



**Proposal for:** Delivery of Pedestrian Road Safety performance, workshops and teaching materials for year 7 students.

**Prepared for:** Jan Reef. Lancashire County Council

**Prepared by:** Tim Burton, Performance in Education

**Date:** 1<sup>st</sup> May 2018

## Contents

Overview of Project	pg 3
Performance – “Streetwise”	pg 4
Workshop Activity	pg 7
Teaching Materials	pg 9
Online Resources	pg 11
Learning Strategy	pg 12
Learning Objectives	pg 13
Associated Costs	pg 14

## Overview of Project

“Streetwise” changes students’ behaviour and attitudes to pedestrian road safety. The programme understands that students know how to use the roads safely but they don’t always use this information due to a variety of factors such as: distractions, mobile phones, mp3 players, messing around and travelling on “automatic pilot”.

In many cases when students move to secondary school it is the first time they have travelled to school independently. In most cases the journey from home to school has also increased. To begin with their journey receives a lot of attention however, after a couple of weeks the route becomes familiar. This familiarity can lead to students using the roads on ‘automatic pilot’, be distracted by phones, mp3 players and to mess about. ‘Streetwise’ teaches students that the road needs their full attention at all times.

“Streetwise” includes:

- A comprehensive and effective booking process
- A multimedia and mask based performance
- Workshop activity directly after the performance including Q&A and forum theatre. Workshop lengths are catered to the schools needs.
- A fully branded set of teaching materials integrated into the National Curriculum that continues the learning to be used within PSHE and road safety lessons
- Access to Teacher’s Zone as part of Performance in Education’s new website. This will include downloads of teaching materials, other exercises, videos and any information you wish to put on the site to be downloaded by the schools.
- 100% evaluation service of all audience members (including staff) and production of full evaluation reports and statistics as a paper report and PDF.

This document is designed to outline our methodology and ability to provide engaging and effective learning experiences suitable for year 7 students.

We will also demonstrate our administration services that back up all activity, including school recruitment and communications, evaluation and reporting.



school trip and soon find themselves in an unfamiliar place with some quick tasks to do before they can have fun.

Throughout the field trip the characters continue to show a disregard for road safety due to distractions and trying to finish their tasks quickly. Every time they are in a "near miss" they are 'talked' to by a variety of masked characters about their behaviour. But they have heard it all before, and instead of listening to them they only hear white noise and nagging.

This style of multirole playing and mask work engages young people and draws them into the story as they experience a theatrical presentation in a novel and memorable style. Students engage with these theatrical techniques as it is very different to television, is far more memorable and takes full advantage of a live theatre event.

Our three characters each display poor attitudes to road safety, bred through familiarity to a route and distractions. Jo is "queen of the social network", she loves to talk and text her friends. She constantly has her eyes on her phone as she travels to school. Luckily there are people who look after her and have some good advice.



*"Excellent presentation. Was completely different to other presentations which they have received."  
- Teacher, John Whitgift Academy*



*"I have been texting while crossing the road before and I realise I need to be more careful."  
- Student, Redcar Academy*

Will is the joker of the pack. He's always joking around and "up for a laugh." His friends find him very funny, but when has the joke gone too far? We see Will messing around and not paying attention to the road, he also doesn't want to use 'lollipop ladies' as they are for little kids.

Mark is laid back and easy-going, he's never in a rush and lets the world just pass him by - but how will this attitude affect him when he's using the roads? Not paying attention and going with the flow may be all right for some things, but it has real consequences on the roads.

Our three main characters all enjoy the field trip and whilst waiting for the bus to take them home see a friend run across the road without paying attention. The three friends witness this collision and we hear how this has affected them in a series of monologues. This leads straight into the workshop activity.

## Workshop Activity

Performance in Education uses the performance as just one part of the learning experience. It is within the interactive workshops that guided independent learning and enquiry begins. During these sessions the students create their own solutions, explore the consequences and possible outcomes for themselves in a safe environment. This is when real change starts to happen.

*"I can honestly say that, in all my years here (5), I witnessed the best workshop from any PSYC provider." - The Kingswinford School*

*"Very engaging format but hard-hitting ending. Raises awareness of the typical risks e.g. on phone etc." - Teacher, All Saints School*

*"Directly relevant to a recent accident outside school. Messages very clear. Presenters excellent." - Teacher, Egglecliffe School*

Directly after the performance students want to advise the characters and change the outcomes they have just seen. Through a variety of interactive exercises we use volunteers, pair work, the projector screen and small group work to investigate what the characters could have done, should have done and what advice they would give them to stay safe in the future.



