



PRACTICAL PHYSICS

The Physics of Road Safety

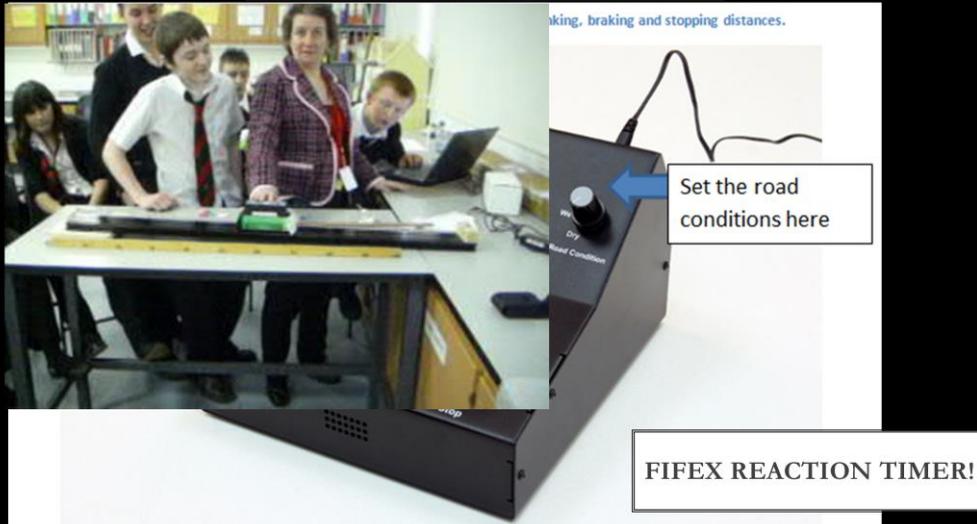


Jennie Hargreaves
Lockerbie Academy

Slide 1

Lockerbie Academy Science Dept. has been in the forefront of integrating Physics curricular content with practical road safety. This is something that all school could do without difficulty.

THE IDEA!



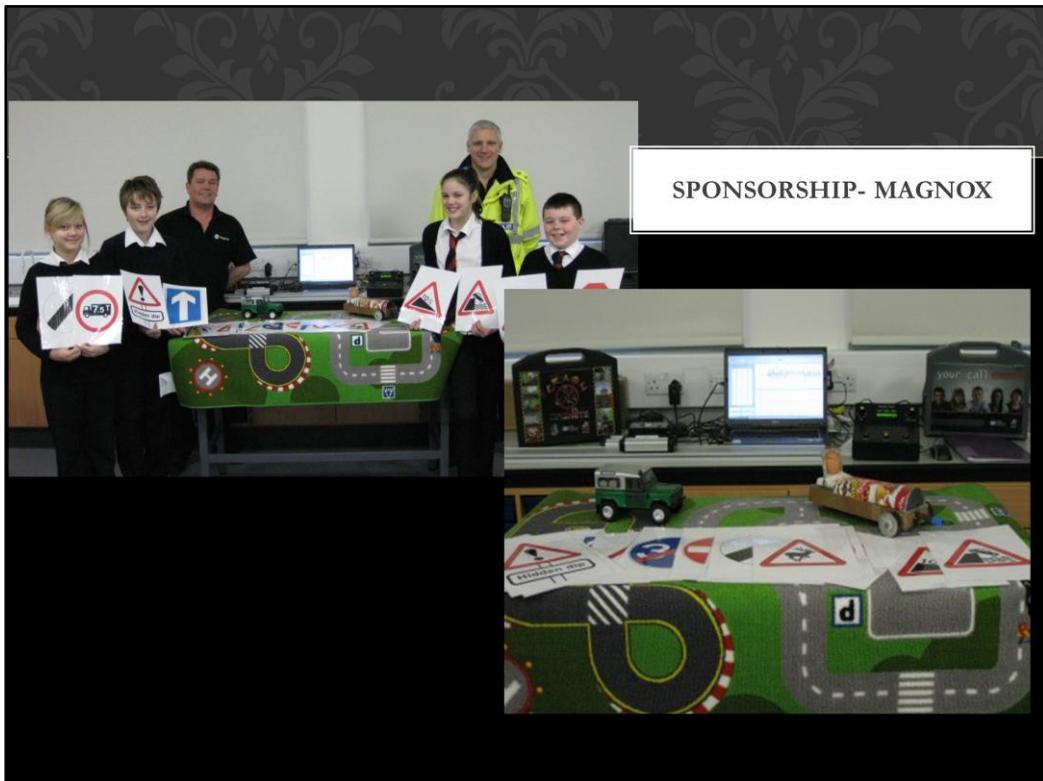
Slide 2

I decided to look into the topic of Road Safety after a Professional Development activity when I was issued with a FIFEX timer- each police authority, before amalgamation, was supplied with 5 of these for use in schools and I wonder how many still know where they are! Over my 20+ years at Lockerbie Academy we have lost too many students and former students to road and vehicle incidents, (at least 7), and I don't think this is particularly unusual in our rural area.

