

# MECHANIMALS



## Pedestrian Decision Making and Avoiding Hazards.



**Target audience:** BGE (S1-S3)

**Lesson aim:** To encourage young people to consider the important decisions they make as a pedestrian every day

## Learning objectives:

- Students will be able to describe how to travel safely and independently as a pedestrian
- Students will develop an awareness of travelling within their local area as a pedestrian
- Students will be able evaluate the risks/hazards associated with their common journeys (i.e. – to and from school)

<b>Timing</b>	45-50 minute lesson	<b>Key words</b>	Hazard, Pedestrian
<b>Resources</b>	PowerPoint presentation, work sheet, optional – Ipad	<b>Preparation</b>	Familiarise yourself with the recommended reading

Lesson outline	Description	Resources	Class set up	Timing
<b>Introduction</b>	Intro the Mechanimals resource	Tablet	Whole class	<b>5 mins</b>
<b>Key Vocabulary</b>	Defining what a pedestrian/hazard is	N/A	Whole class	<b>2/3 mins</b> (Not included in time)
<b>Starter</b>	Mechanimals fact sheets	Jotter/Tablet	In small groups	<b>5 mins</b>
<b>Activity 1</b>	Spot the hazards	Jotter/Tablet	Individual	<b>15 mins</b>
<b>Activity 2</b>	Navigate the hazards / How do you get to school?	Jotter/Tablet	Individual	<b>20 mins</b>
<b>Plenary</b>	Recap		Individual	<b>5 mins</b>

### Before you begin

It is important to establish a safe learning environment where students feel comfortable to share and discuss. Be mindful that some young people may have had negative experiences around the topic either themselves or someone close to them. This can be addressed by regular check ins/ options to sit out parts.

## Introduction – The Mechanimals

Collisions on our roads remain one of the main causes of accidental deaths among children and young people in Scotland. This resource has been developed to help equip students with the knowledge, skills, and confidence they need to make positive choices on and around our roads.



**Play the Mechanimals intro film**

## Key Vocabulary

Before continuing with the lesson you can ask the class if anyone knows what the terms mean. Once discussed share the definition with the class. This will ensure the class have a shared understanding as both words feature heavily in the lesson.

### Key Definitions

**Pedestrian** - A person walking in the street and not travelling in a vehicle.

*(n) – Oxford Dictionary*

**Hazard** - A thing that can be dangerous or cause damage.

*(n) – Oxford Dictionary*

## Starter – Mechanical fact sheets

**5 mins**

The biggest hazard on the roads is vehicles. You may feel invincible, but did you realise stepping in front of a car or truck is like stepping in front of a fearsome wild animal? Let's see how powerful and destructive Mechanimals can be.

Either individually or in small groups explore the x3 Mechanical fact sheets. Spend a few minutes allowing the students to consider the impact of being hit by a vehicle i.e. the equivalent of being hit by a fearsome wild animal as illustrated by the Mechanimals.

At this stage, you can show the 'Match the Mechanimals' quiz. Checking the students are connecting the Mechanimals are helping illustrate the force and impact of a vehicle.

### Answers:

- **GTi (i.e. Gorilla)** = equivalent of being hit by a car
- **Rhino 2.0L** = equivalent of being hit by a transit van
- **The E-Class** = equivalent of being hit by an HGV

## Activity 1 – Spot the hazards?

15 mins

Remind students what the definition of a hazard is?

Explain to the students you are going to show them a video and ask them to note down how many hazards the person experiences (Extension – write down what the hazard was)

Depending on the class, you may choose to give some ideas and tips for things to look for, ie crossing the road, time of day etc.



### Show the polaroid film

Potential hazards to include:

- **Distracted on their phone**
- **Failure to look & judge speed / direction of traffic**
- **Peer pressure**
- **Listening to music**
- **Walking out from behind a bus**

You can also reference things like drain covers, fallen leaves, bins, and street furniture - everyday obstacles that can become hazards if you're not paying attention.

### When discussing: important things to remember/mention

Who is at fault? Is it the pedestrian or other person (Driver/Cyclist/Horse etc)

Who has right of way?

Why are young people more likely to take risks? (Brain development)

Pedestrian crossings are one place Mechanimals have to stop. Remind students to try to find one before you cross. (Option for a short pedestrian crossing quiz is provided as additional supporting material, at the end of the lesson slides.)

## **Important information for teachers to consider**

### **Statistics around young people and accidents**

To support further, 2024 figures are shared below:

- 161 people were reported as killed in 2024, 7 per cent (13) below the 2014-2018 average of 174.
- 1,978 people were reported as seriously injured in 2024, 27 per cent (749) below the 2014-2018 average of 2,727.
- 3 children were reported as killed in 2024, meaning the average for the 2022-2024 period was 4 a year, this is 35 per cent (2) below the 2014-2018 average of 6.
- 160 children were reported as seriously injured in 2024, 38 per cent (99) below the 2014-2018 average of 259.

Contributory factors are used in road collision investigations, and more than one factor may be recorded for a single collision. In the 2024 Road Casualties Scotland dataset, the three most frequently recorded contributory factors were:

- Distraction or impairment
- Speed behaviour
- Behaviour or inexperience

### **Brain development in children leading to risk taking**

<https://actforyouth.org/adolescence/brain.cfm>

## **Activity 2 – Map your route**

**25 mins**

The purpose of this task is for students to think about their own context. We want them to apply the knowledge about hazards to their own journey.

This task can be completed a variety of ways. Students should use either their memory, but ideally some form of technology to support them with the accuracy of their route.

### **Task 1:**

Students can either draw in jotter or on paper/put the journey into google maps, screenshot the journey. Try and include as much detail as possible with regards to roads and types of crossings are there: zebra, pelican etc.

### **Task 2:**

Annotate or circle the key areas on journey that may pose a hazard. Encourage students to consider the areas mentioned above such as roads, junctions, crossings etc.

### **Task 3:**

Students, can use their knowledge of crossings and hazards, to see if there are there any roads on their journey that can be made safer on your diagram by adding crossing points in.

## **Conclusion/plenary**

**5 mins**

- We have focussed on Pedestrian decision making and avoiding hazards

### **To recap, the Learning Objectives are:**

- Students will be able to describe how to travel safely and independently as a pedestrian
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Students throughout the tasks should be able to evidence their understanding of the learning objectives.

**Student top tip – ask the class individually or in small group to share top tips for peers to stay safe on their journey and reduce hazards.**

## **Additional lesson content**

- Draw your own Mechanical
- Pedestrian crossing quiz and further crossing information