*"Engaging for the pupils, they all seemed to be enjoying themselves whilst learning a valuable lesson"*

*- Teacher Sacred Heart School.*

The workshop is designed for a whole year group. We keep the year group in the hall and continue to work with them as an audience. We engage students with a variety of pairs exercises, whole group activity, quizzes using the screens and volunteers to address the learning.

During the workshops students will:



*"Be safe when you're out on the roads. Make sure you're 100% aware of your surroundings."  
- Student, FTC*

- ☞ Gain a greater understanding of why road safety is so important.
- ☞ Investigate how seemingly low risk behaviour can have severe consequences.
- ☞ Raise awareness of the dangers of distraction and not giving the road your full attention.
- ☞ Greater awareness of personal responsibility around the roads.
- ☞ Develop realistic and effective strategies to challenge poor attitudes to road safety in others.
- ☞ Leave a legacy of safe road use.

Through this facilitated learning, students create their own solutions by considering real consequences and effective coping strategies. Our Actor/Workshop Leaders are trained to enable students to investigate the issues and ultimately change their perceptions and attitudes towards road safety. By creating their own solutions, instead of being told, students remember the learning and are far more likely to call on it in real life situations and pass this it on via "peer to peer" learning.



As with all elements of this project the workshop will be supplied to you along with the script to ensure you are completely satisfied with the content and have had an opportunity to see how the learning in the workshop springboards from the script and dovetails with the overarching learning objectives. These free optional workshops take place the lesson directly after the performance.

*"Never walk out onto the road whilst on the phone because the driver might not see you and you will get hit. This applies to me because I'm always on the phone and I could of got hit so now I won't and I will follow the example."  
- Student, Northfield School*

## Teaching Materials

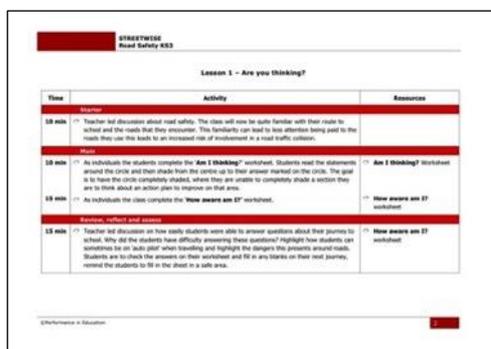
Performance in Education creates a set of comprehensive teaching materials to accompany the tour, these are to download from our online teachers zone. These materials have been created in consultation with teachers and other road safety professionals and are in line with current National Curriculum standards for KS3.

The teaching pack contains six lessons of materials with a wide range of activity and discussion based learning tools such as quizzes, worksheets, scripts, role-play exercises, outside of classroom active lessons and computer research. These can all be easily adapted to groups of young people with differing needs and abilities.

The teaching materials have been designed with original artwork, to appeal to students, and are available to download online as a high quality PDF. This enables schools to print the materials at a high quality or display them on a white board. They are also able to add worksheets and other parts of the materials into other presentations and interactive whiteboard materials.

The materials contain all the information a teacher needs to complete the lessons, including:

- Lesson overviews with a brief description of the lesson, its learning objectives and how it links to specific parts of the National Curriculum.

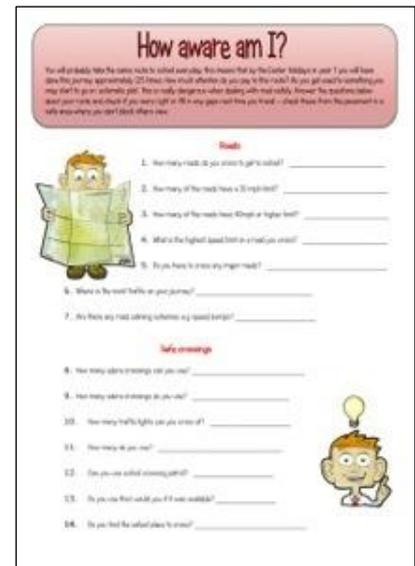
Time	Activity	Resource
10 min	Teacher-led discussion about road safety. The class will now be quite familiar with their route to school and the roads that they encounter. This familiarity can lead to less attention being paid to the road they are on which leads to an increased risk of involvement in a road traffic collision.	
10 min	As individuals the students complete the <b>'Am I thinking?'</b> worksheet. Students read the statements around the circle and then shade from the smiley up to their answer marked on the circle. The goal is to have the circle completely shaded, where they are unable to completely shade a section they can't think about an action plan to improve on that area.	<b>'Am I thinking?'</b> worksheet
10 min	As individuals the class complete the <b>'How aware am I?'</b> worksheet.	<b>'How aware am I?'</b> worksheet
15 min	Teacher-led discussion on how easily students were able to answer questions about their journey to school. Why did the students have difficulty answering these questions? Highlight how students can sometimes be on 'auto pilot' when travelling and highlight the dangers they present around roads. Students are to check the answers on their worksheet and fill in any blanks on their road journey, remind the students to fill in the road in a safe area.	<b>'How aware am I?'</b> worksheet

©Performance in Education

- A full lesson plan with time guidance, list of resources needed from the pack and a full outline of the activities within the lesson.

