

CHALLENGES AND CHOICES

TEACHER RESOURCE

9

ROAD

A Resilience
Approach to
**Road Safety
Education**

**TITLE: Challenges and Choices: A Resilience
Approach to Road Safety Education
Year 9 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.



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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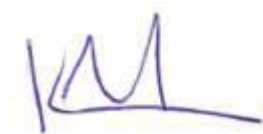
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Foreword

As teachers, you are in the challenging position of contributing to saving children's lives on our roads. You have competing demands on your time and must balance curricular activities with the need to provide those essential life skills to your young students. This important resource – coupled with the student workbooks which make up Challenges and Choices - eases your challenge, by providing a framework and the tools for you to deliver road safety knowledge in the classroom.

The Challenges and Choices program has been developed for secondary schools wanting to ensure their students' understanding of the true meaning of road safety, on all levels – not just behind the wheel. This resource focuses on students developing and practising the protective personal and social competencies that can assist in motivating them to adopt safer behavioural strategies when presented with challenges and risks in the traffic environment.

I welcome this resource as an opportunity for SDERA to partner with parents and families to provide the children of Western Australia with education programs that offer meaningful learning experiences, to enhance their resilience and road safety knowledge.



Kim Papalia

Road Safety Commissioner, Western Australia



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Challenges and Choices program

The *Challenges and Choices* program has been developed for secondary schools who wish to conduct resilience and road safety education programs. The program recognises the underlying motivations and expected outcomes of risky behaviour by some young people in the traffic environment, and addresses these, as well as the influence of social norms.

The program is designed to address two relevant and contemporary health contexts for young people, mental health and wellbeing, and road safety education. The content aims to support and expand students' knowledge, understanding, skills and attitudes in relation to their health, safety and wellbeing. This approach is considered to be more effective than programs that only focus on providing information or knowledge to students about what is safe and what is dangerous or risky, and does not address the range of reasons why young people engage in risky behaviours.

Challenges and Choices focuses on students developing and practising the protective personal and social competencies that can assist in motivating young people to act and adopt safer behavioural strategies when presented with challenges and risks in the traffic environment. Rather than just describing 'what' these protective skills are, this program provides explicit and intentional learning activities that show teachers 'how' to develop the skills, beliefs and attitudes that can enable young people to effectively resist pressures and influences from others and make responsible decisions in traffic-related situations. Practical examples of how teachers and families can promote the learning of skills such as: positive self-talk, optimistic thinking and attitudes; emotional intelligence; social skills; help seeking; problem-predicting, problem-solving and decision-making; and self-knowledge and personal competence, are provided.

When working to assist young people to reduce the harms associated with unsafe road use, there is a need to consult best practice and evidence. Being the State Government strategy for school road safety education, SDERA's *Challenges and Choices* program is underpinned by evidence and the *Principles for School Road Safety Education* (School Drug Education and Road Aware [SDERA], 2009).

Schools are encouraged to use the *Challenges and Choices* program in conjunction with other evidence-based resilience and social and emotional learning programs, and road safety education programs.

Strengths based approach

Rather than focusing on what students do not know or cannot do, a strengths-based approach recognises the abilities, knowledge and capacities of students. This approach assumes that students are able to learn, develop and succeed, and also recognises the resilience of individuals. It affirms that students have particular strengths and resources that can be nurtured to improve their own and others' health, safety and wellbeing. A strengths-based approach to planning programs for students can transform practice and result in a more satisfying experience for everyone – students, families and educators.

The *Challenges and Choices* program focuses on this approach and provides content and learning activities that build on students' knowledge, skills and capacities. Some content, concept or skill introduced in one year level however, may need to be revisited, consolidated and further enhanced in later year levels. For example, making decisions is a skill that can be introduced in early childhood and then continue to be developed through a student's schooling years. This means educators need to provide ample opportunity for revision, ongoing practice and consolidation of previously introduced knowledge and skills.








Mapping against Health and Physical Education content

There are links between the learning activities in this resource and the *Western Australian P-10 Curriculum Health and Physical Education Syllabus*. These are described in Table 1 page 11.

Mapping against General Capabilities in the Australian Curriculum

The following icons have been used to indicate where the seven general capabilities have been embedded in the learning activities in this resource.

