CHALLENGES AND CHOICES

TEACHER RESOURCE

8

ROAD

A Resilience Approach to **Road Safety Education**

SDERA

EDUCATING FOR SMARTER CHOICES

TITLE: Challenges and Choices: A Resilience Approach to Road Safety Education Year 8 Teacher Resource

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Note: National and State legislation and regulations referred to in this resource were correct at the time of publication. SDERA advises the reader to review relevant websites and documents for legislative and regulatory updates.

SDERA
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School Drug Education and Road Aware
School Drug Education and Road Aware (SDERA) is the WA State Government's primary drug and road safety education strategy for all government and non-government schools, and early childhood services. SDERA is a cross-sectoral initiative of the Association of Independent Schools of WA (AISWA), the Catholic Education WA (CEWA) and Department of Education (DOE) and is funded by the Mental Health Commission and the Road Trauma Trust Account.

SDERA aims to prevent road-related injuries and the harms from drug use in children and young people.

SDERA empowers early childhood and school-based staff, parents and carers, and community groups to implement effective resilience, drug and road safety education approaches within their schools and community, through the provision of professional learning, evidence-based resources, and a state-wide consultancy team.

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Department of Education

Module 2
Road Safety Education

Road safety education is an important strategy for reducing the extent of traffic-related casualties among young people. Effective road safety education programs need to build knowledge and increase the competency of students to act in safe ways when presented with challenging situations.

This module supports the personal and social capabilities introduced in Module 1 and provides opportunities for students to build upon their road safety knowledge and skills, identify high risk situations, and develop a range of strategies to prepare them to make safer decisions as pedestrians, riders and future drivers.

The suggested activities in this module of work can be modified or additional resources sourced to support student needs and the local context. It is recommended that videos be pre-viewed to determine suitability for different student cohorts.

TOPIC 1

Facts, stats and rules

Activity 1
Road safety – the facts

Learning intention

- Students discuss statistics and road rules
- Students investigate and analyse current crash statistics for road users in Western Australia

Equipment

In Gear student workbook – *Test drive* – page 11 and 12

Internet access

Activities

1. Distribute an *In Gear* student workbook to each student. To introduce this road safety module, have students complete the *Test drive* quiz on page 11 of the student workbook. The answer to each statement is 'true'. Discuss the questions and clarify any misconceptions or incorrect answers. Use the following questions to continue the discussion.

   Ask

   - *What does the term 'road trauma' mean?* (The word 'trauma' describes the injuries inflicted by road crashes. The medical profession use it for any bodily injury or wound, but more literally it means 'a powerful shock that may have long-lasting effects'. While road trauma is mostly associated with motor vehicle crashes, the term road trauma can also refer to crashes involving rail, motorbikes, bicycles, scooters and pedestrians. Road trauma not only describes the impact of physical injuries sustained by those involved in a road crash but the emotional suffering experienced by people left to grieve the loss or care for those seriously injured in crashes. People affected by road trauma can include those involved in the crash, their family, their close friends, those first on the scene, and the attending emergency service workers).
   - *Do you think road trauma is an issue in Western Australia?* (Although the trend is showing a steady decline in fatalities since the introduction of seatbelts and other road safety strategies, current Western Australia statistics are above the national rate per 100,000 persons. On average around 2,500 people are hospitalised due to road crashes and some of these sustain injuries that affect them for the rest of their life such as paraplegia, quadriplegia, or brain injury).
   - *Do you think road trauma is only an issue in Australia?* (No. Road deaths and injuries are a global problem of massive proportions. According to the World Health Organisation, road traffic injuries are the leading cause of death by injury worldwide (one-fifth of all deaths from injury) and the tenth leading cause of all deaths (2.2% of all deaths). Road traffic injuries rank second to HIV/AIDS as the leading cause of ill health and premature death for adult men aged 15 - 44 years).
   - *How do you think young people your age are injured or killed in road crashes?* (Passengers continue to be highly represented in the 0-16 years road user group, followed by pedestrians or cyclists).
   - *Do you think most young people make safe decisions when travelling as a passenger?* (It is important to acknowledge that young people do make decisions that increase their safety and the safety of others. However, there are also a small number of young people that make poor decisions or take risks resulting in their own injury or death, or the injury or death of others).
   - *Do you think everyone has a role to play in making sure the road safety strategy is successful? Why or why not?*

2. Explain that in Western Australia, the Road Safety Commission (RSC) leads, coordinates and monitors the implementation of *Towards Zero*, the state road safety strategy. The RSC also develops and delivers road safety campaigns targeting drink driving, seatbelts, fatigue and distractions. The RSC publishes a road crash statistics report each year. The statistics are presented according to the type of crash, the age and gender of the road user groups, the location of the crash, and the factors that contributed to the crash.

   In small groups, have students use the Road Safety Commission website (www.rsc.wa.gov.au) to research current road safety statistics for young road users (0 to 16 years of age) and answer the questions on page 12 of the student workbook. Students can present their findings using a PowerPoint including tables, pie charts or bar and line graphs.

Activity 2 Road safety jeopardy

Learning intention

- Students explore road crash statistics and road rules

Equipment

Activity sheet – *Safety jeopardy board* – A3 photocopy or show on interactive whiteboard

Activity sheet – *Safety jeopardy questions and answers*

Stopwatch, egg timer or watch

Activities

1. Display an A3 copy of the activity sheet *Safety jeopardy board*. Place students in teams. Explain that to play the game, each team will take turns in choosing a category (eg road rules, safety tips or crash stats) and the question they want to answer (eg number of points). The question for the selected number of points is read to the team who must decide if the answer is 'true' or 'false' and within 30 seconds. The questions and answers are on page 32 of the Teacher Resource.

   If a question is answered incorrectly, the other team has 30 seconds to give the answer. If answered correctly, the number of points is allocated to that team and the next team take their turn. Draw a line through each question as it is selected. The winner of the game is the team with the most points. Revisit the questions that teams answered incorrectly and discuss further.

2. Explain that the *Road Traffic Code 2000* describes the rules that are applicable to all road users including pedestrians and cyclists. The rules are designed to increase the safety of all road users. **Brainstorm** (refer to page 59) a list of road rules, that were not included in the jeopardy game, that students know (eg all cyclists must wear a helmet including young children travelling in a seat on the back of a bike, P-plate drivers must have a 0.00 BAC limit, skateboarders cannot skate on roads when light is limited such as sunrise and sunset).

Ask

- *Do you think most young people your age know the road rules? Why?*
- *Do you think young people understand why the road rules are in place?*
- *Do you think most pedestrians your age follow the road rules? Why?*
- *Do you think young people your age usually follow the road rules? Why?*
- *Which road rule do you think is the most important for pedestrians to obey? Why?*
- *What are some of the consequences for young people who do not comply with the road rules?* (Encourage students to think wider than the physical consequences. For example: financial impact if they are fined, emotional impact on family and friends and the other road users who may be involved or witness an incident, social impact on their relationships with friends and family).

Have students write some road rules applicable to a passenger, pedestrian and cyclist their age, and briefly explain why the rules are important.

