



# Slower is safer

Working together to bring down speeds

## TOOLKIT FOR SCHOOLS

A toolkit of information and resources  
for schools



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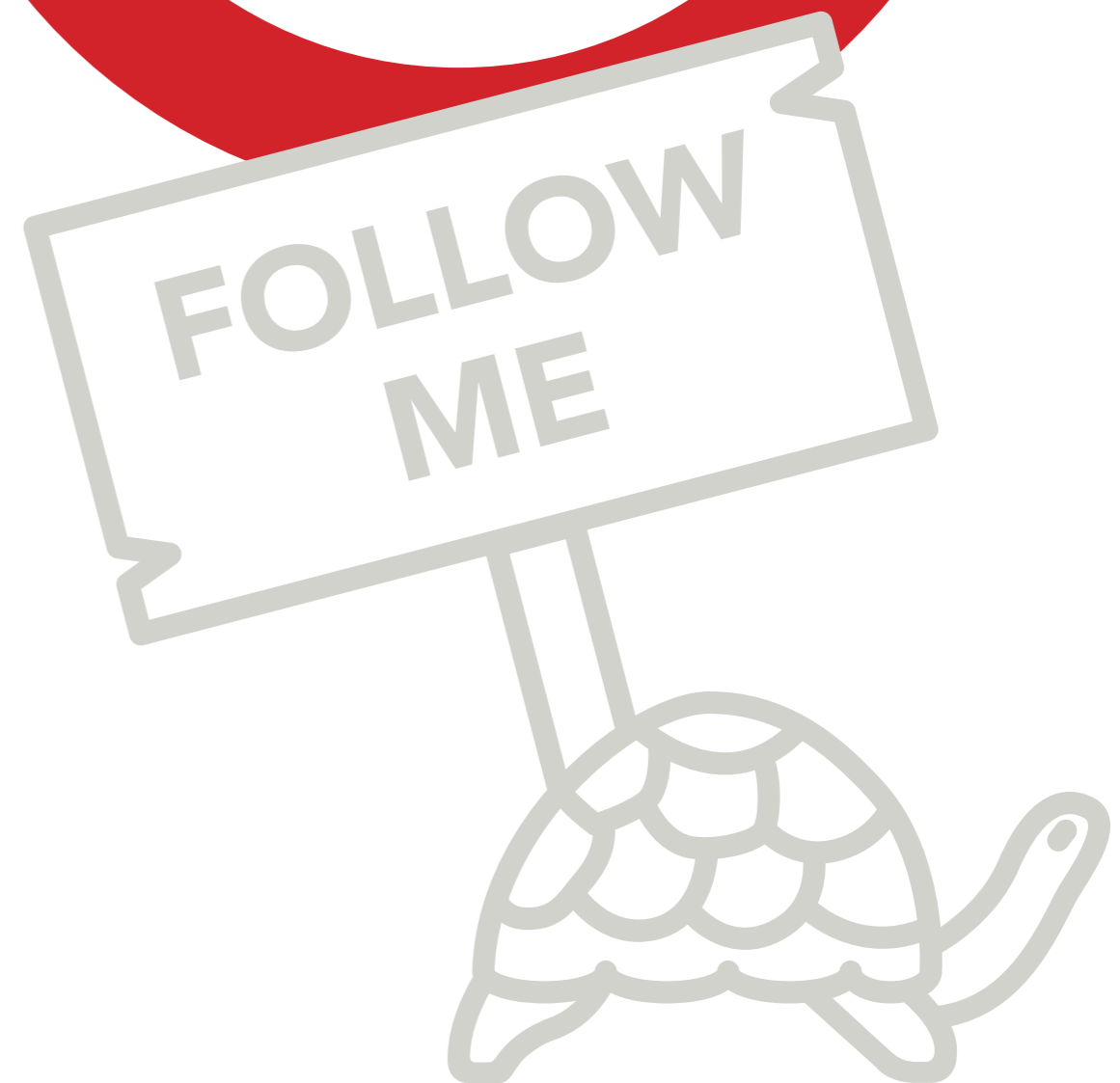
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# 20mph Toolkit

## Foreword

As the head teacher of Nelson Mandela School in Sparkbrook, I see evidence of speeding every single day.

It happens right outside our school gates, it happens in the local streets surrounding our school and in the neighbourhoods where our children live.

I'm not talking about drivers who inadvertently go slightly over the limit but about people who drive deliberately and consistently over the legal speed limit. People who forget, or ignore the fact that there are children crossing and that every single day these children put their lives in driver's hands.

Many drivers will live in the local area and pass our school on their commute to work, others may be rushing to pick their own children up from school – not realising, or stopping to think, that the child they have just sped past is someone else's loved child.

### So I asked myself what can we do about this?

Some people I spoke to said, we needed to do more to educate children about danger and teach them how to cross safely.

Well, we already do a lot of work to educate children about road safety. But all the road safety education in the world doesn't change the fact that scientific studies have proved that children under the age of 12 are unable to accurately judge the speed of vehicles going over 20mph. So there is a clear flaw in relying entirely on this approach.

We could complain to the council – but the council is already working hard to reduce speeds, by drastically increasing the number of streets with a 20mph speed limit.

We could have done nothing at all and accepted this as a cost of modern living.

But we didn't. We did what we always do in these situations, which is to campaign and use our role as an influencer to try to change things for the better.

That was the easy part. The difficult part came in deciding what we could do that would influence drivers, whilst engaging and educating the whole school family. I'm a great believer in asking for help, so we asked the council for some ideas.

Even though this toolkit was only in draft format at the time, road safety officers shared a number of the activities it contained.

The one we selected was very powerful and helped us all realise why streets are places for people not just cars.

### What did we do?

We had a day where our road was closed to traffic. It was like turning the clock back watching the children and their families playing and talking together, without the dangers and sounds of traffic.

But this wasn't time travel. This was a road in 2017 Inner City Birmingham complete with bicycles which when peddled generated enough electricity to make smoothies and play music.

We had pop up marquees with information leaflets, Go Slower pledges and so much more. Fun was had by all - we were even joined by passers-by who went home to get their bicycles!

The response has been amazing. Families pledging to make changes, to drive slower, use car seats, inform others, remind their children regularly about safe crossing etc.

I would urge you as fellow schools to take positive action to remind drivers that young lives are precious, that walking and cycling should be safe for children to do and that as primary schools we can be a powerful voice in our communities.

We are safeguarding Birmingham's children and families every time we get the message across that **"Slower is Safer"**.

PS you can find the recipe we used on page 50 of this toolkit.



**Azita**  
Headteacher  
Nelson Mandela School

# 20mph Toolkit

## Hello – here's how to use your toolkit

Thanks for downloading this toolkit.

As a local school, there are lots of reasons why you will want to see children develop the necessary skills to be able to walk and cycle to school safely. By the time they leave school, we expect that you will want them to be able to travel independently, with confidence.

But whilst road safety education can help a child to learn about road safety and will guide the choices they make, you will also know that children can at times be unpredictable and susceptible to impulse and distraction.

A single mistake on a road where the speed limit is 30mph is likely to have life changing, even fatal consequences.

This is why we are looking to reduce the speeds vehicles travel on the streets where people live, on busy high streets and on roads near parks and leisure centres.

Why? because when a child is hit by a car traveling at 20mph the chances of them sustaining only a minor injury is far greater than if they are hit by a car traveling at 30mph. According to DfT If average speeds reduced by 1 mph, the accident rate would fall by approximately 5%<sup>1</sup>.

West Midlands Police are committed to enforcing these limits and are out on our streets daily. But here's the thing – if drivers don't do their part and slow down, the impact will be minimal.

Children are powerful; they influence how drivers think and feel which ultimately translates into how they act.

And this is why we are asking for your help!






<sup>1</sup> 2 Finch et al (1994) 'TRL Project Report 58: Speed, Speed Limits and Accidents' URL: <https://trl.co.uk/reports/PR58> 3 Taylor et al (2002) 'TRL Report 421: The Effects of Drivers Speed on the Frequency of Road Accidents' URL: <https://trl.co.uk/reports/TRL421>

When a child promotes the benefits of 20mph drivers listen. When a child creates a poster telling drivers to slow down, drivers think and when a child helps a driver to see what the impact of speed can do to a small person – they change their behaviour.

This is why we are asking all of Birmingham's primary schools to help us in our campaign to create a slower, safer city.

This resource will help you understand what the **'Slower is Safer'** Campaign is trying to achieve and what YOU can do to help create a safer city that's better for EVERYONE.

You can find out more information on any of the links below:

-  [www.birmingham.gov.uk/20mph](http://www.birmingham.gov.uk/20mph)
-  [www.twitter.com/bham20mph](https://www.twitter.com/bham20mph)
-  [www.facebook.com/bhamconnected](https://www.facebook.com/bhamconnected)
-  [connected@birmingham.gov.uk](mailto:connected@birmingham.gov.uk)
-  0121 303 7674



# 20mph Toolkit

## Reasons to go 20!

We know that the world has changed dramatically over the last 100 years. The car has shifted from being a luxury only the well off could afford to a 'standard' item for many UK households.

And, while there is no doubt that improved access to personal transport has brought about a revolution in mobility and convenience, the resulting increase in cars also brings some hefty downsides. Not only is there a direct link between the amount of traffic on our roads and the number and severity of collisions, but we now know that air pollution is resulting in up to 900 deaths every year in our city<sup>2</sup>.

In Birmingham we work hard to minimise the number of collisions on our streets and roads and are proud of the fact that between 2000 and 2015 there has been a 32% reduction in reported traffic related casualties<sup>3</sup>.

**However, it remains a sad and shocking fact that one child a week is seriously injured or killed on our roads.**

We are reducing the speed of traffic in built-up areas to not only reduce collisions and casualties but also to ensure that, where collisions do occur, the risk of fatal injury is considerably reduced.



### WHY WE NEED A WHOLE COMMUNITY APPROACH

Central Motorway Police Group Chief Inspector **Jared White** states:



*"Studies show the chances of children being killed if struck by a vehicle are hugely increased at speeds above 20mph. Just a small reduction in average speed has a dramatic impact on the number and severity of collisions."*

*"The new lower speed limits in Birmingham will be introduced on roads that go right through the heart of many local communities, and we will conduct road safety operations in the lower speed areas to educate drivers and to prosecute the most serious or repeat offenders."*

But, while West Midlands Police are committed to enforcing the speed limit; for this ambitious scheme to succeed, thousands of people just like you help us make a real, lasting and positive difference to our brilliant city.

Overleaf we look at some of the many reasons to go 20 on the streets where people live, play, go to school and shop.

Slower is Safer!

# 20mph Toolkit

## Benefits of 20mph fact sheet

### 20MPH CAN REDUCE THE POTENTIAL COSTS ASSOCIATED WITH SPEED RELATED COLLISIONS!

Road traffic collisions in Birmingham cost the local economy an estimated **£176 million a year!** Add to this the psychological harm a collision has on the victim and their family, the amount of time spent away from school or work, and you begin to get a sense of the impact it can have on the individual's learning, wellbeing and in many cases, their income.

So, it's no surprise that despite the costs involved in creating more 20mph streets, we believe that investing in 20mph now will save money later.

### SLOWER STREETS BRING HEALTH BENEFITS

20mph isn't just about numbers on a spread sheet; it's a way of effecting **real change to our health.**

It's no secret that the UK is facing an obesity crisis, but did you know that Birmingham has one of the worst obesity records in Europe?

**24%** of reception-aged children are now classed as overweight or obese, and this figure rises to a shocking **40%** by the time they reach year 6.

If we don't do something to tackle this, it is estimated that it will cost our city over **£2 billion a year by 2050.**

Giving people the confidence to cycle on or walk alongside less congested roads can create life changing benefits to peoples' overall health and wellbeing.

### ENVIRONMENTAL BENEFITS

Air quality is a big problem for Birmingham. Cars – especially diesel cars – are one of the largest sources of nitrogen dioxide and particulate matter. At the moment, around 900 deaths per year in Birmingham are linked to air pollution.

Adopting a smoother driving style, and making local trips on foot or by bicycle are great ways to reduce emissions and make our air better to breathe.

### STRONGER NEIGHBOURHOODS

When traffic is slowed to 20mph in communities, research shows that people are friendlier with their neighbours, feel safer in their area, and take part in more community activities.



<sup>2</sup> Evidence provided by Public Health Birmingham May 2017 [birminghampublichealth.co.uk](http://birminghampublichealth.co.uk)

<sup>3</sup> A Road Safety Strategy for Birmingham. (2016).

# 20mph Toolkit

## What it takes to become a 20mph city (the story so far)

START

**2008**

Portsmouth becomes the UK's 1st 20mph city, when they set the speed limit for all residential roads, bar arterial routes at 20mph. Other UK cities including; Oxford, Bristol, Liverpool and Edinburgh follow suit.

**November 2012**

The council considers introducing a 20mph scheme in Birmingham.



FINISH

**Autumn 2019**

A full assessment of the impact of 20mph limits will take place.



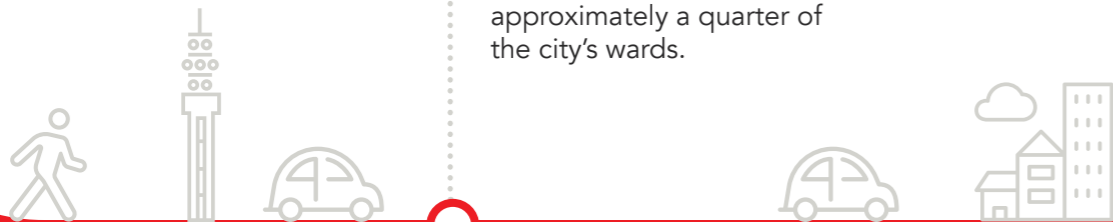
**January 2013**

Department for Transport (DfT) announces that lowering the speed of traffic reduces collisions and in turn the risk of fatal injury. They also state that 20mph limits improve quality of life and encourage more walking and cycling.



**March 2013**

The Council decides to pilot the scheme in approximately a quarter of the city's wards.



**January 2016**

Signs go up in the first three areas.



**October 2013**

The Council ask people in Birmingham for their views. Results are mixed. There is some indication that people think the council are planning to change the speed limit of all roads to 20mph! This is not the case; the majority of 'A' roads will not be affected.



**June 2016**

The City Council delivers 'Kids' Court' an innovative initiative which sees speeding drivers asked to account for their actions in front of a court run by school children. This generates high levels of public support and is widely profiled in the local media.



**March 2017**

Birmingham hosts the national **20's Plenty** Conference and are recognised for their partnership working with the police and communities.



**July 2016**

Community support for the scheme is growing; Balsall Heath Carnival decides to adopt the theme 'Slower is Safer' with great success.



**October 2016**

Legal limits come into force in the first three areas. West Midlands Fire Service brand their appliances with 20mph logos and Kids' Court receives national TV and radio coverage!



**Summer 2018**

Legal limits come into force in the fourth pilot area.



**Spring 2018**

Signs and lines go up in the fourth pilot area.



**Autumn 2017**

Time to assess the impact of the 20mph limits. If things are heading in the right direction and funding is available, more areas may benefit.



**August - September 2016**

The police deliver roadside education; resulting in hundreds of drivers being educated and several prosecuted.



