

Get there and back safely

Lesson plan description

The lesson plan is on road safety awareness, with a focus on taking responsibility for the safety of self and others. It concentrates on attitudes, values, beliefs and behaviours rather than on specific skills. Developing decision-making skills and the ability to think through the risks and consequences of choices may assist students in developing strategies for use in real-life situations. Students of this age are pedestrians, passengers and cyclists, but will not yet be eligible to apply for their learner permits. Students will be presented with a range of scenarios relating to road safety and will consider how to respond in a responsible, respectful and inclusive way.

NOTE: Many people have been impacted upon in some way by road fatalities. Please be sensitive to this when conducting these activities.

Year levels

Early Adolescence (12–15 years)

Duration

50 minutes

Explicit values focus

- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

Key Learning Areas

- Health and Physical Education
- The Arts (Drama)

Lesson plan

Getting started

Activity 1: The stats

Begin the lesson by showing the students statistics relating to young drivers and pedestrians who have been fatally injured. The links below are from the TACSafety website and refer to Victorian statistics. See 'Notes for Teachers' for statistics from other states.

Young drivers' statistics

www.tacsafety.com.au/jsp/content/NavigationController.do?areaID=13&tierID=2&navID=DFDFC9897F00000100E167850079F07E&navLink=null&pageID=171

Pedestrian statistics

www.tacsafety.com.au/jsp/content/NavigationController.do?areaID=13&tierID=2&navID=DF5BC4E17F00000100E167851DDD5DCE&navLink=null&pageID=149

Present and explain the above statistics to the class, and facilitate a discussion about them. Ask the class to brainstorm possible factors leading to these fatalities.

Discovering

Activity 2: What would you do?

Divide students into groups of four to six. Each group reads through one of six scenarios (below), and completes the following activities.

- Identify who in the scenario is acting in an irresponsible way. Why is this behaviour irresponsible? Consider the possible impact of this behaviour on the individual(s) and others.
- Identify any lack of respect shown by the participants in the scenario, and to whom they are showing it.
- Do the participants in the scenario show understanding towards other people? Are all people being equally included and understood? Discuss.
- Create a short dramatic piece to show how all people involved in the scenario could take responsibility for keeping themselves and others safe. Include conversations that could take place between the participants.

Scenario 1

Tom, Jess, Emily and Andrew are watching DVDs at Tom's house. His parents have gone out for the evening and Tom suggests that they drive to McDonalds to get some food. Tom has only recently obtained his learner permit, and has only driven twice on the road. Emily and Andrew are worried about their safety and that of other road users, but Tom and Jess are insistent.

Scenario 2

Shaun has recently obtained his learner permit. He is driving his parents and his sister Georgia, who is 13, and who constantly comments on his driving skills, calling out things such as 'Watch out!', 'Whoa, that was close!' and 'Run people! Run!'.

Scenario 3

Josh, Daniel, Anan and Vijay are 14-years-old and ride their bikes home from school together each day. The roads they ride on are very busy with after school traffic. On their way home, they pass a primary school where other children are leaving to ride home, too. The boys love to weave in and out of traffic and often go through stop signs.

Scenario 4

James, Helena, Hong, and Mohamed need to cross the road at a major intersection in the city. The road is busy with cars, buses, cyclists and trucks. The students cannot be bothered waiting for the lights to change, so decide to make a dash for it against the lights.

Scenario 5

Tarita, Sunita, Juan and Angelo catch the bus to school every day. The journey is long and boring, and Juan and Angelo pass the time by moving around and attempting to grab Tarita and Sunita's belongings from them. The bus driver often has to slam the brakes on, as he often drives quite fast.

Scenario 6

William, Li, Miriam, and Jo have come into the city for the day to go skateboarding. On the spur of the moment, they decide to catch the bus to a skate park further down the road. The bus has already started to move and they skate down the road alongside it, hoping to get the driver's attention so that he will stop to let them on.

Bringing it together

Activity 3: Acting responsibly

Bring the students back together as a large group and ask them to present their findings to the rest of the class. Allow students to read their scenarios out to the class, explain their answers to the questions and present their dramatic pieces.

Notes for teachers

In order to initiate discussion, teachers may wish to present visual stimulation such as advertisements from television or other media about young people and road issues. No shock or fear tactics should be used.

Scenarios could be attached to large pieces of coloured card, and students could present the information around these. These could be displayed in the classroom for future reference.

This lesson could be extended by exploring the ways in which local governments are addressing this issue. An excursion to explore the local neighbourhood could benefit the students, as they could relate their surroundings to the issue.

Road safety in other states

Information relating to road safety in other states can be accessed at the following addresses.

ACT

www.tams.act.gov.au/move/roads/road_safety/crash_information
www.tams.act.gov.au/move/roads/road_safety/safer_people_and_safer_behaviors/pedestrian_safety

New South Wales

www.rta.nsw.gov.au/roadsafety/statistics/crashesinvolvingyoungdrivers.html
www.rta.nsw.gov.au/roadsafety/pedestrians/index.html

Northern Territory

www.roadsafety.nt.gov.au/transport/safety/road/stats/index.shtml

Queensland

www.tmr.qld.gov.au/Safety/Transport-and-road-statistics/Road-safety-statistics.aspx

Tasmania

www.transport.tas.gov.au/safety/crash_statistics

South Australia

www.dtei.sa.gov.au/roadsafety/safe_road_users/younger_drivers/crashes
www.dtei.sa.gov.au/roadsafety/safe_road_users/pedestrians

Victoria

www.tacsafety.com.au/jsp/content/NavigationController.do?areaID=13&tierID=2&navID=DFDFC9897F00000100E167850079F07E&navLink=null&pageID=171
<http://www.tacsafety.com.au/jsp/content/NavigationController.do?areaID=13&tierID=2&navID=DF5BC4E17F00000100E167851DDD5DCE&navLink=null&pageID=149>

Western Australia

www.ors.wa.gov.au/ResearchFactsStats/Pages/AnnualCrashStats.aspx
www.ors.wa.gov.au/TopicsRoadSafety/Pages/Pedestrians.aspx