ACTIVITY SHEET

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Safety jeopardy board

ROAD RULES	SAFETY TIPS	CRASH STATS
10 points	10 points	10 points
20 points	20 points	20 points
30 points	30 points	30 points
40 points	40 points	40 points
50 points	50 points	50 points

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Safety jeopardy questions and answers

ROAD RULES	SAFETY TIPS	CRASH STATS
10 points	10 points	10 points
Jaywalking or not walking straight across a road is only illegal in the city.	***It is illegal to cycle while intoxicated.***	***Pedestrians are 4 times more likely to be killed in a crash than any other road users involved in road crashes.***
False: *Jaywalking is illegal in the city and country. Pedestrians must not obstruct traffic by unreasonably remaining on the road and must take the shortest route across the road.*	**True**: *Cyclists must not cycle while intoxicated as bicycles are considered to be a vehicle and therefore come under the same road rules and laws as other vehicles.*	**True**: *Pedestrians are at greater risk of death or serious injury than other road users involved in road crashes.*
20 points	20 points	20 points
Pedestrians are not permitted to walk on freeways.	***It's okay to listen to music or talk on your phone when you're crossing roads as long as you 'stop, look, listen' and think before you cross.***	***Pedestrians make about 5% of those killed each year on WA roads.***
True: *Signage will advise pedestrians that it is illegal to walk on freeways.*	**False**: *Listening to music or talking on your phone causes inattention to the task of crossing the road.*	**False**: *Around 12% of all road deaths in WA each year are pedestrians.*
30 points	30 points	30 points
You can walk along the road even if there is a footpath available.	***Wearing light coloured clothing or articles that have reflective strips such as shoes and backpacks can make you more visible in the traffic environment.***	***Pedestrian injury is one of the leading causes of child injury and death in Australia.***
False: *You must not walk on a road if there is a footpath available for use. If a footpath is not provided you should walk on the verge (as far away from the road as possible) facing oncoming traffic.*	**True**: *Other road users will be more aware of your presence if you wear light or fluoro coloured articles of clothing.*	**True**: *On average around 30 children will die as a result of a road crash each year and one child is accidentally run over in their own driveway every week in Australia.*
40 points	40 points	40 points
A cyclist has the 'right of way' over a pedestrian on a shared path.	***Newly licensed and young drivers are often involved in road crashes.***	***Female pedestrians are more likely to be injured in a road crash than males.***
False: *Cyclists must give way to pedestrians on a shared path however a pedestrian cannot intentionally obstruct a cyclist and should move to the left when the cyclist rings their bell.*	**True**: *17-24 year olds are overrepresented in WA crash statistics. This is due to a number of factors – inexperience, travelling with an overloaded vehicle, speed, and alcohol.*	**False**: *Males are more likely to be injured as pedestrians and in most other types of road crashes.*
50 points	50 points	50 points
Pedestrians must use a pedestrian crossing if it is provided and within 20 metres of where they want to cross.	***If you have been drinking alcohol at a party, walking home is the best way to get home safely.***	***A pedestrian hit by a car travelling at 30km/h has a 20% chance of surviving.***
True: *You must use a pedestrian crossing if you are within 20 metres of a marked crossing.*	**False**: *Alcohol impacts your ability to make safe decisions. Alcohol contributes to pedestrian injuries and deaths and is a factor in nearly half of all pedestrian fatalities each year.*	**False**: *A pedestrian has a 95% chance of surviving if hit by a car travelling at 30km/h, a 60% chance at 50km/h and only a 20% chance at 70km/h. This is why the speed limit around schools is 40km/h.*

Activity 3
Rules for cyclists and riders of wheeled devices

Learning intention

- Students research and share road rules applicable to cyclists and riders of other wheeled devices
- Students consider their own and others' viewpoints about cycling

Equipment

In Gear student workbook – *Clued up on cycling* – page 13

Activity sheet – *Cycling rules* – photocopy one information card per student

Internet access

Strategy sheet – *Values continuum – Strongly Agree Strongly Disagree* – page 75 – photocopy one set of cards

Family information sheet – *Bicycles, scooters and skateboards* – photocopy one per student

Activities

1. Explain that most rules applying to motor vehicle drivers and riders also apply to cyclists riding on a road however there are some rules that only apply to cyclists. Have students identify road rules that cyclists must comply with and write these rules on the board.

   Distribute one information card from the activity sheet *Cycling rules* to each student. Have students form nine groups using the number shown on their card (all number one's sit together and so on). Explain that each group is to read and summarise the information on their card then write two or three dot points in the correct section of the table on page 13 of the student workbook.

   Conduct a **jigsaw** (refer to page 61) by moving students into new groups where each number from 1 to 9 is represented. Each student shares their information while others write down one or two points in the table on page 13 of the student workbook. Ensure that at the end of the activity, students have notes written in each section of their *Clued up on cycling* table.

   Review the list of rules written on the board and tick those that students identified correctly and clarify any misconceptions students had about cycling rules.

   Have students write a brief report outlining the rules and requirements related to cyclists and riders of wheeled devices using the information gathered during the jigsaw activity and from the Department of Transport website which has a section on cycling at http://www.transport.wa.gov.au/activetransport/24022.asp.

2. Use the following questions to process the activity.

   Ask

   - *What have you learnt from this activity?*
   - *Why do we need to have a set of rules for the road that target cyclists?*
   - *Why should parents talk to their children when they start to ride a bike?*
   - *On a scale of 1 to 5 (with 5 being extremely well) rate how well your group worked during this activity?* (Have students justify their answer. Remind students to not use names but say "As a group we…).
   - *What skills did your group practise?* (Students might identify skills such as listening when others were speaking, appreciating others' ideas and cooperating to reach a goal).
   - *What skills do you need to practise more to be able to contribute to group or team activities? Why?* (Have students share their answer with a partner).

3. Set up a **values continuum** (refer to page 65) using the 'strongly agree' and 'strongly disagree' cards. Explain how students are to use the continuum then read one of the statements. Ask students to consider the statement and then indicate their opinion by placing themselves at a point along the continuum. Remind students that no answer is right or wrong and that everyone is entitled to their own viewpoint. Have students share their opinions and comment on other's by giving reasons why they disagree.

   Statements

   Some people feel that wearing helmets makes riders more reckless and therefore prone to injury.

   Cyclists should have to pass a road rules test and a practical riding test before being allowed to go on the road – just like you have to do to get a driver's licence.

   People who ride scooters and skateboards should have to wear a helmet.

   More people would wear bike helmets if the government subsidised the cost.

4. Send home a copy of the Family information sheet – *Bicycles, scooters and skateboards* with each student to share and discuss with their family.

ACTIVITY SHEET

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Cycling rules

1 Cycling at night

A cyclist must not ride at night or in hazardous weather conditions where visibility is reduced unless the bicycle, or the rider displays:

- a flashing or steady white light that can be seen for at least 200 metres from the front of the bike
- a flashing or steady red light that can be seen for at least 200 metres from the rear of the bike
- a red reflector that can be seen for at least 50 metres from the rear of the bike when lit up by a following vehicle's headlights on low beam.

Your bike must not have:

- a red light shining to the front
- any light except red shining to the rear.

2 Crossing at traffic signals and crosswalks with your bike

A cyclist must dismount and wheel their bike across at a children's crossing, a pedestrian crossing or a marked crosswalk.

A cyclist crossing at traffic lights that have pedestrian crossing signals (ie the red 'don't walk' and green 'walk') must dismount and wheel their bike across.

Child cyclists should dismount and wheel their bike across roads and busy intersections, and when provided, use designated pedestrian crossing facilities.