# 20mph Toolkit

## How we implement a 20mph scheme?

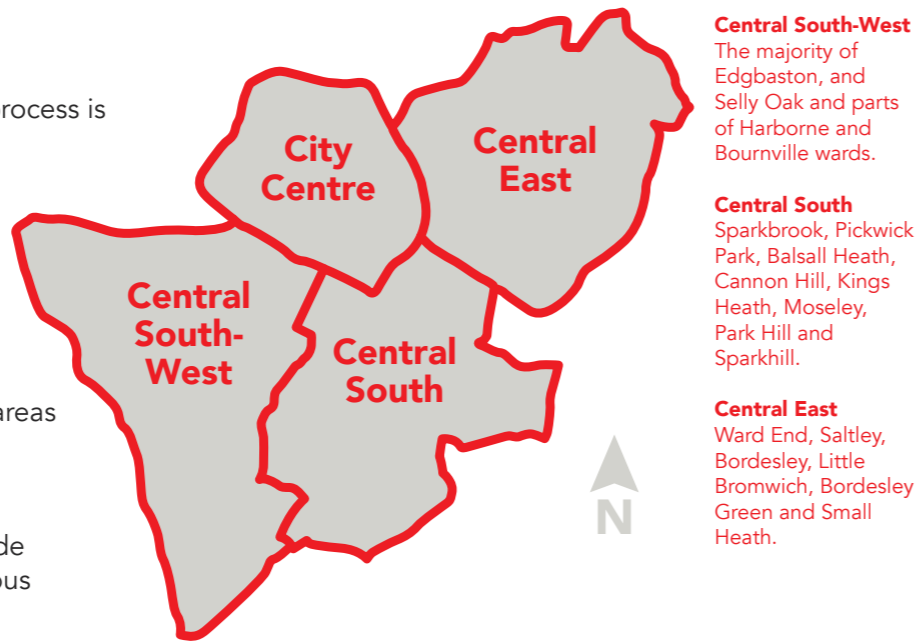
We're starting by delivering a pilot project.

This allows us to do a 'trial run,' but the process is the same as if we were rolling out 20mph across the whole of Birmingham. Working in this way allows us to understand if an 'area wide' 20mph scheme is likely to bring the benefits we expect, whilst allowing us to iron out any errors or unexpected problems.

Subject to further funding, more 20mph areas will be rolled out on a phased basis.

With Birmingham being the largest and most densely populated British city outside London, it would take 7 years of continuous work to implement 20mph speed limits citywide!

Figure 1. Map showing pilot areas (below)



### What is a Traffic Regulation Order (TRO)?

Traffic Regulation Orders (TROs) are legal documents that allow the council to manage traffic in the city. Without a TRO, the new speed limits could not be enforced.

### How is a TRO made?

Before we can make a permanent TRO we must follow a strict process, which is set out in government legislation.

The first part of the process involves advertising the proposals in a public notice and then allowing 21 days for objections, or comments.

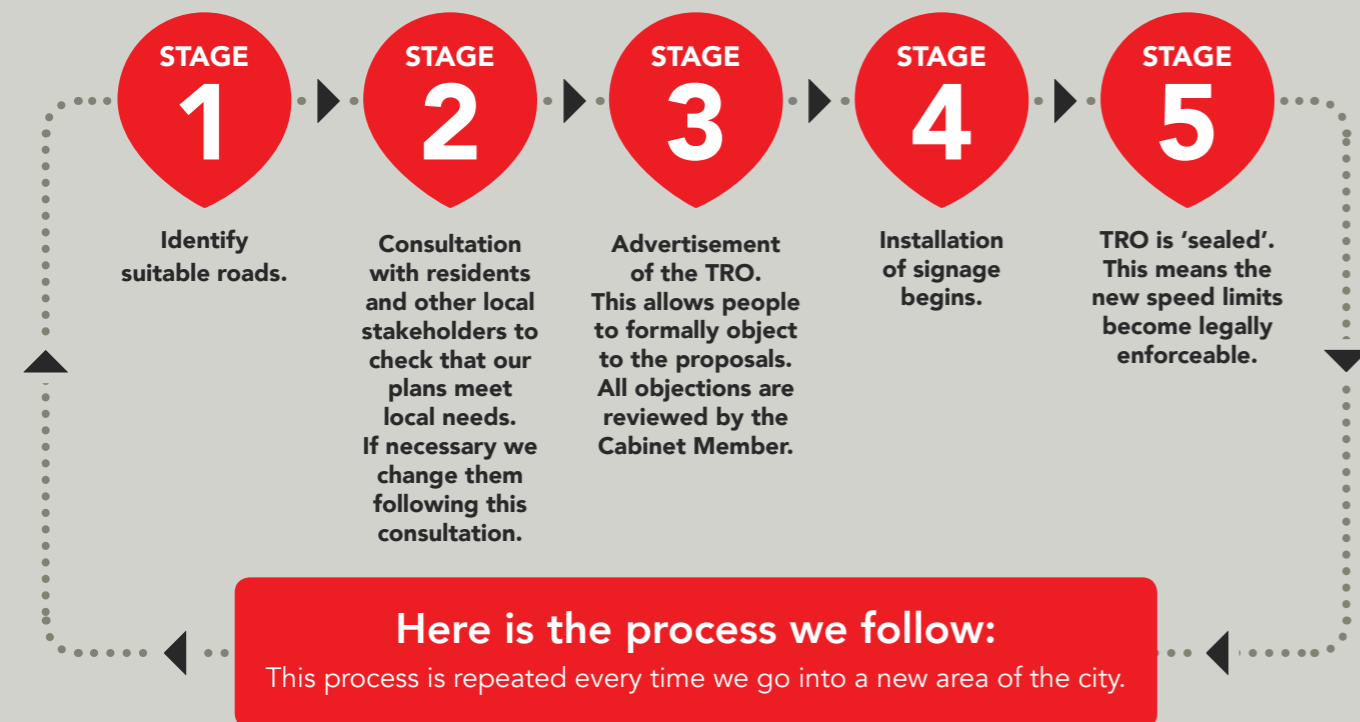
If any objections are raised they are presented to the Cabinet Member for Transport and Environment for consideration. They decide whether the proposals go ahead as advertised, be amended, or not proceeded with at all.

After this stage, we make any changes that are needed so we can then seal the TRO.

## SURPRISING FACT!

Objections are not always down to the fact that people don't want 20mph. Many of the objections we receive come from people who want to see more local streets included!

Figure 2. Implementation process



At every stage of the process we work hard to communicate and engage with residents, employers, and a wide range of local partners.



# 20mph Toolkit

## Why people speed

Public support for the introduction of 20mph speed limits in the pilot areas of Birmingham is high.

People are aware of the benefits and they understand the risks of speeding, so in theory, rolling out a citywide 20mph scheme should be relatively easy, right?

### Wrong!

Despite large numbers of people being positive about the 'idea' of 20mph speed limits, we see a huge gap between high levels of support for 20mph and the relatively low numbers of people who are consistently sticking to the speed limit.

#### **"So why do drivers say they support 20mph and then break the speed limit?"**

The problem we face is that most Birmingham drivers see other people as the problem. They tend to overestimate their own driving skill compared to other drivers, and believe that they are safer than they actually are.

This just doesn't stand up! The idea that 186,209<sup>4</sup> collisions, which happen on the UK's roads every year, are down to a small minority of "problem drivers" is frankly not possible! So what's going on? There is a theory called the Durning Kurger effect which hypothesises that ignorance leads to confidence more often than knowledge does!

The other problem we face, is that driving has for many people become an automatic task. This leads to the mistaken belief that we can predict the actions of other drivers. It also means that drivers are more prone to make errors in driving, for example: we tend to overestimate how much time can be saved by driving faster while also underestimating minimal safe braking distance<sup>5</sup>.

So even if you consider yourself to be a safe and conscientious driver, as you start your journey on the road to reduce speeds, take a moment to reflect on your own driving. Turn to page 13 for the first of our recipes!



<sup>4</sup> DfT 2015 figures.  
<sup>5</sup> Applied Cognitive Psychology Volume 23, Issue 4 May 2009. Pages 543–560.

# 20mph Toolkit

## School poster competition

An activity that sends out a powerful message to drivers whilst encouraging children to express their creative side!

### Duration:

PREPARATION: 1 day (approx.)  
 DELIVERY: 45 minutes

### You will need:

- Competition pack containing guidelines
- Prize/prizes for winner
- Resources for the school to send home with the children who have taken part
- Facts sheet
- Poster requirements – b

### Roles:

- Panel/individual to judge the entries

### Overview:

Poster competitions are an effective way of educating children (and parents) on why slower is safer. It allows children to portray the key messages of 20mph potentially in a way that is far more powerful than even the most carefully crafted marketing message! Children don't tend to pull punches when they believe something is right!

Those who may be unreceptive to more formal messages about the dangers of driving at speed in places where people live can be stopped in their tracks by a child's drawing and message (believe us – we have seen it happen too many times to count).

As schools get involved with the presence of 20mph, parents and the general public will begin to familiarise themselves with the benefits of such a campaign when posters are produced in support of 20mph.

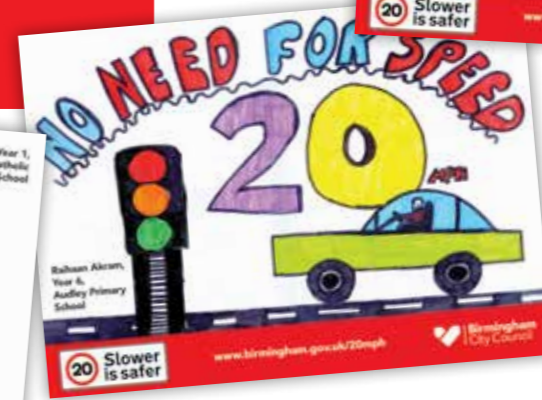
A competition not only sparks the interest and curiosity of the children in school, but it can also be shared on social media to further the reach of the message and its engagement.

### Contact BCC Transportation Team to order your event pack including:

- Campaign leaflets and other materials

✉ [connected@birmingham.gov.uk](mailto:connected@birmingham.gov.uk)

🌐 [www.birmingham.gov.uk/20mph](http://www.birmingham.gov.uk/20mph)



These pictures are examples of previous poster competitions.

P.T.O. →  
for Method

## Method:

### Preparation

1. Contact Birmingham City Council Transportation Team and let them know you're planning on doing this activity. They may be able to provide some prizes and will want to announce the winners on social media.
2. Announce that a poster competition will be taking place prior to the activity to the pupils. Let them know what the prize/prizes are.
3. Write a press release, contact BCC main campaign team who can cross promote this activity.
4. Source the prize(s).
5. Stick the 20mph poster competition requirements up on the wall so it is clearly visible to pupils, and advise Birmingham City Council's Transportation Team of the date of this activity.
6. Make the sheet of 20mph discussion points available to all children. Children who understand the reason for 20mph produce better artwork AND are able to influence their parents to stick to the speed limits.
7. You can then allocate time in school to produce artwork OR assign this as something for them to do at home with their parent's support.

### During

1. Talk about 20mph in the classroom and remind the children of the poster requirements. Give the children the allotted time to create their posters.
2. Collect the entries and judge the received ones.
3. If your school has social media, promote the competition via these channels. This will also encourage parents to share and take interest.

### After the event

1. Announce the winner/winners in school and share on social media (removing names and age of the children unless prior permission has been granted). You can also use the newsletter.
2. If your school has social media accounts then make sure you share any images with us so we can share them with our network. You can tag us **@bham20mph** (use the hashtag **#sloweris safer** to get the message across) and you can also post to our Facebook page **@bhamconnected**.



**Poster - requirement b**  
This is a visual of the 20mph competition poster you can print out and advertise the competition in your school. It features an 'empty belly' area to add in the closing date for entries.

### Variation on this recipe:

Can be themed to coincide with key calendar dates and events such as Halloween, Christmas and Road Safety Week etc.

## Things to discuss with your school partner or a parent before you make your poster:

- Describe how you would cross a road safely?
- Think about when you last crossed the road. Did you carefully follow all the steps you just described? Were there times when you have forgotten the rules of crossing and run into the road after a ball or a friend?
- Do you think drivers always stick to the speed limit?
- Some drivers drive too fast because they aren't paying enough attention to the speed limit. Others think they are such good drivers that speed limits shouldn't apply to them.
- Describe what you think can happen to a child who is hit by a car or a bus? How might it affect their life?
- How might the driver of the car feel?

### FACT!

The faster a vehicle is traveling the more harm it will cause to the person they hit. At 20mph a child is unlikely to be killed and less likely to be seriously injured than if they were hit by a car travelling at speeds of 30mph, or higher.

### FACT!

Children cannot reliably detect a car approaching at speeds higher than 20 miles per hour. So simply training children to use the green cross code will not stop children misjudging the speed a car is traveling at when trying to cross the road<sup>6</sup>.

### FACT!

Globally, road traffic accidents are the third leading cause of death for 5 to 9 year olds.

### FACT!

Children, (and adults too) can make mistakes when crossing a road. Slower speeds give drivers more time to react and potentially avoid a crash.

### Task:

Think about what you have learnt today.

Now think about what you would say to a driver who does not stick to the 20mph speed limit.

On the poster template provided, draw a poster which shares your message - use words and drawings.

<sup>6</sup> John P. Wann, Damian R. Poulter, Catherine Purcell April 1, 2011, 'Reduced Sensitivity to Visual Looming Inflates the Risk Posed by Speeding Vehicles When Children Try to Cross the Road' Psychological Science, Volume: 22 issue: 4, page(s): 429-434.



By encouraging young people to consider both sides of the argument, we are influencing the drivers of tomorrow.

### Duration:

PREPARATION: 1 hour  
DELIVERY: 1 hour

### You will need:

- Projector/interactive whiteboard
- Prepared flip chart sheet (page 18)
- Flip chart pens
- Measuring tape/wheel event pack
- Ability to play sound

### Roles:

- Facilitator

### Contact BCC Transportation Team to order your event pack including:

- Laminated floor markers
- Links to videos
- Campaign leaflets and other materials

 [connected@birmingham.gov.uk](mailto:connected@birmingham.gov.uk)

 [www.birmingham.gov.uk/20mph](http://www.birmingham.gov.uk/20mph)

### Overview:

Young people are the drivers of tomorrow and they develop their attitudes to driving earlier than you think!

This recipe helps to instil positive attitudes to safe driving. It also helps to create a network of young people who can challenge poor driving behaviour now by helping them to figure out the arguments for slower speed themselves.

This session is designed to be delivered at school, and is adaptable for ages 12-16.

We have provided two different sessions. The second is more in depth and requires a little more preparation.

### Method:

#### Preparation

1. Notify BCC Transportation Team of your intention to deliver this activity and to order your resource pack.
2. Assemble the resources you will need and organise the logistics of training based on preparation and delivery notes.

#### During

1. Select which lesson plan you wish to deliver and create any resources needed to deliver the training.
2. If you have permission from the parents/guardians, take photos and/or videos of activity throughout the day. Please see page 75 for the photo consent form. Make sure you share them with us on Twitter [@bham20mph](https://twitter.com/bham20mph) using the hashtag [#slowerissafer](https://twitter.com/slowerissafer) or post to our Facebook page [@bhamconnected](https://www.facebook.com/bhamconnected).

#### After the event

1. Contact Birmingham City Council Transportation Team to let them know you have completed the activity and send to send any photos you have permission to share.

### Shorter session - Part 1:

1. Explain the purpose of the lesson; let pupils know that you are not going to tell them what to think but to allow them to form their own opinions on some key issues.
2. Next ask each student to put their hand up if they, or somebody they know, have ever been in a collision.
3. Ask them if they expected this response?
4. Ask a volunteer to estimate the distance at which they would stop if a pedestrian ran into the road (you may need to use a corridor or outside space). Place a marker at the spot. Do this for
  - 30mph
  - 20mph
5. Use the measuring tape/wheel to measure out the actual stopping distance. A car travelling at 20mph would take 12 metres to stop and at 30mph it would be 23 metres.
6. Share the statistic that every week in Birmingham a child is killed or seriously injured on the roads. This is often by people who consider themselves to be safe drivers.

### Shorter session - Part 2:

1. Next copy the diagram on page 18 onto a flipchart, and stick or draw the picture of a child in the centre.
2. Ask the group to imagine that the child was seriously injured in a road traffic collision (RTC).
3. Ask them to think about who else might be affected by the collision (encourage them to not only consider friends and family of the victim but also – emergency crews, hospital staff, driver, driver's family). Add these to the flip chart.
4. Add emotions these characters are feeling – for example guilt etc. What is the impact on their lives?
5. Emphasise that every road traffic collision has a ripple effect.
6. End by showing Jago's story – [www.birmingham.gov.uk/jago](http://www.birmingham.gov.uk/jago) this is a video featuring the story of a young person who was involved in a collision and the story of the people who attend the scene.
7. Ask for views.

### TOP TIP/GUIDANCE!

There are plenty of slides/ images already available to show thinking and stopping distances. Visit [www.brake.org.uk/facts-resources/15facts/1255-speed](http://www.brake.org.uk/facts-resources/15facts/1255-speed)

\*Please note, these stats have not been updated by DfT since 2007.

### Variation on this recipe:

You can use the debating sheet on page 25 to get young people to present for and against arguments.



# 20mph Toolkit

## Secondary School debate | Longer Lesson Plan

### Sheet 2

Lesson structure: Debate			
Time:	Topic:	Teaching activity:	Learning activity:
2 mins		<p><b>Welcome group</b></p> <p>Emphasise what today is all about. How they can make a difference by influencing other drivers (i.e. as a passenger in a car), or when they become drivers themselves.</p>	
5 mins	Introduction	<p><b>Provide introduction to the topic of debates:</b></p> <p>What is a debate?</p> <p>Ask pupils to establish some guidelines for a productive debate i.e. one person speaking at a time, listening?</p>	Pupils gather for explanation of session and suggest ground rules.
15 mins	Hearing the evidence	<p><b>Explain that the main argument for 20mph focuses on a simple law of physics namely:</b></p> <p>A car hitting a pedestrian at 20mph will cause less damage than at 30mph or 40mph because it carries less energy into the collision.</p> <p>Show the short (8 minute) video, which tells the story of a collision.</p> <p><b>Then:</b> Read out a list of things people have said against 20mph (see sheet).</p> <p>Ask for alternative reasons might people give for not welcoming the new speed limits.</p> <p>Provide the business case document – ask pupils to read.</p>	<p>Pupils remain seated throughout the 8 minute video.</p> <p>Short 'Jago's Story' video <a href="http://www.birmingham.gov.uk/jago">www.birmingham.gov.uk/jago</a> featuring interviews from;</p> <ul style="list-style-type: none"> <li>• police officer who has attended a fatality</li> <li>• survivor of a road traffic collision</li> <li>• hospital staff.</li> </ul> <p>Reasons against sheet. Business case.</p>

# 20mph Toolkit

## Secondary School debate | Longer Lesson Plan

### Sheet 3

Lesson structure: Debate			
Time:	Topic:	Teaching activity:	Learning activity:
10 mins	Preparing the arguments	<p><b>Activity: Preparation (10 minutes per group):</b></p> <p>Split class into six groups of equal numbers – groups should be split to mixed-ability level.</p> <p>Each group is assigned to argue either 'for' or 'against' 20mph in residential areas.</p> <p>Pupils are then asked write up arguments onto their discussion web.</p> <p>Then decide who is going to present etc.</p>	<p>Pupils are to work together in small groups and write up arguments either for or against the imposition of 20mph speed limits.</p> <p>Pupils select one person in each group to write and one person to present.</p> <p>Each person needs to input at least one argument onto the paper.</p>
15 mins	The big debate	<p><b>Debate (3 minutes per group):</b></p> <p>Speakers from each group are then formed into two 'teams' either for or against. They have 10 minutes to discuss their approach. They can use flip charts to order their arguments.</p> <p>The remainder of the class forgo their position to act as a neutral jury.</p> <p>Each team then comes to the front of the class and presents their argument. (3 minutes each)</p>	<p>Members of the newly formed group quickly decide on their approach to presenting joint evidence.</p> <p>The three presenters from the 'for' group come to the front to present the case for 20mph.</p> <p>Following this, the 3 presenters from the against groups come together to present their argument.</p>

Lesson structure: Debate		Resources:		
Time:	Topic:	Teaching activity:	Learning activity:	Resources:
10 mins	The judgement	<p><b>Teacher to sum up some of the key points from each side of the argument reminding the jury to forget their former positions and make their decision based on hearing both sides of the argument.</b></p> <p>At the end of the debate the audience vote on who gave the most convincing argument.</p> <p>Question and answer – who agrees/disagrees with the debate arguments, anything else to add or discuss?</p> <p>How can school children influence others to drive more carefully on residential roads?</p> <p>Show Kids' Court video as an example of children influencing behaviour.</p>	<p>The jury then decide whether to support or oppose 20mph restrictions.</p> <p>Class reassembles to respond jointly to final questions.</p> <p>Watch Kids' Court video.</p>	<p><b>Kids' Court Video:</b> <a href="http://bit.ly/2o6cPw6">http://bit.ly/2o6cPw6</a></p>
5 mins	Plenary	<p><b>Recaps main points of the lesson and key findings from the debates.</b></p> <p>Include additional facts to support debate.</p>	<p>Give feedback on lesson. Questions and answers.</p>	<p>Information packs.</p>



# 20mph Toolkit

## Secondary School debate

### Sample Business Case:

#### Executive summary:

Speed is unquestionably recognised as a major contributory factor in both the number and severity of traffic crashes, therefore it is important that speeds are reduced where it is appropriate to do so.

#### Impact

Much of Birmingham's road network performs a number of different functions, i.e. roads are residential but are also major through routes. The current average speed on many of these roads also exceeds the recommended average speed of 24mph or less for including in 20mph limits.

To ensure a consistent approach in implementing a city-wide 20mph speed limit, a judgement has been made to include as many roads as possible with the exception of:

- Roads with existing speed limits of 40mph or more;
- The strategic road network, ie. A and B roads and,
- Major through routes which are not primarily residential in nature and have little or no pedestrian or cyclist movements.

Each individual road will be the subject of consideration on a case-by-case basis

The 20mph speed limit will mean that most schools will be subject to a lower speed limit. However, there will be schools located on more major strategic routes that will still be subject to legal speed limits of 30mph or more.

Part time 20mph speed limit at these locations may mitigate some of the risks and will be introduced where practical to do so.

#### Reason(s) for Recommended reduction:

The creation of low speed areas forms part of our strategic commitment to reduce the number of deaths and injuries on our road network.

Other areas that have introduced speed limits covering their residential roads have shown a reduction in speeds equivalent to this may not seem significant, for every 1mph reduction in average speeds, crash rates fall by an average of 5%. (Transport Research Laboratory DfT).

According to department for Transport Statistics a Fatality can cost £2,053,814 per collision; a serious collision costs £237,527 per collision. As well as providing road safety improvements we expect to see public health benefits, too, as streets will become more attractive places for increased walking, cycling and social activity.

#### Alternative options:

Not to go ahead with the 20mph speed limit initiative using signs only and continuing to introduce traffic calming measures such as speed bumps and traffic calming measures in restricted areas.

#### Climate Change Strategic Framework and Climate Change Adaptation Framework:

The delivery of the 20mph speed limit initiative will help to "provide and promote a clean and low carbon transport system".

The creation of lower speed areas will promote more sustainable modes of personal travel, such as walking and cycling, which positively supports and delivers this objective.



Speed limit restrictions don't actually work – do they?  
Arguments we have come across against introduction of 20mph.



*"My experience is that they're ignored by many drivers,"*

*"I don't think they're enforced and I don't think that drivers realise they're there a lot of the time."*

**Aidan Farrow**, a member of Islington Cycling Club who cycles thousands of miles on the roads every year.



*"Sign-only limits - as opposed to "zones" incorporating traffic-calming features won't work because drivers drive at speeds they consider safe for the environment and tend to ignore speed limit signs."*

**Author of blog** criticising expenditure on area wide schemes.



*"After the limits were introduced, many areas have seen a reduction in speed of between 1-2 mph – that is insignificant compared to the level of public investment required."*

**Fact sourced from:** Road Safety Fact Sheet, 20mph Zones and Speed Limits Factsheet November 2017.



*"The council should concentrate its limited resources on those roads which have high accident levels and where average traffic speeds are above the 30mph limit."*

**West Yorkshire Press**



*"Slower speeds make journeys longer; this impacts on my business!"*

**Local taxi firm**

## Debating sheet

20mph should be the default speed limit in areas where people live, shop and go to school.

**Discuss**

Reasons against 20mph

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## Debate rules instructions

1. In your group agree on two to three significant points of argument.
2. The **"pro"** group will read the first point of argument. Both sides should then debate on the validity of that particular point. One side making the case for why that point is important and the **"against"** group may counter (argue against that point). Your teacher may act as a chair, making sure each side has a chance to comment.
3. Try to make sure only one person speaks at a time. No side discussions! Your teacher may act as a chair, making sure each side has a chance to comment.
4. All comments **MUST** address the previous student comment directly. Don't ignore the comment and try to discuss a different one!

Structure for Classroom Debate			
Total time allowance: <b>15 mins</b>	<b>"Pro"</b> Point 1	<b>"Against"</b> Objection to Point 1	<b>"Pro"</b> Rebuttal to Point 1
	<b>"Pro"</b> Point 2	<b>"Against"</b> Objection to Point 2	<b>"Pro"</b> Rebuttal to Point 2
	<b>"Pro"</b> Point 3	<b>"Against"</b> Objection to Point 3	<b>"Pro"</b> Rebuttal to Point 3
Total time allowance: <b>5 mins</b>	<b>Questions from Audience</b>		
Total time allowance: <b>15 mins</b>	<b>"Against"</b> Point 1	<b>"Pro"</b> Objection to Point 1	<b>"Against"</b> Rebuttal to Point 1
	<b>"Against"</b> Point 2	<b>"Pro"</b> Objection to Point 2	<b>"Against"</b> Rebuttal to Point 2
	<b>"Against"</b> Point 3	<b>"Pro"</b> Objection to Point 3	<b>"Against"</b> Rebuttal to Point 3
Total time allowance: <b>5 mins</b>	<b>Questions from Audience</b>		
Total time allowance: <b>3 mins each</b>	<b>"Pro"</b> concluding remarks		
	<b>"Against"</b> concluding remarks		

## Debate rules instructions

### The etiquette of good debate

1. Work as a team and prepare your arguments carefully.
2. Try to ensure everyone in your team has the chance to speak
3. Speak from the heart and from memory if you can – this is a conversation not a script!
4. That doesn't mean you can't use notes – just don't read from them parrot fashion
5. Maintain good eye contact with the audience.
6. Be polite!





This activity creates a highly-visual statement that creates an impact on pupils and parents.

**Duration:**

PREPARATION: 1 day (approx.)  
DELIVERY: 5 hours

**You will need:**

- Wish tree (you can borrow this from us)
- Mini roundels (we can provide these)
- Pledge cards
- Table
- Risk Assessment
- String and scissors
- Sharpie pens or similar
- Campaign materials
- Optional: Gazebo if using outdoors
- Optional: Sand bags to weight down the wooden Wish tree if using outdoors
- Optional: Media consent forms if taking photos (page 75)

**Roles:**

- Coordinator and one or two helpers
- Photographer

Contact BCC Transportation Team to order your event pack including:

- Wish tree
- Mini roundels

connected@birmingham.gov.uk

www.birmingham.gov.uk/20mph

**Overview:**

Getting your pupils to share personalised messages on a wish tree is an effective way of opening up a conversation around why 'Slower is Safer'. Making a pledge also encourages people to commit and make a pledge to be part of this change.

This activity is designed to bring the whole school community together and is a great way to engage people on the key messages and benefits of 20mph.

We have previously delivered this activity outside, but we think that it works just as well indoors or at an outdoor fete, provided the tree is weighted correctly.



**Method:**

**Preparation**

1. Notify BCC Transportation Team of your intention to deliver this activity. They will cross-promote it and may try to secure media coverage.
2. They will also send out any resources you will need such as the wish tree, decorations etc. and will advise of any suitable locations.
3. To create interest and capture people's attention, you will need to place the tree in an area where people can see it.
4. Prepare what you will need for the day, including asking someone to take photos for use on social media.
5. Promote the activity through word of mouth and on social media using the hash tag #slowerissafer and tagging us at @bham20mph on Twitter as this will build excitement and interest.

**During**

1. On the day, engage students by encouraging them to write a message on a small roundel and then hang it on the tree.
2. When asking people to make their pledge, ask them to write why 20mph is important to them. For example:
  - Lives are precious. Please slow down!
  - I will encourage my parents to drive safely at 20mph.
  - Take your time! Slow down! We all have loved ones. Keep yourself and others safe.
3. You will need their parent/guardian to sign a photo consent form before you put any images of children onto social media (see page 75 if you don't have one of these already).
4. Share images on social media to generate hype and encourage more people to come to the event. Make sure you share them with us on twitter @bham20mph using the hashtag #slowerissafer or post to our Facebook page @bhamconnected.

**After the event**

1. Email us your pics and don't forget to drop the tree back!

**TOP TIP/GUIDANCE!**

Video available:  
<http://youtu.be/54o73Y0ePQc>

This activity could be used during stage 5 Citywide Engagement.





This activity helps children to design and deliver a 20mph themed parade using slogans and placards. The parade takes place at the end of the school day in front of parents and guardians, who will be waiting to collect their children.

**Duration:**

PREPARATION: 1 day (approx.)  
DELIVERY: 2.5 hours

**You will need:**

- Year 5/6 class
- Activity plan
- Lesson plan
- Debating sheet (page 38)
- Benefits of 20mph Fact sheet (page 7)
- A2 placards (made from correx)
- A2 paper
- Colouring pens/paints
- Campaign materials
- Camera or phone
- A completed risk assessment if outside of school gates
- Media consent forms (page 75)

**Roles:**

- School Coordinator
- Activity facilitator (this could be a teaching assistant, parent volunteer,
- Police Officer, Fire Officer etc)
- Optional: Press & Media Liaison
- Optional: Photographer
- Optional: Videographer

**Contact BCC Transportation Team to order your event pack including:**

- Correx sheets for placards
- Large 20mph roundel
- Campaign leaflets and other materials

[connected@birmingham.gov.uk](mailto:connected@birmingham.gov.uk)

[www.birmingham.gov.uk/20mph](http://www.birmingham.gov.uk/20mph)

**Overview:**

This approach is very engaging. It helps children AND their parents and/or guardians understand why slower really is safer. It does not require a lot of time to prepare and it can be delivered over the course of an afternoon.

The activity commences with a lesson exploring:

- The background to 20mph speed limits
- Arguments both for and against the introduction of 20mph speed limits.
- Ways in which children can influence drivers' attitudes to speed
- How to design key messages to support the campaign

After the lesson children are encouraged to produce large colourful posters, which will convey key messages created by the children. These are mounted onto lightweight A2 placards which children hold up during the parade.

Finally, the children assemble in the school playground or outside the school gates (if considered safe) to deliver their mini parade in front of the parents.

**Method:**

**Preparation**

1. Notify BCC Transportation Team of your intention to deliver this activity. They will provide you with some materials and correx sheets for placards. They can also help share images from the activity on social media and/or may try to secure press coverage.
2. Identify a class - ideally year 5 or 6.
3. Use the lesson plan on pages 28-33 to plan the lesson for the class.
4. Check that you are able to play the video 'Jago's story' [www.birmingham.gov.uk/jago](http://www.birmingham.gov.uk/jago)

**During**

1. If you have permission from the parents/guardians, take photos and/or videos of activity throughout the day. Make sure you share them with us on twitter **@bham20mph** using the hashtag **#slowerissafer** or post to our Facebook page **@bhamconnected**. This will allow the activity to have a wide reaching impact.
2. Provide each child with a campaign leaflet and other materials, which they can share with their parents. You can get these by emailing [connected@birmingham.gov.uk](mailto:connected@birmingham.gov.uk)

**After the event**

1. Following the parade, if you have permission from parents/guardians make sure you share photos from the day on twitter **@bham20mph** hashtag **#slowerissafer** or post to our Facebook page **@bhamconnected**.

**TOP TIP/GUIDANCE!**

Video available:  
<http://youtu.be/8wgsVbjjXvk>







# 20mph Toolkit

## Mini Parade | Lesson Plan (Part 1 - Making the argument)

### Sheet 3

Lesson structure: Debate			
Time:	Topic:	Teaching activity:	Learning activity:
15 mins	Debate	<p><b>Debate.</b></p> <p><b>Facilitator to:</b> Combine partners into groups of four to form a discussion group.</p>	<p>Members of the group share their responses. Do they agree with or disagree with the statement? What do they think is the most powerful argument to support their position?</p>
10 mins	Feedback	<p><b>Feedback:</b></p> <ul style="list-style-type: none"> <li>• What position did people reach? (for/against)</li> <li>• Ask volunteers from class to share what they thought to be the most powerful arguments</li> </ul> <p><b>Explain:</b></p> <ul style="list-style-type: none"> <li>• To create change it is important to understand why change needs to happen</li> <li>• Do they think they can influence others to drive at 20mph?</li> </ul> <p><b>Show:</b></p> <ul style="list-style-type: none"> <li>• Kids court video – children successfully influencing adults</li> </ul> <p><b>Sum up:</b> How their arguments and insight can be used;</p> <ul style="list-style-type: none"> <li>• By them as individuals</li> <li>• As part of campaign materials</li> </ul>	<p>Share key arguments. Think about themselves as powerful voices for change.</p> <p>Ask questions.</p>
5 mins	Plenary	<p><b>Facilitator to:</b> Recap main points of the lesson and key findings from the debates.</p>	<p>Give feedback on lesson.</p>
			<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Debating sheets</li> <li>• Kids court video</li> <li>• Whiteboard</li> <li>• Debating sheets</li> </ul>

# 20mph Toolkit

## Mini Parade | Lesson Plan (Part 2 - Organising the parade)

### Sheet 4

Lesson structure: Organising the parade			
Time:	Topic:	Teaching activity:	Learning activity:
50 mins	Designing the project	<p><b>Facilitator to:</b> (10 minutes) Explain that the class is going to organise a parade to take place at home time. They are going to use some of the key arguments they developed to make parents aware of the importance of driving at 20mph.</p> <p><b>Teacher to:</b> Identify 6 children to talk to parents and ask for comments to go on large 20mph roundels.</p> <p><b>Facilitator led:</b> (40 minutes) Work in twos or threes to design a poster that will go on a placard. Ask them to identify what will make a good poster i.e. Not many words, big letters that can be seen from a distance, colourful borders etc. Encourage children to think about some of the powerful statements they arrived at before – how would they incorporate some of this into a short statement. Attach finished posters to a placard.</p>	<p><b>GROUP 1:</b> Suggest how key 'ingredients' make for a good placard. Working in pairs design a poster to go on a placard. When complete attach the poster to one of the placards.</p>
			<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• A2 white card/ paper</li> <li>• Colouring felt tips</li> <li>• Thick nibbed felt pens</li> <li>• Placards</li> <li>• Sellotape</li> <li>• Scissors</li> </ul>

# 20mph Toolkit

## Mini Parade | Lesson Plan (Part 2 - Organising the parade)

### Sheet 5

**Lesson structure:** Organising the parade

Time:	Topic:	Teaching activity:	Learning activity:	Resources:
10 mins	Designing the project (continued...)	<p><b>Ask the children to think about the things they need to plan including:</b></p> <ul style="list-style-type: none"> <li>• Going out in two's</li> <li>• What will they say (chant) to get parents attention?</li> <li>• What will they give to parents (make packs)?</li> </ul>	<p><b>Agree a good chant e.g.</b>  <i>"slower is safer - that's what we want"</i></p> <p><b>Produce resources – for pupils without a permission slip to give out.</b></p>	<ul style="list-style-type: none"> <li>• Flip chart</li> <li>• Flip chart pens</li> <li>• Leaflet Car sticker</li> <li>• Air freshener</li> <li>• Paperclips</li> <li>• Bags to carry</li> </ul>
10 mins	Preparing the parade	<p><b>Facilitator to:</b></p> <ul style="list-style-type: none"> <li>• Check all posters are firmly attached to placards</li> <li>• Remind children to stay in pairs if they are giving out campaign materials</li> <li>• Remind children that they are to return to the classroom when they hear the bell being rung</li> </ul>	<p><b>GROUP 2:</b></p> <p><b>Explain:</b></p> <ul style="list-style-type: none"> <li>• The route</li> <li>• The chant</li> <li>• What children without slips will be doing</li> </ul> <p><b>All practice chant</b></p>	<ul style="list-style-type: none"> <li>• Video in usable format</li> <li>• Interactive whiteboard</li> <li>• Placards</li> <li>• Leaflets packs</li> <li>• Car sticker</li> </ul>

# 20mph Toolkit

## Mini Parade | Lesson Plan (Part 2 - Organising the parade)

### Sheet 6

**Lesson structure:** Organising the parade

Time:	Topic:	Teaching activity:	Learning activity:	Resources:
15 mins	The parade	<p><b>Teacher to:</b>            Escort children into the playground ensuring that only children with signed permission slips take part in the engagement. Top up resources for handing out.</p> <p><b>Facilitator to:</b>            Support the children with the roundels – asking parents.</p>	<p><b>March with placards.</b></p> <p><b>Give out resources in pairs.</b></p>	<ul style="list-style-type: none"> <li>• Placards</li> <li>• Handout resources</li> </ul>
5 mins	Return to class	<p><b>Teacher to:</b>            Alert children to return to class to pick up bags and resume a normal finish to the schools day.</p>		

## Debating sheet

20mph should be the default speed limit in areas where people live, shop and go to school.



### Reasons against 20mph

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A fun way for children to think about the consequences of speeding and develop their own arguments in support of slower speeds.

### Overview:



This is an effective way of engaging children. A courtroom setting is created for a mock trial in the town Hall or similar building. In this role play, the children are the jury and prosecution, re-enacting a full trial. The activity is an interactive way to experience the consequences of speeding through the verdict and sentencing of the speeding driver.

This activity will have further reach if delivered via a school's parliament that spans several schools across your city/town.

The activity is important in helping children understand key messages including:

- The importance of safer speeds through deliberative engagement
- Why 20mph speed limits are being introduced
- What the law around 20mph means in our society

It is effective as it relays key messages through a more personal approach by using children to identify the reasons behind the campaign.

Addressing the consequences of speeding and portraying these in a version of a role play involves the audience and brings the messages of these consequences to life. Portraying messages in a more humanised way allows for interaction and encourages children to think before making decisions. This is often fed back to parents and guardians, helping to reach a wider audience.

The event is also an effective way of involving partners who support the campaign. For example, the Council Leader or a cabinet member could get involved in the mock trial by playing the role of the Judge. This generates content for the press to report on and for live reports to be made via social media.

### Duration:

PREPARATION: 4 days (approx.)  
DELIVERY: 1 hour 30 mins

### You will need:

- Lesson plan (pages 41-44)
- Script (pages 45-50)
- Prosecution statement (page 51)
- Prepped questions for children (page 52)
- Number plate (page 53)
- Judges wig and outfit
- Ushers wig and outfit
- Your campaign materials inc. pop-ups
- Campaign materials
- Town Hall, large assembly hall or Safeside (to act as the court room)
- Police officer with speed indicator device

### Roles:

- A judge and an usher
- Schools parliament
- A driver and a Police officer
- Optional: Photographer and Videographer

### Contact BCC Transportation Team to order your event pack including:

- Judges wig and outfit
- Ushers wig and outfit
- Campaign leaflets and other materials

[connected@birmingham.gov.uk](mailto:connected@birmingham.gov.uk)

[www.birmingham.gov.uk/20mph](http://www.birmingham.gov.uk/20mph)





# 20mph Toolkit

## The Big 20 School Trial | Lesson Plan

### Sheet 1

Lesson structure: Debate			
Time:	Topic:	Facilitator activity:	Learning activity:
5 mins	Introduction	<p><b>Facilitator (Usher) to:</b></p> <ul style="list-style-type: none"> <li>Welcome the children</li> <li>Explain that the person to be tried is so convinced of his innocence he will act as his own defence</li> </ul> <p><b>Identify:</b></p> <ul style="list-style-type: none"> <li>12 Jury from the children and seat them</li> <li>Remainder of children to take the role of prosecuting council</li> </ul> <p><b>Explain:</b></p> <ul style="list-style-type: none"> <li>The role of the jury</li> </ul>	<p>Children seated in chamber.</p> <p>12 children to volunteer to become the jury. The remainder to become the prosecution.</p>
10 mins	Building the prosecution	<p><b>What does the prosecution do?</b></p> <ol style="list-style-type: none"> <li>Read out an opening statement</li> <li>Question the two witnesses to build up a guilty charge</li> </ol> <p><b>Provide volunteers from the prosecution with;</b></p> <ul style="list-style-type: none"> <li>Set of questions we might want to ask the police officer</li> <li>Set of questions we might ask the defendant</li> </ul>	<p>Volunteer answers</p> <p>Volunteer to ask questions</p>
			<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Reserve signs for the jury seats</li> <li>Prompt notes</li> </ul>
			<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Opening statement</li> <li>Prepared questions</li> </ul>



# 20mph Toolkit

## The Big 20 School Trial | Lesson Plan

### Sheet 2

Lesson structure: Debate			
Time:	Topic:	Facilitator activity:	Learning activity:
10 mins	The trial begins	<p><b>Entering in order:</b></p> <ul style="list-style-type: none"> <li>Police to lead defendant to the dock</li> <li>Judge (all to stand)</li> </ul> <p><b>Judge</b> asks facilitator for the background to the case.</p> <p><b>Facilitator</b> gives background.</p> <p><b>Judge</b> asks the facilitator what charge is being brought against the defendant.</p> <p><b>Facilitator</b> gives charge.</p> <p><b>Judge</b> asks the defendant whether they plead guilty or not guilty to each charge.</p>	<p>Follow proceedings.</p>
5 mins	The police witness	<p><b>Judge to:</b></p> <ul style="list-style-type: none"> <li>Ask the <b>prosecution</b> to read out their opening statement</li> <li>Ask the <b>police officer</b> to take the stand and tell the court what happened</li> <li>Invite the <b>prosecution</b> to ask questions</li> <li>Invite the <b>defendant</b> to ask questions</li> </ul>	<p>Read out statement.</p> <p>Ask questions of the police officer.</p>
			<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Background to the case (x2)</li> <li>The charge (x2)</li> </ul>
			<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Opening speech</li> <li>Prepared questions</li> </ul>

Lesson structure: Debate		Resources:
Time:	Topic:	Facilitator activity:
5 mins	The verdict	<p><b>Judge:</b> "Have you considered your verdict?" "Do you find the defendant guilty or not guilty?" (Both counts)</p> <p><b>If guilty charge give sentence.</b></p> <p><b>Police leads the defendant from the chamber.</b></p>
15 mins	Summing up what they think	<ul style="list-style-type: none"> <li>• Did you enjoy?</li> <li>• What did you learn etc.?</li> <li>• Put into wider context</li> </ul>
		<p><b>Learning activity:</b></p> <p>Responds yes Responds guilty/not guilty</p>



# 20mph Toolkit

## The Big 20 School Trial

### Script:

**Key:**

- USHER** (Red) 6699
- JUDGE** (Green) 6699
- MR. GONZALES** (Yellow) 6699
- POLICE** (Blue) 6699
- PROSECUTION AND JURY** (Purple) 6699
- TIME KEEPER** (Brown) 6699

### USHER:

(Prep time spent with school children) *Today is going to be a little bit different than your normal session because today is all about safer speeds and about 20mph speed limits.*

*I know that people driving too fast outside your school is important to you.*

*Today you are going to hear the trial of a man called Mr. Speedy Gonzales.*

*Mr. Gonzales was caught doing 31 miles per hour in a 20 miles per hour area outside a school!*

*He is here on 2 charges:*

- 1. driving over the speed limit of 20mph*
- 2. dangerous driving*

*Mr. Gonzales is pleading not guilty to both charges.*

*He has decided not to appoint a lawyer but to defend himself.*

*Now we are going to need your help today.*

*We will need 12 children to be the Jury. The jury will:*

*Listen carefully to everything that is being said (the evidence) and decide who or what to believe. Decide what the facts of the case are – what was important. Decide whether the accused is guilty or not guilty.*

*We will also need to select children to act as the prosecution.*

*The prosecution's role is to prove beyond all reasonable doubt that the defendant is guilty.*

*The prosecution, in a trial, presents the facts and informs the jury how Mr Gonzales has committed a crime.*

(Select 3 children to read out the **Prosecution Statement**)

(Select 3 children to read out questions to Police Officer)

(Select 5 children to read out questions to Mr Gonzales)

*Please bring in the defendant.*

### TIMEKEEPER to police:

*Please bring Mr. Gonzales in.*

**Script (continued...):**

**Trial begins:**

**USHER:** [as the Judge enters the chamber] *Everyone please rise... please be seated.*

**JUDGE:** *Welcome everyone to this hearing today. Court Usher please provide the background to the case.*

**USHER:** *On the 27<sup>th</sup> April Sergeant ..... was on uniformed duty on Thomas Lane outside ..... primary school.*

*The officer was monitoring the speed of traffic on that road by using a hand-held speed detection device.*

**TIMEKEEPER:** Show device.

**USHER:** *The officer is trained to operate that device and the device was calibrated. The speed limit for that part of Thomas Lane is 20mph. This is clearly signposted.*

*At 15:30 hours that day the officer had cause to stop a red Citroen Berlingo reg. number PF 11 BUV. timekeeper to show number plate*

*He had monitored the speed of this vehicle as it drove along Thomas Lane and found it be 31mph.*

*It was a busy time of day and children were just starting to leave the school for the day. He spoke to the driver, the defendant, Mr. Gonzales; he cautioned Mr. Gonzales, pointed out the offence to him and showed him the speed displayed on the device. Mr. Gonzales replied, "I'M INNOCENT, 20MPH IS TOO SLOW".*

*He was informed that he would be reported for the offence and may be summonsed to court. Mr. Gonzales replied, "I'LL FIGHT THIS IN COURT". He was issued with a fixed penalty notice for the offence but has chosen to be dealt with by way of a court hearing.*

**JUDGE:** *What has Mr. Gonzales been charged with?*

**USHER:** *He appears today charged with driving a motor vehicle on Thomas Lane in excess of the speed limit for that road. The speed limit is 20mph and Mr. Gonzales' speed was 31mph".*

*He is also charged with dangerous driving.*

**JUDGE:** *Mr. Gonzales, you have heard the charges brought against you today, how do you plead, guilty or not guilty – on both accounts?*

**MR GONZALES:** *Not guilty.*

**USHER:** *We will now hear from the Prosecution.*

**Script (continued...):**

**Prosecution Statement: (3 pre-selected children)**

**CHILD 1:** *Your Honour, members of the jury, we the children of Birmingham's school's parliament are representing the people of Birmingham in this case.*

*We intend to prove that Mr. Gonzales was driving faster than the speed limit. We also intend to prove that he was guilty of dangerous driving presenting a very real danger to the children of ..... Primary School.*

**CHILD 2:** *These are the facts of the case:*

- Mr. Gonzales was driving at 31mph when the speed limit was 20mph.*
- There were children trying to cross the road and he did not slow down.*
- He did not accept his driving was dangerous when cautioned by the police officer on duty at the time.*

**CHILD 3:** *Imagine if a child had been crossing and had been killed by his actions.*

*Birmingham's children face the second highest risk in the whole country of being killed or injured on the roads. We've had enough of dangerous drivers like Mr. Speedy Gonzales.*

*Ladies and gentlemen of the jury, we are sure that after hearing all the evidence you will find the defendant guilty as charged.*

**USHER:** *Can we call Sgt. .... to the stand? The Prosecution will now ask questions.*

**Prosecutions questions to the Police Officer: (3 pre-selected children)**

**CHILD 1:** *Is there any way the hand-held speed detection device could have got Mr. Gonzales speed wrong?*

**POLICE OFFICER:** *Police officer to answer*

**CHILD 2:** *Why is driving at 30mph much more dangerous than driving at 20mph?*

**POLICE OFFICER:** *Police officer to answer*

**CHILD 3:** *How was Mr. Gonzales made aware of the speed limit he should be driving?*

**POLICE OFFICER:** *Police officer to answer*

**USHER:** *Are there any other questions for Sgt .....? Thank you Sgt. ...., can we call Mr. Gonzales to the stand? Mr. Gonzales has chosen to defend himself. Mr. Gonzales, can you tell the court what happened?*

**MR GONZALES:** *Mr Gonzales to answer.*



**Script (continued...):**

**Prosecutions questions to Mr. Gonzales: (5 pre-selected children)**

**CHILD 4:** *Don't you realise what could have happened to one of those children at the speed you were driving?*

**MR GONZALES:** *Mr Gonzales to answer.*

**CHILD 5:** *Did you see the 20mph sign?.*

**MR GONZALES:** *Mr Gonzales to answer.*

**CHILD 6:** *What gives you the right to drive at speed that puts the lives of other people at risk?*

**MR GONZALES:** *Mr Gonzales to answer.*

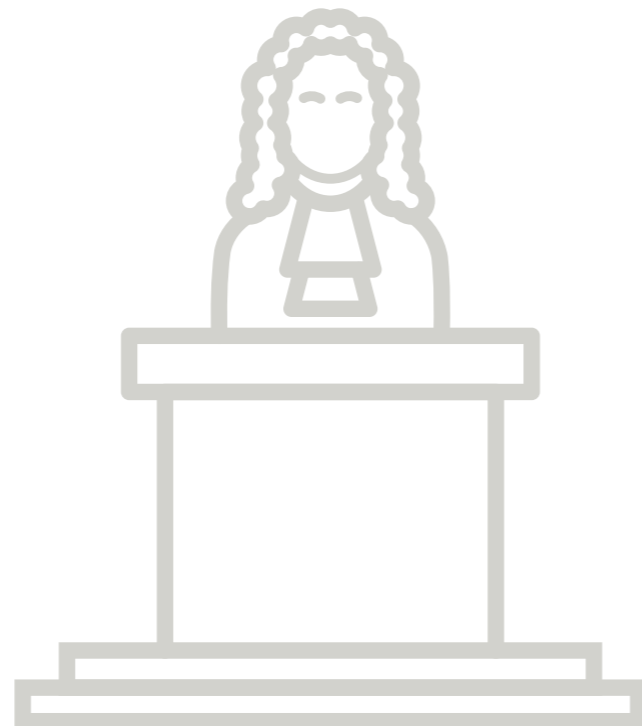
**CHILD 7:** *Do you have children?  
How would you have felt if a speeding driver knocked one of your children down?*

**MR GONZALES:** *Mr Gonzales to answer.*

**CHILD 8:** *You say you were in a rush, what could you have done to plan your journey better?*

**MR GONZALES:** *Mr Gonzales to answer.*

**USHER:** *Now you have heard all the evidence the Judge will sum up.*



**Script (continued...):**

**Summing up: (Judge)**

**JUDGE:** *Members of the Jury, my job is to explain the law to you and to sum up the evidence you have heard. It is your job to weigh up all the evidence you have heard and decide whether you believe the defendant; Mr. Gonzales is guilty or not guilty.*

*You should try and reach a decision that you all agree on.*

*If this is not possible in the time available I will accept a majority decision (that at least 9 agree on). If you are evenly divided (half guilty, half not guilty) you must find the defendant not guilty.*

*I remind you that:  
Mr. Gonzales is accused of two charges  
Breaking the speed limit and dangerous driving.*

*The police officer told you that he used a hand-held speed detection device and if used in this way they are never wrong. You must consider this when deciding whether Mr. Gonzales broke the speed limit.*

*Mr. Gonzales told you that he was used to driving this route and was aware that he had to drive carefully etc. Yet you also heard that he was driving at a speed where had he hit one of the children trying to cross the road there is a good chance he would have killed or seriously injured them.*

*If you believe Mr. Gonzales drove carefully and cannot be proved to have been breaking the speed limit you should find the defendant not guilty.*

*If you believe Mr. Gonzales acted carelessly and broke the speed limit you must find the defendant guilty.*

*Would you now retire and consider your verdict?*

**Considering the evidence (Deliberation):**

**USHER:** *Usher will escort children to side room, support them to decide on a verdict, appoint a spokesperson and escort back into chamber.*

**Script (continued...):**

**The verdict:**

**USHER:** *Mr. Gonzales, will you please stand?*

**JUDGE:** *Have you considered your verdict? Do you find the defendant guilty or not guilty?*

**PROSECUTOR:** *Spokesperson to answer.*

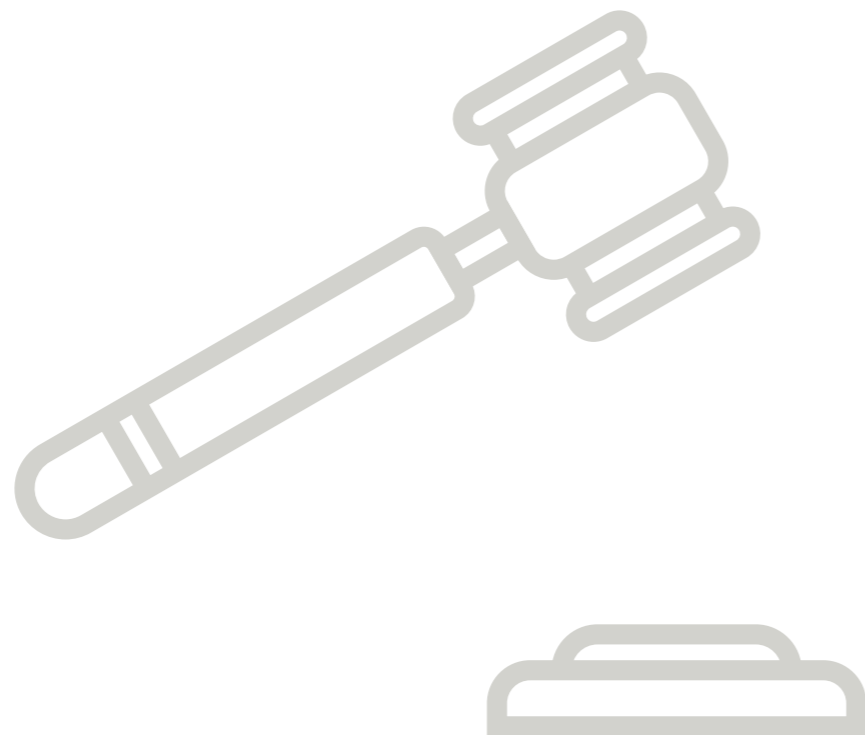
**JUDGE:** *What do you think the sentence should be for Mr. Gonzales?*

**PROSECUTOR:** *Spokesperson to answer.*

**JUDGE:** *Passes the sentence and closes the court.*

**Photo session outside the town hall**

**Children depart to return to school**



**Prosecution Statement:**

**To be read out by children's prosecution**

**CHILD 1:** *Your Honour, members of the jury, we the children of Birmingham's school's parliament are representing the people of Birmingham in this case.*

*We intend to prove that Mr. Gonzales was driving faster than the speed limit. We also intend to prove that he was guilty of dangerous driving presenting a very real danger to the children of ..... Primary School.*

**CHILD 2:** *These are the facts of the case:*

- Mr. Gonzales was driving at 31mph when the speed limit was 20mph.*
- There were children trying to cross the road and he did not slow down.*
- He did not accept his driving was dangerous when cautioned by the police officer on duty at the time.*

**CHILD 3:** *Imagine if a child had been crossing and had been killed by his actions.*

*Birmingham's children face the second highest risk in the whole country of being killed or injured on the roads. We've had enough of dangerous drivers like Mr. Speedy Gonzales.*

*Ladies and gentlemen of the jury, we are sure that after hearing all the evidence you will find the defendant guilty as charged.*



**Prepared questions for children (the prosecution):**

**Question to be asked of the Police Officer:**

**CHILD 1:** *Is there any way the hand-held speed detection device could have got Mr. Gonzales speed wrong?*

**POLICE OFFICER:** *Police officer to answer*

**CHILD 2:** *Why is driving at 30mph much more dangerous than driving at 20mph?*

**POLICE OFFICER:** *Police officer to answer*

**CHILD 3:** *How was Mr. Gonzales made aware of the speed limit he should be driving?*

**POLICE OFFICER:** *Police officer to answer*

**Questions to Mr. Gonzales: (5 pre-selected children)**

**CHILD 4:** *Don't you realize what could have happened to one of those children at the speed you were driving?*

**MR GONZALES:** *Mr Gonzales to answer.*

**CHILD 5:** *Did you see the 20mph sign?.*

**MR GONZALES:** *Mr Gonzales to answer.*

**CHILD 6:** *What gives you the right to drive at speed that puts the lives of other people at risk?*

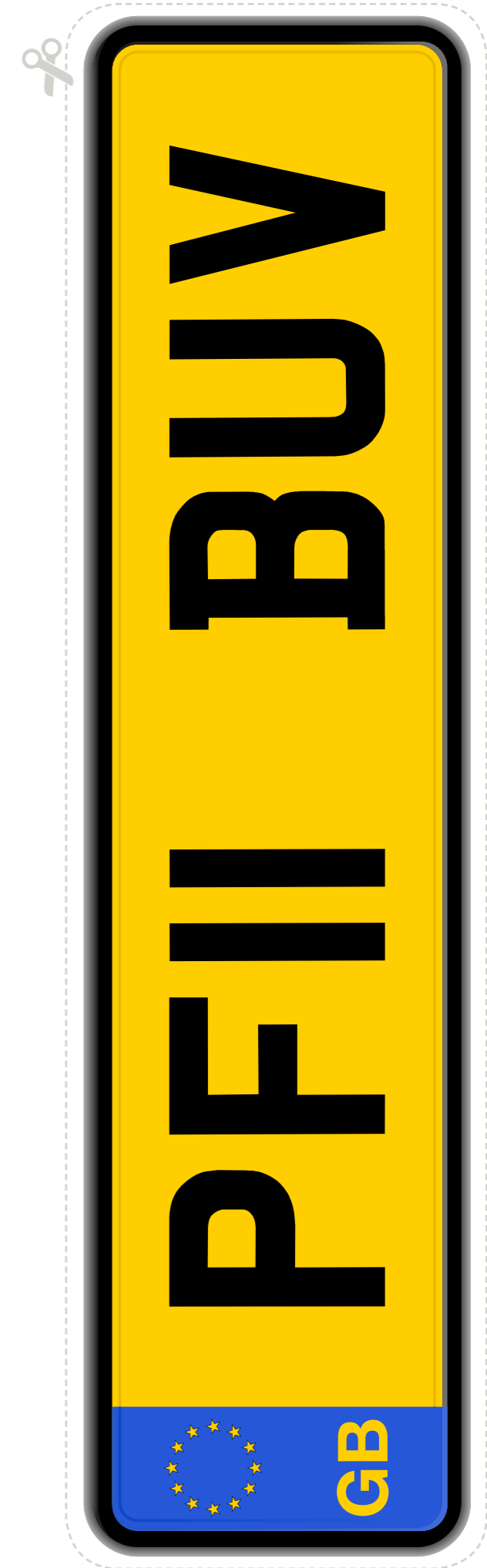
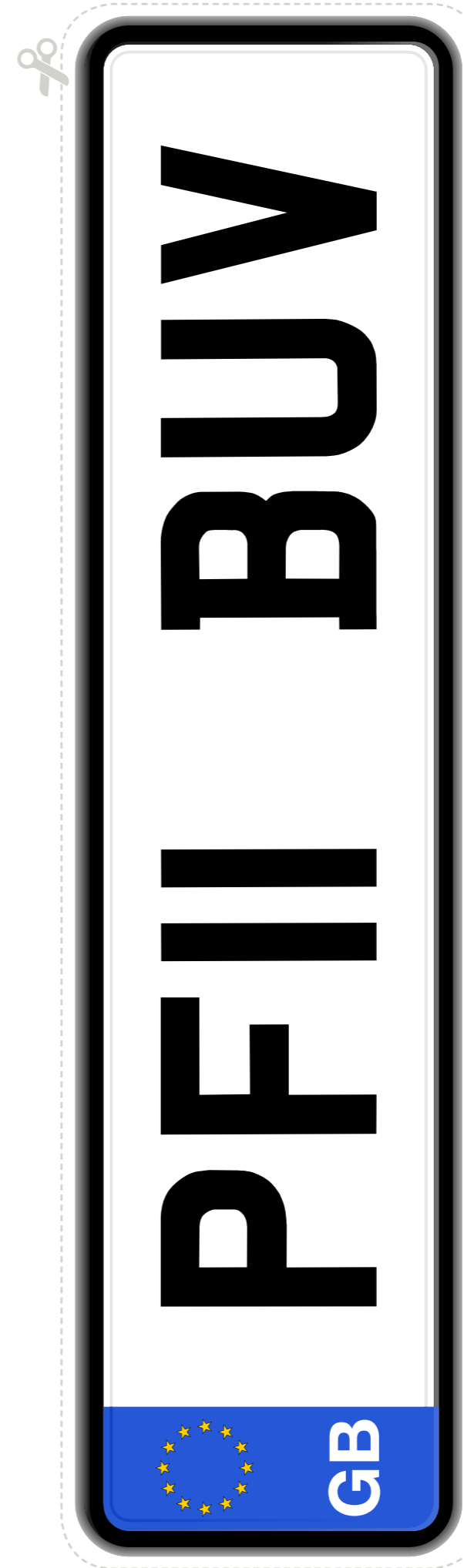
**MR GONZALES:** *Mr Gonzales to answer.*

**CHILD 7:** *Do you have children?  
How would you have felt if a speeding driver knocked one of your children down?*

**MR GONZALES:** *Mr Gonzales to answer.*

**CHILD 8:** *You say you were in a rush, what could you have done to plan your journey better?*

**MR GONZALES:** *Mr Gonzales to answer.*



A 20mph carnival is a get together that schools can arrange for pupils and the school community.

It is an opportunity to get the school community together and allows children (and adults) to experience the joys of playing out! We think this recipe is essential to building healthier children, happier and more connected school communities.

**Duration:**

PREPARATION: 2 days (approx.)  
DELIVERY: 4 hours (from set up to pack down)

**You will need:**

- Invite for carnival meeting (page 57)
- Carnival reminder leaflet (page 58)
- Poster (page 59)
- Information for Stewards (page 60)
- Risk assessment form (page 61)
- Emergency procedures (page 62)
- Tables and chairs
- BCC 20mph carnival kit
- Optional: Hi-visibility vests
- Optional: Bunting

**Roles:**

- Organisers
- Stewards
- Helpers
- Duty Safety Officer



**Contact BCC Transportation Team to order your event pack including:**

- Road safety dress up kit
- Car play mat
- 20mph ride on cars
- 20mph craft pack
- Scaletrix (indoor events only)
- Campaign leaflets and other materials

✉ [connected@birmingham.gov.uk](mailto:connected@birmingham.gov.uk)

🌐 [www.birmingham.gov.uk/20mph](http://www.birmingham.gov.uk/20mph)

**Overview:**

Do you remember when streets were filled with kids playing out?

Well Public Health experts across the UK want to see kids of today having the same opportunities to play out that we had when we were young. Why? Because playing out, helps kids to achieve healthier lifestyles and to socialise away from the ever-present temptations of technology.

We would like to see more of Birmingham’s children benefiting from opportunities to play out with other children, make new friends. Organising a carnival in your school is a great opportunity for adults to get involved in teaching kids some of the games they played when they were growing up.

We also want the adults in the school to have a chance to get together to share some community friendship and fun. So, come on... what's stopping you?

**Method:**

**Preparation**

1. Decide on a suitable location at school to hold your carnival.
2. Share the idea with your colleagues to see if they are on-board.
3. If there is sufficient support, arrange an informal meeting - this will act as your consultation. This preliminary meeting should be held at a minimum of 6 weeks before you'd like to hold the event. Try to hold the meeting at a convenient time for everyone i.e. in lunch time or just after school. Get everyone's ideas on the scope of the carnival and who should be involved. It may be that you want to invite more people along. Collect contact details such as email, phone numbers etc.
4. Respond to any objections and concerns that may arise quickly. Try to reassure the person who has raised the concern and perhaps arrange a face-to-face chat.
5. Contact the Birmingham City Council Transportation Team to let them know the date of this activity. They'll need to make sure that the resources they provide for the carnival aren't already booked. They may also want to arrange press coverage or share your photos from the day on social media.
6. Once you have decided – advertise your event! Make sure that parents are invited and let everyone know what a great day it's going to be and how they can get involved.
7. Nearer the time try to get everyone to share their memories of playing out, and discuss their hopes, ideas and concerns.
8. Decide who will be doing what prior to, and on the day. The roles that need filling are:
  - Organisers** – responsible for being the main point of contact and for making it all happen (you need at least one person taking the lead.)
  - Stewards** - responsible for making the event area safe, and a minimum of two adults are needed at any entry point which is near a road. Four people are needed to steward the event, so keep in mind that you'll need at least three extra volunteers to help with other things on the day.
  - Helpers** – responsible for helping with all the other bits, such as creating flyers, bunting (if applicable) and generally giving a helping hand.
  - Duty Safety Officer** – ensure the site is compliant with health and safety and respond to emergency situations as required.
10. Confirm stewards and those who agreed to other roles.



Continued...



# 20mph Toolkit

## Have fun – hold a 20mph carnival!

### Method:

#### One week before

1. Remind your school community (particularly parents) of the dates and that you're looking forward to seeing them there.
2. Arrange to pick up your carnival kit from Birmingham City Council Transportation Team.
3. Print out copies of the 'Information for Stewards' on page 60 and make sure the stewards (and you as the organiser) become familiar with it.
4. Print out copies of the 'Media Consent Form' on page 77 to ensure that you can take plenty of photos on the day.

#### On the day

1. Make sure you have everything ready to go.
2. Verbally brief the stewards and make sure they are confident in the 'Information for Stewards' process, make sure they know key location information (toilets/parking) and what the procedure is in an emergency.
3. Verbally brief the volunteers make sure they know where the toilets are, parking arrangements and any other key information.
4. Have fun and play out whilst remembering to take lots of photos! If you have permission from parents/guardians make sure you take photos of activity throughout the day and share these with us on twitter [@bham20mph](#) hashtag [#slowerissafer](#) or post to our Facebook page [@bhamconnected](#).

#### After the event

1. Once the carnival is over, clean up and leave the area as you found it.
2. Contact Birmingham City Council Transportation Team to arrange drop off of your carnival pack and share your images with them. They can then publicise what a great success it was!
3. If you have a local newspaper, consider sending a photo and a short piece about your carnival activity (if one of the Transportation Team hasn't already done so).

### Variation on this recipe:

#### Why not organise a street closure event?

Active Streets is a Birmingham wide initiative aimed at providing residents with the scope to close their road and get their neighbours together to be sociable and enjoy their communal space in a different way.

The Active Streets programme offers Birmingham citizens the scope to temporarily close their roads to traffic and come together to enjoy civic and physical activity with one another right where they live.

Over 7000 roads are eligible for the light touch road closure, and working with Active Streets team, a simple form is all that is required to get the process underway.

The Active Streets team will support you to consult with your neighbours, plan your closure, and deliver the event with you on the day. By following the Active Streets simple road closure process, you will be supported to deliver the event and covered by the Active Streets public liability insurance.

For more information contact:

**Email:** [activestreeets@birmingham.gov.uk](mailto:activestreeets@birmingham.gov.uk)

**Tel:** 0121 464 0206

**FB:** [www.facebook.com/ActiveStreets/](http://www.facebook.com/ActiveStreets/)

#### Tie your event to an existing road safety campaign

You could coincide your carnival with a pre-existing event such as National Road Safety Week.



# 20mph Toolkit

## Have fun – hold a 20mph carnival!

### Carnival day meeting invite (template)

The below 'Invite for carnival day meeting' letter is available as a Word document template. You can request this from the BCC Transportation Team via email: [connected@birmingham.gov.uk](mailto:connected@birmingham.gov.uk)

#### Invite for carnival day meeting

Dear parents,

I/we would like to invite you to an informal meeting to discuss the possibility of us organising a carnival day in our area.

This would involve getting everyone together in [\[insert venue location\]](#) for a few hours, either after school or at the weekend, to give children (and adults!) a chance to get together and enjoy a carnival. How far we take this is really up to you we can keep it simple or invite the larger community to get involved.

It would be a great opportunity for all of us to enjoy being out and about, to meet and chat and get to know each other.

If you would like to talk about this idea, please come along to:

[\[insert date, time, place\]](#)

I/we am/are keen to get as many views as possible, so we can try to reflect the school's wishes in whatever is agreed. If you have comments, questions or concerns at this point, do let me know.

If you would like to contact me/us, please do on: [\[insert tel/email\]](#)

Best wishes,

### Carnival day Reminder Leaflet (template)

The below 'carnival day reminder' A6 leaflet is available as a Word document template.  
You can request this from the BCC Transportation Team via email: [connected@birmingham.gov.uk](mailto:connected@birmingham.gov.uk)



### Carnival day Poster (template)

The below 'carnival day reminder' A4 poster is available as a Word document template.  
You can request this from the BCC Transportation Team via email: [connected@birmingham.gov.uk](mailto:connected@birmingham.gov.uk)





# 20mph Toolkit

## Have fun – hold a 20mph carnival!

### Information for Stewards

Whilst stewarding, I understand that it is my responsibility to:

#### Stay visible, alert and safe

Always wear your high-viz jacket. Be **in view** of oncoming traffic, the closure area and other stewards.

#### Keep children within the closure

Remind them to stay on pavements outside of the carnival area. If a child arrives unaccompanied, try to find out if their parent or guardian knows where they are.

#### Familiarise yourself...

with the Emergency Procedures for the carnival as it will be your responsibility to respond in an emergency.

#### Ensure your replacement has read and understood...

this information leaflet if you are stewarding in shifts.

#### Look after yourself

Dress sensibly and keep hydrated while stewarding.



**If you have any doubts or questions, please talk to your Organiser**



### Have fun – hold a 20mph carnival! | Risk assessment form

Hazards identified	Persons at risk	Risk factor (high, medium, or low)	Measures required to control the risk	Actions to be taken by (name)	Date completed and signature

**Example hazards:**

- Slipping tripping or falling
- Fire risks
- Need for First aid

**Example persons at risk:**

- Stewards
- Members of the public
- Disabled persons
- Children and elderly

Classify risks into **high, medium and low**.  
 Examples of risks falling into these categories are as follows:  
**High:** An unsecured inflatable being used in adverse weather conditions by young children.  
**Medium:** A cycle demonstration area.  
**Low:** A mime artist performing amongst the crowd.

For each risk consider whether or not it can be eliminated completely.  
 If it cannot, then decide what must be done to reduce it to an acceptable level.  
 Consider the following:  
 • Removal of the hazard.  
 • Find a substitute for that activity/machine etc

## Emergency procedures

### In the event of an emergency situation arising Stewards will first be alerted by a call:

- 'All Stewards to posts'
- Stewards should then await further instruction

### In the event of a disturbance the following call will be made:

- 'Disturbance in ..... area'
- Stewards should isolate the area
- Stewards should move people as far away as necessary
- Assistance will be summoned if necessary

### In the event of a fire the following call will be made:

- 'Fire in ..... area'
- Stewards should isolate the area to enable the emergency services to deal with the problem
- Stewards should move people as far away from the incident as possible
- Only those who have received training should attempt to tackle the fire

### In the event of a bomb scare the following call will be made:

- 'Blue alert in ..... area'
- Stewards should await further instruction from the Duty Safety Officer

### In the event of the need to evacuate the following call will be made:

- 'Ladies and gentlemen, due to unforeseen circumstances we need to evacuate the park. Please leave the park calmly by the nearest exit.'
- Stewards should ask people to leave the park quietly and calmly
- Stewards should muster by the designated emergency meeting point and await further instruction from the Duty Safety Officer

### Once the problem has been localised and dealt with, the following call will be made:

- 'All stewards stand down'
- This is the signal to return to normal duties

## How to set up your 20mph mini track

Parents of young children are unlikely to engage in a conversation with you if they are having to look after their little ones. The cars keep children occupied, in a contained and safe space, giving you the chance to talk to them about road safety. The other advantage is that this is a totally free activity and is a great attraction to engage people.

Your 20mph race track pack from Birmingham City Council will include:

1. 20mph ride on cars
2. Police cones or stakes and tape
3. Banners with the important message 'The place for speed is on the track'

Set up of the 20mph track is easy!

1. Pick a good place for your track which is nice and flat so that it's easy for the kids to get the cars around the track
2. Put out your cones or stakes to make a circular race track and mark the start line
3. Have a steward there to keep an eye on the kids making sure that they are all going in the same direction and that everyone is getting a turn

Your pack from Birmingham will also include some 20mph materials. Why not give all the participants a 20mph sticker for being a part of the day?

While you're picking up your Carnival Day pack from Birmingham City Council why not ask them for advice on delivering some other great 20mph themed activities they've found effective in this past:

- Design your own roundel using stickers and paper plates
- Bake a 20mph cake using writing icing for 20mph
- Pledge tree
- Giant mural
- 20mph bunting
- Face painting







# 20mph Toolkit

## Have fun – hold a 20mph carnival!

### Games and how to play them

Here are a list of traditional games that generations of children have played outside. However, in case you don't know these games (or you've simply forgotten them), here is a reminder of how to play them!

**Disclaimer:** As with all games, people (in particular, children!) can get a little excited! Please ensure that there is a responsible adult present at all times.

#### What's the time Mr Wolf?

One child is chosen to be Mr Wolf.

This child stands at one end of the playing area.

The other players stand in a line at the other end.

Mr Wolf turns his back to them to begin the game.

The players call out, *"What's the time Mr Wolf?"* and Mr Wolf turns and answers with a time (i.e. 3 o'clock).

He then turns his back again. The players have to move forward the amount of time he has said. So 3 o'clock would mean taking 3 steps forward. (5 o'clock would mean taking 5 steps forward etc.)

The players again shout, *"What's the time Mr Wolf?"*

To which Mr Wolf will continue to respond until the players come very close.

Once the line of players is close to Mr Wolf, he can respond to the chant with *"It's dinner time!"* at which point, he will chase the players back to the starting line with the aim to catch one of them. Whoever Mr Wolf catches becomes Mr Wolf for the next round of the game.

#### Red Rover

Create two teams (with an equal number of players in each) and line up opposite one another – no more than 30 feet apart.

Each team must form an arm-in-arm chain (you can do this by holding hands.)

The first team must agree to call out a player from the opposite team and chant, *"Red Rover, Red Rover, send (players name) on over!"*

That person must then run to the other line and attempt to break through the chain.

If they don't get through the chain, they must join the team that called Red Rover and link on the end.

If they do get through the chain, they can take either of the players who broke the chain back to join their team.

Teams take turn calling Red Rover and challenging players on the opposite team.

Whichever team gets all the players on their side wins!



# 20mph Toolkit

## Have fun – hold a 20mph carnival!

### Games and how to play them (continued...)

#### Leapfrog

You need at least two people to play this game (but there is no maximum!)

The first player needs to crouch down and rest their hands on their knees. Younger players can simply crouch on the floor, making sure to tuck in their head and feet.

The second player runs up to the crouched player in front, placing their hands on their back and leaping over like a frog, straddling their legs wide apart on each side.

On landing, this player immediately stoops down into the frog position so that the third player has to leap over the first and second, and then adopts the crouching position for the fourth player to leap over.

Make sure you create room between each player so there is space to land and leap.

When all the players are stooping, the last in the line begins leaping over all the others in turn.

It can go on forever!



#### Orange and Lemons

Two players face each other, joining hands to make an arch.

The rest of the players form a long line in single file, and hold onto the person's top/coat/waist in front of them, and walk/skip through the arch.

These players must sing the following rhyme:

*Oranges and Lemons,  
Say the bells of St. Clement's;  
You owe me five farthings,  
Say the bells of St. Martin's;  
When will you pay me?  
Say the bells of Old Bailey.  
When I grow rich,  
Say the bells of Shoreditch.  
When will that be?  
Say the bells of Stepney,  
I do not know,  
Says the Great bell of Bow.  
Here comes a candle to light you to bed,  
Here comes a chopper to chop off your head!  
Chip chop chop chop the last man's dead!*

At the last word the archway comes down and catches the player passing through at that moment and they are out.

They must then form another arch next to the existing one.

The arches will start to get longer, and the tunnel which the players have to run through will take more time to get through – so they will need to run faster in order to escape.





## 20mph Toolkit

Have fun – hold a 20mph carnival!

### Games and how to play them (continued...)

#### Hot Potato

You will need someone to control the music, and a bean bag/tennis ball to act as the hot potato.

Players form a circle either by standing, or sitting cross-legged on the floor.

The hot potato starts with one person and they must toss it to another player in the circle.

Whoever controls the music must choose when to stop the music, and whoever has the hold of the potato is out.

The game continues in this way until there is only one player left – and the last person is the winner!



## 20mph Toolkit

Have fun – hold a 20mph carnival!

### Games and how to play them (continued...)

#### Kerby

This game requires a ball. (Various sized balls can be used but a football produces the best results.)

Before you start, decide a set amount of points needed to win the game (e.g. 10 points.)

Two players stand at each edge of a kerb facing each other.

The first player takes a turn to throw the ball with the aim of hitting the opposite kerb.

If they miss the kerb then the second player takes possession of the ball and proceeds to take their go.

If the ball hits the kerb cleanly and bounces back to the player then they score a point.

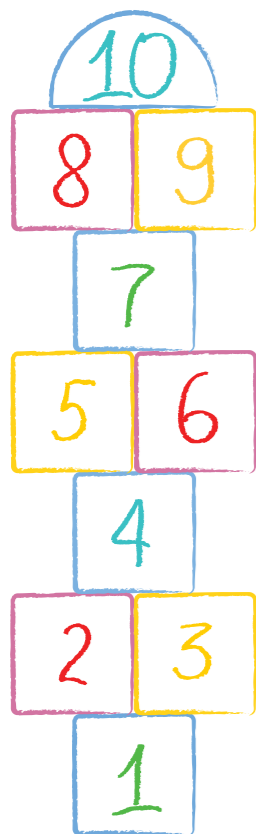
Having scored they keep the ball and move to the middle of the road and attempt the same again.

Each bounce from the middle counts as one point and this continues until that player misses. If it is missed, the player must move back to the kerb again and it is the other player's go.

Whoever reaches the set amount of points wins!



#### Hopscotch



Draw a hopscotch design on the ground using street chalk. The squares should be big enough to fit one shoe.

Throw a stone/beanbag/button so it lands inside square number one.

If it lands on the border or bounces out then you lose your turn and you must pass the stone onto the next player.

Hop through the squares, missing out the one that has your marker on it. You can only have one foot on the ground, unless you reach two number squares next to each other. Here you can put your feet down at the same time (one in each square), and then jump back onto the one foot moving forward.

If you hop on a line, the wrong square or outside the border then you lose your go.

When you reach the last number, you must turn around (remaining on the one foot only) and hop your way back down the board again.

When you reach the square before your marker, you must lean down, pick it up and skip over that square to finish.

Pass the marker onto the next person.

On your next go you must throw the marker onto square number two and repeat the above.

Whoever can complete the course with the marker on each square wins the game!



#### Tug of war

Tug of war is a game that involves two teams against each other in a test of strength!

Start by marking the centre of the rope – this could be with a piece of brightly coloured ribbon, and drawing a line on the floor underneath the centre of the rope on the floor. This line acts as the centre line.

Two teams pull on opposite ends of rope.

Whoever can pull the rope a certain distance in one direction against the force of the opposing team's pull wins!



#### Ring a-ring o'roses

Players need enough room to be able to form a circle by holding hands, and to sit down without hitting anyone or anything.

When you've formed the circle, start to walk or gallop (keeping the circle intact) while singing:

*Ring a-ring o'roses  
A pocket full of posies  
A-tishoo! A-tishoo!  
We all fall down!*

On "fall down", sit quickly on the floor.

You may be playing this game for a while, so if you'd like a little variety, you can add a traditional verse. Chant it while you're still sitting, then jump up at the end:

*The cows are in the meadow,  
Eating buttercups,  
A-tishoo! A-tishoo!  
They all jump up!*


## APPENDICES: 20mph FAQs



What people sometimes say to us...	Our response 
<b>20mph has created more traffic jams and congestion.</b>	<p>20mph is intended to help ease traffic congestion.</p> <p>Evidence from other 20mph areas shows that, over the long-term, slower speeds encourage more people to walk and cycle, easing congestion on roads.</p> <p>Research also indicates that at slower speeds, vehicles go more smoothly through junctions.</p>
<b>What about enforcement?</b>	<p>West Midlands Police are committed to enforcing 20mph in the same way as other speed limits. The devices they use can measure speeds of 5 mph up to 200mph.</p> <p>As well delivering targeted enforcement in problem locations, the police will be taking part in Community Speed watch, roadside education along with other initiatives designed to create long term behavioural change.</p> <p>This is all good and we are proud of the partnership approach we have created here in Birmingham. However, to achieve the level of change needed, drivers need to self-comply, in other words, to stick to the speed limit because they see 20mph as the correct speed to drive in built-up areas. In the same way as people do not drink and drive because it is not culturally acceptable to do so.</p>
<b>Most serious collisions don't happen on roads where people live, so what's the point?</b>	<p>20mph isn't just about reducing speed, it's also about creating a more positive transport culture where people feel more confident in choosing active travel options such as walking and cycling.</p>
<b>I have told the council about the speeding problems we are experiencing on our street, but nothing has changed.</b>	<p>We have been working on an internal reporting process which will help us to streamline community reporting of trouble spots and ensure the right response is actioned in partnership with those who report the problem.</p>
<b>20mph speed limits will not make people change their behaviour.</b>	<p>The introduction of 20mph speed limits is just one element of a package of measures to reduce vehicle speeds. Reducing the speed limit should not be seen as an end in itself, but as part of a continuous process to encourage a change in driver behaviour and attitude.</p> <p>The ultimate aim is to establish 20mph as the default appropriate maximum speed in residential areas. The implementation of the scheme is supported by an ongoing campaign of publicity and community engagement, to persuade people of the benefits of driving at 20mph on residential roads.</p>

## APPENDICES: 20mph FAQs




What people sometimes say to us...	Our response 
<b>20mph limits is just a money making scheme for the council.</b>	<p>Speed enforcement is carried out by the Police, in association with the local authorities. The revenue from any fines goes to central Government funds, and to fund speed awareness courses. None of the money from fines comes back to local authorities.</p>
<b>Whatever happened to the green cross code? It's children we need to target not drivers!</b>	<p>The ability to judge speed develops with age. Children under the age of 12 are unable to accurately judge the speed of oncoming vehicles<sup>1</sup>. This means that children under-estimate the velocity of faster vehicles and, in some cases, will fail to see them at all.</p> <p>The green cross code cannot compensate/or prepare children to deal with this deficit.</p>
<b>There isn't sufficient signage.</b>	<p>The placing and positioning of signs for the 20mph network is being carried out to the standards of the Traffic Signs Regulations and General Directions.</p> <p>Where the speed limit changes to 20mph, there will be a pair of road signs to indicate this. 20mph roads will have smaller, round, repeater signs mounted on poles or 20mph roundels painted on the road in white.</p> <p>During the works, contractors will usually start by putting up signs where there are suitable existing poles which the sign can be added to, then assess where additional poles are required or where roundels need to be painted on the ground. This can mean that there is a period when it looks as though there will not be enough signs or that the smaller signs will be the only ones.</p> <p>Once the scheme is complete, the signage will be sufficient as required by the Department for Transport for a legally enforceable scheme and for the new speed limit to be clear to drivers.</p> <p>Once the 20mph limits are in force, if there are places where persistent speeding is observed which seems to be related to insufficient signage, signs and lines in that location can be reviewed alongside the other educational measures.</p> <p>There are many ways that the community can help to promote awareness of this project particularly by displaying a visible pledge. This will increase signage and show your support of the 20mph campaign.</p>

<sup>1</sup> University of Royal Holloway London (2010.) "Traffic at 30 mph is too fast for children's visual abilities." Science Daily [online] [www.sciencedaily.com/releases/2010/11/101123101539.htm](http://www.sciencedaily.com/releases/2010/11/101123101539.htm)

# APPENDICES: 20mph FAQs



What people sometimes say to us...	Our response 
<b>When you drive at 20mph, people get really angry behind you and end up doing a dangerous manoeuvre.</b>	The advice we'd give is the same for all speed limits. If someone is tailgating, pull over when safe to do so and let them pass.
<b>Why don't the council put in more traffic calming/speed humps?</b>	<p>There are two different ways of applying 20mph speed limits.</p> <p><b>Zones</b> – which are small, usually isolated areas involving a small number of streets.</p> <p>20mph zones, are designed to be “self-enforcing” due to traffic calming measures which are introduced along with the change in the speed limit. Speed humps, chicanes, road narrowing, planting and other measures are typically used to both physically and visually reinforce the shared nature of the road.</p> <p><b>Schemes</b> – large usually connected areas of the city sometimes even the whole of a city! According to DfT guidelines speed bumps are NOT required for 20 mph limits.</p> <p>In many cities and towns schemes are being introduced to change the ‘norm’ – in other words, by joining up large areas we drive expecting the speeds in residential roads to be set at a maximum speed of 20mph.</p>
<b>20mph will increase congestion.</b>	On a clear stretch of road, travelling at 20mph will obviously take longer than travelling at a higher speed. However, research indicates that at slower speeds, vehicles flow more smoothly through junctions. As such, within an urban environment, 20mph may help to improve traffic flow. In addition, as a result of reduced acceleration and braking, 20mph may help to reduce fuel consumption and associated emissions.
<b>20mph won't encourage more people to walk and cycle.</b>	Bristol saw an increase in the amount of people walking and cycling in most areas after a pilot 20mph limit was introduced. <sup>2</sup>

<sup>2</sup> Bristol City Council (2012) 20mph speed limit pilot areas: monitoring report [online] <http://www.bristol20mph.co.uk/wp-content/uploads/2016/06/20mph-Monitoring-Report-pilot-areas-2012.pdf>

# APPENDICES: 20mph FAQs



What people sometimes say to us...	Our response 
<b>20mph penalises drivers.</b>	<p>20mph creates a safer environment for everyone, including motorists. It will not significantly increase journey times and, by easing traffic flow, may actually reduce some journey times.</p> <p>We are not trying to stop people from driving, but are trying to balance the needs of drivers with the safety and environment of local residents. This will be a change and it will take some conscious decision making as a driver to make a difference.</p> <p>The change can be compared to anti-drink driving campaigns and Clunk, Click, the seatbelt campaign: over time it has become unacceptable to drive while drunk and it is now second nature to put a seatbelt on to drive. It will take some time for 20mph to become second nature.</p> <p>In reality we are rarely driving at a consistent speed, particularly in a city where we are constantly accelerating, decelerating and braking to respond to current traffic speeds, traffic lights or junctions.</p> <p>Speed enforcement is carried out by the Police, in association with the local authorities. The revenue from any fines goes to central Government funds, and to fund speed awareness courses. None of the money from fines comes back to local authorities.</p>
<b>20mph will increase traffic noise.</b>	Driving at 20mph has been found to reduce traffic noise; the benefit of a signs-only scheme is that drivers can adopt a smoother driving style than if they were driving through a calmed zone with humps. A study in Graz, Austria found that the introduction of 30kph (18mph) signs-only limits led to a noise reduction up to 2.5 decibels. Compared to 30mph, 20mph means 3 decibels less traffic noise. This level of noise reduction means that people can more easily listen to each other and also sleep better. In urban areas with speeds up to 35mph a 6mph reduction cuts noise by up to 40% <sup>3</sup> .
<b>20mph will increase journey times.</b>	20mph will mainly apply on residential streets, and in selected locations on main roads. Most main roads will keep their existing 30mph or 40mph speed limits, so once drivers leave residential areas 20mph and join the main road network there should be no impact on journey times. The vast majority of the city's traffic travels on the 10% of the road network that will stay at 30mph or 40mph. The parts of any journey affected would only be the relatively short sections of that journey that would be on 20mph roads in order to reach the main road network.

<sup>3</sup> %. (Campaign for Better Transport for the UK Noise Association, 2009)

## APPENDICES: Separating the facts from fiction

### Fact or Fiction?

20mph will increase congestion...

**Fiction**

Research indicates that travelling at slower speeds allows vehicles to flow more smoothly, such as through junctions, and may help improve the flow of traffic<sup>1</sup>. It also means that as a result of less braking and a reduction in acceleration, 20mph may also help to reduce fuel consumption<sup>2</sup>.

20mph encourages more people to walk and cycle...

**Fact**

Bristol saw an increase in the amount of people walking and cycling in most areas after a pilot 20mph limit was introduced<sup>3</sup>.

20mph will increase traffic noise...

**Fiction**

If driving at 20mph through a sign-only area, drivers can adopt a smoother driving style compared to driving through a calmed zone with humps. In urban areas with speeds up to 35mph, a 6mph reduction cuts noise by up to 40%<sup>4</sup>.

Speeding or distracted drivers are considered to pose the biggest danger on our roads...

**Fact**

Brake's Road Safety Week survey asked 1,000 drivers to identify which driving behaviour, from a list of six, they thought posed the biggest danger. More than three quarters (76%) ranked speeding or distraction most highly<sup>5</sup>.

This was also reflected in The Birmingham Transport Study 2012/13, when 1000 Birmingham residents were asked what their greatest influence on transport choice was. Safety was given the highest rating (23%)<sup>6</sup>.

## APPENDICES: Separating the facts from fiction

20mph will increase journey times..

**Fiction**

Average city speeds are generally well below 20mph due to congestion and queues. Traffic tends to flow more freely at 20mph than 30mph, as drivers make better use of road space by packing closer, and junctions work more efficiently and at a higher capacity as it's easier to merge.

Also, 20mph mainly applies to residential streets and in selected locations e.g. selected schools (which are situated on main roads). Most of the main roads will keep their existing 30mph or 40mph speed limits.

Just a small percentage increase in speed results in a larger increase in risk of death and serious injury...

**Fact**

There is a 2.5% chance of being fatally injured if hit at 20mph, compared to a 20% chance at 30mph<sup>7</sup>.

20mph is just another way for the council to penalise motorists and make money...

**Fiction**

20mph is not designed to stop people from driving, but it is trying to balance the needs of the drivers with the safety and quality of life of local residents.

This change will take some conscious decision making from drivers in order to make a difference, and it can be compared to the Clunk, Click seatbelt and anti-drink driving campaigns. It is now second nature to put a seatbelt on when driving, and it is unacceptable to drive while drunk. In time, 20mph will feel like the correct speed when driving in places where people live and play.

Speed enforcement is carried out by the Police, in association with the local authorities.

If you are caught speeding above a certain limit your case will be heard at Magistrates Court. If you are found guilty, any fine imposed goes to the treasury.

If you are eligible for a speed awareness course any surplus from the course goes towards road safety initiatives in Birmingham, which includes covering the operating costs for the speed enforcement team.

<sup>1</sup> Transport Scotland (2015) Updated speed limit review.

<sup>2</sup> Environment Protection UK (2013) Car pollution

<sup>3</sup> Bristol City Council (2012) 20mph speed limit pilot areas: monitoring report [online] <http://www.bristol20mph.co.uk/wp-content/uploads/2016/06/20mph-Monitoring-Report-pilot-areas-2012.pdf>

<sup>4</sup> Campaign for Better Transport for the UK Noise Association (2009).

<sup>5</sup> Brake (2016). Speeding and distracted drivers revealed as most feared as charity asks everyone to sign the Brake Pledge [online] <http://www.roadsafetyweek.org.uk/pr2>

<sup>6</sup> A Road Safety Strategy for Birmingham (2016)

<sup>7</sup> Rosén, E. et al. (2011) Literature review of pedestrian fatality risk as a function of car impact speed.

## APPENDICES: Separating the facts from fiction

People who live on streets with faster, higher volume of traffic don't know their neighbours as well...

**Fact**

Studies have shown that people who live on quiet streets are friends with three times as many neighbours!<sup>8 & 9</sup>

If everyone did 150 minutes of moderate exercise each week, 37,000 lives would be saved each year<sup>10</sup>...

**Fact**

People who are inactive are at greater risk of serious diseases and early death. Walking to work, school or the shops instead of driving can improve your health and help you live longer.



<sup>8</sup> Appleyard, D. (1969) The Environmental Quality of City Streets: The Residents' Viewpoint. [online] [http://www.edra.org/sites/default/files/publications/EDRA03-Appleyard-11-2\\_0.pdf](http://www.edra.org/sites/default/files/publications/EDRA03-Appleyard-11-2_0.pdf)

<sup>9</sup> Hart, J. and Parkhurst, G. (2011) Driven to excess: Impacts of motor vehicles on the quality of life of residents of three streets in Bristol UK [online] [http://eprints.uwe.ac.uk/15513/1/WTPP\\_Hart\\_ParkhurstJan2011prepub.pdf](http://eprints.uwe.ac.uk/15513/1/WTPP_Hart_ParkhurstJan2011prepub.pdf)

<sup>10</sup> Moor D. Walking for Health (2013). Walking works Making the case to encourage greater uptake of walking as a physical activity and recognise the value and benefits of Walking for Health [online] ([https://www.walkingforhealth.org.uk/sites/default/files/Walking%20works\\_LONG\\_AW\\_Web.pdf](https://www.walkingforhealth.org.uk/sites/default/files/Walking%20works_LONG_AW_Web.pdf))

## APPENDICES: UK transport related facts

The total value of prevention of reported road accidents in 2012 was estimated to be

**£15.1 billion**<sup>11</sup>

This includes an estimate of the cost of damage only accidents, but does not take into account any unreported injury accidents.

If average speeds reduced by **1 mph**, the accident rate would fall by approximately **5%**<sup>13 & 14</sup>.

The most dangerous hours on the roads<sup>15</sup> on weekdays are the rush hours from **3.00 to 6.00pm**, and then **7.00 to 9.00am**.

**95%** of all road collisions involve some human error<sup>12</sup>.

In 2015, 54 children under 16 were killed and 1,964 were seriously injured on British roads.

**In other words, more than five children seriously hurt or killed every day.**

Commuting into Birmingham is currently split **50-50 between car and public transport**<sup>17</sup>. In London, only 15% of commuters use a car.

<sup>11</sup> DfT (2012) Reported Road Casualties in Great Britain: 2012 Annual Report

<sup>12</sup> DfT (2011) Road Casualties Great Britain, 2010.

<sup>13</sup> TRL. TRL Project Report 58. (1994). Speed, Speed Limits and Accidents

<sup>14</sup> TRL Report 421. (2002) The Effects of Drivers Speed on the Frequency of Road Accidents

<sup>15</sup> DfT (2011) Road Casualties Great Britain, 2010.

<sup>16</sup> DfT (2016) Reported Road Casualties Great Britain 2015, tables RAS30059 & RAS30062

<sup>17</sup> Moss S. (2015) End of the car age: how cities are outgrowing the automobile [online] <https://www.theguardian.com/cities/2015/apr/28/end-of-the-car-age-how-cities-outgrew-the-automobile>

## APPENDICES:

### Fun transport related facts from the UK and around the world

**On January 28, 1896,**

at the Tonbridge Police Court, **Mr Walter Arnold** of East Peckham became the first person to be fined for breaking the speed limit.

He was fined one shilling plus nine shillings costs for driving his car at **8mph** when the speed limit was **2mph**.

The world's largest speeding fine was

**\$290,000**

(£180,000).

It was given to a Swiss motorist who was caught driving 85mph in a 50mph zone in a village near St. Gallen, Switzerland in January 2010.

The UK's first driving test was passed by **Mr R Beere in 1935.** It cost just 7/6d (37.5p) and was a voluntary test!

**A leaky milk wagon was responsible for one of the most important single traffic safety devices in the history of highway transportation.**

It inspired an Edward Hines of Michigan to paint a centre line on a road in 1911 in order to separate traffic in opposing directions.

This was then replicated on "Dead Man's Curve", a dangerous stretch of road in Michigan that was experiencing an increase in traffic. It resulted in an immediate reduction in the number of collisions.

The first UK-based traffic behaviour change was in **Maney Corner, Sutton Coldfield, Birmingham in 1921.**

Following complaints by residents over reckless driving and several collisions, Maney Corner was the first place in the UK to experiment with a hand painted white line.

The experiment proved to be so successful that the whole country adopted it as a standard road safety device.

## APPENDICES:

### Media Consent Form



Name of the child's parent or guardian:

Name of child:

School:

Your child has been chosen to be included in an activity for our 20mph campaign. To comply with the Data Protection Act 1988, we need your permission before we can photograph or make any recordings of your child. Please answer the questions below, then sign and date the form where shown and return the completed form to the school.

**Please circle your answer**

May we use your child's photograph in printed publications that we produce for promotional purposes?

Yes / No

May we use your child's image on our website (including video)?

Yes / No

May we record your child's image on video?

Yes / No

Are you happy for your child to appear in the media?

Yes / No

Please note that websites can be viewed throughout the world and not just in the United Kingdom where UK law applies.

**I have read and understood the conditions of use on the back of this form.**

Parent's or guardian's signature:

Date:

Name (capitals):

#### Conditions of use

We will not use the personal details or full names (which means first name and surname) of any child in a photographic image on video, on our website, or in any of our other printed publications. We will not include personal e-mail or postal addresses, or telephone or fax numbers on video, on our website, or in other printed publications. We may use group or class photographs or footage with very general labels, such as 'slower is safer' lesson. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.

## GLOSSARY:

<b>Birmingham City Council (BCC)</b>	The City Council is the Planning Authority, Highway Authority, Traffic Authority, Street Works Authority, Technical Approval Authority and Land Drainage Authority for Birmingham.
<b>Birmingham Connected</b>	A 20 year transport strategy for Birmingham launched in the Birmingham Connected White Paper in November 2014.
<b>Birmingham Cycle Revolution</b>	A scheme that aims to improve the cycling conditions on Birmingham's roads so that 5% of all trips to the city will be made by bike by 2023.
<b>Consultation</b>	A discussion about something that is being decided.
<b>DfT (Department for Transport)</b>	DfT is a ministerial department, supported by 19 agencies and public bodies.  They work with agencies and partners to support the transport network that helps the UK's businesses and gets people and goods travelling around the country, by investing in transport infrastructure to keep the UK on the move.
<b>Motion</b>	A formal suggestion made, discussed, and voted on at a meeting.
<b>PHE (Public Health England)</b>	Public Health England are an executive agency of Department of Health that aims to protect and improve the nation's health and wellbeing, and reduce health inequalities.
<b>RTC</b>	Road traffic collision.
<b>TRO</b>	Traffic regulation order - a legal document that supports a traffic restriction placed on street.  It can only be made and brought into force by following a defined statutory process under the relevant Road Traffic Regulation Act.
<b>20's Plenty for Us</b>	An independent voluntary campaigning group that seeks for the introduction of a default 20 mph speed limit for residential and urban streets.



## USEFUL LINKS:

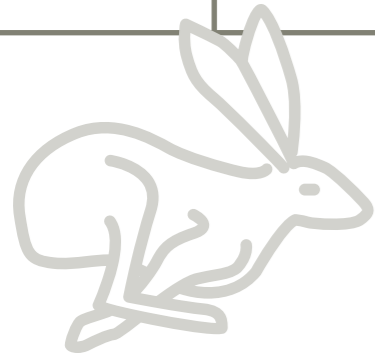
Organisation	Event	Description	Link
<b>Brake</b>	<b>Go 20</b>	A downloadable resource to promote the benefits of 20mph limits and encourage drivers to slow down in towns, cities and villages.	<a href="http://www.brake.org.uk/campaigns/flagship-campaigns/go-20">www.brake.org.uk/campaigns/flagship-campaigns/go-20</a>
	<b>Road Safety Week</b>	A themed event to raise awareness of road safety.	<a href="http://www.roadsafetyweek.org.uk">www.roadsafetyweek.org.uk</a>
	<b>Beep Beep! day</b>	Every year thousands of tots and infants age 2-7 take part in a special Beep Beep! Day organised by their nursery, playgroup, childminder or infant school, to help engage children with the road safety basics.	<a href="http://www.brake.org.uk/events-training/community-events-training/beep-beep-day-for-early-years">www.brake.org.uk/events-training/community-events-training/beep-beep-day-for-early-years</a>
<b>Living Streets</b>	<b>Road Safety Week</b>	A themed event to raise awareness of road safety.	<a href="http://www.roadsafetyweek.org.uk">www.roadsafetyweek.org.uk</a>
	<b>Beep Beep! day</b>	Every year thousands of tots and infants age 2-7 take part in a special Beep Beep! Day organised by their nursery, playgroup, childminder or infant school, to help engage children with the road safety basics.	<a href="http://www.brake.org.uk/events-training/community-events-training/beep-beep-day-for-early-years">www.brake.org.uk/events-training/community-events-training/beep-beep-day-for-early-years</a>
	<b>International walk to school month</b>	Every October is International Walk to School Month.	<a href="http://www.cycletoworkday.org">www.cycletoworkday.org</a>
<b>Sustrans</b>	<b>The Big Pedal</b>	The Big Pedal is the UK's largest inter-school cycling and scootering challenge. It inspires pupils, staff and parents to choose two wheels for their journey to school.	<a href="http://www.sustrans.org.uk/our-services/who-we-work/teachers/big-pedal">www.sustrans.org.uk/our-services/who-we-work/teachers/big-pedal</a>
	<b>Cycle to Work Day</b>	Cycle to Work Day is a national event promoted by Cyclescheme UK, Cyclescheme Ireland and Halfords that aims to encourage everyone to take to two wheels.	<a href="http://www.cycletoworkday.org">www.cycletoworkday.org</a>

Continued...



## USEFUL LINKS:

Organisation	Event	Description	Link
<b>ROSPA</b>	N/A	'Royal Society for the Prevention of Accidents' are committed to save lives and reduce injuries.	<a href="http://www.rosipa.com/road-safety">www.rosipa.com/road-safety</a>
<b>Bike Week</b>	<b>Bike Week</b>	Bike Week is an annual opportunity to promote cycling, and show how cycling can easily be part of everyday life by encouraging 'everyday cycling for everyone'. Demonstrating the social, health and environmental benefits of cycling, the week aims to get people to give cycling a go all over the UK.	<a href="http://www.bikeweek.org.uk">www.bikeweek.org.uk</a>
<b>Cycle Scheme</b>	<b>Cycle to Work Day</b>	Cycle to Work Day is a national event promoted by Cyclescheme UK, Cyclescheme Ireland and Halfords that aims to encourage everyone to take to two wheels.	<a href="http://www.cycletoworkday.org">www.cycletoworkday.org</a>
<b>Birmingham Cycle Revolution</b>	N/A	The Birmingham Cycle Revolution project is supported by the Big Birmingham Bikes programme of free bikes, cycle training, and activities with employers, schools and communities to encourage cycling.	<a href="http://www.birmingham.gov.uk/bcr">www.birmingham.gov.uk/bcr</a>
<b>World Carfree Network</b>	<b>World Carfree Day</b>	Every year on or around 22 September, people from around the world get together in the streets, intersections, and neighbourhood blocks to remind the world that we don't have to accept our car-dominated society.	<a href="http://www.worldcarfree.net/wcfd/">www.worldcarfree.net/wcfd/</a>
	<b>European Mobility Week</b>	Encouraging local politicians and the public to look at smart and sustainable mobility as an investment for Europe.	<a href="http://www.mobilityweek.eu/">www.mobilityweek.eu/</a>



Continued... ↗

## USEFUL LINKS:

Organisation	Event	Description	Link
<b>20's Plenty for Us</b>	N/A	A not-for-profit organisation that was formed in 2007 to help communities who want a more liveable street environment where they live by setting a mandatory 20mph limit for most roads.	<a href="http://www.20splenty.org">www.20splenty.org</a>
<b>World Health Organization</b>	<b>United Nations Global Road Safety Week</b>	The United Nations Global Road Safety Weeks and its' campaigns are coordinated by the United Nations Road Safety Collaboration, chaired by the World Health Organization. All stakeholders – national and local governments, international agencies, civil society organizations, private companies, and the public generally – are invited to plan and host events marking the Weeks.	<a href="http://www.unroadsafetyweek.org/en/home">www.unroadsafetyweek.org/en/home</a>
<b>Global Action Plan</b>	<b>National Clean Air Day</b>	A chance to take action to make the air cleaner and healthier for everyone.	<a href="http://www.cleanairday.org.uk">www.cleanairday.org.uk</a>
<b>Modeshift Stars</b>	N/A	Modeshift STARS is a national accredited awards scheme that supports schools in the promotion of active, sustainable and safe travel. This online tool collects travel data on how pupils currently travel to school with an action plan to encourage pupils to get involved with activities to reduce car use and to use other modes of travel such as walking and cycling.	<a href="http://www.modeshift.org.uk/stars">www.modeshift.org.uk/stars</a>





**Working together to bring down speeds**



@bham20mph



facebook.com/bhamconnected



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