Key

-  Literacy
-  Numeracy
-  Information and communication technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

Mapping against Personal and Social Capabilities

Challenges and Choices learning activities that specifically link to the *Personal and Social Capability* have been listed in Table 2 on page 12 to 13 under the four elements – Self-awareness, Social awareness, Self-management and Self-management.

Delivery of the program

The activities have been written to support the delivery of Year 9 Health Education content and skills, however the program is flexible and can be implemented in English, life and relationship skills, careers, workplace readiness, and home groups.

Teachers may choose to modify or use activities that are more relevant or support their students' needs and the context within which the program is to be delivered. The *Challenges and Choices* resources for earlier or later year levels may also be referred to depending on the needs of students.

Staff working in schools with a Christian ethos

When teaching resilience, decision-making and coping skills, links to Religious Education and developing a positive sense of self in relationship with God and others, can be emphasised and promoted.

Support for implementing *Challenges and Choices*

Professional learning workshops offered by SDERA, aim to enhance participants' understanding of resilience and road safety education. These workshops support the implementation of classroom programs using the *Challenges and Choices* resources and can be accessed by all schools in Western Australia.

Complementary health and safety frameworks

Challenges and Choices is underpinned by national and state strategies including *Towards Zero: Getting there together 2008-2020*. This ensures an evidence-based and scientific approach to the pedagogy within the resource.

Challenges and Choices is also underpinned by other frameworks, including: *Health Promoting Schools Framework* (WHO 1986), *Revised National Safe Schools Framework*; *Melbourne Declaration on Educational Goals for Young Australians*; the *National Framework in Values Education*; and the *National Family-School Partnerships*. These frameworks support the implementation of whole-school health, wellbeing and safety initiatives by schools.

Program components

The *Challenges and Choices* program for Year 9 includes two components: the Teacher Resource and the *In Gear* student workbook.

Teacher Resource

This easy to use resource offers two modules:

- Module 1: Resilience Education
- Module 2: Road Safety Education.

The topics in each module are non-sequential and are informed by a strong evidence base that highlights the positive outcomes of building resilience and enhancing personal and social capabilities through the context of road safety education. Teachers can select the activities that will meet the learning needs of their students, however it is strongly suggested that Module 1 is delivered before or in conjunction with Module 2.

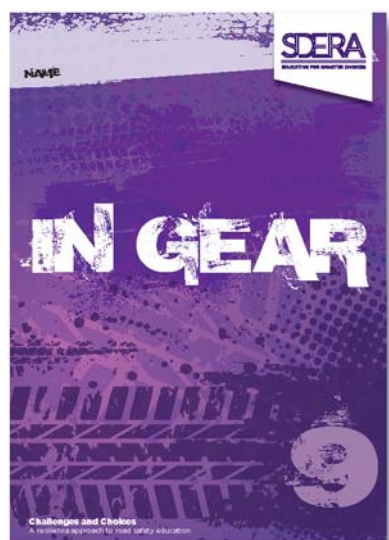
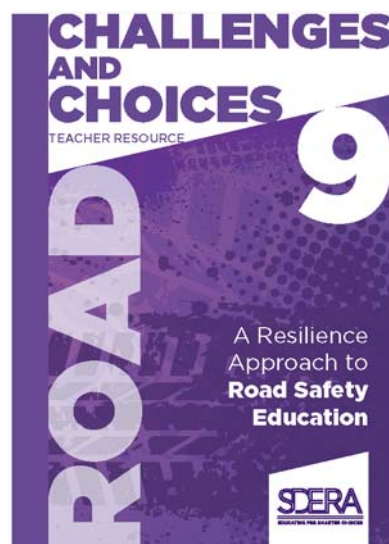
Each Module includes:

- related topics and learning activities appropriate for Year 9 students
- teaching tips to support delivery or extend students' learning
- activity sheets that require photocopying and/or cutting up
- activities that link to the *In Gear* student workbook
- *Family information sheets* to use as a conversation trigger between students and their families
- links to useful websites and other resources for background information.

A PDF version of the Teacher Resource can be downloaded from the SDERA website.

In Gear student workbook

The student workbook is linked to activities in the Teacher Resource and gives students information about resilience and road safety education topics. Teachers may choose to use the workbook as a record of students' achievement. A PDF of the workbook is included on the SDERA website and can be printed or photocopied for use by schools and other educational settings.



Resilience education

Student resilience and wellbeing are essential for both academic and social development. Children who are confident, resilient and emotionally intelligent perform better academically. The skills these children possess can contribute to the maintenance of healthy relationships and responsible lifestyles and help them to manage challenging situations.