Another activity produced by SSERC's and the IoP – "Tart Ma Kart" (based on the TV programme "Pimp my Ride", but as a copyrighted term the Scottish Version was invented). This activity involves students creating a barrier on a physics trolley to reduce impact forces.

Students learned about crumple zones, seat belts and air bags as a means of reducing force and increasing the time taken to slow down- all good and relevant curricular physics. Road Safety was being used as part of the Physics National Qualifications AVU (added value unit) and schools were talking about Road Safety.

We also had an opportunity to mention Safe Car design and the ENCAP (the European New Car Assessment Programme) rating, of which few students had heard.



Slide 3

We were fortunate to be able to apply, and receive funding from the Magnox SAFETY budget as part of the Chapelcross Decommissioning project. We used this money to buy resources for a CfE (Curriculum for Excellence) topic on Road Safety covering speed, distance, time, there was also resources provided for the Personal Social and Health Education.



Slide 4

Through my research I created a game called Chicken Run using the Fifex timers- During this game students predict the stopping distances of two drivers using a toy steering Wheel at certain speeds and weather conditions, with various distractions such as arguing children in the back seat and using mobile phones. Students use whiteboards/show me board to write their predicted stopping distances. It indicates the difference between individual drivers, one driver might stop in a greater distance than they predicted but the other driver might have stopped in time under the same conditions. It is noticeable that S1-S3 students have no concept of stopping distances and even when they can be taught the correct stopping distance they cannot translate this into a real distance on the ground. The students love the game and it can really teach stopping distances, problems with road surfaces and introduces dangerous driving conditions. Hopefully students will think twice about arguing with their brothers and sisters in the back of a car. It provides a hard hitting message about stopping distance in the wet and ice. No students are harmed during participating in this game!

IN THE CLASSROOM- $\bar{v} = \frac{d}{t}$



Slide 5

In the classroom students use the playmats and toy cars to complete activities on speed, distance and time. This would work equally well in maths and Physics lessons as both cover the concept in the curriculum. It is certainly an interactive way of completing, what for some is a dull topic. It can be developed to cover many outcomes. It also appears to show some potential poor drivers and speeders by the student approach to this task. Some students indicate at roundabout and some don't appear to know the correct route around a roundabout! For some the time to complete the route is irrelevant providing they travel safely with the car, other students zoom around the track doing wheelies and driving off the road.



Slide 6: The equipment is used further to discuss and measure average speed, instantaneous speed and the difference between them. It is used to demonstrate. Acceleration, distance travelled there is plenty of potential and links to the various learning outcomes. We've also used them to explain the difference between scalar and vector quantities, something that comes up at Nat 5 in Physics.

We introduce instantaneous speed and link this to speed cameras, speed limits for different vehicles and roads and also average speed cameras. This all follows with the outcomes of why it is better to use a light gate than a stop watch for measuring instantaneous speed.

The girls find it enjoyable too, although they generally prefer to work in groups of girls.



Slide 7: Our most successful project was completed as part of the Partnership Grants Scheme, funded, by The Royal Society. We linked up with Inspector Neil Hewitson from Police Scotland and had many discussions on how we could engage and get the road safety message across to students. The answer was “Be a Road Crash Investigator”

During this activity a road incident is laid out in the hall. Students have to work through various activities to discover what happened, including witness statements, measurements, and observations. Students can struggle with some of the concepts but with careful guidance the satisfaction on the students’ faces when they discover what happened is thrilling to see and everyone enjoys a bit of police tape! We are often fortunate to have some excellent input from Police Scotland Roads Policing Dept members to talk students through the activity. Having Police Scotland involved gives the activity extra kudos in the students eyes and they are very receptive to what the police tell them. This activity probably works best with S3 students, although some of the work is at Higher level. We’ve tried it out with a top S2 class, and S3s and S4s. Although the original work was put together with Inspector Neil Hewitson, we have been equally fortunate to have the support of his successor Inspector Campbell Moffat who has expanded the programme. The Roads Policing unit put together the information and we made up the teacher and pupil resources. It was a great team effort building on the knowledge from the police and the teachers’ understanding of the students. It hit so many aims. We would love to have a greater range of real life scenarios that teachers could draw on to select for their situation.

