

bstreetsmart

Teaching and learning ideas



Why teach about road safety?

Young drivers are over-represented in car crashes.

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

Many young drivers are also likely to drive an older vehicle which increases the severity of a crash if it occurs.

Teaching about road safety as part of PDHPE helps contribute to the reduction of fatality and injury rates of young people by promoting safe behaviours as pedestrians, passengers, riders and novice drivers.

In 2022, a total of 3,819 young drivers and riders, aged 17 to 25 years, were involved in 3,483 casualty crashes in NSW, which resulted in 38 young drivers and riders killed and a further 2,240 injured, including 582 seriously injured.

Empowering young people to understand the life-changing consequences of their decisions behind the wheel and as a passenger is crucial for road safety. Teaching road safety as part of the curriculum helps provide students with the essential skills and knowledge to become a safe road user.

The NSW Road Safety Education Program

The NSW Road Safety Education Program is the NSW government's key educational strategy to influence positive road use behaviour of children and young people in NSW.

Since 1986, Transport for NSW has partnered with the Association of Independent Schools of NSW, Catholic Schools NSW, NSW Department of Education, and *Kids and Traffic*, the Early Childhood Road Safety Education Program at Macquarie University, to develop and provide educational resources and professional development to teachers and childhood educators throughout NSW. Each education sector is funded to employ road safety education specialists that support teachers in teaching about road safety.

These specialists can provide you and your school with:

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

Scan the QR code below for contact details your local Road Safety Education specialist



Association of
Independent Schools of
NSW



Catholic Schools NSW



NSW Department of
Education

bstreetsmart event

bstreetsmart is an annual event coordinated by the Trauma Unit at Westmead Hospital. Transport for NSW's role is to provide sponsorship and current road safety advice.

The aim of bstreetsmart is to help raise awareness about the fatality and injury rates of young people, and to ensure that the community is aware of injury prevention, trauma care services and related resources available.

Getting the most out of the event

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

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

Before attending bstreetsmart, talk to your students about the context of event. They will be seeing a simulated crash scene which may be confronting for some students. Help prepare your students in case they feel uncomfortable or trigger feelings of anxiety and have an emotional response during the event.

After bstreetsmart, check in with students and follow up with some discussion and teaching and learning activities outlined below. You can also access additional activities and information at [On the Move](#). The activities on the website have been developed by Transport for NSW in collaboration with the NSW education sectors.

Teaching and learning activities

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

Background information

Learning to drive or ride is an exciting time for young people but it's a huge responsibility. It's important to reinforce to students that road safety is not always just about driving. Everyone is a passenger and a pedestrian. We all have the power to make safe and responsible decisions to help ourselves and others on the road get home safely.

It is a good idea to identify how your students travel to and from school, social events, sport, work and holidays. This will help you to focus teaching and learning activities around these modes of travel, not just being a driver.

Tailor your teaching and learning

A small number of students in Stage 5 and Stage 6 may get their learners driver's licence when they turn 16 years of age. Students who choose to get their licence are not driving solo until they are at least 17 years of age. This should be a key consideration when developing teaching and learning programs relevant to your students.

Using videos and images

Using any videos or images which show consequences of a road crash may be distressing to some students, especially if they have a close personal connection to a crash. You should consider your students' background experiences before using any teaching and learning resources and strategies including videos or images and use alternative stimulus if appropriate.

Qualities of a safe road user

Students identify what mode of transport they use the most for travel, e.g. rider, pedestrian, passenger, bus passenger, learner driver.

Students select one road user type and identify the attitudes and behaviours that make that road user safe.

Share and compare the qualities for various road users and discuss how:

- these qualities impact on the safety and wellbeing of other road users
- different road users can support each other, e.g. quiet passengers properly restrained in their seatbelt helps the driver to concentrate.

Analysing campaigns

Students view Transport for NSW's campaign, [Saving Lives on Country Roads](#). Use the QR code to take you to the page.

As a group, discuss the following:

- Campaign's target audience.
- Strategies used to capture the attention of the audience.
- Key messages for this audience.
- Effectiveness of the campaign for this audience and why it does or does not work.
- Other road safety effective campaigns or slogans which promote safe road use.



[Link to Marketing campaigns](#)

Marketing Campaigns

Students review other road safety campaigns using the QR above and complete the following table.

Campaign Title	Road user/s:	Road safety issue/s:	Effectiveness
	<i>e.g. pedestrian, passenger, bus passenger, driver.</i>	<i>e.g. distractions, peer pressures – looking after your friends, fatigue.</i>	

Students create their own campaign.

Ask students to:

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

Perfect passengers

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

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

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

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

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

The following examples may prompt students:

- A driver who is speeding.
- It's raining at night and your passengers are using their mobile phones to record a social media video the car.
- A tired driver.
- Too many passengers in the car.
- The driver appears to be affected by drugs.

In groups, each student takes turns practicing speaking assertively as the passenger who wants the situation to be safer. e.g. "Come on everyone, stop mucking around, Kris needs to concentrate on driving.". Other group members can also role play additional characters in the scenario.

Discuss the following:

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

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

Managing distractions

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

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

Students use an [online reaction time test](#), or similar activity, that requires a high level of concentration to test their concentration skills



Link to online reaction test

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

If you are unable to access to the online reaction time test.

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

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

Students swap roles and repeat the task.

Discuss:

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

To licence or not to licence? That is the question.

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

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

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

Students prepare and debate a controversial topic such as:

- It should be law to have a licence.
- Driving is a right, not a privilege.
- Changing the age when you get your Learners licence should be raised to 18 years old.
- Getting your driver's licence is a rite of passage.
- Not getting a driver's licence has a positive environmental impact.

Further activities

For further resources and teaching and learning activities visit onthemove.nsw.edu.au

