

THE FATAL FOUR



Drink & Drugs

Mobile Phones

Speeding

NO Seatbelts

CAUSE AND EFFECT

Educational Theme 1

The Fatal Four

This Lesson Theme is divided into **FIVE** separate sections, which comprises several Lesson Plans.

Aims

To aid in the reduction of the number of young people killed and seriously injured on UK roads in road traffic collisions (RTCs) by:

- Promoting understanding of the Fatal Four causes of RTCs
- Giving young people the knowledge to encourage them to drive safely in the future
- Giving young people the confidence to speak out when they are in a vehicle which is being driven in an unsafe manner

Objectives

By the end of the sessions students will:

- Be able to identify distractions when driving
- Know the law and associated penalties regarding use of mobile phones when driving
- Know the law regarding the wearing of seat belts
- Know the risks of not wearing a seatbelt and how to wear one safely
- Understand the possible consequences of speeding
- Understand the possible consequences of driving under the influence of drugs and/or alcohol

Resources linked to Theme 1 (and associated Lesson Plans):

1. Video clip: **Michael York Interview:** 23:42 (35 minutes)
2. Video clip: **The Crash Scene:** 30:25 (1 minute)
3. Video clip: **Firefighter Interview:** 33:52 (2 minutes)
4. Video clip: **Girls Texting** (8:50 minutes)
5. Video clip: **Seat Belt Crash:** (0.35 minutes)
6. Video clip: **A&E Consultant Interview:** 19:20 (1:30 minutes)
7. PDF download: **Quiz: Mobile Phones**
8. PDF download: **Quiz: Seat Belts**
9. PDF download: **Supplements 1-10**

Suggested Lesson Plan 1 : Introduction - Young Drivers

Resources linked to Suggested Lesson Plan 1:

1. Video clip: **Michael York Interview**: 23:42 (35 minutes)
2. PDF download: **Supplement 1-3, 9 and 10**

Introduction:

In the early hours (6.30am) of Saturday 22 October 2011 Michael York took the decision to drive home from Leicester City Centre (John Lewis Car Park) after a 13 hour drinking binge. He was not alone that night; three of his best friends were with him. All got into the car knowing that Michael was over the drink drive limit.

Watch video clip: **Michael York Interview**

Possible questions and discussion points:

- How does it make the students feel, knowing that two of the people in the clip (the two young men with shirts on entering the car park) were dead 25 minutes later?
- Michael had to reverse the car to exit the car park due to misjudging/missing the bend. This would have been the best opportunity to get the driver to stop and all get out and get a taxi. Why do the students think no one spoke up?
- What do the students think about the standard of Michael's driving?

Refer to PDF downloads: **Supplement 1-3, 9 and 10**

Possible questions and discussion points:

- Why are young drivers more at risk than other motorists?
(Refer to Supplements 2 and 9)
- Can the students list reasons why car crashes happen?
(Drink/Drugs, Distraction/Mobile Phones, Speeding and Not Wearing Seat Belts)
- The most common of reasons of all crashes. What do the students think it is?
(The number 1 reason is failing to look properly - i.e. Distraction)

Suggested Lesson Plan 2 : Drink and Drug Driving

Resources linked to Suggested Lesson Plan 2:

1. Video clip: **Michael York Interview**: 23:42 (35 minutes)
2. Video clip: **Firefighter Interview**: 33:52 (2 minutes)
3. PDF download: **Supplement 3**

Introduction:

In the early hours (6.30am) of Saturday 22 October 2011 Michael York took the decision to drive home from Leicester City Centre (John Lewis Car Park) after a 13 hour drinking binge. He was not alone that night; three of his best friends were with him. All got into the car knowing that Michael was over the drink drive limit.

Watch video clip: **Michael York Interview**

Possible questions and discussion points:

- What do students think Michael's attitude to drink driving was? Do they think this was the first time he had been on a 13 hour drinking binge and then driven home?

Watch video clip: **Firefighter Interview**

Possible questions and discussion points:

- What was quite unusual about this crash?
(There was only one car involved)
- Do the students think it would it have happened if Michael hadn't been drinking?

Refer to PDF download: **Supplement 3**

Possible questions and discussion points:

- How can you be tested for drink driving?
Breath and blood tests/hair
- How long does it take for the body to process alcohol?
About 1 hour per unit of alcohol, but this depends on factors such as weight and metabolism, so you can never be sure.
- What are the penalties for drink driving?
Minimum 12 month ban, Maximum £5,000 fine, Endorsement on your licence for 11 years, Criminal record.
- In what ways does alcohol affect driving ability?
(see sheet)
- How do the students think a criminal record would affect them?
Job application /prospects; Holidays (ie acquiring visas); the stigma of people knowing you have a criminal record.

Suggested Lesson Plan 3 : Mobile Phones/Distraction

Resources linked to Suggested Lesson Plan 3:

1. Video clip: **Girls Texting**
2. PDF download: **Quiz: Mobile Phones**
3. PDF download: **Supplements 4 and 5**

Introduction:

Mobile phone and distractions when driving are a big problem and cause thousands of accidents every year. This session looks at the implications of being distracted for only a split second when driving..