Schools can provide safe, supportive and respectful learning environments that optimise the development of students' resilience and wellbeing. Delivering classroom programs that help students to learn and build on their personal and social capabilities can promote health and wellbeing and lead to success in life.

Students with reported high levels of resilience and wellbeing:

- are more likely to achieve academic success and higher levels of schooling
- have better physical and mental health
- are less likely to engage in problematic drug use
- are more likely to have a socially responsible lifestyle (Zins, Weissberg, Wang, & Walberg, 2004).

Conversely students with low levels of wellbeing and resilience:

- have higher levels of mental health problems and harmful risk-taking behaviour
- are more likely to leave school at a young age
- have higher risk of unemployment and poverty
- have lower levels of participation in the community.

A positive approach

Programs that focus on young people's strengths and assets are important for building their skills and competencies as well as being an effective strategy for reducing problem outcomes such as alcohol or other drug use, bullying or disengagement with school (Porter, 2011; Benson, Leffert, Scales, & Blyth, 2000; Theokas, Almerigi, Lerner, Dowling, Benson, Scales, & von Eye, 2005). While these issues are extremely important and need to be addressed, we want young people not to participate in bullying, or use alcohol and other drugs, and to remain engaged in their education. We want them to thrive as young people and develop the competencies that will equip them for success both academically and in life.

This shift in focus from preventing (fixing) behaviour deficits, to building and nurturing all the beliefs, behaviours, knowledge, attributes and skills that can result in a healthy and productive adolescence and adulthood, is supported by research (Pittman, 1999).

Risk and resilience

There is a wealth of research that indicates that an adolescent who is resilient is likely to enter adulthood with a good chance of coping well, even if he/she has experienced difficult circumstances in life such as poverty, health problems or strained family relationships (Werner, 1995). Some research also suggests that resilient adolescents may be in a better position to avoid risky behaviours such as violence, alcohol and drug use, and adolescent pregnancy (Substance Abuse and Mental Health Services Administration Center for Mental Health Services, 2007).

There are also indications that social disconnection increasingly underlies drug-related harms and other high risk health behaviours. Apart from families, schools are the most important socialising agents that provide a positive environment and promote resilience and wellbeing.

For those students who are not connected to resilient families, it is particularly important that schools provide a sense of belonging and connectedness, meaningful participation and contribution and support for learning. The whole-school enrichment activities in this book (refer to pages 9 to 10) provide a range of ideas on how to enhance the school environment in order to promote resilience.

Factors that contribute to resilience

A combination of factors contribute to resilience. Many studies show that the primary factor in resilience is having caring and supportive relationships within and outside the family. Relationships that create love and trust, and offer encouragement and reassurance can help bolster a person's resilience. Positive outcomes of resilience education programs include young people who have:

- **Confidence** – a sense of self-worth (a positive view of yourself) and mastery (confidence in your strengths and abilities); having a sense of self-efficacy (belief in one's capacity to succeed); seeing yourself as resilient (rather than as a victim).
- **Character** – taking responsibility; a sense of independence and individuality; connection to values; good problem-solving and communication skills; helping others.
- **Connection** – a sense of safety, structure and belonging; close, respectful relationships with family and friends; positive bonds with social institutions.
- **Competence** – the ability to act effectively in school, in social situations, and at work; the ability to manage strong feelings and impulses; seeking help and resources; the ability to cope with stress in healthy ways and avoiding harmful coping strategies such as alcohol and drug use.
- **Contribution** – active participation and leadership in a variety of settings; making a difference.
- **Caring** – a sense of sympathy and empathy for others; commitment to social justice.

Explicit teaching of personal and social capabilities

While the concept of emotional intelligence and self-regulation generally encompasses more than what is typically meant by resilience or positive mental health, it does include managing one's emotions, which can be especially important to adolescent wellbeing.

Schools can incorporate social and emotional learning into their programs by the explicit teaching of skills described in the *Personal and Social Capability*, and through whole-school initiatives that focus on increasing supportive relationships among students and adults. Results of this approach show that being able to manage one's emotions, and having supportive relationships with adults, contributes to students' academic success, as well as to their adopting positive social attitudes and behaviours (Payton, Weissberg, Durlak, Dymnicki, Taylor, Schellinger, & Pachan, 2008; Snyder, Flay, Vucnich, Acock, Washburn, Beets, & Kin-Kit, 2010).

