**Road Safety Awareness Presentation – Key Stage 4 (Year 11)**

**Background and Teachers’ Notes**

**Slide 1**

**Road Safety Awareness – Key Stage 4 (Year 11)**

This presentation, aimed at Key Stage 4 pupils in Year 11, was created by DFI Safe & Sustainable Travel Division, Promotion & Outreach Team. Its purpose is to promote sustainable and active travel choices and to educate young people about the dangers encountered travelling to and from school.

You may wish to find out any relevant history of incidents involving pupils from the school prior to the lesson as this may be useful information to help you make the messages feel more relevant and real to your students.

It will also be useful at the start of the lesson to clarify if any of your students have been involved in a collision or if a family member or friend has been affected by one. Personal experience can make students respond to the message in unexpected ways. It may be helpful to provide any affected pupil with reassurance that if they find the presentation uncomfortable they have the option to leave the room and await a member of staff. This would be preferable to causing a student undue stress simply because you are not aware of their personal circumstances.

**Slide 2 – Road Safety**

Discussion topics:

* What do we think of when we talk about road safety?
* What are the main road safety issues?
* Who is responsible for road safety?

Did any of the class do the Cycling Proficiency Scheme (CPS) in Primary School? If yes, ask what they learned by doing the CPS and did this help their general road safety knowledge?

Pupils may identify that the responsibility lies with PSNI, Roads Service, drivers or parents. However, you should steer the discussion / debate to conclude that:

**ALL ROAD USERS ARE RESPONSIBLE FOR THEIR OWN SAFETY AND THAT OF OTHER ROAD USERS. EVERY ROAD USER HAS TO TAKE PERSONAL RESPONSIBILITY.**

**ULTIMATELY YOU ARE RESPONSIBLE FOR YOUR OWN SAFETY.**

Broaden the discussion by asking pupils if they have any experiences they want to talk about and share with the class?

Everyone is a road user and so during this presentation we will explore what measures we can take to ensure our safety.

**Slide 3 – Safe and Accessible Travel**

The Safe & Accessible Travel Division aims to help everyone to connect safely, no matter how they travel and to promote and encourage moves to more sustainable types of travel such as the increased use of Public Transport, Car Share, Park & Ride, Cycling or Walking.

In co-operation with other Departmental / Local Government / Road Safety Partnerships colleagues, it helps to provide the roads and networks for improved public transport services and promotes moves to more sustainable forms of transport including taking forward the Bicycle Strategy, developing urban bicycle network plans, a plan for greenways, a small grants programme for greenways and the active school travel programme.

At the same time, it promotes Sustainable & Active travel within Schools through the Cycling Proficiency Scheme and Road Safety Education programmes.

It also contributes to the reduction of road casualties through education to address poor road user behaviours’ and by working with schools and communities to promote road safety.

**Benefits of Active Travel**

When travelling, choosing public transport also helps reduce the risk of being involved in a road traffic collision. Increased use of public transport also helps reduce congestion in our towns and city.

Walking and cycling for short journeys are easy and convenient ways to build physical activity in to our daily routine. Walking and cycling are good ways of improving our fitness levels and assist in reducing exhaust emissions / greenhouse gasses, protecting our environment.

Northern Ireland Public Health Agency recommends that from age 5 and over, children need to do moderate to vigorous intensity activities of at least 60 minutesand up to several hours throughout the day, every day.

Using sustainable modes of travel such as public transport, electric cars, car-sharing, walking or cycling could also benefit your wallet by saving you money on fuel costs, wear and tear on vehicles and parking fees.

Start making some small changes to your normal travel arrangements today and realise some of the many benefits.

**Slide 4 – Northern Ireland road fatalities 1979-2019**

The slide goes up in decades to demonstrate reduction in road deaths.

The graph spans 40 years of fatalities in Northern Ireland. In 1979, 293 people were killed on the roads and each decade has seen these figures reduce steadily with 56 people being killed in 2019. One of these was under the age of 16.

The following question can be used to stimulate discussion.

What do you think contributed to this huge reduction in road deaths?

