

## SCHOOL DAZE

# Road Safety Research (Part 1)

(Lesson 5a, Post-Show)

### Experiences & Outcomes (Curriculum for Excellence)

To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. **LIT 3-18a**

I can identify sources<sup>1</sup> to develop the range of my reading. **LIT 3-11a**

I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. **MNU 3-20a**

### Benchmarks

#### Literacy

- Comments on reliability and relevance/usefulness of sources with appropriate justification.
- Explains how well a text or source meets needs and expectations with appropriate justification.

#### Maths

- Sources information or collects data making use of digital technology where appropriate.
- Interprets data sourced or given.
- Determines if information is robust, vague or misleading by considering, for example, the validity of the source, scale used, sample size, method of presentation and appropriateness of how the sample was selected.

Learning Intentions	Success Criteria
<ul style="list-style-type: none"> <li>• Create a question to research.</li> <li>• Analyse statistics and discuss findings.</li> <li>• Display information in a chosen format.</li> </ul>	<ul style="list-style-type: none"> <li>• Using data presented, create a road safety question that can be answered with research.</li> <li>• Use reliable online sources for statistics and information on road safety.</li> <li>• Present information in an attractive way, using charts and graphs.</li> </ul>

### Resources

Road safety statistics  
ICT (desktops, laptops, iPads) – internet access  
Flipchart paper  
Pens

### Introduction (5-10 mins)

Present road safety data to pupils. You may wish to take relevant data from <https://www.transport.gov.scot/publication/reported-road-casualties-scotland-2016/>. For example, you may want to highlight the difference between male and female road casualties. The information can be printed out or displayed on whiteboard/interactive board.

Have a whole-class discussion of the data you have chosen to present.

### **KEY QUESTIONS:**

- *What age range do you think has the most road deaths/injuries?*
- *Why do you think most victims are boys?*
- *Why would your social-economic status/ethnicity have an impact on how safe you are on the road?*

Question pupils on the data presented.

- *Is this information reliable? Do we know sample size?*
- *Are you able to challenge any of these facts?*

### Main (30 mins)

Using ICT, pupils will research Road Safety data. They must attempt to ensure that information comes from a reliable source, which is non-bias and allows for a fair conclusion to be drawn.

Place pupils into groups of no more than 4. In their groups pupils will, using the data already presented to them, create their own question that they will answer using data found online.

You may wish to share example questions with pupils:

- *'Do more boys have road accidents than girls? Why?'*
- *'Are people under 16 at more risk of a road accident than those over 16?'*
- *'Does your family's income affect your safety on the road?'*

Ask each group to feedback with the question they would like to research. Other groups can share their opinion on research questions and teacher may offer help to make the question better.

If possible, technology should be used to research, display and present information.

Pupils should choose the most appropriate way in which they would like to present their findings and should not be limited in how they do so. This may be through making a video, a Powerpoint presentation, an animation, with graphs and charts, etc.

If technology is not available then information can be presented as a group discussion, with flipchart paper or any other appropriate means.

Pupils should work collaboratively in their groups, assigning each other roles in order to complete the task.

Depending on time scale, the research element of this lesson may have to be split over a couple of lessons or as a homework activity.

### Plenary (5-10 mins)

Re-visit the aims of the research and discuss the timescales that pupils have to complete.

Pupils will decide as a group 3 targets that they must meet in order to be successful in their learning.

Decide on a date for presentation of the learning.