Road safety education

What is school 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 and increase the competency of students to act in safe ways when presented with challenging situations to engage in risky behaviour. A focus on skill development increases as does students' capacity to resist and cope with pressure and social influences, and make responsible decisions for their own and others' safety. This approach differs from traditional approaches to school road safety education which often focuses simply on providing information about staying safe as a road user and the possible consequences, on the assumption that somehow this will guard young people against risky or dangerous behaviour.

What content is covered in school road safety education programs?

As road safety education programs can develop a range of skills such as decision-making, help seeking and problem-solving, the content through which students practice these skills should be age appropriate and relevant to the students' needs.

In the secondary years, programs should focus on travelling safely as a passenger, pedestrian and rider; refusal strategies to use in traffic-related situations; contingency plans for socialising safely; the impact of alcohol and other drugs on road user behaviours; and basic first aid for emergency situations.

Students also explore factors that contribute to road crashes such as the road user, the vehicle (or mode of transport) and the environment. Knowing this, students begin to understand that a crash is a combination of factors with the road user being the main contributor through either illegal behaviour or human error. It also provides opportunity for students to identify how potential harms can be avoided or reduced.

When should road safety education start?

Children become a road user from the day they are born. They travel as passengers in private and public transport, walk or cycle, and eventually may choose to become a driver or motorcyclist. They gain information and form attitudes about road safety issues from a range of influences including family, friends, peers, school, the community and the media. It is therefore important that prevention road safety education:

- is started in early childhood and is age-appropriate
- is continued through a child's schooling years in order to build students' knowledge, skills and experiences, and to bring about effective behaviour change
- is evidence-based and underpinned by the *Safe System Approach*.

The early adolescent years are a crucial phase where schools need to implement both resilience and road safety education programs as young people are often faced with many influences to act unsafely. Road safety education programs that focus on social and personal skills can assist them to make healthy and safer choices, identify high risk situations, and develop a range of strategies to prepare them for challenging situations. Education can also play a counterbalancing role in shaping a normative culture of

safety, moderation and informed decision making.

SDERA can assist schools to develop ongoing, sustainable road safety education programs and road safety education guidelines (policy).

Who should deliver road safety education to young people?

The *Principles for School Road Safety Education* highlight that classroom teachers, with specific knowledge of students and the learning context, are best placed to provide road safety education programs. Relying on a range of external experts to provide information can be difficult, as it relies on the experts having a sound understanding of effective health promotion approaches, understanding the students' needs and being able to engage and interact with students (Gottfredson, 1997). Outside agencies and personnel should be used where relevant and appropriate, and where they enhance existing road safety education.



Refer to the SDERA website www.sdera.wa.edu.au for the *Principles for School Road Safety Education*

Protective factors

The likelihood that injury occurs as a result of adolescent risk-taking is related to the social context and individual factors. The likelihood of adolescent risks is reduced if:

- the adolescent has developed personal attitudes towards injury avoidance and risk management
- the adolescent is a member of a school community marked by connectedness and support
- peers are more likely to take protective steps to care for each other. Typically adolescents' friends are considered a risk factor for adolescent engagement in risk-taking; however they can also be a protective factor. Research has revealed that adolescents will intervene in friends' alcohol use and other harmful situations. Intervening was associated with being female, having friends engage in overall less risk-taking and having great school connectedness (CARRS-Q, 2010).

Approaches that don't work

Many road safety programs and approaches have relied on fear based appeals that typically show the negative consequences of life-endangering behaviours. A fear appeal is defined as "a persuasive communication attempting to arouse fear in order to promote a self-protective action" (Witte & Allen, 2000). However a large body of research has found that in general fear appeals do not lead to positive behaviour change (De Hoog, Stroebe, & De Wit, 2005). The activities in *Challenges and Choices* engage students in discussions around possible consequences of acting in an unsafe way without using graphic images.

Some schools involve their students in one-day events or presentations that involve speakers from emergency services or related fields to speak about their role and experience of road trauma, and also include road crash scenarios. A review of effective measures to reduce injury among young people concluded that lasting behaviour change and ultimately a reduction in injuries experienced by young people is beyond the scope of one-off educational programs, regardless of their content, and can only ever be of value if they are integrated with a longer-term multi-faceted approach (Elkington, Hunter,

& Makay, 2000). The *Challenges and Choices* program promotes an ongoing integrated approach and provides schools with curriculum content that can be delivered on a regular basis over a child's school career to reinforce existing concepts and introduce new skills as children develop.