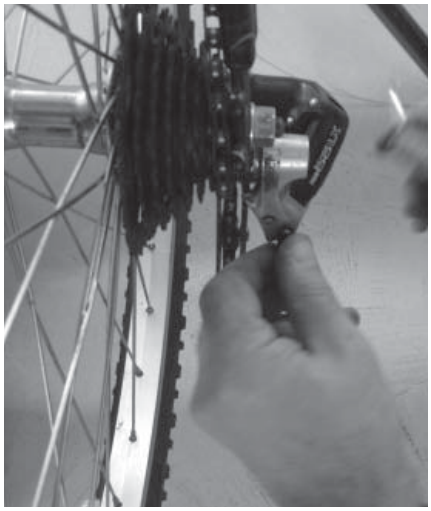
Some crossing points such as where a shared path meets a road, will have a special bike crossing light indicating that the cyclist can ride across when this light is green. When the light is red, cyclists must not cross the road.

Cyclists should only cross at traffic lights that have a cyclist crossing signal when the light is green.

3 Roadworthy bikes

To remain legal a bike must be properly maintained so that it does not present a danger to the rider or other road users. A bike can be judged to be **not** roadworthy if:

- the chain is too loose
- the wheel nuts or wheel bearings are loose
- the tyres are in poor condition
- the brake callipers are misaligned or brake shoes are excessively worn
- the steering assembly is loose
- the seat is not securely fitted
- the maximum width of the handlebars is more than 660mm (330mm either side of the centreline of the bike).



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Cycling rules

4 Bike crashes and the law

If a cyclist is involved in a crash with another cyclist, a vehicle, a pedestrian or an animal, the crash must be reported to the police when:

- someone in the crash is injured
- damage is more than $1000
- the owner of the other vehicle is not present.

If someone is injured in the crash, it must be reported to the Insurance Commission of Western Australia. This can be done by completing an Online Crash Report using the website at https://www.crashreport.com.au/

5 Cyclists and the law

A cyclist is required to follow the same rules and regulations as motorists. These rules include stopping at a stop sign, keeping to the left, and indicating to turn.

Specific rules that apply to cyclists are:

- cyclists and child passengers in a child-carry seat or trailer must wear a bike helmet
- cyclists are not allowed to ride on any portion of the freeway
- all cyclists are permitted to ride on footpaths but must give way to pedestrians
- cyclists must keep to the left on a shared path
- cyclists can ride two abreast on the road, but must ride in single file on a path
- cyclists using a shared path must give way to pedestrians including people using motorised and non-motorised wheelchairs, and people on rollerblades and skates
- a bicycle must not be towed by another bicycle or vehicle
- cyclists must have at least one hand on the handlebars when cycling
- cyclists cannot carry more people than the bike was designed to carry ie no dinking
- cyclists must not ride carelessly, recklessly or at speed.

6 Travelling on rollerblades, roller skates, skateboards and scooters

Under the law, a person in or on a wheeled recreational device or wheeled toy such as rollerblades, a skateboard, a foot scooter etc is considered to be a pedestrian.

Foot scooters, skateboards and rollerblades may be ridden on footpaths unless there are signs that specifically prohibit them. However, riders must keep to the left and give way to other pedestrians.

On separated bicycle and pedestrian paths, foot scooter, skateboard and rollerblade riders must use the section designated for bicycles, but must keep out of the path of any bicycle.

Foot scooters, skateboards and rollerblades can be used on the road only during daylight hours. They cannot be used on roads with a dividing line or median strip or a speed limit greater than 50km an hour, or on a one-way road with more than one marked lane.

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Cycling rules

7 Bike helmets

It is a law in Australia that all cyclists must wear a bike helmet.

All helmets sold in Australia must meet the Australian and New Zealand Standard. These helmets will display an AS/NZS 2063 sticker or label.

Chin straps must be fastened at all times.

Passengers who pay for a ride on a three or four wheeled bike do not have to wear a helmet.

Young children riding in a bike carrier or trailer must wear a helmet.

Skaters:

- must not be towed by another vehicle
- must not ride within 2 metres of the rear of another vehicle
- must not ride alongside a vehicle
- must skate in single file
- must give way to a vehicle on or about to enter a road except when skating on the footpath
- must not overtake a vehicle travelling in the same direction
- must observe all regulations and obey all directions of the police and local law officers.

The use of foot scooters, skateboards and rollerblades on the road is not recommended for children and youth of any age.

8 Bikes on trains

Cyclists are allowed to take their bikes on trains at no extra cost during off-peak times, weekend and public holidays.

Bikes are allowed on trains going away from Perth city between 7am to 9am.

Bikes are allowed on trains going towards Perth city between 4.30pm and 6.30pm.

Bikes are not permitted in the three city stations – Perth Station, Perth Underground or Elizabeth Quay station – during morning and afternoon peak times.

9 A bike is a vehicle

A bike is a legal road vehicle provided it is suitably constructed and equipped.

Any two or more wheeled vehicle that is designed to be propelled by human power, using a belt, chain or gears, can be considered a bike. This doesn't include scooters, skates, wheeled toys or wheelchairs.

In WA, bikes do not have to be registered.

There are a number of requirements that need to be met before a bike can be considered legal for use on the road. These include:

- the angle of the front forks of bike must be reasonably steep
- the distance from the front axle back to the vertical line from the steering bearing should not exceed 250mm
- the width of handlebars must extend out at least 180mm but not more than 300mm on each side of the bike's centre
- the uppermost part of the handlebars can be no more than 300mm above the height of the seat.

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FAMILY INFORMATION SHEET

Bicycles, scooters and skateboards

Cycling and riding wheeled devices such as foot powered scooters, skateboards and rollerblades is a healthy and environmentally friendly way for your children to travel. Like other motor vehicles on the road, cyclists must comply with the road rules, so here are a few tips that can help make your children's journeys safer.

	What the law says	Safety tips
Bicycles	All cyclists must wear an Approved Australian and New Zealand Standards bike helmet. All cyclists are permitted to ride on the footpath but must give way to pedestrians. Choose a helmet that fits correctly and displays an Australian/New Zealand Standards sticker. Securely fasten the helmet and check it regularly for damage. If damaged, replace promptly. Bikes must be roadworthy and fitted with working brakes and a bell, have front and rear lights, and a rear reflector.	Take extra care when riding on footpaths and give way to pedestrians, especially older pedestrians. Make sure the cyclist has a high skill level before moving onto a road. Avoid cycling on busy roads. Use shared paths and cycle paths whenever possible. Be prepared to respond to any riding hazards. Check bikes regularly and keep up the maintenance.
Scooter (foot powered)	Unless signposted, children under 12 can ride a scooter on the footpath. Riders over 12 years must follow the laws for cyclists.	Children should ride scooters away from roads and in areas designed for scooter riding. Wear a helmet and knee and elbow pads for protection.
Skateboards	Unless there are signs prohibiting their use, skateboards and rollerblades can be used on the footpath. Skateboards can only be used on road with no lanes marked and during daylight hours.	Ride in areas away from roads and at skate parks. Wear a helmet and knee and elbow pads for protection.

Adapted from RTA/Pub.04.488 The law and safety advice for bicycles, rollerblades, scooters and skateboards. Information for parents and carers about safety on wheels.

LAWS CAN CHANGE SO IT IS IMPORTANT TO MAKE SURE THAT YOUR FAMILY FOLLOWS THE MOST CURRENT LEGISLATION.

