

MECHANIMALS

Lesson
Three

**Pedestrian Responsibilities –
Sharing the Road Safely.**



Target audience: BGE (S1-S3)

Lesson aim: To encourage young people to think about their responsibilities as a pedestrian and have an awareness of the highway code

Learning objectives:

- Students will understand the key pedestrian responsibilities as outlined in the Highway Code
- Students will learn about the hierarchy of road users and their responsibilities
- Be able to demonstrate how to make safe decisions as pedestrians
- Have an awareness of changes that can be brought about from technology and AI

Timing	45-50 minute lesson	Key words	Responsibilities
Resources	PowerPoint presentation, work sheet, optional – Ipad	Preparation	Familiarise yourself with the recommended reading

Lesson outline	Description	Resources	Class set up	Timing
Intro/recap	Intro/recap the Mechanimals resource	Tablet	Whole class	5 mins
Key Vocabulary	Defining what responsibility is?	N/A	Whole class	2/3 mins (Not included in time)
Starter	Intro to Highway code	Jotter/Tablet	individual	5 mins
Activity 1	The Hierarchy of Road Users concept	Jotter/Tablet	individual	10 mins
Activity 2	Vulnerable Road Users (VRU)	Jotter/Tablet	In small groups	10mins
Activity 3	Melon Heads	Jotter/Tablet	In small groups	15 mins
Plenary	Recap of lesson	Jotter/Tablet	Individual	5 mins

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 them. selves or someone close to them. This can be addressed by regular check ins/ options to sit out parts.

Introduction/recap – The Mechanimals

This is lesson three, however useful to recap on the importance of road safety learning. 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 starting 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

Responsibility - The opportunity or ability to act independently and take decisions without authorisation. *(n) – Oxford Dictionary*

Starter

5 mins

In Lesson 1 we explored hazards. Lesson 2 will build on this by focussing on pedestrian distractions. Lesson 3 will focus on the responsibilities that pedestrians have to themselves and others.

Using a whiteboard or ipad (individually or in pairs)

Q1 – Write down what you think the highway code is? Give students 2 minute for this.

The Highway Code is a comprehensive guide to the rules of the road. It was first introduced in 1931 and is now updated regularly to reflect developments with vehicles, driving practices and the law. Its purpose is to make roads safer for everybody, while also supporting an efficient, healthy and sustainable transport system.

Q2 – What does the highway code cover?

1 min

- Rules for pedestrians
- Rules for users of powered wheelchairs and mobility scooters
- Rules about animals
- Rules for cyclists
- Rules for motorcyclists
- Rules for drivers and motorcyclists
- General rules, techniques and advice for all drivers and riders:
This covers topics such as speed limits, signalling, stopping and lane driving
- Using the road: This covers general rules on using the road safely, including junctions, crossings, roundabouts and overtaking
- Road users requiring extra care: This covers vulnerable road users, such as cyclists and pedestrians
- Driving in adverse weather conditions
- Waiting and parking
- Motorways
- Breakdowns and incidents
- Roadworks, level crossings and tramways
- Light signals controlling traffic
- Signals to road users
- Signals by authorised persons
- Traffic signs
- Road markings
- Vehicle markings

Activity 1 – The Hierarchy of Road Users

10mins

- The Highway Code has introduced new regulations for 2022 called 'The Hierarchy of Road Users'.
- The objective is to encourage those who can do the greatest harm to others to reduce the danger or threat they pose.
- Put the road users in order from 1-7, 1 as the least vulnerable, 7 as most vulnerable.
- Can you explain your choices?
- Show students the correct order and give them the opportunity to discuss/re order their own.

Discuss – Why is there a need for the Hierarchy?

The objective is to encourage those who can do the greatest harm to others to reduce the danger or threat they pose.

It is intended to alter motorists' behaviour behind the wheel, so they are more aware of the disparity in risk, and potential to suffer injury, between different road users in the event of a collision.

The new hierarchy does not remove the need for everyone to behave responsibly. We all play a part in keeping our roads safe for all.

Activity 2 – Vulnerable Road Users (VRU)

15mins

Explore the concept of VRU. What does it mean to the young people? (*slide 10*)

A vulnerable road user is someone who can get badly hurt by a Mechanical.



Show distraction film

Scenarios for students to discuss. Have them decide who has priority, how each road user should behave, and what safety measures should be taken by each party involved.

1. You are cycling home from school with a few Mechanicals behind you. One begins to overtake. How much space should they leave you? (*Answer is 1.5 m*)
2. Scenario 2 – You have started crossing a road when a Mechanical begins to turn into the road you're crossing. Who has the right of way and what should you do?
3. You are out with friends and have no option but to walk down a country road. You've seen cars going up and down, what side of the road should you walk down and why?

Activity 3 – Melon Heads

Avoid putting yourselves and other road users at risk by not taking responsibility for your own safety.

This task is an opportunity for students to discuss each.

What behaviours make you a melon head:

- 1.** Being half asleep on the walk to school
- 2.** Being under the influence of drugs or alcohol
- 3.** Looking at social media while crossing the road
- 4.** Fooling about with pals on the pavement
- 5.** Eating too much melon

Conclusion/plenary

5 min

Recap the Aims and objectives

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Exit pass – Ask students to write a summary of their learning from the lesson in 280 characters.