Road safety and alcohol prevention programs for young people that involve activities using fatal vision goggles (beer goggles) where participants potentially experience the negative effects caused by drinking have been evaluated and found not effective in creating behaviour change (Jewell & Hupp, 2005).

Evaluations of programs for learner and novice drivers that predominantly focus on driving skills on off-road tracks or circuits, have all concluded that the programs had little or no positive effect on the road safety behaviour of the students who participated in them (Christie, 2001). The use of driving simulators as a tool to assist learner drivers is often suggested by some organisations as a road safety initiative for young people. The application of simulation as a training tool for driving has not been shown to be effective and research shows that simulators cannot faithfully reproduce the real experience of driving a vehicle in traffic (Johanssem & Nordin, 2002).

Risk-taking and adolescents

Youth is a period of transition when adolescents mature into self-dependent adults. Young people begin making their own decisions at this stage in life, which can affect both their long and short-term health and wellbeing. Whilst the risk-taking behaviour of adolescents can be considered a normative developmental process, it undoubtedly has the potential to involve young people in traffic-related incidents and serious injury consequences. Adolescents and young adults are particularly vulnerable to injury because development of executive function and appreciation of risk is continuing in this period (Kelley, Schochet, & Landry, 2004; Steinberg, 2005).

Adolescence is also a time of heightened risk of injury due to increasing exposure to adult activities such as alcohol use, sexual relationships, driving and employment typically in situations of decreasing parental supervision. Much of the injury among young people is associated with risk-taking behaviour including transport accidents and violence, both of which can occur in association with underage alcohol use.

Research suggests that in spite of their confidence about staying safe as a road user, there are a number of factors (Youthsafe, 2012) which combine to put young people at greater risk of injury than other age groups. The risks include:

- **Overestimating their road skills and having a sense of invulnerability.**
- **New levels of independence.** Young people generally start being more mobile during adolescence. They travel more on their own or with friends than they used to, and have lower levels of adult supervision. Young people should be given strategies to manage their own safety.
- **Inexperience with alcohol and experimentation with alcohol and other drugs.** Adolescence is also a time of heightened risk of injury due to increasing exposure to adult activities such as alcohol and other drug use, driving and employment, typically in situations of decreasing parental supervision.

- **Developing maturity and hazard perception and decision-making skills.**
- **Peer pressure.** At no time is the influence of peers greater than it is in adolescence. Young people are often motivated by the short-term gain of impressing their mates over the longer term concerns of health and safety.
- **Risk-taking tendencies.**
- **Travelling on public transport.** Using public transport may be a new experience for many Year 9 students and they often do not have the skills needed to travel safely by bus or train. Students rushing to catch the bus to avoid being late for school or to catch a train home may make quick decisions without properly assessing the traffic environment for potential hazards.
- **Distracted easily.** Young people often listen to music, or use their mobile to talk or text while walking. These distractions interfere with a young person's ability to concentrate and hear traffic sounds alerting them to potential hazards. Giving the road their full attention and taking time to check traffic carefully before stepping out onto the road while crossing, and especially when with friends, also contributes to their risk as a pedestrian.

Who is at highest risk?

Young people are over-represented in Australian road crashes. Research with adolescents has revealed that risk-taking behaviour is more prevalent: among males; early school leavers; young people with less parent supervision; young people with peers who actively engage in risk-taking behaviour, have negative attitudes to authority, and high alcohol use. A number of personality factors have been found to correlate with increased risk-taking among youth, including greater levels of risk tolerance, sensation seeking and impulsivity (Jessor, Van Den Bos, Vanderryn, & Costa, 1995).

The behaviour of young people in the traffic environment is also influenced by other issues which can affect their safety and include: alcohol and other drug use, age and gender, and mental health. It is important therefore to deliver road safety education programs that include these other issues rather than conducting road safety in isolation.



For the latest annual crash statistics refer to <http://rsc.wa.gov.au/> (Road Safety Commission).

Including parents in their children's road safety education

Parents and carers can be the most important influence in a child's life. Parent education, in the form of road safety education as well as education on how to promote resilience skills, should be considered as part of a whole-school resilience and road safety education program. The *Family information sheets* in this resource cover a range of topics that parents can use as a guide when talking to their children.