The Department of Transport is a great source of information - www.transport.wa.gov.au

A RESILIENCE APPROACH TO ROAD SAFETY EDUCATION

EDUCATING FOR SMARTER CHOICES

Activity 4 Public or private transport

Learning intention

- Students investigate advantages and disadvantages of using public transport
- Students identify strategies to reduce possible risks when travelling on public transport

Equipment

Strategy sheet – *PNI* – page 71 – A3 copy per group

Access to the internet

Family information sheet – *Safety tip for using public transport* – photocopy one per student

Teaching tip

Refer students to the Transperth websites www.getonboard.transperth.wa.gov.au www.transperth.wa.gov.au (metropolitan area) and www.transwa.wa.gov.au (regional areas).

Activities

1. Explain that each day in Western Australia over 200,000 people travel to work or study using public transport. Use the following questions to prompt students in a discussion about their current knowledge of the public transport system in WA.

   Ask

   - *What types of transport come under the 'public' transport system?* (eg buses, trains and ferries).
   - *What is the name of the public transport service in the metropolitan area?* (Transperth).
   - *What is the name of the public transport service accessible by some regional areas?* (Transwa provides train and road coach services to some regional locations).
   - *Is public transport easily available for you?* (Have students identify the identification number of buses that pick up or drop off to the school or the local area).
   - *What are some things you must do when you use public transport?* (eg travel with a valid ticket or SmartRider, comply with safety and behaviour rules).

   Give each group a **PNI** sheet (refer to page 62). Explain groups are to record the positive (or advantages), negative (or disadvantages) and other interesting ideas related to using public transport on the PNI sheet. For example:

   Advantages:

   - reduces greenhouse gas emissions by reducing car travel
   - cheaper than driving a motor vehicle
   - passengers can talk, read, and listen to music while travelling.

   Disadvantages:

   - not always there just when you want it
   - concern about personal safety
   - may have to use two or three rides to get to a location.

   Have one group share their responses while other groups tick their PNI sheet if they had a similar response. Continue until all responses have been heard.

2. Have students who frequently use public transport explain why they use this mode of transport and how they plan for this type of travel (eg using a SmartRider, checking timetables). If students do not frequently use public transport, discuss what inhibits this type of travel and what might help overcome these problems or concerns. Reasons may include: convenience, comfort, cost, no public transport service near home, safety concerns.

   Ask

   - *Why do you think most Australians travel by car to work or study?* (Around 80% of Australians travel to their work place by car).
   - *Can the type of travel you choose impact on your health?* (eg active transport modes require the traveller to either walk or cycle).
   - *Does the type of travel you choose impact on your community?* (eg the number of vehicles around schools is always an issue, more people walking and cycling can bring the community together plus reduce other personal safety issues).
   - *Does the type of travel you choose impact on the environment?* (eg reduction in vehicle emissions).
   - *What do you think the WA Government could do to encourage more people to use public transport?* (eg keep fares to a minimum, promote safety measures that are in place such as security guards and cameras, increase vehicle registrations and licensing).
   - *What could our school community do to encourage more people to use public transport?* (eg provide SmartRider information in parent and student induction packages, teach students how to use public transport).
   - *How does using public transport help the road safety strategy?* (eg reduces vehicles on the road, fewer people are injured or killed while travelling as bus or train passengers).

3. Use the **around the table** strategy (refer to page 59) to have students talk or write about the following statements.

   Statements

   - Parents and families have the biggest influence on how their children use public and community transport.
   - Most young people my age know how to use public and community transport.
   - Young people my age think that public transport is a right not a privilege.
   - Young people my age don't think they have a responsibility to ensure that other passengers have a safe and enjoyable journey.
   - It is safer to travel using public transport than to travel in a private motor vehicle.

Ask

- Were you su*rprised to hear some of the responses given by your peers? Why?*
- *Why is it useful to do activities where we share our opinions?* (eg challenge perceptions such as 'everybody plays up on trains' or 'buses aren't safe to travel on').

4. Show students the safety video on the Transperth website that addresses strategies for travelling alone at night at

https://www.youtube.com/watch?v=bpvMt1w19go&list=TL3bKMaVahF-w2hg13NkZEa82-X7L0P65x.

More videos and safe travel tips can be found at www.getonboard.transperth.wa.gov.au.

Ask students while watching the video to note one way that Transperth is aiming to increase the safety and welfare of travellers on trains (eg using CCTV cameras, improved lighting, journey planning tools and Transit Officers). Have students share strategies they have used to reduce the risks associated with travelling alone (eg not walking with phones on show, staying with other passengers, calling parents to let them know where you are, having emergency numbers in contact lists).

5. Schools located in the metropolitan area can invite a Transperth Community Education Officer to deliver the *Get on Board* and/or *Right Track* presentation to the class.

More information on Community Education programs can be found on the Transperth website at www.transperth.wa.gov.au.

To make an enquiry or to book a program visit http://getonboard.transperth.wa.gov.au/teachers/make-a-booking/incursion-request. Schools located in regional areas can invite the local community transport company to talk to the students about safety and responsibility of passengers while travelling.

6. Send home a copy of the Family information sheet – *Safety tips for using public transport* with each student to share and discuss with their family.

FAMILY INFORMATION SHEET

Safety tips for using public transport

Teenagers are often more frequent users of public transport so it's important that they know how to use the system and the responsibilities that this brings. It is also a time when young people can be at increased risk – running across roads to catch the bus or tracks to get to their train, or crossing the road behind a bus without checking for traffic.

Everyone who uses public transport has rights and responsibilities.

Discuss these with your child.

- Always stand well away from the kerb or platform when waiting to avoid the risk of falling into the path of an oncoming bus or train.
- Stand back and wait for other passengers to get off the bus or train before you enter.
- Wait until the bus has moved at least 20 metres down the road and then cross the road.
- Stand clear of all doorways.
- Keep all parts of your body inside the bus.
- Keep your belongings out of the aisle and on your lap.
- Always use the pedestrian maze, overpasses or underpasses to cross the railway tracks. If you have to cross over railway tracks – 'stop, look, listen and think' before you walk and keep on checking as you cross.
- Keep clear of the electric wires above a train track. Contact, even with objects or water, may result in death.
- Be aware that trains are deceptively fast and quiet and they take a long time to stop.
- Wait until the lights and bells stop and the boom gates (if fitted) go up.
- Wait until you can see the tracks are clear in both directions before you cross.
- Bikes, skateboards or scooters should be walked or carried across tracks and mazes.

Sometimes young people can be encouraged by their friends to behave unsafely on and around public transport. Check that your child feels confident enough to tell their friends 'no' when it is a situation where they, or other public transport users, might get injured.

The risks with public transport use can vary depending on where you live.

In country areas, young people getting off buses may need to cross roads where the speed of traffic is generally faster, road trains and semi-trailers are more frequent, and train crossings are often more exposed.

In city areas, young people often have to deal with heavier traffic and there are more passengers getting on and off buses and trains.

Plan A and B

Your children should know what to do when their plans to get home fail. If your children miss their bus or train, or they feel threatened or concerned about being on their own, what should they do? Talk with your children and make sure they know their Plan A and Plan B for these times.

SmartRider

SmartRider cards are usually organised through your children's school. If not, you can order and pay for a card at http://www.transperth.wa.gov.au/SmartRider/Types-of-SmartRider/Student-SmartRider (Transperth). For more information and tips visit the parent section at www.getonboard.transperth.wa.gov.au

EDUCATING FOR SMARTER CHOICES

A RESILIENCE APPROACH TO ROAD SAFETY EDUCATION

TOPIC 2

Causal factors of road crashes

Activity 1 Reading between the lines

Learning intention

- Students investigate the causal factors of road crashes
- Students identify the physical, emotional, social, financial and legal consequences of a crash

Equipment

In Gear student workbook – *Wherever news* – page 14

Highlighters – two per student

A3 paper – one sheet per group

Activities

1. Explain that a road crash usually occurs as the result of several interacting factors. These factors can be grouped under three headings – road user, place or location, and conditions. With a partner, have students read the article *Wherever news* on page 14 of the student workbook and highlight the contributing factors for the driver in one colour, and the pedestrian in a different colour. For example:

   Driver – travelling above the posted speed limit, driving under the influence of alcohol can affect driver reactions, dark vehicle difficult to see at night time, age.