Refer to PDF download: **Supplement 4**

Possible questions and discussion points:

- What is a distraction and what types are there?
A driver is distracted when he/she pays attention to a second activity while driving. People cannot always safely multi-task in this way, especially if the second activity is time consuming or complex. Distraction can be either driver initiated (where the driver starts carrying out a distracting activity) or non-driver initiated (the unpredictable actions of something or someone else).
(Refer to Supplement 4)

Refer to PDF download: **Supplement 5**

Possible questions and discussion points:

- Does being on a mobile phone slow down a person's reactions?
(Yes by up to 50%)
- Is it legal to use a mobile phone while driving and why?
(No - refer to Supplement 5)
- What about answering and sending texts messages while driving?
(Illegal)
- Do the students think there any differences between talking on the phone and talking to a passenger in the car?
(People talking in the car are more aware of approaching dangers and likely to be quiet to allow the driver to concentrate)
- How might a person's driving be affected?
(Slow reactions)

...continues over

Refer to PDF download: **Quiz: Mobile Phones**

Introduce Quiz

Watch video clip: **Girls Texting**

Possible questions and discussion points:

- Who was to blame for the accident? The driver? The passengers? Both?
- How did the students feel seeing the young girl asking for her parents to wake up?
- When the baby wasn't responding what were their first thoughts?
- How did the video clip make them feel?
- Did the videos look realistic? Does this actually happen, e.g. have students seen drivers being distracted by something happening outside of their vehicle?
- Have they been involved in a RTC (road traffic collision) or a near miss, because the driver was distracted? If yes, how did it make them feel?
- Watch on their way home tonight for drivers using mobile phones
- As a passenger, encourage parents or other drivers not to use mobile phones
- If you love me...you won't answer that!

Suggested Lesson Plan 4 : Speeding

Resources linked to Suggested Lesson Plan 4:

1. Video clip: **Michael York Interview**: 23:42 (35 minutes)
2. Video clip: **The Crash Scene**: 30:25 (1 minute)
3. PDF download: **Supplement 7**

Introduction:

Speed is one of the main factors in fatal road accidents. In 2013, 3,064 people were killed or seriously injured in crashes where speed was a factor.

Refer to PDF download: **Supplement 7**

Possible questions and discussion points:

- What do the students think is meant by the term 'speeding' in the context of driving?
(Limits, road conditions, other traffic, speed limit as a target)

Watch video clip: **Michael York Interview**

Possible questions and discussion points:

- It's a straight road, so why did Michael crash?
- Michael says he loses the back end of the car. Why do students think this happened?

Watch video clip: **The Crash Scene**

Possible questions and discussion points:

- What condition do they think the car will be in?
- Why is the car covered by a green salvage sheet?
(This is common practice when a body has been confirmed deceased at the scene, extrication will take place after the investigation by the Police crash investigation team)
- What speed do they think the car was travelling at impact?
(Slowing down, impact estimated at 60 mph)
- What speed do the students think Michael was travelling at before he started to brake?
(Between 80 – 100 mph)
- What's the 2 second rule?
(keeping a 2 second gap between vehicles at all speeds)
- What factors could affect stopping distances?
(Weather: snow, ice, rain. The driver's reactions. If you are distracted it will mean your thinking time will be slower, so you have travelled a greater distance before you start to brake)

Suggested Lesson Plan 5 : Seat Belts

Resources linked to Suggested Lesson Plan 5:

1. Video clip: **Seat Belt Crash**: (0.35 minutes)
2. Video clip: **A&E Consultant Interview**: 19:20 (1:30 minutes)
3. PDF download: **Quiz: Seat Belts**
4. PDF download: **Supplements 6 and 8**

Introduction:

It has been law since 1983 for drivers to wear seatbelts; in 1991 all passengers in front and rear seats were required to wear seatbelts.

Start with a show of hands of who does not wear a seatbelt or does not wear it correctly.

Watch video clip: **Seat Belt Crash**

Possible questions and discussion points:

- Do/did the students realise the danger that an unbelted passenger poses to all the occupants of the car?
- Would they speak up if a passenger is not wearing their seatbelt, even if they were not the driver?
- Ask students to list the excuses that they think drivers caught not wearing a seat belt have given to the Police.

Watch video clip: **A&E Consultant Interview**

Possible questions and discussion points:

- Who wears their seatbelt like this, under the arm instead of across the shoulder?
- What are the dangers of wearing a seat belt like this?
- What will happen to a person involved in a crash wearing their seatbelt this way?
(Their head and upper body will be projected forward causing their head to impact with the windscreen, and their upper body to impact with the steering wheel. The seat belt will cut into their vital organs causing major bleeding and possibly death.)
- Did listening to the accident and emergency consultant reinforce the reasons why you should wear a seat belt, and if you don't wear a seatbelt has he changed your mind?
- Do any of the excuses you wrote down earlier make sense?

Refer to PDF download: **Supplements 6 and 8**

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Possible questions and discussion points:

- Discuss the law, responsibility, penalties etc.

Refer to PDF download: **Quiz: Seat Belts**

Introduce Quiz