To provide families with reliable road safety information:

- send home a copy of the *Family information sheets* provided with each module
- advise parents about websites that can also provide them with information about resilience and road safety



• advise parents about the *Road Trauma Support* website <http://www.rtswa.org.au/>

Implementing a road safety education program in your classroom

To promote the health and wellbeing of young people in the traffic environment, school health and physical education programs should include a road safety education component that has a focus on identifying and assessing risk, decision making and personal responsibility.

Year 9 students mainly use the road as pedestrians, passengers and riders of bicycles, skateboards and scooters. This resource allows students to learn about: risk factors; harm reduction strategies such as wearing a seatbelt or a bike helmet, laws and rules; and influences on their attitudes and behaviour about road safety.

Create a class environment

Teaching road safety education can involve discussing sensitive issues so it is important to establish a safe and supportive environment where students can explore their own values and understandings. Teachers should ensure that they are aware of students in their class who have had either direct or indirect contact with road trauma. When implementing a road safety education program, offer these students the opportunity to 'opt out' if discussions or activities evoke uncomfortable feelings.

Positive interrupting

Some students may have personal experience where their own or another person's behaviour in the traffic environment has led to situations such as injury, death, drink driving, or criminal behaviour and incarceration. A young person who has been affected by these or other traumas may become distressed or they may disclose information about their experience.

Personal stories about unsafe road user behaviours should not be encouraged. This will protect students' personal privacy and the privacy of those related to students, and will prevent them from damaging their reputation. It also prevents students from sharing stories that may increase their status, glamorise risky behaviour, or covertly influence others to engage in risky behaviour. It will also stop the class from being side-tracked.

Teachers should set ground rules and establish a classroom climate where students agree not to reveal personal information and instead use the third person such as 'I know someone who...' or 'A friend told me...'

If disclosure does occur in the classroom, teachers should tactfully but firmly interrupt the student, acknowledge that they have heard the student and indicate to the student that they may want to discuss this later. Straight after the lesson, arrange a time for a follow-up conversation.

Interactive teaching and learning strategies

Interactive programs that involve a discussion format to explore content have been found to be between two and four times more effective than non-interactive approaches (Tobler & Stratton, 1997). The activities in this resource use a range of interactive teaching and learning strategies that: promote active involvement of all students; require students to work collaboratively in small and large groups; and use skills such as negotiation, decision-making, active listening and assertive communication, problem-predicting, problem-solving and goal setting.

The strategies referred to in activities are shown in bold text and are explained on pages 67 to 73 of this resource.

Where students have not previously experienced collaborative teaching and learning strategies, teachers may need to spend additional time explicitly teaching the skills and set up a classroom environment where students feel comfortable to share their opinions and attitudes without fear of ridicule or having their personal experiences shared with others outside of the classroom.

Managing discussion activities

Activities which require students to move around the room or discuss with a partner or small group, are likely to produce higher levels of noise and energy. Teachers should not mistake these behaviours as a sign that students are not on task. The use of 'noise level' management strategies such as hand clapping, music starting and stopping, or hand in the air, should be introduced to the class at the start of the program.

Assessment

Assessment takes place for different purposes. Teachers are encouraged to select appropriate activities from the resource and use these to make judgements about student learning and achievement. These samples can also be used to provide feedback to students with the aim of improving their learning through reflective practices. Self-assessment can be used to gain an understanding of students' knowledge and understanding, attitudes and values, and skill level.

The *In Gear* student workbook can also be used as an assessment tool to gauge knowledge, understanding and participation.

Best practice in school road safety education

There is good evidence as to what works best in school road safety education. The *Challenges and Choices* program is underpinned by the *Principles for School Road Safety Education* (SDERA, 2009) which outline the critical elements of effective road safety education programs. Schools need to consider these critical elements when planning, implementing and reviewing road safety education programs, policies or guidelines, and practices in their school community.

Whole-school approach

A comprehensive, whole-school approach is widely acknowledged as best practice in working holistically to promote and enhance student health, safety and wellbeing. By adopting this approach, schools ensure full engagement with the school community and are more likely to secure sustainable health improvements.

The whole-school approach is not just what happens in the curriculum. It is about the entire school day, advocating that learning occurs not only through the formal curriculum but also through students' daily experience of life in the school and beyond. If consistent messages are evident across the school and wider school community, the students' learning is validated and reinforced.