   Pedestrian – dark clothing difficult to see at night time, headphones on so couldn't hear delivery truck, didn't stop and check for traffic before crossing, busy four lane road.

   Have students complete the crash report on page 14 and then explain how these factors contributed to the crash. Listen to the students' responses then use the following questions to process the activity.

   Ask

   - *What factors contributed to the driver being involved in the crash?*
   - *What factors contributed to the pedestrian being involved in the crash?* (Explain that most crashes involving pedestrians at this age happen because the young person doesn't take the time to stop and adequately check for traffic before crossing the road. Alcohol is also attributed to some pedestrian crashes).
   - *Who do you think was responsible for this crash?* (The driver and the pedestrian both contributed to this crash however the driver was driving under the influence of alcohol and speeding – both illegal behaviours).
   - *How do you think the driver would feel in this situation?*
   - *Would anyone else be affected by this crash?* (Yes. Family and friends of the driver and the pedestrian, witnesses, police, ambulance officers, and hospital staff).

2. Suggest that making an unsafe decision in traffic can have a far reaching impact and consequences including not only physical injuries but emotional distress, impact on relationships, and financial and legal costs. In groups, have students use a **mind map** (refer to page 62) to brainstorm the possible short and long-term consequences of a crash using the headings:

   Physical eg brain injury, spinal injury, death.

   Emotional eg depression, sleepless nights, grief.

   Social eg ostracised by family, friends or the community.

   Financial eg hospital bills, funeral costs, repair to vehicles, loss of income, making home wheelchair accessible, carer's cost, court fees, lawyer fees.

   Legal eg fine, loss of driver's licence, criminal record.

   Have groups share their mind maps and then add other ideas to their own. Ask students to decide if the driver or the pedestrian would be most affected physically, emotionally, socially, financially and legally, and be prepared to explain their answer.

   Ask

   - *What are some things you do to make sure you stay safe as a pedestrian?*
   - *Do most young people your age make safe pedestrian decisions?*
   - *What are two goals (short or long-term) that you wouldn't be able to achieve if you had spinal injuries?*
   - *How would your family's life change if you couldn't walk?*

3. Ask students to complete the questions on page 14 reflecting on the group answers provided.

4. Explain that everyone using the road and transport system has a responsibility for their own safety and also the safety of others. For example, a cyclist must maintain the roadworthiness of their bike and wear a helmet to increase their own safety. The same cyclist must also follow the road rules and give way to pedestrians on shared paths and roads. Use the following questions to focus students on their road user behaviour.

   Ask

   - *What could some young people your age do to stay safer as pedestrians?*
   - *Do you think your friends are a positive or negative influence on your pedestrian behaviour?* (Remind students of the 'no name' rule during this discussion).
   - *How confident are you to make your own decisions and tell your friends you don't want to do something that might be unsafe?*
   - *How can you become more confident to tell your friends when you don't want to do something?* (Having a few practised responses such as *"You might think it's okay but I don't and I'm not going too." "If I do that my parents will ground me for a week and I don't want that to happen"*).

Activity 2 Speed causes crashes

Learning intention

- Students investigate how speed increases the stopping distance of a vehicle

Equipment

In Gear student workbook – *Stopping in time* – page 15 photocopy one per student

Trundle wheel or 100 metre measuring tape

Two chairs

Activity sheet – *Speed signs* – photocopy one set

Activities

1. Explain that speeding is a common causal factor of many road crashes. Ask the class to define the word 'speed' and 'speeding' (eg travelling over the posted speed limit or not driving at a speed suitable for the conditions such as fog, smoke, wet weather). Discuss why there is a need to have speed restrictions on our roads.

2. Remind students that in Topic 2 Activity 1 (page 41) the activity looked at factors that contributed to crash involving a vehicle and a pedestrian. If you have not completed this, you might like to cover the key concepts before starting this activity.

   Brainstorm (refer to page 59) some factors that might affect the ability of a driver to stop quickly when a pedestrian has stepped out onto the road. For example:

   - the condition of the road surface (eg wet or dry)
   - weather (eg heavy rain, fog)
   - the condition of the vehicle (eg faulty brakes, little tread on the tyres)
   - other conditions (eg smoke, heavy traffic)
   - the weight of the vehicle (eg a semi-trailer or road train compared to a small family sedan)
   - the driver of the vehicle (eg tired, under the influence of alcohol and other drugs, p-plater with little driving experience)
   - the speed the vehicle is travelling (this is a critical factor in determining the level of injury for the pedestrian).

   Confirm the factors that can increase the stopping distance of a vehicle then point out that in this situation the speed the vehicle is travelling, will be one of the main contributing factors.

3. Write the equation:
   reaction distance + braking distance = stopping distance
   on the board. Explain that the time or distance it takes a vehicle to stop (stopping distance) is the combination of the time it takes a driver to react and process information (reaction distance) and the distance it takes the vehicle to stop after the driver has applied the brakes (braking distance).

   Have students read *Stopping in time* on page 15 of the student workbook. Explain that the driver of the vehicle travelling at each speed is capable of reacting quickly and there are no other factors that would increase the reaction or braking distance, except the roads being dry or wet. Working with a partner, students are to guess the reaction, braking and stopping distance for each of the speeds listed and write their answer.

   Take students outside to an open space that is long enough to mark out at least 150 metres. Place a chair to represent the car and the child. Explain that the driver of the car has noticed a small child running out onto the road 30 metres up ahead. Have a student measure out the stopping distance for a vehicle travelling at 40 km/h on a dry road (26 metres) and stand at that position holding the relevant speed sign. This will give students the opportunity to visualise the distance required to stop a vehicle from the viewpoint of a pedestrian. Select a student to measure the stopping distance they guessed for 50 km/h and stand at that point. Repeat this for the other speeds then give the class the correct answers supplied in the table below and discuss. Have students measure out the correct stopping distances and compare with the guesses they made.

Speed the vehicle is travelling (km/h)	Reaction distance (metres)	Braking distance dry road (metres)	Stopping distance (metres)	Braking distance wet road (metres)	Stopping distance (metres)
40	17+	9	26	13	30
50	21+	14	35	20	41
60	25+	20	45	29	54
70	29+	27	56	40	69
80	33+	36	69	52	85
100	42+	56	98	80	122
110	46+	67	113	97	143

Source: http://www.tmr.qld.gov.au/~/media/Safety/Driver%20guide/Speeding/Stopping%20distances/stoppingdistancesinfographic.ashx

Ask

- *What did you notice happens to the stopping distance as the speed increases?*
- *What would you expect to happen to the stopping distances if it was raining?* (The stopping distance increases so pedestrians need to give cars more distance to stop. Tell students the stopping distances on a wet road and compare with the distances for dry roads).
- *Would a semi-trailer or train travelling at the same speed as a family car be able to stop in the same distance?* (No. Explain to students who walk in areas where heavy haulage vehicles and trains are common that due to the size of these vehicles it takes longer for them to come to a complete stop. A suburban electric train travelling at 80km/h will take 500 metres to stop. A fully laden freight train travelling at 80km/h will take up to 2 kilometres to stop. A country passenger train travelling at 115km/h will take 1 kilometre to stop).