- Worksheets and other materials to photocopy such as self assessment on road safety issues, stopping distances activities linked to Maths, role play and fact sheets.
- A teachers' section that contains all the relevant information, up to date statistics from the Department for Transport and facts needed to take the lesson and be able to effectively lead discussions.

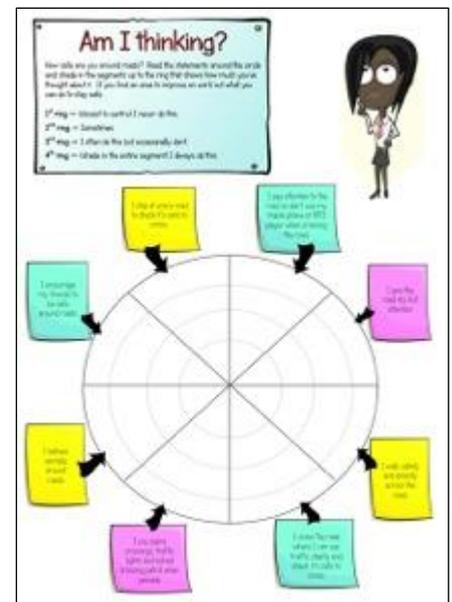
The teaching materials are suitable to be used as a full scheme of work, or to 'cherry pick' activities to add to the schools existing work on road safety.



The Streetwise teaching pack address the issues raised within the performance and other wider road safety messages.

Below is an example of the learning in the pack:

- Self-assessment on road safety attitudes and actions as a pedestrian.
- Understanding road signs and what they indicate the traffic may be doing e.g. speed limits, stop signs.
- Have an understanding of why cars can't just stop, a maths based lesson with a practical element to get the students outside and seeing the distances.
- Spotting risky activities and behaviours around roads and what their possible consequences are – risk versus reward.
- Role-play and script activities to combat peer pressure and learn how to effectively challenge poor road safety behaviours in others.
- Peer to peer learning, students display and share their work to leave a legacy of safe road use in the school.

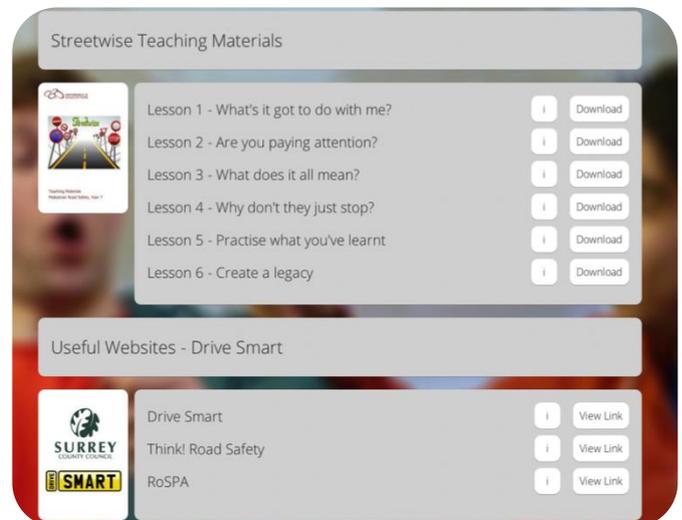


## Online Resources – Teacher’s Zone

All of your Lesson Plans and teaching Resources are now hosted on our dedicated Teacher’s Zone section of your website. Our new website is now ‘live’, and can be seen at [www.pie.uk.com](http://www.pie.uk.com). On the site you will see a link for the ‘Teacher’s Zone’, when you click through you are asked for a password that will link to your online resources. All resources are password protected so only your schools can access them.

Your page will have a variety of resources for the teachers to download and use in their classes, this can include:

- PDF copies of the teaching materials that accompany the tour
- Whiteboard materials
- Interactive quizzes
- Video interviews
- Pictures, statistics and videos from the performance
- Links to your websites
- Any materials you would like the schools to have access to such as posters, fliers, teaching materials etc.