The Health Promoting School (HPS) Framework

School communities can take a coordinated whole-school approach to health and safety by addressing each component of the *Health Promoting School Framework* (World Health Organisation, 1986) when planning health education or responding to a health concern within the school.

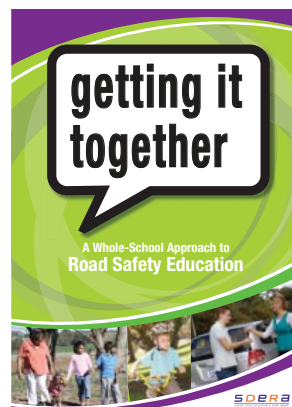
The Framework describes an approach for schools to address the health, safety and wellbeing of their staff, students, parents and the wider community through three key components working in unison. The three components are:

- **Curriculum:** teaching and learning, how this is decided, and the way in which teaching is delivered and learning encouraged.
- **Ethos and Environment:** the physical environment, the ethos and values as well as health-enhancing guidelines, processes and structures developed to create an environment for living, learning and working.
- **Parents and Community:** appropriate partnerships with parents, staff, students, community organisations and specialist services, enhance a healthy and supportive school environment.

(Note: The term 'parent' in this resource also refers to caregivers, guardians and other significant adults in the child's life).

Supporting a whole-school approach to road safety education

A whole-school approach can be easily developed using the consultancy support provided by SDERA and the *Getting it Together: A Whole-School Approach to Road Safety Education* which provides action planning templates, sample *School Road Safety Education Guidelines* and practical ideas to support the implementation of the three areas of the HPS Framework.



A PDF version of *Getting it Together* is available at www.sdera.wa.edu.au

Curriculum ideas

- Develop a scope and sequence that outlines learning activities from *Challenges and Choices* that will be completed by each year level.



- School bus safety should be conducted, especially in rural areas where the majority of students will travel to school by bus. Access the *Get on Board* resource for Year 9 students at <http://www.transperth.wa.gov.au/AboutUs/Communityeducation/CommunityEducationTeachers/CommunityEducationGetonBoard.aspx>



- Train travel and the code of behaviour for Transperth users can be delivered using the *Right Track* program at <http://www.righttrack.wa.gov.au/>. Contact the Community Education Team at (08) 9326 2970 or email education@transperth.wa.gov.au



- Implement active transport programs using the *Choose Active Transport Resource* at <http://www.beactive.wa.gov.au/index.php?id=1268> to encourage students to walk, cycle and use public transport.



- Use the *Road Safety Commission* website <http://rsc.wa.gov.au/> to obtain up-to-date information on current road safety research, campaigns and road crash statistics.

Ethos and Environment ideas

- Have the school leaders articulate to staff, parents and students through the school's various channels of communication (eg newsletter, website, and induction package) a clear, shared vision of a whole-school approach to resilience and road safety education. This can be achieved through the development of school road safety education guidelines that include a rationale for why resilience and road safety education needs to be taught in the curriculum; the hours it will be taught over the year; the commitment by the school staff and the budget allocation; a local area map showing where parents are to pick up and drop off students; and information about parking areas. This is an important step to ensure all aspects of effective resilience and road safety education are in place within the school.
- Build relationships with outside agencies (eg Police, WA Police Traffic Warden State Management Unit, WALGA RoadWise, RAC) to have access to additional expertise. *Road Map*, which is an online state-wide directory available on the SDERA website, can be used by schools to locate other road safety resources, programs and services.
- Take part in road safety related initiatives such as *Cycle Instead Bike Week* and *Walk Over October*. Consider participation issues for students who may be unable to cycle or walk to school due to the distance they live from school, special needs, no access to bicycles/helmets, and parents' work hours.
- Plan road safety learning during excursions, such as safe and responsible travel on public transport. Department of Education schools should refer to *Excursions: Off School Site Activities Policies*.
- Promote cycling and walking to school to increase the students' physical activity and also reduce congestion of vehicles at drop off and pick up times. Make sure students and their parents are informed of entry and exit points for cyclists and areas where bicycles and helmets can be safely stored.
- Embed school bus safety into induction materials and programs and advise parents of the risks associated with bus travel for students who live in regional areas including pick up and drop off procedures.

