

Road safety education. Stage 3 - Emotional regulation in the road environment

About this resource

Rationale

Road safety is a significant health issue for children and young people. The leading cause of accidental death and injury for children and young people is road-related crashes.

Stage 3 students are vulnerable road users. They are still developing the road safety skills, behaviours and attitudes that, as adults, we take for granted.

This activity is designed to support students to understand the effect their emotions can have on their safety in the road environment and develop skills to make safe decisions now and as future 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

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, Student health and mental wellbeing / Inclusion Wellbeing team, Transport for NSW and PDHPE curriculum team.

Suggested use and timeframe:

This resource can be used in PDHPE lessons and will take approximately 60 minutes. It can be embedded into a Stage 3 Healthy, Safe and Active Lifestyle unit of work.

Differentiation

When using this resource in the classroom, it is important for teachers to consider the needs of all students, including [Aboriginal](#) and [EAL/D](#) learners. Teachers can use a [range of adjustments](#) to ensure a personalised approach to student learning for students with disability and additional learning and support needs. A [differentiation adjustment tool](#) can be found on the [High potential and gifted education website](#).

Research base:

[What works best in practice](#) – explicit teaching theme
[Inclusive Practice - Emotions](#) – Evidence based strategies.

Content aligns with the [key road safety messages](#) developed by Transport for NSW.

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

Reviewed by: Road Safety Education team.

Created/last updated: September 2024

Anticipated resource review date: September 2025

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

Emotional regulation in the road environment.

Syllabus outcomes

Outcome	Description
PD3-7	Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.
PD3-9	Applies and adapts self-management skills to respond to personal and group situations.

Syllabus content

Students will:
<ul style="list-style-type: none">• examine the influence of emotional responses on behaviour and relationships, for example:<ul style="list-style-type: none">- analyse situations where emotions can influence decision making- explore scenarios to identify behaviours which make a scenario safe or unsafe.
<ul style="list-style-type: none">• plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example:<ul style="list-style-type: none">- recognise and demonstrate safe behaviours and actions.

Skills

Self-management skills
<ul style="list-style-type: none">• Emotion and stress management:<ul style="list-style-type: none">- recognising emotions• Decision making and problem solving:<ul style="list-style-type: none">- analysis

Resources

- [Creating an orderly classroom \(nsw.gov.au\)](https://www.nsw.gov.au/creating-an-orderly-classroom)
- [Emotion cards](#)
- [Teaching emotions](#)
- [Inclusive practice search \(nsw.gov.au\)](#) – type ‘emotions’ into search bar to locate resources
- [Key road safety messages K-6](#)
- [Wellbeing activities](#)
- [Google maps](#)

Teaching and learning sequence

The table below contains suggested learning intentions and success criteria.

Learning Intentions	Success Criteria
We are learning to: <ul style="list-style-type: none"> • apply self-management skills to promote health, safety and wellbeing. 	I can: <ul style="list-style-type: none"> • recognise emotions. • analyse situations where emotions can influence decision making in the road environment. • plan and practise responses and behaviours that promote safety and wellbeing in the road environment.

1. As a class, set ground rules to ensure students feel safe to participate.

Teacher note: Rules may include; respecting people's right to privacy (information discussed is not talked about outside the classroom) and/or respecting other people's thoughts and contributions (do not laugh at what people say).

Ideas for negotiating class rules can be found at [Creating an orderly classroom \(nsw.gov.au\)](https://www.nsw.gov.au/creating-an-orderly-classroom).

2. Define the key terms 'emotional regulation' and 'road environment'. Contextualise road environment to student's school zone and local area. Name main roads, nearby streets, carparks, crossings and other local features. View on [Google maps](#) or in person.

Teacher note: Emotional regulation – recognising and managing emotions in order to adjust behaviours appropriately.

Road environment – any place where vehicles (cars, trucks, buses, motorbikes), wheel devices (bicycles, scooters, e-bikes) and pedestrians share the space.

Differentiation - Students may respond in ways other than verbally; for example, through drawing, identifying traffic through sound bites/files of the local area/traffic, walking to the school boundaries and pointing.

3. Ask students to provide examples of when they need to regulate their emotions.

Examples could include:

- putting up their hand and waiting, even though they know the answer and really want to tell everyone.
- remembering to thank the teacher when given a pencil, even though they had been in trouble for talking too much.

4. Distribute copies of Appendix 1 – [emotion cards](#). Discuss each emotion.

Teacher note: It is vital that the students develop a clear understanding of each emotion and how they experience it. Access [Teaching emotions](#), [Inclusive practice search \(nsw.gov.au\)](#) or [Emotions \(nsw.gov.au\)](#) resources for support and information about teaching emotions.

5. Prompt students to give examples of when they have felt one or more of the emotions discussed. Ask students to describe the physical reactions they may have experienced and what actions they may do when feeling that emotion. For example, “When I am excited, I feel funny in the stomach, and I can’t stand still. I jump or hop around.”

Teacher note: Some students may not experience or recognise physical reactions to the emotions discussed. Emphasise that reactions are different for everyone.

6. Ask students which emotions could be the most dangerous to be experiencing in the road environment. Record the emotions selected by the students. Ask students to explain why these emotions could be dangerous in the road environment (share examples as needed).

My heightened emotions may mean that:

- I am distracted from focussing on the road environment, cars, traffic, other people.
- I am having a physical reaction that makes me move more quickly or slowly or I may freeze.
- I am having difficulty thinking calmly and clearly – it might be hard to concentrate, or problem solve.
- My senses are affected – I might forget to Stop, Look, Listen, Think.

Teacher note: The main emotions to identify as dangerous in a road environment are anger, sadness, excitement and frustration.

Explicitly link to [Key road safety messages](#) such as Stop, Look, Listen, Think as these may be the actions/behaviours that are ignored when students are fuelled by emotion.

7. Referring to the emotions selected by students, use the information from the [Emotion cards](#) (Appendix 1) to share how and what students may think, feel and do when experiencing the emotion.
8. Ask students to turn and talk and share their personal reactions and behaviours to these emotions. Examples may include butterflies in the stomach, red face and feeling hot when angry, runny nose when sad.
9. Discuss each emotion, asking students to volunteer their personal triggers to compare with other students who also experience the same or different.

Teacher note: Some students may not be able to identify their own reactions/triggers and will require scaffolding. Support students to identify events at school that may evoke the emotions. For example, if I receive an award then I will be excited, if I have been in trouble then I might be angry, if I didn't finish my work I might be sad, if my friends aren't playing the game correctly I might be frustrated.

10. As a class, brainstorm behaviours/actions that students could adopt when trying to regulate their emotions in the road environment. Record behaviours/actions on the board/screen.

Teacher note: The behaviours/actions are what students can do to bring their focus back to the road environment. They should be personal and achievable. For example: Ask a teacher for help before leaving the school, stop and do some breathing exercises, slowly count to ten, stomp the ground to release the anger, self-talk to de-escalate.

Explain that being able to regulate your emotions now will help you in the future, especially as a young driver or other road user.

11. In pairs, students design a set of three steps/behaviours/actions they could use when trying to regulate their emotions in the road environment.

Teacher note: Steps/behaviours can be presented in a variety of ways including as a timeline, list or pictures. For more ideas look at the [wellbeing activities](#) on the department's Inclusive Practice hub.

12. As a whole class or in small groups, students role play a scenario/s in the road environment. Students act out the steps/behaviours/actions they created to regulate their emotions. The scenario/s should be contextualised to the students' mode of travel as well as the school and local environment. Examples could include:

- The bell has rung, and you are riding your bike home to get ready to go to training. You were in trouble at school just before the bell and the teacher said she would ring your mum. You think that Mum will be mad at you and stop you from going to training. You are worried, angry and frustrated.
- As Dad's car approaches the school you see your friends playing your favourite game in the playground. It's your birthday and you are so excited to hand out your party invitations and play the game. Dad drops you on the other side of the road to school.
- When catching the bus home, there are no vacant seats left and you have to stand towards the back of the bus instead of being near your friends at the front. An older high school student starts poking you and saying nasty things to you. This makes you very sad by the time you reach your stop and get off the bus.

13. Students self or peer evaluate the scenario/role play answering such questions as:

- Were the steps easy to do?
- Did they work effectively?
- Are they practical? Will they be able to be used in a real-life situation? Why / why not?
- What do you need to change, if anything, to make them more effective?

Assessment

14. Teacher models how to use the POOCH (Appendix 2) to support problem solving in an after-school road environment scenario.

15. Students create their own road environment scenario and individually complete the POOCH activity (Appendix 3) to include steps that support emotional regulation.

Students determine:

- Problem – what is the problem? Whose problem is it?
- Options – what could you do?
- Outcomes – what is likely to happen?
- Choice – what is your decision

Teacher note - The POOCH model assists students to think critically. It is a strategy that allows students to clarify issues by using logic in judging information. The POOCH model provides students with the tools to make safe and informed decisions.

The assessment task can be completed verbally, acted out or using technology.

Appendix 1

These [Emotion cards](#) are used with permission from All Play Learn Monash University,



Happy

What I might think: “I feel great today!” / “I have a lot of energy!” / “I’m having a good day”

What my body might feel: Alive / Bouncy / Warm

What I might do: Smile and laugh / Play / Talk with friends / Help others



Sad

What I might think: “I feel like crying” / “I want to be left alone” / “I’m miserable” / “Nothing is going right”

What my body might feel: Numb / Heavy / Tired / Teary

What I might do: Play alone / Cry / Look for comfort / Look downwards

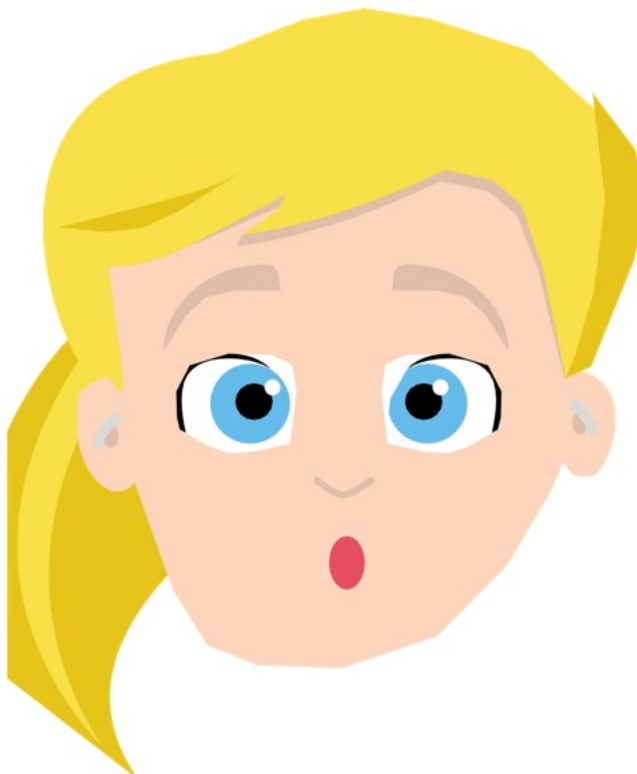


Angry

What I might think: “I feel like I can’t think” / “I feel grumpy” / “It’s your fault”

What my body might feel: Hot / Fists clenched / Fast heartbeat / Sweaty

What I might do: Frown / Scream or yell / Fight / Run away



Surprised

What I might think: “Ah!” / “What’s that?!”

What my body might feel: Stiff / Alert / Fast heartbeat

What I might do: Laugh / Run away / Cry / Jump

Calm



What I might think: “Nothing is bothering me” / “I feel peaceful” / “I feel relaxed”

What my body might feel: Still / Slow breathing / Sleepy / Warm or soft

What I might do: Play quietly / Smile / Cooperate / Fall asleep

Afraid



What I might think: “I’m scared” / “I want to run away” / “I not okay”

What my body might feel: Heart pounding / Tense / Trembling / Sick

What I might do: Run away / Freeze, don't move / Cry / Kick, scream or push

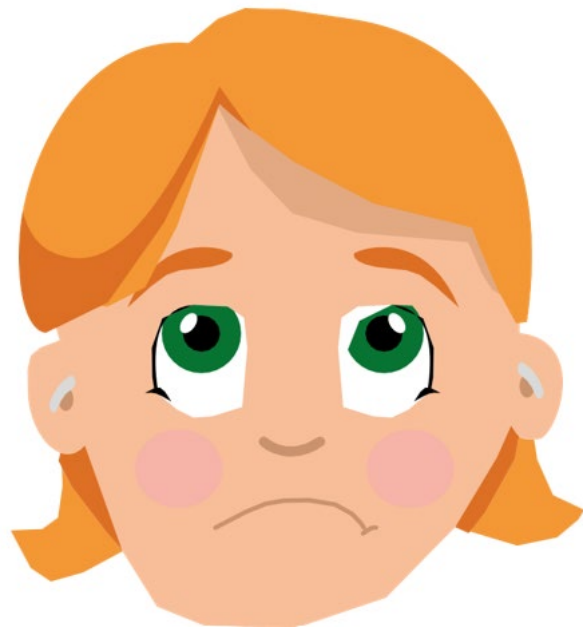


Proud

What I might think: “I did that well!” / “Great job!”

What my body might feel: Bouncy / Energetic / Big

What I might do: Puff chest out / Look upwards / Beam



Guilty

What I might think: “I shouldn’t have done that” / “It’s my fault” / “I feel bad for doing that”

What my body might feel: Bouncy / Energetic / Big

What I might do: Puff chest out / Look upwards / Beam



Jealous

What I might think: “What about me” / “It isn’t fair” / “Why can’t I do that?”

What my body might feel: Tense / Fists clenched / Hot face / Teary

What I might do: Look for attention / Say or do something mean / Cross arms / Frown

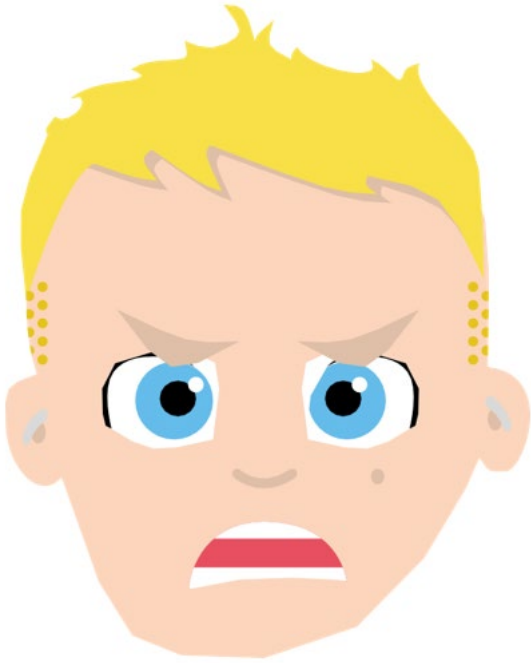


Worried

What I might think: “What about me” / “It isn’t fair” / “Why can’t I do that?”

What my body might feel: Tense / Fists clenched / Hot face / Teary

What I might do: Look for attention / Say or do something mean / Cross arms / Frown



Frustrated

What I might think: “This is so annoying” /
“I’m starting to get angry” / “I hate this”

What my body might feel: Tense / Hot /
Sweaty palms / Restless

What I might do: Yell with anger / Give up or
walk away / Ruin your work on purpose



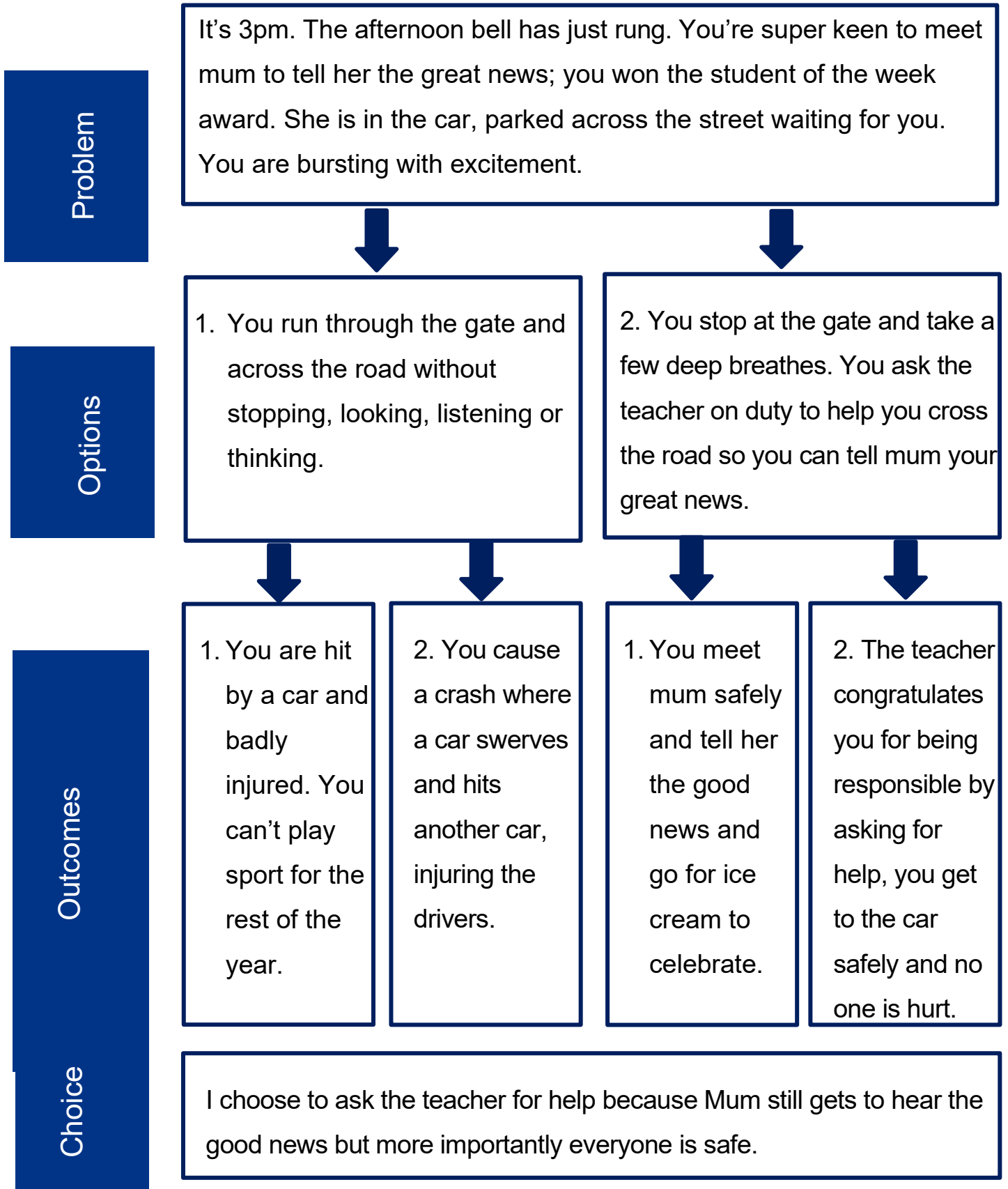
Embarrassed

What I might think: “I want to hide” / “I’m
silly” / “Everyone is looking at me”

What my body might feel: Flushed face /
Sweaty / Heavy / Fast heartbeat

What I might do: Run away and hide / Avoid
eye contact / Look downwards / Become quiet

Appendix 2 – POOCH Example



Appendix 3 – POOCH