S2-S4 CRASH TEST INVESTIGATORS

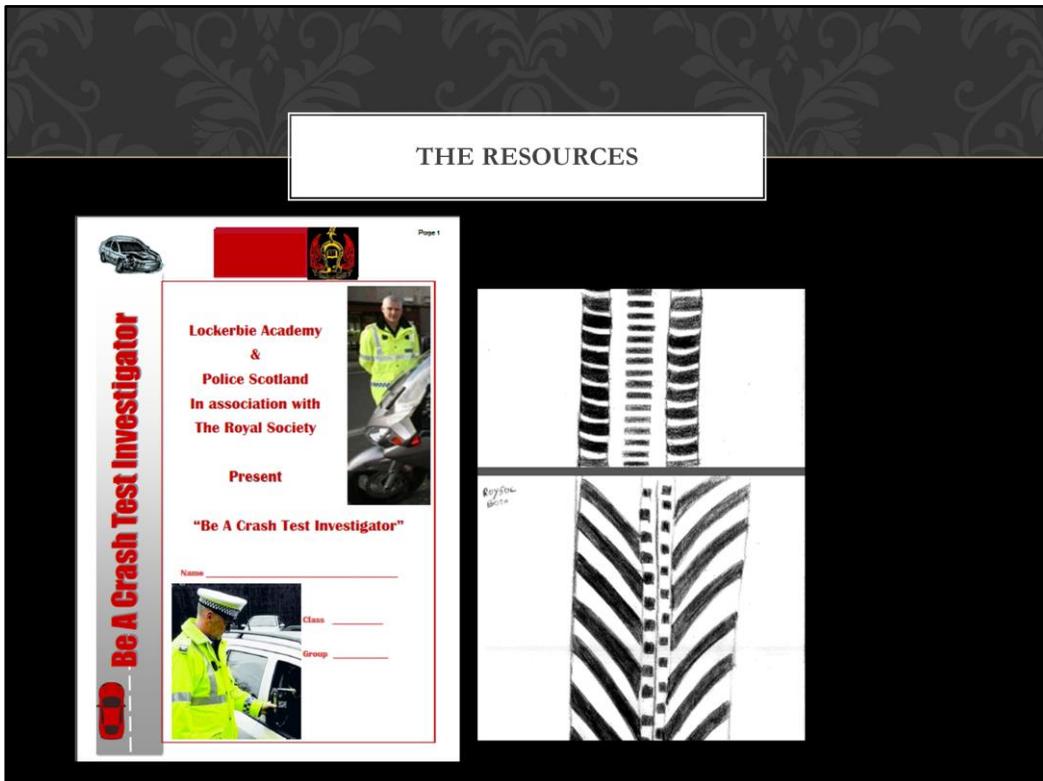


Slide 8:

This event covers all the following aims

1. How a road crash is investigated.
2. To understand the scientific process and how it relates to Road Crashes.
3. To work as a team, to use each person's skills to draw conclusions from evidence.
4. To discover situations where kinematics, dynamics and the equations of motion are used in real life to draw conclusions from incidents.
5. To work collaboratively with outside agencies, to understand their job, to and to question Scientists about their work.
6. To be safe road users and to have a better understanding of how to drive safely.
7. To take witness statements and to find out if these fit with the evidence at the scene of the incident.
8. To have fun through Science and use fun and imagination to solve problems.

THE RESOURCES



Slide 9:

All the resources have been made up for two separate scenarios so it would take a very small effort and for other schools to run this event. The resources are all ready to share as so many people and organisations have been so generous with their time and money to make this work that we want others to be able to benefit. This event could be put on in all schools for very little money as you can probably borrow a ride on car..

HIGHER

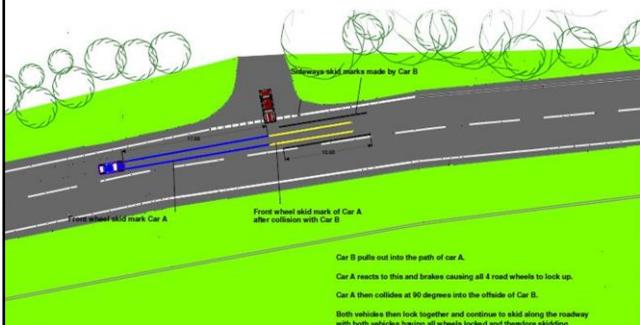


The GLEN crash of 2006

- Relevant
- Hard hitting
- Thought provoking
- Necessary
- Context

Collision Investigation

Constable
Chris Parker/ Steven Kerr
Road Policing Unit



NEWS LIVE BBC NEWS CHANNEL

Last Updated: Tuesday, 19 February 2008, 15:57 GMT
E-mail this to a friend
Printable version

Drivers admit fatal crash charges

Three young drivers have appeared at the High Court in Glasgow in connection with a seven-vehicle crash near Dumfries in which three people died.

Stuart Logue, 19, and Graham Lynn, 21, pleaded guilty to causing the deaths by dangerous driving in November 2006.

Shaun Marshall, 18, admitted a reduced charge of dangerous driving.

Bethany Secker, 21, from Bristol, and teenagers Mark Johnston and Luke Shearman, from Dumfries, all died in the A75 crash. Sentence was deferred.

A small photograph showing three young men in court. They are standing in a row, looking towards the camera. The man on the left is Stuart Logue, the man in the middle is Graham Lynn, and the man on the right is Shaun Marshall.

Slide 10:

At Higher we've been fortunate enough to have the Police Investigators come in and talk about a crash that many of the local police investigators were involved in. This is a hard hitting talk and really good for the students who are just coming up to driving age. This part of the project actually preceded our initiatives, but through our collaboration with Police Scotland we were able to incorporate our resources so the lesson ends with the students using more equations of motion and completing momentum equations and being road crash investigators too.



Slide 11:

A recent activity that we've incorporated into our annual programme of Road Safety Events is the Winter Drive Campaign. Across Scotland Police have a week long campaign to get motorists to think about winter driving and car safety. We suggested that the Police train our students and they complete the checks whilst overseen by the Police. Tesco have been really helpful here and offered us space and sponges. Students are trained to check lights, wipers, washer bottles, number plates and tyre tread depth and pressure. Students wash the car lights and number plates and top up washer bottles. This will be our third year of running this. Students from the first year returned to help out in the second year. They were great at training their parents and it really permeates the community.

PROJECT EDWARD

EUROPEAN DAY WITHOUT A ROAD DEATH

#ProjectEDWARD

21 September



We're getting involved in
Road Safety Week
21-27 Nov 2016



Slide 12:

We have embraced several Road Safety Events and weeks. We notice that very few people in the UK sign up for PROJECT EDWARD in September and it would be beneficial if schools can be encouraged to take part and send the message home. BRAKE produce some great resources for Road Safety events.

SHARING THE MESSAGE



Slide 13:

Students have been able to share their knowledge of Road Crash Investigations with other adults and children. Through the students enthusiasm for their work, LA's Be a Crash Test Investigator was chosen as the school exhibit at the Royal Society Summer Science Exhibition in 2014 and students also took part in the D&G Mayhem Science Festival. All of this improves communication and self esteem. Being able to explain this knowledge to people older than them has made them excellent Road Safety Ambassadors.

EUROPEAN AWARDS



Slide 14: We have been involved in Road Safety Competitions firstly through Your Idea- Your initiative which resulted in Jennie Hargreaves going to Renault HQ. In 2014 we exhibited at the Royal Society SSE and in 2016 we won the Best Education Award for Road Safety and the Overall Road Safety Award.

At a ceremony in Brussels, Commissioner for Transport Violeta Bulc presented today the Excellence in Road Safety Awards 2016. This prize recognises commitments to road safety that have a significant impact on saving lives on Europe's roads.

Awards in the category "school challenge" went to the Colegio Público Miguel de Cervantes in Gijón (Spain), and Lockerbie Academy (UK).

Awards in the category "best practice" went to Børneulykkesfonden and Codan Forsikring (Denmark), Centrum Bezpieczeństwa Ruchu Drogowego (Poland), and ACA Automobil Club (Albania).

This year, a special prize was dedicated to Jacques Barrot, former Transport Commissioner and ardent supporter of road safety, who handed over the very first European Road Safety Award exactly ten years ago. The winner was selected by the audience present at the ceremony from among the five winners. Lockerbie Academy (UK). Violeta **Bulc** said: *"I am very impressed with the commitment and creativity that this year's winners have demonstrated. Grassroots initiatives like these are crucial in our efforts to reach our strategic goal to halve road fatalities by 2020. I can only encourage everyone, at whatever level you work, to carry on the great work and to pass on your experiences, so that great ideas can be used again elsewhere."*

REACHING AN E.U. AUDIENCE



Cooperation for Science Teaching

SCIENCE ON STAGE 2017

Lockerbie Academy/Police Scotland | Lockerbie | Scotland | United Kingdom

The Physics of Road Safety

Teaching Mechanics and Dynamics through Road Safety

Crash investigation looks at the way vehicles behave before, during and after a collision.

Our students worked with crash investigators from Police Scotland to investigate scaled-down reproductions of real crashes. They used mathematics and physics principles to investigate and discover what had really happened.

An example reproduction crash undertaken:

Scenario: A car skids, collides with a pedestrian and comes to a stop. Was the car speeding or was the pedestrian at fault?
Observation: Students make a detailed examination of the scene. Witness statements are examined and marks on the car bodywork are matched with injuries to the pedestrian. Hypotheses are proposed by the students to explain the accident.

Tyre skid marks from the scene are measured by the students and scaled to the 'real world'.

Skid tests are used by the Police to determine a value for friction between the sliding tyres of the car(s) and the road. This provides a value for deceleration.

Calculations are used by the students to calculate the speed of the car at the start of the skid using $v^2 = u^2 + 2as$

- v = final velocity = 0 m/s²
- u = initial velocity
- a = acceleration = -8.80 m/s²
- s = displacement = 24.40 m (total length of the tyre skid marks)

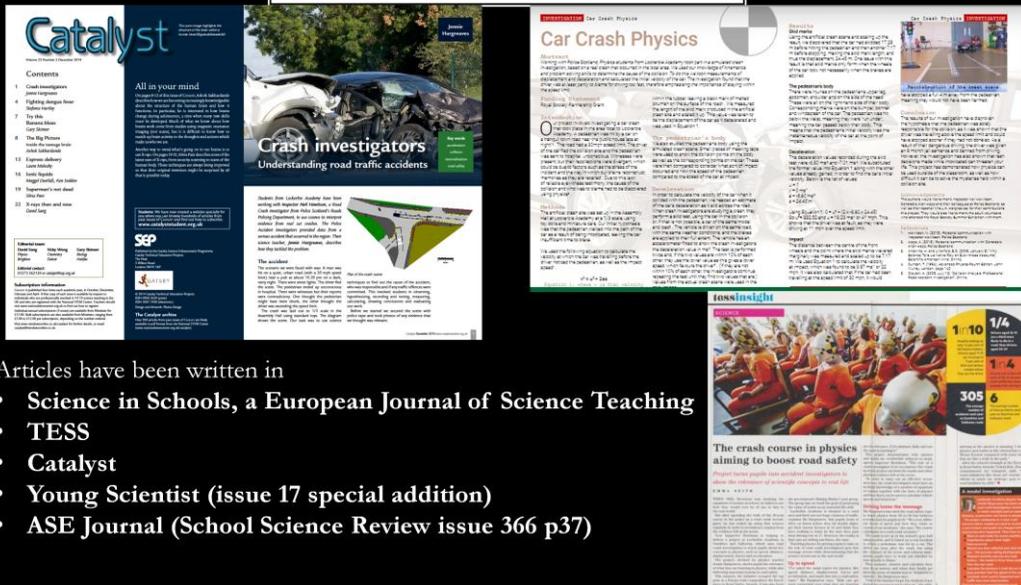
Evidence verified: The car was travelling at 41 mph in a 30mph limit. If the speed limit had been obeyed the pedestrian would not have been hit.

Conclusion: When Physics is seen as relevant, students engage more with the subject, especially girls.

Slide 15:

We have been able to spread this work across the EU and formed part of an Exhibit at the Science on Stage 2017 Conference in Debrecan, Hungary, where 450 Science Teachers compared their work. New contacts were made to increase the range of the work.

PUBLISHED



Slide 16: Over the last 10 years this work has been published 3 x in TESS articles (twice by Gregor Steele in his piece) and one through the insight section. Students wrote up the experience in Young Scientist. Articles have also been completed for ASE Journal, Catalyst and Science in Schools, a European Journal of Science Teaching. Contacts have been made and people have asked for the materials.

Science through Road Safety

Lockerbie Academy is teaching Mechanics through the topic of road safety.

Thanks to inspectors Stewart and Moffat who really wish to get the road safety message across and have been so helpful.



As the playmats are 2D it is quite easy for students to have simple understanding of velocity and how this is different to speed.

Parents can be studied through crashes, the importance of seat belts, airbags, crumple zones and other safety devices.

The police provided two scenarios of road accidents that occurred in our Region to study.

A scenario is set up in the Assembly hall. Make it as complicated or as simple as required. Students are brought in to see the scene.

Teachers and the Police are on hand to work through what happened. Don't give them too much police tape, they get it everywhere.

In upper school momentum is covered and the police give a talk about one of the worst crashes in CAC. Students get to work out a more difficult road traffic incident.

A local business sponsored our equipment of playmats, but I am sure you'll have students who might have these at home and would be delighted to donate them to you.

Questions are often written in terms of road safety. There is even a chance for students to learn road signs and link these to Physics.

The evidence would suggest the appeals to help as well as give.

Students write up their work in Young Scientist Journal.

Our work was awarded the 2014 CAC Excellence in Road Safety Awards both the best school and the overall best road safety project.

Thanks to the Royal Society, Magnus, Police Scotland, and the Redcliffe Trust who helped us raise money to put these ideas together.

Working with Police Scotland students have done winter safety checks on cars at the local Tesco. These provided awareness and discuss. Students learned about car safety, communication, team work and gained in confidence.

Use reaction timers to work through stopping distance, thinking distance and braking distance. Discuss the effects on stopping. Can students anticipate stopping distances? What are the initial issues?

Use light gates to measure instantaneous speed. Discuss the similarities and difference between how Police measure speed. Clearly show the difference between average and instantaneous speed.



Start with playmats to teach average speed. Follow the red route and time how long it takes.

Use light gates to measure instantaneous speed. Discuss the similarities and difference between how Police measure speed. Clearly show the difference between average and instantaneous speed.



Use reaction timers to work through stopping distance, thinking distance and braking distance. Discuss the effects on stopping. Can students anticipate stopping distances? What are the initial issues?



A SUMMARY OF OUR WORK

By completing a range of activities over the year it ensures that Road Safety is on the students' and teachers' minds over the whole year.

If we can prevent one death the work will have been worthwhile.

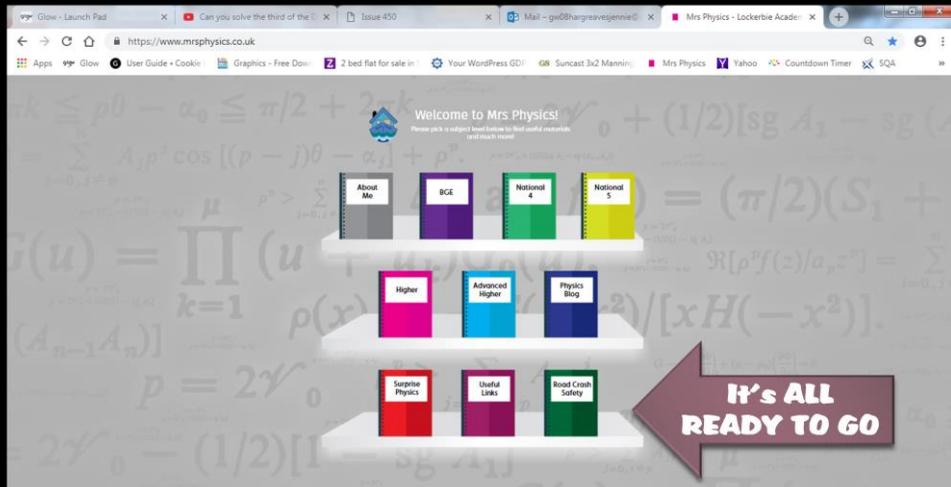
Slide 17: We try to keep road safety as a topic that is discussed at various stages of student education and throughout the year for all ages, hoping that road safety becomes something subconscious and second nature.

WITH THANKS TO....



Slide 18: Special thanks must go to Inspectors Neil Hewitson and Campbell Moffat and their team, without whom none of this would happen and continue. They have shown a real passion for passing on the Road Safety message to our Young People. Thank you guys for your inspiration and care for our YP.

IT'S ALL READY TO GO



<https://www.mrsphysics.co.uk/roadcrashesafety>

Slide 19: Although time is required to update all the resources, they are already available for worldwide use.