Parents and Community ideas

- Use the *Family information sheets* in the *Challenges and Choices* resources to inform parents and encourage involvement in their child's road safety education.
- Apply for a road safety community grant to implement a project or event that will support the state's *Towards Zero* road safety strategy.



Information and the application form is available at <http://rsc.wa.gov.au/CommunityGrants>

- Encourage road safety competitions in the form of posters, stickers, radio jingles such as *Buckle Up* before holiday breaks. Display examples in the school foyer and advertise the competitions in the school newsletter.
- Contact local media and advocate to the school parent committee to gain publicity and school support for the school's road safety education program.
- The classroom teacher, with specific knowledge of students and the learning context, is best placed to provide road safety education. However external agencies may be used to complement road safety education programs based in the classroom. Teachers should make sure that presentations clearly support the classroom program and do not replace, or exist in the place of, the classroom program. Refer to SDERA's *Road Map* online state-wide directory for a list of agencies that can support schools.

Table 1: Mapping <i>Challenges and Choices</i> to Western Australian Curriculum Health and Physical Education Syllabus Year 9		Resilience Education Module 1			Road Safety Education Module 2				
Sub-strands: <i>The content from the resource draws from the Personal, Social and Community Health Strand and focuses on the three interrelated sub-strands detailed below.</i>		Topic			Topic				
		1	2	3	1	2	3	4	5
Being healthy, safe and active									
Factors that shape identities and adolescent health behaviours, such as the impact of: cultural beliefs and practices, family, societal norms, stereotypes and expectations, the media and body image (ACPPS089)			●			●		●	●
Skills to deal with challenging or unsafe situations: refusal skills; initiating contingency plans; expressing thoughts, opinions, beliefs; and acting assertively (ACPPS090)		●	●			●	●	●	
Actions and strategies to enhance health and wellbeing in a range of environments, such as: the use of complementary health practices to support and promote good health, responding to emergency situations, identifying and managing risky situations, and safe blood practices (ACPPS091)			●				●	●	●
Impact of external influences on the ability of adolescents to make healthy and safe choices relating to: sexuality, alcohol and other drug use, and risk taking (ACPPS092)		●	●				●	●	●
Communicating and interacting for health and wellbeing									
Characteristics of respectful relationships: respecting the rights and responsibilities of individuals in the relationship, respect for personal differences and opinions, and empathy (ACPPS093)		●	●			●	●	●	●
Strategies for managing emotional responses and resolving conflict in a family, social or online environment (ACPPS094)		●	●					●	
Skills to determine appropriateness and reliability of online health information (ACPPS095)									●
Contributing to healthy and active communities									
The implications of attitudes and behaviours on individuals and the community, such as: prejudice, marginalisation, homophobia and discrimination (ACPPS098)									

Table 2: Mapping *Challenges and Choices* to General Capabilities:
Personal and Social Capability

	Resilience Education Module 1			Road Safety Education Module 2				
	Topic			Topic				
	1	2	3	1	2	3	4	5
Typically by the end of Year 9, students will:								
Self-awareness								
<i>Recognise emotions</i> Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts	●			●	●	●	●	●
<i>Recognise personal qualities and achievements</i> Assess their strengths and challenges and devise personally appropriate strategies to achieve future success			●					
<i>Understand themselves as learners</i> Evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required								
<i>Develop reflective practice</i> Reflect on feedback from peers, teachers and other adults; to analyse personal characteristics and skill set that contribute to or limit their personal and social capability								
Self-management								
<i>Express emotions appropriately</i> Consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices	●	●		●	●	●	●	●
<i>Develop self-discipline and set goals</i> Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts			●					
<i>Work independently and show initiative</i> Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes			●					
<i>Become confident, resilient and adaptable</i> Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations		●					●	

Table 2: Mapping <i>Challenges and Choices</i> to Australian Curriculum General Capabilities: Personal and Social Capability		Resilience Education Module 1			Road Safety Education Module 2					
Typically by the end of Year 9, students will:		Topic			Topic					
		1	2	3	1	2	3	4	5	
Social awareness										
Appreciate diverse perspectives										
Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views										
Contribute to civil society										
Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels										
Understand relationships										
Explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships										
Social management										
Communicate effectively										
Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks										
Work collaboratively										
Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks										
Make decisions										
Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making										
Negotiate and resolve conflict										
Generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts										
Develop leadership skills										
Propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely										