal with it.

This exercise involves the young people producing a short piece of drama, approximately three to five minutes long.

If you have a large group of young people, you may wish to split them into groups of around 5 or 6.

Brief the young people that they will need to create a drama that includes evidence of peer pressure related to road safety. The story should include examples of risky or dangerous behaviour and young people being pressured to join in.

Make sure all the young people understand the concept of peer pressure. You may want to discuss examples before they start work on their dramas.

Every story should cover:

- A key road safety message
- Strategies for handling peer pressure and how to avoid becoming involved in dangerous behaviour
- The consequences of peer pressure

Give the young people 15 – 20 minutes to devise their story and rehearse their plays. During this time the trainer should spend some time going around the groups checking that they are on track with the task.

Once the young people have had time to rehearse – they should perform their short pieces to each other.

<sup>4</sup> This resource was originally published by the UK West Yorkshire Fire Service and we are grateful for their permission to reproduce it. [www.westyorksfire.gov.uk](http://www.westyorksfire.gov.uk)



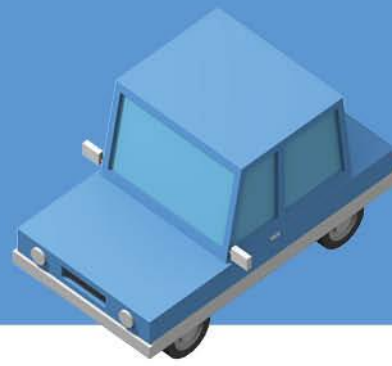


## Peer Pressure – Drama Activity (Cont.)

After watching each of the dramas, you may want to discuss the following points:

- What was the risky behaviour that caused the problem?
- What type of peer pressure was evident?
- Were friendships/relationships affected?
- Was there any damage to persons or property? How might these injuries affect each of the characters?
- How could the characters have behaved differently? Could they have changed their behaviour to bring about a better outcome?





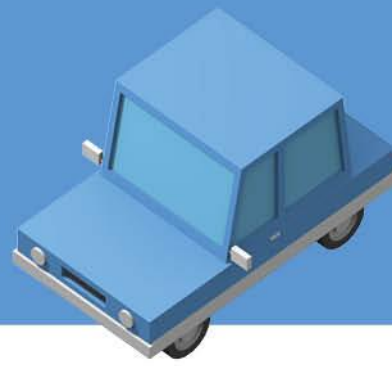
## HANDOUT: Seatbelts<sup>5</sup>

Seatbelts save lives: the simple action of belting up has saved more lives than any other road safety intervention in history. Still have an excuse not to wear your seatbelt? Here are some common excuses and why they just aren't right.

<p>I'm only going round the corner and I'll drive really slowly.</p>		<p>Most crashes happen within 4 km of home and at speeds less than 60 kph.</p>
<p>Seatbelts are uncomfortable and restraining.</p>		<p>Seatbelts can be uncomfortable to start with but you get used to them. As for restraining, that's what they are supposed to do!</p>
<p>I'm sitting in the back - only front seat passengers need seatbelts.</p>		<p>Unrestrained passengers in back seats are a threat not only to themselves but to those sitting in the front seats. In a crash, they can be thrown into the front seats or hit other passengers.</p>
<p>If I'm in a crash and the car is on fire or goes underwater, a seatbelt could trap me.</p>		<p>Crashes involving fire or water are less than 1% of all crashes. In crashes like this, without a belt you could be dead or injured before facing the challenges posed by fire or water. You can unbuckle your seatbelt if you need to.</p>
<p>Belts can hurt you in a crash.</p>		<p>Not more than you will be hurt without one. Seatbelts are meant to restrain you in your seat and prevent you from being hurt inside the car or thrown out. 75% of people who are thrown from a car in a crash are killed. Seatbelts rarely cause serious injuries.</p>

<sup>5</sup> This resource was originally published by YOURS / Youth for Road Safety and we are grateful for their permission to reproduce it. [www.youthforroadsafety.org](http://www.youthforroadsafety.org)





## ACTIVITY: Driver behaviour

**Teacher's Notes:** This is a teacher led activity. These notes are for the group leader and not designed to be given to the young people. This activity will require internet access.

**Time Needed:** Up to 1 hour.

**Key Message:** Always wear a seat belt. Never use a mobile phone whilst driving. Don't Drink and Drive. Don't speed.

**Objective:** To get young people to research and understand the issues facing young drivers and to help them to develop positive attitudes before they become drivers.

Split the young people into groups and ask them to research a topic related to driver behaviour. You will need internet access for this exercise. Ask each group to prepare a two-minute presentation on their subject. Ideally you will have four groups to cover the following four topics.

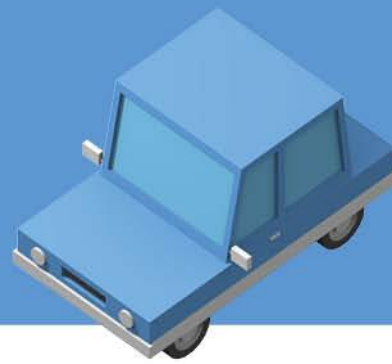
- Impaired driving – alcohol, drugs, tiredness
- Seat belts
- Speeding
- Distracted driving - such as driving while eating or talking on a mobile

They might want to consider the following factors:

- What is the current law in your country? Does it need to be strengthened?
- Road traffic incident statistics
- Road Safety campaigns – either in your country or around the world
- How young people can influence the situation?
- How could driver education be improved in this area?

Once the groups are ready – ask each group to give their presentations to the others.





## ACTIVITY: Safe Driver Survey

**Teacher's Notes:** This is a teacher led activity. These notes are for the group leader and are not designed to be given to the young people.

**Time Needed:** Around 1 hour for the survey – additional time for the Follow Up activity.

**Key Messages:** Always wear a seat belt. Never use a mobile phone whilst driving.

**Objective:** To get the young people to observe the traffic first hand and think about safe and unsafe driver behaviour.

This activity involves taking young people to a local road junction, in small groups, to observe traffic for 20 minutes and to think about safe driver behaviour. This is important as it is crucial that messages about safe driving are taught to young people before they learn to drive.

Choose a road or junction where there is a safe place for young people to stand and where there is a steady flow of traffic.

Before you set off, talk about what you might see and suggest that they look out for some of the following hazardous behaviours:

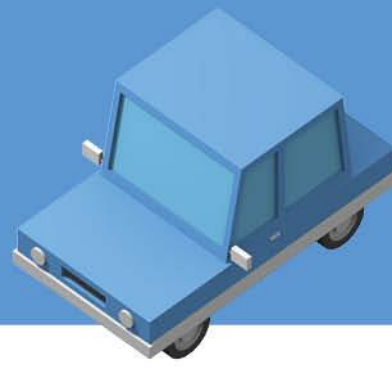
- Drivers not wearing seat belts
- Passengers not wearing seat belts
- Drivers using mobile phones
- Dangerous driving i.e. not stopping at junctions, cars in the wrong lane or speeding

It may be best to focus on one or two issues. The group should devise a tally sheet to record their data whilst carrying out the survey.

### After the survey

Bring the group(s) back together and get them to report on their findings. They should analyse their data – for example, what percentage of drivers were / weren't wearing their seat belt? You could get them to present their findings as graphs or charts.





## Safe Driver Survey (cont.)

### Follow up project

You can follow up this exercise by asking them to devise a campaign to encourage drivers to wear seat belts, or not to use mobiles whilst driving.







## ACTIVITY: Devise a Pledge Card<sup>6</sup>

**Teacher's Notes:** This is a teacher led activity. These notes are for the group leader and not designed to be given to the young people.

**Time Needed:** 45 minutes.

**Key Message:** To be decided by the young people.

**Objective:** To get young people to consider key road safety messages and to understand how their own behaviour can help to keep them safe.

This is a group activity to create a road safety pledge card or poster. The idea is that the whole group discusses and commits to road safety rules and then creates a pledge card to sign.

Let the group come up with its own list of rules or pledges. This should be done through group discussion. Suggest they limit their pledges to between 5 and 8, to challenge them to think about which are the most important issues.

Once the young people have decided their pledges, they should design individual cards to sign, or create a large group poster that they can all sign together.

Below is a sample pledge card.

### Road Safety Pledge Card

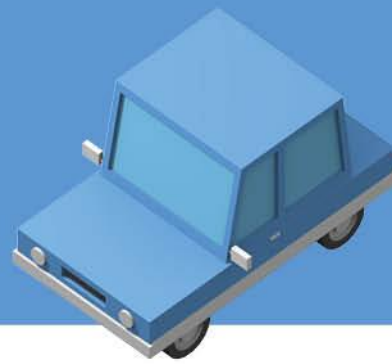
# 6

Pledges

- Stop, look and listen
- Wear a seat belt
- Never mess around near roads
- Never use a mobile when crossing the road
- Don't distract the driver
- Be bright at night

<sup>6</sup> This activity is adapted from a resource originally published by YOURS / Youth for Road Safety and we are grateful for their permission to reproduce it. [www.youthforroadsafety.org](http://www.youthforroadsafety.org)





Dear Parent

Your child has been learning about road safety as part of a project to reduce the number of road casualties.

The young people have been taking part in a range of activities including discussions, creative projects and practical exercises.

These activities have been teaching them how to keep safe around roads and have focused on the following messages:

**Be alert and always look for hazards.**

**Don't take risks around roads.**

**Road safety is for everyone.**

**Avoid peer pressure.**

**Always wear a seat belt.**

As young people get older, they have more independence than small children. In addition, teenagers have a tendency to take more risks, overestimate their abilities and be influenced by their peers to push the boundaries of safe behaviour. As a result, this age group is one of those at the highest risk on roads.

This project gets young people to appreciate the importance of good behaviour around roads, increase their ability to assess hazards and helps them to recognise and resist peer pressure.

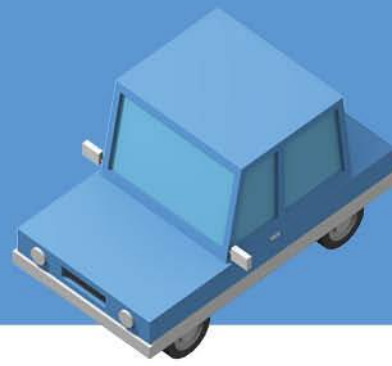
As a parent you are a role model for your child. Please reinforce these road safety messages at every opportunity by setting a good example through your own actions. Seeing good behaviour on the road and in the car will help your child learn safety skills and apply these throughout their lives.

Thank you for your support and keep safe!

[Insert name / organisation]



# ROAD SAFETY EDUCATION PACK



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## Acknowledgements

The Eastern Alliance of Safe and Sustainable Transport are grateful to the following organisations for supporting the development of this pack.



Brake, The Road Safety Charity  
[www.brake.org.uk](http://www.brake.org.uk) and [www.roadsafetyweek.org](http://www.roadsafetyweek.org)



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UK Department of Transport, Think! Campaign  
[think.direct.gov.uk](http://think.direct.gov.uk)



Youth for Road Safety  
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