Answers may include:

* DFI Road Safety advertising (people tend to hold strong opinions on road safety campaigns)
* changes in the law - (seatbelt wearing, drink/drug drive limit)
* changes in enforcement - (speed cameras, side of road breathalysers, penalty points)
* changes in car manufacturing – (air bags, anti-lock brakes, crumple zones, toughened materials)
* changes in road engineering – traffic calming in built up areas (ramps, humps, chicanes), better motorways and higher level of road maintenance
* changes in emergency provisions – Fire Service – better equipment to extricate casualties from crash sites – Ambulance Service – better equipped paramedics

**Slide 5 – How does this affect me?**

If you use the roads then you are at risk – as a passenger in a car/bus/taxi, as a pedestrian or a cyclist. In the future you may also be a driver or a motorcyclist. No one sets out to get killed or have a life changing injury but it can happen in a split second if we are not focused and we don’t obey the rules of the road which are there for our protection.

**The facts:**

The biggest cause of accidental deaths or serious injury to young people is **road traffic collisions**.

In 2015 – 2019 the peak ages for pedestrian deaths or serious injury to occur is **12 - 14** years old.

Over half of all teenage passengers that were killed or seriously injured in the last 5 years were travelling with a young driver (aged 17 – 24).

**In the last 5 years boys** aged 0 – 15 were **seven** times more likely to be killed when they are a pedestrian in a road traffic related collision.

**In the last 5 years September was the** **month** with the greatest number of child pedestrian death or serious injuries. Why do you think that is? Answers should include: Dark nights, poor weather conditions, poor visibility.

**3-5pm** highest fatality and serious injury time for children – when travelling home from school.

Children are likely to use the term ‘accident’ please note that the term ‘crash’ or ‘collision’ is more appropriate in road safety education as this encourages a change in the mind-set of individuals. Accident implies it could not be helped when in virtually every case someone is at fault – it could have been prevented. That is why we use the term road traffic collision. The phrase empowers us to take control of our own safety when using the road! It is useful to explore the term accident and let students know that accidents do not just happen and in fact the word ‘collision’ is perhaps more applicable.

**In the last 5 years 2015 – 2019, over 90% of road traffic collisions in Northern Ireland were caused by human error.**

Conclusion from any discussion should steer students in the direction of taking conscious decisions that will protect their lives when using the road. Human beings are the most vulnerable thing on the roads and will come off the worst in collision with other objects such as motorbikes, cars, lorries or buses.

**Slide 6 – How did you get to school?**

Conduct a hands up survey to ascertain how pupils travelled to school. For example: walking, bicycle, bus or car.

Some may get a lift to school and then the bus home or a combination of methods depending on their parents’ working pattern.

* Do they think the way they travelled was safe?
* Could it be safer?
* How could it be safer?

Point out the following:

Sometimes the quickest route is not always the safest route to take.

Could you incorporate a safer place to cross by walking a bit further? Is there a crossing available or a clearer part of the road with no parked cars?

If there are no safe places to cross do you use the Green Cross Code or instinctively just Stop, Look and Listen?

**Terminology**

Educate the pupils in the correct terminology to use when discussing road safety. Avoid the use of the word ‘accident’, use crash or collision instead. The word ‘accident’ implies that it could not have been helped when in almost every case someone is at fault and therefore it could have been prevented with more care and attention. Over 90% of road traffic collisions are due to human error. That is why the term road traffic collision is used. This phrase empowers us to take control of our road safety. The DfI road safety campaign advises road users to “Stop the Excuses it’s NO Accident!”

Perhaps the class could discuss the meaning of the word ‘accident’ and compare it to ‘collision’.

Was the road traffic collision caused by excess speed, driver inattention/distraction or pedestrian carelessness?

Was it really an accident when it could have been avoided with correct behaviour?

**Slide 7 – Walking to and from school**

Choosing to walk to school can help to keep you fit and contributes to your 60 minutes of physical activity each day, as recommended by the Northern Ireland Public Health Authority.

It also helps to reduce exhaust emissions / greenhouse gases, protecting our environment.

You may wish to impress upon students the importance of setting an example to those that look up to them as role models - for example younger students and younger brothers or sisters:

* Remember that you are setting the example for younger pupils at the school. Whether you are walking the full distance from home or from being left off by a car or bus you must demonstrate safe crossing practice. Go to a safe place to cross where possible – a traffic island, pelican crossing, zebra crossing, etc. Walk sensibly and do not use earphones/headphones when crossing the road.
* In September be aware of new pupils at your school and look out for them. Some schools have mentors to supervise new pupils in the first weeks of the new term.
* Remember uniforms are dark and often school bags are too. If possible carry a fluorescent/reflective item in your schoolbag so that you can have it close to hand if weather conditions become bad or you have to walk in an unlit area or where there is no footpath available.