- *What would happen to the stopping distance if the vehicle's brakes or tyres were in poor condition?*
- *Would the travelling speed of a vehicle determine the injuries a pedestrian may sustain if hit?* (Evidence for the relationship between speed and the incidence and severity of pedestrian and cyclist injuries, is strong and consistent. Vehicles travelling at lower speeds are less likely to collide with a pedestrian or cyclist, and are less likely to cause severe injury. Pedestrians and cyclists struck by a vehicle travelling at 50km/h have about an 85% chance of being killed, while at 30km/h it drops to 10%. (WHO, 2008).
- *What precautions can a pedestrian take to allow for the different stopping distances of vehicles?* (Make sure you give a driver enough time and distance to stop. Allow a safe distance between yourself and approaching cars when crossing a road. Always cross roads where you can see traffic and the drivers have a clear view of you).

4. Take the class back into the room and have students answer the questions on page 15 of the student workbook. Set up a **circle talk** (refer to page 60) and use the following statements for students to discuss with their partner.

   Statements

   - The speed limit around schools should be lower than 40km/h.
   - The speed limit on local roads should be lower than 50km/h.
   - From this activity I learnt…

3. Have students write a letter persuading the local council to introduce a 30km/h speed zone around the school. The letter should include information about speed, stopping distances and potential injury to pedestrians.

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Speed signs

ACTIVITY SHEET

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Speed signs

Activity 3 Assessing potential risks for passengers

Learning intention

- Students analyse a crash to identify causal factors
- Students identify strategies to reduce passenger risk in a range of situations

Equipment

In Gear student workbook – *Crash!* – page 16

Dice – one die per group

A3 paper – one sheet per group

Teaching tips

Teachers should be aware of students who have had direct or indirect contact with road trauma when conducting this activity.

Activities

1. Have students read the scenario about Anh on *Crash!* page 16 of the student workbook and then write the factors that contributed to the crash.

   Scenario

   Anh was travelling with his dad and uncle to visit their friend who lived in the city. His uncle had been driving for five hours without a break and it was now night time. Anh's dad had taken his seatbelt off and was asleep in the front seat. His uncle was talking on his mobile phone to the friend telling him that they would be there soon. All of a sudden a kangaroo jumped onto the road in front of the car. Anh's uncle braked quickly to avoid the kangaroo and the car veered off and hit a tree.

   Listen to students' responses. For example:

   - *Person* – driver hadn't had a break, talking on mobile phone, passenger not wearing seatbelt.
   - *Conditions* – it was night time, a kangaroo on the road.
   - *Place* – a road in the country.

   Discuss what the family might have done to reduce the harms in this scenario such as: taking a break after two hours, leaving home earlier to avoid driving into the city at night time and keeping seatbelts on. Use the mobile phone example to talk about driver distractions and how distractions inside and outside of the car can contribute to a crash.

2. Place students in groups. Explain that groups are to complete the roll a die activity in the student workbook by rolling a die three times to create a passenger scenario – first roll is for passenger, second roll is for place and third roll is for conditions. (See the example given in the workbook). As each scenario is created, students should discuss the situation and decide the possible harms and level of risk for the passenger and others travelling in the vehicle, and strategies that the passenger could use to reduce their level of risk. Some students may have a different perception of risk that is based on their experiences and behaviours of their family and friends. Where a student indicates low risk in a potentially high risk situation, make a note and talk to this student at a later time.

   Ask

   - *Which scenario did your group decide was a high risk situation for the passenger? Why?*
   - *Was the risk as high for others in the vehicle? Why?*
   - *Were there any scenarios that were low risk for the passenger? Why?*
   - *What can passengers do to reduce their risk of being injured?* (eg wear a seatbelt; be confident to tell a driver when they don't feel safe; choose not to travel with a driver who they know is reckless, speeds or drives while intoxicated; ensure they don't distract the driver).
   - *What can you do if someone else you are travelling with doesn't put on a seatbelt?* (eg if the person is an adult who has made this choice it may be difficult for a young person to change the situation).

3. Have students write at least four ways they can stay safer while travelling as a passenger on page 16 of the student workbook.

Activity 4 Predicting pedestrian risks

Learning intention

- Students analyse a range of traffic-related situations and assess the potential risk
- Students recognise their emotions in situations where peers try to influence their decision

Equipment

A4 paper – one sheet per student

Activity sheet – *Risk assessment cards* – photocopy one card per group

Strategy sheet – *High risk, low risk* – page 76 – photocopy one set of cards

In Gear student workbook – *The art of saying 'no'* – page 7

Activities

1. Place students in groups of four. Distribute a sheet of paper to each student. Explain the **rip and review** strategy (refer to page 62) then have students fold their paper into quarters and write one of the following questions in each quarter of their sheet.

    1. What does the word 'risk' mean to you?
    2. Is risk-taking always bad? Why?
    3. What may put a pedestrian at risk?
    4. What can young people do to increase their safety as a pedestrian?

    Conduct the rip and review then listen to each group's summary of their responses.

    Ask

    - *Why might our opinion about risks be different?*
    - *Are the risks you identified for pedestrians easy to address?*
    - *How can we manage risk-taking without negative consequences?*

2. **Brainstorm** (refer to page 59) some of the reasons why young people might take risks as a pedestrian. For example: to show off to their friends, have a 'won't happen to me' attitude, lack of skills and poor judgement, peer group who also take risks, have seen others do it with no resulting consequence, don't know the road rules, in a hurry, have been drinking or using other drugs and can't make safe decisions.

3. Set up a **values continuum** (refer to page 65) using the 'high risk' and 'low risk' cards. Distribute a *risk assessment card* from the activity sheet to each group. Explain that each group is to place themselves on the continuum at a position that best indicates the possible level of risk for the pedestrian described in their scenario. Invite groups to explain what information in the scenario helped them to make their decision. Listen to several responses from groups standing at various points along the continuum.

    Ask

    - *Did your scenario give all the information you needed to make a decision about the potential level of risk for the pedestrian?*
    - *In your scenario, which factor increased the level of risk for the pedestrian – the conditions, location or the pedestrian themselves?* (In most crashes involving pedestrians it is the pedestrian who is the causal factor eg through making an error in judgment or deciding to behave illegally or unsafely).
    - *After hearing the other scenarios do you still think your assessment of the potential level of risk is accurate?*
    - *What consequences would most likely discourage young people from taking risks as a pedestrian?*

    Encourage students to reconsider their scenario and move on the continuum if they now think the risk is higher or lower. Ask these students to share why they decided to move (eg what hadn't they considered previously when assessing the level of risk for the pedestrian).

4. Suggest that sometimes young people are influenced by others or put pressure on themselves to act in a certain way so they maintain their relationship with friends and peers. Ask students to discuss the emotions they experience when a friend pressures them to do something they really don't want to do (eg anxiety, worry, fear, concern, anger, and disappointment) and how they manage these situations. Revisit the information in the top half of *The art of saying 'no'* on page 7 of the student workbook.

    - *What could you do to deal with pressure from others (external pressure) to act unsafely?*
    - *What helpful and positive self-talk can you use to avoid the pressure you may put on yourself (internal pressure) to act unsafely?*

5. To personally reflect on this activity have students complete the following unfinished sentences.

    - My current risk of harm as a pedestrian is (very high/high/moderate/low/very low) because…
    - Ways that I could reduce my risk of harm or continue to maintain a low risk of harm while walking near traffic are …
    - If a friend was trying to make me do something unsafe as a pedestrian I would …
    - If I felt pressured by a friend to act unsafely as a pedestrian some helpful thoughts I could have to not feel pressured would be…

ACTIVITY SHEET

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Risk assessment cards

A 13 year old boy who is late for school and has to cross a suburban road where the speed limit is 60km/h	An 18 year old male jogging along the edge of a country road on a foggy morning while listening to music on his headphones
An 18 year old girl who has been smoking cannabis and is crossing a road with a 110km/h speed limit that is used by road trains	A 15 year old female who has disembarked from the bus and crosses the road in front of the bus.
A 14 year old girl who is crossing the road between vehicles that have stopped at a red light	A group of teenagers talking and laughing walking around the bend of a country road just on sunset
A 10 year old boy crossing a country road with a speed limit of 110km/h at night	A 14 year old boy crossing a railway line after a train has passed but before the warning bells and lights have stopped
An elderly woman crossing at the traffic signals just as the red 'don't walk' signal starts to flash	An 11 year old girl who is upset and needs to cross over the tracks to get to the station
A small child crossing a local road to go to a neighbour's house for a play	A 13 year old girl wearing a dark raincoat who is hurrying to cross the road and catch the school bus on a wet morning
An 18 year old female walking home from a party late at night and after drinking alcohol	A teenager who has been drinking alcohol and is trying to cross a four lane highway while listening to music on their headphones
An adult holding a young child's hand and crossing the road	A 15 year old girl steps onto a crosswalk while talking on her mobile phone
An elderly man crossing at the lights when the green 'walk' signal is flashing	A Year 3 student crossing a busy road where there are several cars parked and the speed limit is 50km/h

Activity 5 Identifying crash factors and resulting consequences

Learning intention

- Students identify the consequences of choices in traffic-related situations

Equipment

In Gear student workbook – *News WA* – page 17

Highlighters – one per student

Strategy sheet – *Decision-making model* – page 67-70 – choose one model and photocopy one per group

Teaching tip

If students have not previously used a decision-making model, work through one article together.

Activities

1. Have students read the *News WA* newspaper articles on page 17 of the student workbook and highlight the factors that contributed to each of the crashes. Listen to the factors identified by each group and then ask the class to identify the main contributing factor in each of the crashes. Explain that in 90% of road crashes the road user is usually the main contributor to the crash.

2. Give each group a **decision-making model** (refer to page 60). Have students select one of the newspaper articles and work through the model, identifying the problem and the choices the road user could have made. Groups should then consider the positive and negative outcomes for each choice before deciding what the road user could do. Remind students the desired outcome is that the road user stays safe.

   Have groups share their responses. Ask the class if the decision made by each group would reduce the risk for the road user and if they would do the same thing if faced with a similar situation. Talk about other traffic-related situations where students have felt unsafe, the decisions they made to reduce the likelihood of being injured, and whether it was easy or difficult to stick to their decision. (Remind students of the 'no name' rule).

   #### Ask

   - *How comfortable do you feel telling a friend that you don't want to do something because it is possibly unsafe?*
   - *What skills do you need to have to be able to do this?* (eg speak assertively and give refusals, problem-predicting, decision-making).
   - *What might stop you from telling your friend that you are worried about your safety?*
   - *If your friend was doing something that you thought was potentially unsafe, would you ask your friend to stop, not say anything and walk away, or go along with them? Why?*

TOPIC 3

Promoting safe road use

Activity 1 Using the media to influence safe road use

Learning intention

- Students analyse a road safety advertisement to identify target groups, objectives and keys messages

Equipment

Internet access

In Gear student workbook – *Are you the target?* – page 18

Activity sheet – *Talking heads* – photocopy one per group

Dice – one die per group

Activities

1. Write the following on the board.

   - Objective?
   - Target audience?
   - Key message?
   - Techniques used?

   Introduce the advertisement *Embrace life – always wear your seatbelt* at http://www.youtube.com/watch?v=h-8PBx7isoM and explain that students are to keep these questions in their mind while viewing the clip.

   Without discussion, students are to complete a **one minute challenge** (refer to page 62) by writing their responses to the questions. Discuss the advertisement and have students share their responses to the questions. Use the following questions to further the discussion.

   #### Ask

   - *What was the advertising company trying to influence the viewer to do through this advertisement?*
   - *What was your initial reaction to the advertisement?*
   - *Why is it important to wear a restraint?* (Wearing a restraint is one of the most effective and proven means of reducing the likelihood of death and serious injury in a crash. Seatbelts prevent vehicle occupants from being ejected from a vehicle, reduce the time taken to come to a stop in a crash, spread the impact force over a greater area of the body, minimise the contact of the driver or passengers with the interior of the vehicle. Each year around 40 people are killed in road crashes in WA because they were not wearing a restraint).
   - *Will this advertisement influence your behaviour?*
   - *What or who influences the way you behave as a passenger?* (eg friends, family, school, culture, internet, media).
   - *Who or what might influence you to not wear a restraint? Why?*

- *Would the advertisement influence a young driver's behaviour? Why?*
- *What would have made the advertisement better? Why?*

2. Explain that the Road Safety Commission in Western Australia run a number of campaigns over the year that target specific road users and in particular drivers.

Have students view some of the campaign advertisements on the Road Safety Commission website at http://rsc.wa.gov.au/Campaigns-Programs.

Look for effective features of the advertisements such as catchy music, persuasive language, hard-hitting statistics or facts, slogans and positive messages, and humour. Discuss the positive road safety messages used in the campaign advertisements such as:

- slow down and enjoy the ride (speed)
- some things are worth waiting for (crossing at train tracks)
- behind closed doors (driver distraction).

Ask

- *Why do you think many of the advertisements use positive messages and not negative messages?*
- *Do you think road safety advertisements have a positive effect on people's behaviour in the traffic environment?*
- *What do you think makes an effective road safety advertisement?*

3. 

Have students choose one campaign at http://rsc.wa.gov.au/Campaigns-Programs and complete *Are you the target?* on page 18 of the student workbook then show the advertisement to a partner and share their answers.

4. Place students in groups of six and allocate a number to each student (ie one to six). Give each group a copy of *Talking heads* activity sheet and a die. Explain the **head talk** strategy (refer to page 61) and remind students that everyone needs to be ready to share their answers. Conduct the head talk allowing enough time for most students to respond.

5. Have students write a slogan that could be used in an advertising campaign targeting young people their age.

ACTIVITY SHEET

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Talking heads

Discuss these questions with your group. Be ready to share the ideas if your number is rolled.

"Belt up. You're worth holding on to". Is this a clever message?

Why didn't the advertisement have more information about wearing a seatbelt?

This advertisement would only make drivers think about putting their seatbelt on.

This advertisement would not make kids my age think about putting their seatbelt on.

What would be different in your life if someone in your family was injured in a crash?

How would your life change if you couldn't walk?

Talking heads

Discuss these questions with your group. Be ready to share the ideas if your number is rolled.

"Belt up. You're worth holding on to". Is this a clever message?

Why didn't the advertisement have more information about wearing a seatbelt?

This advertisement would only make drivers think about putting their seatbelt on.

This advertisement would not make kids my age think about putting their seatbelt on.

What would be different in your life if someone in your family was injured in a crash?

How would your life change if you couldn't walk?

Activity 2 Campaigning for safe cycling and riding

Learning intention

- Students design a cycling campaign
- Students analyse effective elements of health promotion campaigns

Equipment

Internet access

In Gear student workbook – *Get on your bike* – page 19

Activities

1. Introduce a range of successful health and safety campaigns to the class by viewing all or some of the following websites.

   - *Make Smoking History* http://www.cancerwa.asn.au/prevention/tobacco/makesmokinghistory/
   - *SunSmart* http://www.cancerwa.asn.au/prevention/sunsmart/mediacampaigns/
   - *Smarter than Smoking* http://www.smarterthansmoking.org.au/campaigns/current-campaign.aspx
   - *Road Safety Commission* http://rsc.wa.gov.au/Campaigns-Programs
   - Bicycling Western Australia https://www.bwa.org.au/riding-to-school/400/

   After viewing, place students in groups to identify and discuss the elements of the campaign such as slogans, promotional materials (eg merchandise, phone applications, stickers, t-shirts), type of media (eg television, print, radio), target group (eg age, gender), and supporting evidence and statistics.

2. Explain that most people like to hear good news rather than bad news and prefer to be told the positive points of doing something rather than the negative. Advertising companies use this technique when creating a slogan for a campaign. For example:

Negative message	Positive message
Don't smoke cigarettes	Choose to be smoke-free Future in your hands Keeping ahead of the pack
Don't ride without your seatbelt	Belt up because you're worth holding on to Seatbelts save lives

   In groups, students develop two positive messages that promote safe cycling and riding. The messages could be related to:

   - advantages of wearing a bicycle helmet
   - advantages of following the road rules for cyclists and other road users.

   Listen to the ideas generated by the class. Write some of the positive messages on the board.

3. Have students read the task on *Get on your bike* on page 19 of the student workbook. Suggest that those students who believe the drawbacks outweigh the benefits of cycling can create their promotional material by turning some of the negatives into positives (eg if lack of courtesy was an issue, the student could suggest that the government will build cycle lanes throughout all of the state not just in some areas to ensure that cyclists do not have to deal with discourteous motorists). Explain that groups are to advocate for cycling safety and plan a campaign that targets a related issue such as:

   - increasing bicycle helmet wearing in their local area
   - increasing cycling and riding in their local area
   - increasing riding in safer places in their local area.

   Encourage students to be creative in their campaign presentations. It may help to conduct a **brainstorm** (refer page 59) to generate ideas on presenting information (eg poster, leaflet, brochure, song, poem, role-play). Suggest students identify sources for gathering information related to preventing cycling crashes and promoting the health benefits of cycling. These can include:

   - Department of Transport http://www.transport.wa.gov.au/activetransport/24022.asp
   - Main Roads WA http://www.mainroads.wa.gov.au/UsingRoads/PedestriansCyclists/Pages/PedestriansCyclists.aspx
   - Australian Bicycle Council http://www.austroads.com.au/abc/

   Have groups allocate roles to each member such as: note-taker, researcher, materials organiser, prompter, time-keeper, and then start planning their campaign and presentation.

4. Write the following questions on the board before watching the group presentations. Explain that while watching each campaign presentation the class is to keep these questions in mind and be ready to share their responses. Make sure students understand the aim is to provide constructive feedback to each group.

   - *What aspects of the campaign would be effective?*
   - *What might make the campaign more effective?*
   - *Would this campaign make you think about changing your current behaviour? Why?*

   After watching the campaign presentations, use the following questions to help students reflect on their contribution and ability to work as part of a group.

Ask

- *What helped your group to achieve the goal of designing and presenting a campaign?*
- *What could your group have done better during this activity?*
- *What skills helped you to work effectively with your group?*
- *What skills for working with a group do you need to practise?*

TOPIC 4

Managing situations and making decisions

Activity 1 Practising using refusal responses

Learning intention

- Students use a decision-making model to identify strategies to cope with unsafe traffic-related situations
- Students understand the link between emotions, positive self-talk and behaviour
- Students identify a range of people to access when they need advice or help

Equipment

In Gear student workbook – *Make a decision* – page 20

Teaching tips

The scenarios are a suggestion only. Students can write scenarios that may be more relevant.

Activities

1. Have students share an experience where they felt pressured into doing something. Remind students not to use names of people in their story. Discuss how 'pressure' can be *external* (eg when a friend says or does something that makes you feel like you should act in a certain way) and *internal* (eg when you put pressure on yourself to behave in a certain way, perhaps to please or be like your friends). Explain that the emotions we feel and what we say to ourselves (eg positive or negative self-talk) can influence our decisions. Use the following example to explain this further.

Situation	Emotion	Self-talk	Behaviour
Travis gets in the car and notices that his mate isn't wearing a seatbelt	Worried, anxious	Negative *If I put my seatbelt on he might think I'm a loser. Maybe I should just do what he's doing.*	Doesn't wear a seatbelt like his friend Doesn't say anything to change the situation
	Slightly worried, calm, confident	Positive *I put my seatbelt on. I know I'm doing the right thing. I'm a bit worried about my friend though.*	Puts his seatbelt on, says to his friend, "Hey I don't want you to get hurt, put your seatbelt on for me please".

Ask students to share some strategies they use to deal with external pressure or influences from friends, for example:

- just ignore them
- walk away
- say you don't want to in a strong, calm voice
- use 'I' statements such as "I don't feel safe"
- say your mum and dad will ground you
- distract them.

Ask students to share some positive self-talk for coping with internal pressure, such as:

- I know that what they are suggesting isn't safe
- I could do something that will hurt me or others
- I could get into trouble
- if they don't like me because I don't do it then they're not real friends.

2. Place students in groups. Explain that each group is to choose one of the stories from *Make a decision* on page 20 of the student workbook and complete the **decision-making model** (refer to page 60) to identify possible refusal or coping strategies for the main character. Remind students that the strategies should help the character cope with both internal and external pressure. When each group has decided on a suitable way for the character to deal with the situation, they are to **role-play** (refer to page 63) the story and demonstrate the coping strategies that were chosen. One member of the group should act as a 'coach' who provides feedback or other ideas to the performers during the role-play such as: posture – stand up straight and look them in the eye; voice – keep your voice calm but strong; don't back down.

   After each group's role-play, ask the following questions.

   Ask

   - *How would you feel in this situation?*
   - *How do you think your friend might react? Why?*
   - *Do you think this would be easy to say in real-life?*
   - *Do you think saying something assertive is the best approach for this situation or would it be safer or easier to do something rather than say something?*
   - *Does practising making decisions help you to feel more confident to make decisions in real life?*
   - *Do you think it is easy to respond to peer pressure?*

3. Explain students should try to solve their problems first but at times they may need to seek help from a trusted adult. Conduct a **circle talk** (refer to page 60) and have students tell their partner the person (or persons) they would talk to and ask for help in the following situations. It can be helpful to move students on a place or two and ask the same question again, as this gives students the opportunity to hear a few ideas.

   Scenarios

   - Your friend always misbehaves on the school bus. You have tried asking your friend to stop but nothing has changed and you are worried that you might get banned from travelling on the bus.
   - Your parents have given you permission to get a lift to sports training each week with a friend's mum. She picks up quite a few kids and there are usually more kids than seatbelts.
   - Your older brother usually takes you to school. Sometimes he speeds and you have asked him to slow down but he still does it.
   - There are a group of high school kids who catch the same train as you each day. They often make fun of you and sometimes steal your SmartRider.
   - Your dad never wears his seatbelt even though you have told him it is the law and that you don't want him to get hurt.