

Road safety education

Life Ready - Safe Travel - Impact of road crashes

About this resource

Rationale

Many people's lives are affected by a single road crash creating a ripple effect that encompasses families, friends and whole communities. It is important for students to gain an understanding of the far-reaching consequences of road crashes.

Through this activity, students explore, understand and appreciate the effects that road trauma can have on individuals and communities. They will realise that they have a social, ethical and moral responsibility to drive and behave safely as a driver and passenger. This is for the wellbeing of everyone, including other road users.

Alignment to School Excellence Framework

[School Excellence Framework](#)-

Learning domain: Curriculum, curriculum provisions

Teaching domain: Effective Classroom Practice, Explicit teaching.

Alignments to frameworks

[NSW PDHPE syllabus](#)

[Life Ready Course](#)

[Road Safety Education, Driver Education and Training Policy](#)

[Australian Professional Standards for Teachers \(2.1.2\)](#)

Further resources and professional learning opportunities:

- [Road Safety Education website](#)
- Road safety education [Professional learning opportunities](#)

Consulted with: Road Safety Education team, Transport for NSW and PDHPE curriculum team.

Suggested use and timeframe: This resource has been created to be used within the Safe Travel content of the Stage 6 Life Ready course. It will take approximately 60 minutes.

Research base: [What works best in practice](#) – explicit teaching theme.

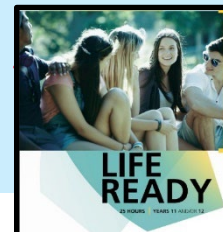
Feedback: Email feedback, questions and comments about this resource to the [Road Safety Education Team](#)

Reviewed by: Road Safety Education team.

Created/last updated: November 2023

Anticipated resource review date: November 2024

Contact: [Road Safety Education Team](#) for further support.



Life Ready - Safe Travel - Impact of road crashes

Course Outcomes

Outcome	Description
5.1	Critically analyse situations, attitudes and behaviours that influence independence, health, safety and wellbeing in different contexts.

Safe Travel Content

Content focus	Suggested content
Travelling safely locally and overseas	Challenging personal attitudes and behaviours as increasingly independent road users <ul style="list-style-type: none"> • deep analysis of the ripple effect

Skills

Communication and Interpersonal Skills
Empathy building <ul style="list-style-type: none"> • understanding others views, needs and circumstances

Decision making, problem solving and critical thinking skills
<ul style="list-style-type: none"> • evaluating consequences • perspective taking

Resources

[Towards Zero – Aidan Young’s story \(1:55 minutes\)](#)

Video synopsis

Aidan talks about the loss of his brother, Darcy, who was tragically killed in a car crash at the age of 17. Aidan identifies that his family, friends, and the wider community have been impacted by the loss of Darcy.

Video transcript

Growing up, it was always about the footy club. Mum, dad, our uncles who played, our grandfather, and all our mates. Yeah, it was a massive part of our life. I reckon we were more like four mates than four brothers. Always in the backyard, playing two-on-two rugby, or some game we made up. He'd done a late-night gym session. He dropped his mates off, and he was on his way home. When you're young, you think you're invincible. You think you can do whatever, and it doesn't even have consequences. But it does. And you'd think it'd just affect my family. But it's your mates, your team-mates. It's everybody.

Teaching and learning sequence:

Learning Intentions	Success Criteria
<p>Students will:</p> <ul style="list-style-type: none">• explore the effects of a crash on individuals and communities.	<p>Students will:</p> <ul style="list-style-type: none">• identify who is affected by Darcy's crash.• describe how individuals and communities can be affected by Darcy's crash.• demonstrate critical thinking and empathy, through perspective taking and placing themselves in the shoes of different people affected by Darcy's crash.

Please consider:

Students who have experienced road trauma, may find this lesson sequence personally confronting and should be offered the chance to withdraw.

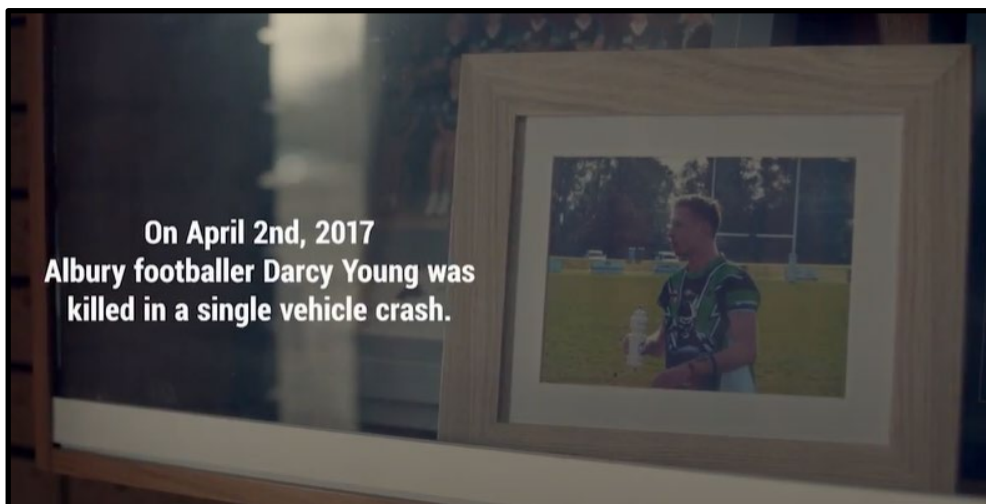
1. Students identify things that are most important to them now and things they are looking forward to in the future.

Teacher note – This could be completed individually in workbooks; in pairs; or as a whole group brainstorm. Answers may include:

Now - family members, friends, teammates, pets, phone, school, work, sport, hobbies.

Future - study, work, travel, partying with friends, dating, marriage, buying a house.

2. Watch the [Towards Zero – Aidan Young's story](#) video.



Teacher note – Some parts of Life Ready can be confronting and sensitive for some students. Consider the students, schools, and community history with road trauma before showing this video. Enable students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

3. Students reflect on:
 - a. the similarities between what was important to them (from question 1) and what was important to Darcy (presented in the video)
 - b. what Aidan meant by the statement, “When you’re young, you think you’re invincible, you think you can do whatever and it doesn’t even have consequences”.

Teacher note – Students could look up the definition of the words ‘invincible’ and ‘consequences’, and synonyms for each, to support their understanding.

4. Introduce the concept of the ripple effect - Road trauma creates a ripple effect that not only impacts the victim and their immediate family but also friends and the wider community. The ripple effect of road safety takes a second but lasts a lifetime.



Source: Australian Road Safety Foundation

5. Students brainstorm the range of people who may have been affected by Darcy’s crash. Students should consider family members, friends, and people in the local community.

Teacher note - Possible answers include:

Family e.g. parents, brothers, grandparents, uncles, aunties, cousins

Friends e.g. best friends, school friends, team-mates, work-mates, sports coach

Community e.g. sports club, school community, eyewitnesses, police officers, ambulance officers, doctor, nurses, mortician, funeral director

6. Students work in groups of 4-6.
Each student selects ONE person that was affected by Darcy’s crash.
Student’s take on the persona of the selected person and in their small groups take turns discussing how the event has impacted them (consider social, emotional, financial impacts).

Teacher note – students are challenged to show empathy and share their feelings, needs and circumstances from the perspective of the person selected.

Each student in the group must select a different person so that they listen to multiple perspectives e.g. Group 1 (mother, brother, sports coach, ambulance officer).

Students should speak in first person e.g. “I felt”, “I experienced”.

Encourage students to ask each other questions to draw out the impacts.

Differentiation - Students could write a short journal article or blog on the impact of the road crash from the selected person’s perspective. Students could compare and contrast the impact of the road crash from two different people’s perspectives.

7. Students think about the consequences for Darcy - what will he potentially miss out on now and in the future?

Teacher note – students are challenged to show empathy and be critical thinkers.

Answers may include: spending time with family, hanging out with friends, celebrating birthdays, representing his football club, finishing school, developing a career.

Differentiation – Students can explore the consequences for variations to the outcome of the crash depicted in the video e.g. Darcy survived the crash and is paraplegic; Darcy survived the crash unharmed but his mate was killed; Darcy survived the crash with minor injuries but a family that were travelling in the opposite direction were all seriously injured.

8. Ask students to imagine what Darcy would say if he could speak right now.
In small groups, students create a 60 second monologue for a specific audience (select ONE of the following):
 - a. Darcy’s family
 - b. Darcy’s friends
 - c. Darcy’s school community
 - d. Darcy’s football team

Teacher note – A monologue is a speech presented by one person, most often to express their thoughts aloud, and sometimes to directly address an audience. Students should select a target audience and discuss the key thoughts and messages they would like to include in the monologue. Discuss with students the importance of being respectful when writing the monologue. Darcy’s story is real and his family, friends and community are still affected by his death.

Differentiation – teachers may choose to scaffold the monologue script for students. Students could be given the option to read their monologue out in front of the class/cohort.

Opportunity to explore potential causes of the crash and strategies to minimise the risk.

9. As a group brainstorm possible factors that may have played a part in Darcy’s crash, including human, road environment and vehicle factors.
What evidence from the video supports this?

Teacher note – This was a single vehicle crash. It occurred on a country road, late at night and after Darcy had completed a gym session. He had dropped off his mates and was on his way home.

Possible answers include:

- Human factors e.g. speeding (may have been in a rush to get home), fatigue (may have felt tired after a gym session and driving late at night), distractions (using a mobile phone, texting while driving, loud music), driver inexperience (at 17 Aidan would only be on his Ps at may not have much night time driving experience)
- Road environment factors e.g. poor lighting, potholes, animal on the road, winding road, slippery road surface, adverse weather conditions rain, storm, hail winds
- Vehicle factors e.g. older vehicle, low star ANCAP safety rating, faulty brakes

10. Students rate the effectiveness of the following human factor strategies in preventing similar tragedies from occurring on a scale of 1-5, with 1 being least effective and 5 being most effective.
- a. Longer periods of logbook supervised driving
 - b. Increasing the minimum age to get a provisional license to eighteen
 - c. Taking regular rest breaks while driving
 - d. Resting before driving
 - e. Minimising night driving
 - f. Turning off mobile phones while driving
 - g. Lowering the radio volume
 - h. Complying with speed signs and advisory signs
 - i. Having a helpful passenger monitor driver behaviour

Teacher note – Student responses will vary depending on their interpretation and experience of the significance of the contributing human factors (speeding, fatigue, distractions and driver inexperience). Students should be encouraged to justify their choices.

Differentiation - This can be conducted as a whole group, with students indicating the effectiveness using their fingers.

Life Ready support materials and considerations:

[Life Ready](#) – a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety – as they become more independent and gain more responsibilities.

[Life Ready course content](#) – course requirements, structure, content and advice for implementation.

[Students with additional learning needs](#)

[Creating a safe and supportive learning environment](#)

[Considerations when selecting resources](#)