These sections are created exclusively for your tour - so we can add information or materials from you. With these added to the page we can create a ‘one stop shop’ for all of the information schools can access in your area to continuing effective teaching and learning.

Your page can be added to throughout the year as new resources are created and available. Each tour will always start with the PDF of the teaching materials and any resources you would like to be added for the schools to access.

## Learning strategy

Performance in Education is aware that students learn in a variety of ways. To ensure maximum impact of our visit we engage with students in a variety of different ways to stimulate learning and activity.

Live theatre is an exceptional tool for information delivery to young people. Students are often given TV, lectures and worksheets as part of their normal learning. Live theatre is something completely different. For many students this will be the first piece of live theatre they have ever seen, for the majority of students it will be the first piece of theatre they have seen that isn't pantomime.

However PiE performances don't rely on the novelty of theatre to make an impact. We structure performances so students can identify with the characters, see themselves and their friends in these roles. By addressing seemingly low risk behaviour we can make the characters relatable, likeable and "everyday". By doing this we encourage emotional engagement with the audience, they start to care about the characters and what happens to them. This motivates them to want to change their outcomes and address their own behaviour.

"Streetwise" also uses mask work to stimulate and engage the audience. These masks create instant characters that the students are drawn to as they represent an abstract form of theatre which is very popular with students as they start to experiment with theatre styles in their own drama classes.

The follow up workshops use a variety of engagements stimulating visual, audio and kinaesthetic learning as students are invited to join in the exercises. The workshops give factual information for 'logical' preference learners, and allows students to investigate outcomes in small groups for "social or intrapersonal learners".

This variety of learning is continued within the follow up materials. There is a wide variety of engagements for the teacher to use which continue to investigate factual and behavioural issues as well as having good cross curricular activities especially with Maths.

## Learning Objectives

**Super-objective:** To provide year 7 students with an engaging, inspiring learning experience that raises awareness of the dangers of poor pedestrian road safety, equips students with the knowledge to identify risk and risky behaviour and leaves them with a set of effective robust strategies to keep them safe in their everyday lives.

### Objectives:

- Raise awareness of the risks when using the road system as a pedestrian, especially when on 'automatic pilot' travelling a route they often take e.g. to school.
- Identify risks the students may take around roads and their consequences such as:
  - Talking, texting or playing with a phone
  - Listening to mp3 players
  - Messing around with friends
  - Suddenly crossing, changing direction or running out into the road
  - Crossing on a blind junction or from behind parked cars
- Create real life strategies to overcome peer pressure / peer influence around poor road safety.
- Address ignoring good advice by considering it – “just nagging”.
- Encourage the use of school crossing patrols, zebra crossings and traffic light crossings and to ask for help when it's needed.
- Increase the student's knowledge of how to remain safe when using the roads and have the confidence to continue using this information.
- Leave students with increased knowledge and confidence to use the roads safely and understand that the roads constantly need their full attention.

## **Associated Costs**

### **Product development**

- Script
- Workshop development
- 6 x 1 hour teaching materials in line with the National Curriculum
- Evaluation form design

### **Product resourcing**

- Actor/workshop leader/team leader
- Actor/workshop leaders x 2
- Equipment
- Transport and fuel
- Uniform
- Props and costume
- Accommodation
- Materials
- Rehearsal spaces
- Insurance and DBS/CRB checks
- Evaluation form printing

### **Product management and assessment**

- Tour booking
- Rehearsals & directing
- Training & briefing
- On-tour quality control
- Administration
- Evaluation form processing, analysis and report generation
- Hosting of legacy contents on dedicated project page of our online Teacher's Zone

### **Tour Price**

**To target up to 20 schools in Walsall at a mutually agreeable time (2 weeks) £10,500  
+ VAT\***

\* VAT will be added at the prevailing rate

### **Summary and Next Steps**

We would like to take this opportunity to thank you for considering our proposal. We can confirm our ability to deliver your road safety project and are happy to discuss any details of this proposal over the phone or at a meeting that is convenient to you. If you require any further information at this time, then please don't hesitate to contact us at any time.

### **Contact Details**

We are happy to discuss any element of this proposal. For further information please contact:

#### **Tim Burton**

Lower Ground Floor  
132 Huddersfield Road  
Holmfirth  
HD9 3AS

**Tel:** 01484 683 725

**Mob:** 07748 788 332

**Email:** [tim@pie.uk.com](mailto:tim@pie.uk.com)

**Web:** [www.pie.uk.com](http://www.pie.uk.com)