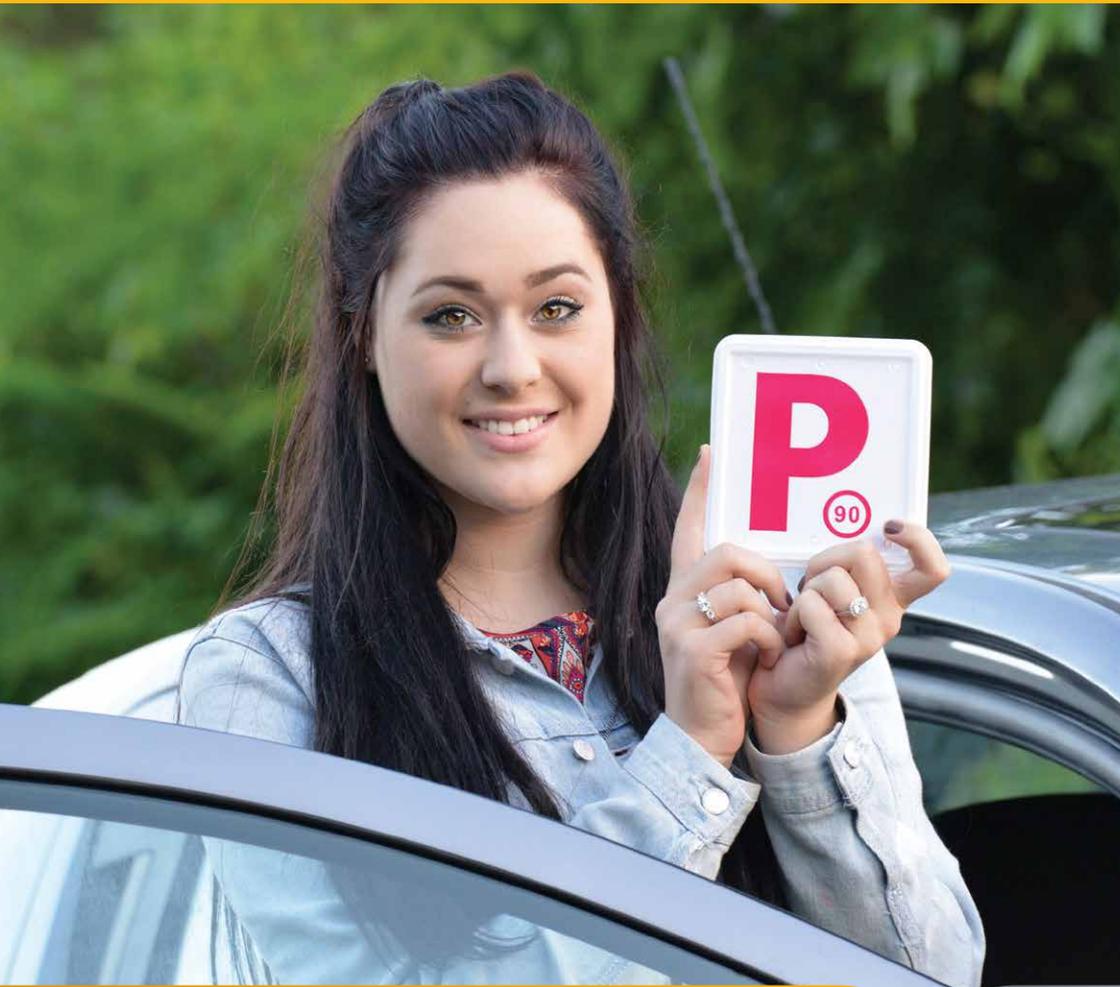




bstreetmart

Teaching and learning ideas



Why teach about road safety?

Young drivers are over-represented in car crashes.

Speeding, drink driving, fatigue and not wearing a seatbelt are major factors contributing to death and serious injury of young people on our roads.

Young drivers are also more likely to drive less safe vehicles which increases the severity of crashes when they occur.

Road safety education program

To promote the health and wellbeing of young people, Transport for NSW funds the Department of Education, Catholic Schools NSW and the Association of Independent Schools of NSW to employ road safety education specialists.

These specialists can provide you and your school with:

- free professional learning about road safety education
- access to free teaching resources
- education strategies to encourage safe road use by families around your school
- advice about how to address road safety issues around your school.

Visit roadsafetyschools.com.au to find the road safety education specialist in your sector.

Getting the most out of bstreetsmart

Attending bstreetsmart is a great way of complementing and building on your school's existing road safety teaching and learning, and wellbeing programs.

Your visit to bstreetsmart should not be the only road safety education activity that your students engage in throughout the year.

Following are some teaching and learning activities that can assist you to get the most out of bstreetsmart.

Background information

The majority of Stage 5 students are passengers and pedestrians. A small number may get their learner driver's licence when they turn 16 years of age.

Teachers are encouraged to identify how their students travel to and from school, sporting events, work, social events and holidays, and focus teaching and learning activities around these modes of travel.

Note: Using any videos or pictures which show consequences of a road crash may be distressing to some students with a close personal connection to a crash. Teachers must consider their students before using any footage and use alternative stimulus if needed.

Ask students to –

- Identify a local road safety issue.
- Determine the target audience and road user group.
- Identify the road user needs of the target audience.
- Research the road user behaviours that need to change to improve road safety.
- Draft a road safety message in order to raise awareness.
- Develop a campaign or slogan to educate road users on the correct safety behaviours.
- Decide on strategies to help promote campaigns within the school and school community.

Perfect passengers

Students list occasions when they are passengers in vehicles, who the driver is and how safe they feel.

Occasions	The driver	How safe do you feel and why?
<i>Going to school</i>	<i>Dad</i>	<i>Very safe because dad's had his licence for a long time and drives carefully.</i>
<i>Going home after a party</i>	<i>Friend's older brother</i>	<i>Not safe as the driver was speeding and may have been drinking.</i>

Students share their lists and discuss what makes them feel safe, unsafe and why.

Students reflect on the occasions when they felt safe or unsafe.

Discuss strategies of how they can be an assertive passenger to make similar unsafe occasions safer in the future.

The following examples may prompt students –

- A speeding driver.
- It's raining at night and your mates are yahooping in the car.
- A tired driver.
- There are too many passengers in the car.
- The driver appears to be affected by drugs.

In groups, each student takes turns to practice speaking assertively as the passenger who wants the situation to be safer.

e.g. "Come on everyone, stop mucking around, Kris needs to concentrate on driving." Other group members can also role play additional characters in the scenario.

Discuss the following -

- Realistic assertive solutions students can use in unsafe occasions.
- What to do if the first approach doesn't work.
- Options students should consider in order to avoid being involved in unsafe situations.
- How to listen to 'gut feelings' about what feels safe and unsafe and how to assertively act on instinct.

Students again practice speaking assertively in various situations in light of the above discussion.

Managing distractions

Students list four things that may distract a driver from concentrating on driving.

Share and compile a class list, e.g. making or receiving mobile calls, texting, passengers making noise, changing music, looking at GPS, feeling tired, eating or drinking while driving.

Students use an online reaction time test, or similar, that requires a high level of concentration to test their concentration skills (faculty.washington.edu/chudler/java/dottime.html)

- Students complete the test first with no distractions and record their time and score.
- Repeat the test, this time with distractions, e.g. texting, using a map app, adjusting phone or radio volume, someone talking/asking questions. This is to show how distractions can impact concentration on a complex task. Students record their time and compare their results with the first score.
- Point out this is only a 'game' and not meant to be as complex as real driving where things can happen all around you and the consequences of making a mistake are very real - and often irreversible.
- Discuss any differences in performance and ask students to comment on the level of concentration each time.

Or, if you have no access to the online reaction time test...

Divide the class into groups of four and allocate the following roles to each group member -

- **Driver** is seated with simulated steering wheel, mobile phone, gearshift and pedal.
- **Instructor** provides instructions the driver must follow, e.g. change gears, stop at pedestrian crossing, turn right or left, turn windscreen wipers on.
- **DistraCTOR** presents hazards that may distract the driver's attention, e.g. *turn up music, talk to driver, encourage use of mobile phone, flash a torch or turn class lights on and off.*
- **Observer** records how many instructions were ignored, failure to follow directions and errors that were made.

Students swap roles and repeat the task.

Discuss –

- Occasions students have been in similar situations.
- The possible consequences for a distracted driver, passengers and other road users.
- The strategies that reduce driver distractions in similar future situations
- How to be a responsible passenger and driver.

To licence or not to licence? That is the question

In pairs, students discuss and list pros and cons of gaining a driver's licence in relation to the following –

- Financial costs such as driving lessons, car maintenance, insurance and fuel.
- Environmental factors including driving a car versus public transport or walking/cycling.
- Using public transport.
- Convenience.

Students share their thoughts on getting a learner driver's licence and discuss reasons why some people want to get their learner licence and others don't.

Students prepare and debate a controversial topic such as –

- It should be law to have a licence.
- Driving is a right, not a privilege.
- Driving is a privilege, not a right.
- Getting your driver's licence is a rite of passage.
- The behaviour of all road users impacts on the safety and wellbeing of all other road users.

Acknowledgements

- *Limiting risks, protecting lives: Choices for novice drivers and their passengers*, Transport for NSW
- Road Safety Education Team, Department of Education