**Slide 8 – Don’t gather near the school gates**

This is an opportunity to reinforce the message and ask students to think about their behaviours that may be unnecessarily putting their lives at risk.

Ask: What are the dangers of congregating around parked vehicles, near gateways or near the roadside or in car parks?

Remember vehicles delivering services to the school, or any other visitors, may not be familiar with your school car park and layout. They may be focusing on directions and signs and not see you.

Groups of young people may be more engrossed in their conversation than in the dangers of what might happen if they step back into the path of an approaching vehicle.

Ask pupils for any examples of incidents involving their peer group.

What they should do to minimise risk? For instance arrange a meeting place with their friends away from the entrance and car park.

**Slide 9 – Crossing the road – the Green Cross Code**

Ask: What do you consider when you cross the road?

Ask: Have you ever taken risks that endangered you or others?

Probe the answers and seek views within the group.

Ask: What shouldn’t you do?

Try and get agreement on the right actions to take.

Do people remember learning the green cross code at primary school?

Do they still use it? Do they use it subconsciously without really thinking? What are the advantages and disadvantages of this approach?

**Reminder of Green Cross Code**

The Green Cross Code itself is a short step-by-step procedure designed to enable pedestrians to cross streets safely. While the Code has undergone several changes over the years, the basic tenets ("Stop, Look, Listen, Live.") have remained more or less the same. The 2005 version of the Green Cross Code reads as follows:

* Find the safest place to cross, and then STOP
* Stand on the pavement near the kerb
* Look all around for traffic, and listen
* If traffic is coming, let it pass
* When it's safe, walk straight across the road
* Keep looking and listening until you safely reach the other side

**Slide 10 – Be Safe… Be Seen!**

**Pedestrians**

* **Wear** the right clothing at all times: fluorescent and bright in the day, reflective at night. If you haven't got anything reflective, wear or carry something white.
* **Cross** at pedestrian crossings whenever you can. At night, if there is no crossing near, try to cross under a street light.
* **Carry** a torch if you have to walk in area with no street lights and especially when there are no pavements.

**FLUORESCENT BY DAY AND REFLECTIVE BY NIGHT**

Road collisions often happen when road users cannot see each other until it is too late.

Everyone using the roads is at risk, particularly pedestrians and cyclists.

The problem is worse during autumn and winter because of bad weather and shorter daylight hours.

We can help other road users to see us by wearing the right clothes and accessories.

**Fluorescent** colours can be seen best during daytime and at dusk**,** they don't show up at night. Fluorescent materials are usually, yellow, orange or lime green – the majority, including the PSNI, wear yellow.

**Reflective** materials are best at night - reflecting the light from car and motorbike headlights. They work in the same way as the cat's eyes that mark traffic lanes. Reflective materials are available as stickers, tapes and tags which can be easily attached to clothes and other items.

For best all round protection wear clothes or safety accessories that combine **fluorescent** colours with **reflective** material.

Discussion:

* Do pupils wear anything to increase their visibility? If not why not?
* What would they consider wearing? For example arm bands, strips on coats or bags and so on.

**Slide 11 – Before you ride your bicycle**

Pupils should be encouraged to plan the safest journey to school which may not be the shortest route.

Are there facilities at school for cycle helmets and securing the bicycle?

<http://www.cycleni.com/> is a useful website to inform pupils of where they are and if there is a cycling route that would connect pupils from their home to school using shared footways/cycle lanes.

Remember having a bell is the law! It’s especially useful when using shared footpaths.

**Slide 12 – Guidance for cyclists**

Wear fluorescent and reflective clothing every time you ride your bike.

Wear a brightly coloured cycle helmet – it will make you more visible as well as protecting your head in an accident.

Ensure your lights are working before every journey.

Keep lights and reflectors clean.

Fit pedal and spoke reflectors to your bicycle.

**More information on lights on your bike**

Between sunset and sunrise your cycle **MUST** have white front and red rear lights lit. It **MUST** also be fitted with a red rear reflector (and amber pedal reflectors if manufactured after 24/1/96). White front reflectors and spoke reflectors will also help you to be seen. Flashing lights are permitted but it is recommended that cyclists who are riding in areas without street lighting use a steady front lamp.

Additional information on cycling can be found in the **DfI Cycling Education Pack.**

**Slide 13 – Seat belt law**

Some key dates on the introduction of the law on wearing seat belts

1983 – it became law to wear seat belts in the front

1991 – it became law to wear seat belts in the back and front

2007 – it became law to wear a seat belt wherever one is fitted in all vehicles (including buses, minibuses and coaches)

Ask pupils who do they think are exempt from wearing seat belts?

Exemptions to wearing a seat belt are:

* Anyone with a medical exemption certificate issued by a doctor
* Drivers/passengers who are making deliveries and collections in goods vehicles when travelling less than 50 metres between destinations
* Police officers are exempt as are taxi drivers while they have a fee-paying passenger on board or where the rear seats are separated by a fixed partition.

It is the driver’s responsibility to ensure that all children under 14 are wearing a seat belt and that under 12s under the height of 135cms are in the appropriate car seat.

**Penalty**

Failing to wear a seat belt will attract a fixed penalty fine of £60 with three penalty points endorsed on driving licences.

If the case goes to court, the maximum fine is £500 for **any** occupant **anywhere** in the car.

The legislation applies to all drivers who fail to wear a seat belt, carry an unbelted child aged under 14, or carry a child under 12 years and under 135cms tall without proper restraint.

A passenger over the age of 14 travelling without a seat belt can be fined £30.

**Slide 14 – Make sure your family are wearing their seat belts correctly – or this could be you!**

You can make a difference in keeping your family safe by ensuring that everyone in the car is wearing a seat belt and wearing it correctly.

There are many reasons given for not wearing a seat belt: ASK PUPILS

FOR SOME – here are some common reasons from teenagers:

* It’s not comfortable
* It might crease my clothes
* I’m only going down the street
* The driver may think I don’t trust his driving
* If the car crashes the seatbelt will trap you in the car
* I’m embarrassed fiddling around in the back seat to plug the seat belt in beside my friend’s brother – it’s a bit weird!

**The facts**

For the last five years, you are **five times** more likely to be killed and twice as likely to suffer a serious injury in a collision if you are not wearing a seatbelt!

For a seat belt to work properly it needs to be used correctly. Here’s how to do it:

* Make sure it is not twisted
* Position it so the lap belt sits as low as possible over your hips and doesn’t ride up over your stomach: heavy clothing can push the belt up too high.
* The shoulder belt should lie across your chest – over your shoulder away from your neck.
* If the car has a seat belt with an adjustable top mounting point, adjust it so the belt sits comfortably across your chest.
* Don’t put the shoulder belt under your arm – in a crash, this could lead to very serious internal injuries – it can cut through vital organs like a knife.
* Make sure there is no slack in the belt - it can only work properly if it is snug across your body at the start of a collision.
* Rear lap belts (and other non-automatic belts) should be adjusted to fit close and low over your hips.
* Never put an adult seat belt around 2 people, it could lead to serious injuries, with both people crushed together in a collision.

It’s okay to tilt your seat slightly backwards but don’t recline it too far. In a collision it is possible for the driver or passenger to slide forward and under the belt if the seat leans too far back.

Airbags are designed to be used with seat belts. They are not substitutes. Airbags explode at around 100mph and if you are not wearing a seatbelt they will do you damage.

You may wish to ask the pupils to find out what details their family car manufacturer’s booklet gives regarding airbags (some give an age, height and weight of a passenger sitting in the front seat.)

**Slide 15 – Driver on phone**

Driver Distraction or Carelessness is one of the biggest causes of death or serious injuries on our roads. Answering a mobile phone or looking at a text message while driving distracts the driver and causes them to lose focus on the road, potentially putting themselves, their passengers and other road users at risk.

If you are travelling in a car as a passenger and the driver’s mobile phone rings, and **if** you can reach it without taking your seatbelt off, it would be safer for you to answer it rather than let the driver get it. It would be safer still to let the phone ring off and phone back when you get to your destination or when you find a safe place to park.

You could take the opportunity to remind students that if the driver attempts to answer the phone they are not only breaking the law by doing so but they are also putting their life and that of their passengers in danger.

If internet is available in the room go to:

<http://think.direct.gov.uk/drivingchallenge/index.html>

This is a good learning exercise as to why even hands free mobile phone kits are not safe. It is highly recommended that drivers should avoid using any type of mobile device when driving, even hands free. When driving there is enough to concentrate on without the distraction of a mobile phone. As a passenger it is up to you to remind the driver of the law and keep yourself safe.

Driving while using a mobile phone attracts a £200 fine and 6 penalty points. If a driver is found to be using a phone which has led to a distraction causing a collision the case will go to court and may attract a prison sentence (up to 5 years), a driving ban and up to a £5,000 fine.

The PSNI recorded the following number of mobile phone offences for the calendar years 2011-2019:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Fixed penalty notices | | Discretionary disposals | | Referred for prosecution | | **Total** |
| 2011 | 6,640 | 1,848 | | 1,420 | | **9,908** | |
| 2012 | 5,454 | 2,196 | | 1,285 | | **8,935** | |
| 2013 | 4,704 | 2,026 | | 1,235 | | **7,965** | |
| 2014 | 4,971 | 1,078 | | 1,077 | | **7,126** | |
| 2015 | 5,659 | 56 | | 1,024 | | **6,739** | |
| 2016 | 5,003 | 3 | | 920 | | **5,926** | |
| 2017 | 3,949 | 0 | | 875 | | **4,824** | |
| 2018 | 3,807 | 0 | | 746 | | **4,553** | |
| 2019 | 3,146 | 0 | | 585 | | **3,731** | |

**What is a Fixed Penalty Notice?**

Fixed Penalties were introduced for certain motoring offences as a way of reducing the number of cases dealt with by the courts. By accepting the

Fixed Penalty and complying with whatever other conditions apply, the person will not be taken to Court. Some Fixed Penalties carry penalty points on your licence and some do not.

The offence of driving whilst using your mobile phone is an endorsable fixed penalty, which carries 6 penalty points and a £200.00 fine. The legislation is contained in the Road Traffic (2007 Order) (Commencement No 1) Order (NI) 2007.

**Slide 16 – Buses – Never cross ...**

Never cross in front of, or behind, a bus.

Consider asking students why they think it is not recommended to cross from behind or in front of a bus.?

The answer should be - The size of the vehicle blocking you from the sight of oncoming drivers means they will not be able to see you in time to avoid hitting you.

**Some tips for using the bus:**

* Wait for the bus to stop completely before approaching it - STAND BACK
* Be courteous to the driver
* Go to your seat and put your seatbelt on properly
* Do not distract the driver
* When approaching your stop, keep your seatbelt fastened until the bus comes to a stop
* If you drop something while exiting the bus, tell the driver, as he may not see you
* Stand clear from closing bus doors
* When exiting the bus, look left for cyclists
* Take all your belongings when leaving the bus
* Wait for the bus to drive away before crossing the road

Remember seatbelt law applies on all buses and minibuses – where a seatbelt is fitted it must be worn at all times. Remember younger pupils are following the example you set.

Buses are the safest mode of transport while you are on them. The dangers are getting on and off.

If you have to cross a road after getting off a bus, ALWAYS let the bus move away so that you can get a clear view of the road in each direction before crossing the road. A number of fatalities of this nature over the past 10 years have been in your age group.

**Slide 17 – Distractions – mobile phone/MP3/iPod**

It is commonplace today to have a mobile phone, mp3 player/iPod or other portable device to interact with friends, play games or listen to music.

However, when we are using them they engage our concentration and focus, to the extent that we may not be fully aware of other things going on around us.

When using the road we are in a potentially hazardous situation, especially if our attention is distracted and we don’t give our full attention to what is happening with the traffic.

To ensure we use the road safely we need to:

* Avoid using a mobile phone or portable media player (so we can hear vehicles, approaching emergency vehicles and can concentrate on crossing the road).
* Follow the rules of the road and practice the Green Cross Code.

Posters which are free to schools are available on this theme from the Think website <http://think.direct.gov.uk/roadsafety.html>

**Slide 18 – Alcohol is a drug**

Why is alcohol a problem when using the roads?

Answers should include the fact that even one alcoholic drink impairs your judgement and your ability to react to the unexpected.

**Year Convictions**\*

2008 3,538

2009 3,280

2010 2,996

2011 2,902

2012 2,674

2013 2,318

2014 2,215

2015 2,140

2016 2,287

2017 2,234

2018 2,305

2019 2,289

\* Convictions data was provided by Northern Ireland Courts & Tribunals Service (NICTS) Statistics and Research Unit: Integrated Court Operations System (ICOS). These data are generated on the basis of defendants convicted at the Crown and Magistrates Courts of at least one offence relating to drink driving.

Does anyone know the penalty for driving while under the influence of alcohol? Answer - A fine and an automatic 1 year ban from driving.

What do pupils think are the side effects of alcohol (focus on pedestrians and on drivers)?

**Alcohol** creates a BIG problem for all road users! The slide provides some facts about alcohol – mix it with a road user (driver/pedestrian/cyclist/motorcyclist) and the risk of death or serious injury just multiplies. In plain terms, alcohol will make you less aware of the dangers on the road.

What is the law about consuming alcohol?

What age must you be to buy it and where can you / can you not drink it?

**Alcohol, young people under 18 and the law.**

There are strict laws on alcohol consumption in NI. These are contained mainly in the Licensing (NI) Order 1996 and the Registration of Clubs (NI) Order 1996.

Anyone under 18 is not allowed to purchase alcohol or consume alcohol in a place other than a private house under the Licensing (NI) Order, 1996.

Towns and cities may also have local bye-laws banning drinking alcohol in public.

Source of above information = [http://www.nidirect.gov.uk/alcohol-young-people-under-18-and-the-law.htm](https://www.nidirect.gov.uk/articles/alcohol-young-people-under-18-and-law)

Does anyone know about the forthcoming change to the drink drive blood alcohol limits?

**Answer -** The current drink drive limit in Northern Ireland is 80mg of alcohol per 100ml of blood (80mg/100ml). This is a common limit applicable to all drivers, regardless of their licence status.

The new Legislation introduces two new limits, each applicable to different categories of driver licence holder:

The first limit is 50mg/100ml and applies to the typical driver.

The second limit is 20mg/100ml and applies to what is expressed as a ‘specified person’.

A ‘specified person’ is:

**A learner driver** who holds a provisional licence;

**A novice driver** who is subject to the two year probationary period under the New Driver’s Order 1998; or

**A professional driver** who holds a licence entitling him/her to drive a category of bus or lorry as well as the holder of a taxi driver’s licence. This will include the following licence categories: - C, C1, D, D1, C+E, C1+E, D+E, and D1+E.

**These changes will bring us in line with the rest of Europe which already has a 50mg/100ml of blood limit in place.**

**Slide 19 – How many units are in your drink?**

Budweiser (440 ml can) = 2.1 units

Tennants Super (can) = 2 units

Carlsberg Special Brew (can) = 2.2 units

Bacardi Breezer (275 ml bottle) = 1.1 units

**Slide 20 – How many units are in your drink?**

Ask the class to guess the units in each of the listed combination of drinks.

According to the Drink Aware website:

12 units

8 units

19 units

15 units

Teacher – you may wish to buy a pair of drunk buster goggles to further this discussion <https://driving.org/product/dia-vision-impairement-goggles/>

**Slide 21 – Hit at 20mph - survival**

Speed is the number one single killer on our roads. In the last five years, 2015 – 2019, one in every six fatalities were caused by excessive speed.

You may wish to ask pupils about their attitude to speed and how they judge when it is safe to cross the road as pedestrians.

Stopping distances depend on the speed and size of the vehicle, tyre tread, brakes, weather conditions etc.

“**The faster the speed the bigger the mess”** – You may recall this strap line from a DOE anti speeding public information campaign. Use of this strap line is appropriate when using this slide sequence.

**Tip**

It may be useful to use the whole class to demonstrate the impact of speed if involved in a collision. Ask them to stand up.

If a pedestrian is hit at 20mph, 90% will survive, so ask 90%of the class to sit down. The remaining 10% are the proportion who would on average not survive a 20mph impact.

Talk about life-changing injuries and how fragile the body is and how long it can take to recover from injury. Minor injuries may take a short time to recover from. Serious injuries for example broken legs will take longer.

Some serious injuries are life changing, and people may never make a full recovery, they could be left with brain injuries or paralysed requiring a wheelchair for life.

Ask what impact life changing injuries would have on their friends, family and ultimately themselves?

**Slide 22 – Hit at 30mph – could you cope?**

Ask a further 40% of the class to stand up, depicting 50% survival rate average at this speed.

**Slide 23 – Hit at 40mph – Remember road safety is your responsibility**

After this slide ask another 40% to stand.

Ask them to consider the loss of 90% of their class, the impact on bereaved families and friends; the loss of fulfilment of dreams and aspirations.

No future, no job, no marriage, no children – NOTHING. End of life at a young age. There may be a tragic write up in a newspaper, bouquets of flowers at the site and comments on Facebook or messages on BBM (Blackberry Messenger). BUT that is nothing compared to the life you would have lived!

Draw out the learning point that when people are involved in a serious road collision it effects everyone belonging to them. So they owe it to not only themselves but also to their family and friends to make sure they are as safe as possible and do all the right things to protect themselves.

**Remember, road safety is your responsibility too.**