 Counting the cost

Suggested duration: 50-60 minutes

Through this activity, students explore, understand and appreciate the effects that road trauma can have on individuals and communities.

It is important for students to gain an understanding of the far reaching consequences that road crashes can have on more than those directly involved. Many people’s lives are affected by a single road crash creating a ripple effect that encompasses families, friends and whole communities.

Young people need to realise that when they are a driver or passenger they have a social, ethical and moral responsibility to drive and behave safely. This is for the wellbeing of everyone, including other road users.

Course outcomes

1.1 Assess personal strengths and skills to achieve a positive outcome in a range of challenging and changing situations.

1.2 Critically evaluate services and resources to identify sources of reliable information and support.

1.3 Build positive thinking, self-belief and a sense of empowerment to take action to promote meaningful futures for self and others.

What do we want students to know, understand or be able to do?

* Explore, understand and appreciate the effects that road trauma can have on individuals and communities.

Suggested content

| Learning context  | Content |
| --- | --- |
| Safe travel Focus: Travelling safely locally and overseas | Challenging personal attitudes and behaviours as increasingly independent road users* deep analysis of the ripple effect
 |

Teaching notes

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* Making students aware at the beginning of Life Ready sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* Being aware that some parts of Life Ready can be confronting and sensitive for some students.
* Enabling 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.

Be sensitive to cultural protocols that may be relevant to certain members of intended audiences when previewing materials. The department’s [Audiovisual materials in schools - procedures for use](https://education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools?refid=285776) provides advice for schools with regard to the use of audio-visual material including films, videos, DVDs and computer games classified by the Classification Board and Classification Review Board.

More information on creating a safe and supportive learning environment can be found on the [Life Ready website.](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready)

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audiovisual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of Life Ready may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the Life Ready program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the Life Ready program they are concerned about. A sample information letter is available on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Learning experiences

Activity one – Impact of road crashes

For every road death it is estimated that there are about 13 people significantly affected.

1. In small groups, invite students to identify the people affected by road crashes, e.g. parents, grandparents, carers, siblings, best friend, school friends, police officers, ambulance officers, doctor, nurses, mortician, work colleagues, eye witnesses, passengers, sports team coach.
2. Discuss the consequences of the direct and indirect ripple effects or impacts of road crashes on individuals and the community. Include the physical, emotional, financial, social and political effects/impacts.
3. Ask students to visually or graphically record their discussion. e.g. artwork, photos. Place the position cards; strongly agree/agree/disagree/strongly disagree around the room or on the floor in correct order to create a continuum

Activity two – You’re not the only one

1. Explore the direct and indirect impact of road crashes on others at Everybody hurts website. [everybodyhurts.com.au](http://www.everybodyhurts.com.au/)

Encourage students to click on each link to gain insight into the effects of road trauma.

1. Read Luke’s story, individually or in pairs. [everybodyhurts.com.au/luke-story.html](http://www.everybodyhurts.com.au/luke-story.html)
2. Explain to students that after Luke’s death his family became involved in a road safety advertising campaign. This was to raise awareness of the wide-ranging effects that road trauma and death have on family, friends and communities. They estimated that over 200 people were directly or indirectly affected by Luke’s death.
3. Share the advertisement made by Luke’s family and friends. [www.youtube.com/watch?v=Al25O1MW8dM](https://www.youtube.com/watch?v=Al25O1MW8dM)
4. Invite students to discuss the:
	1. messages conveyed by the advertisement in relation to road crash consequences
	2. effectiveness of the message that there are more people affected by road trauma than the individuals themselves. Provide reasoning as to why this is or isn’t an effective way to reach young people.

Activity three – The aftermath

1. View and share reactions to the TV program After the crash (length 14.58 minutes) [sixtyminutes.ninemsn.com.au/stories/1060516/after-the-crash](http://sixtyminutes.ninemsn.com.au/stories/1060516/after-the-crash)

Alternatively read the program transcript.

1. Students imagine that they are the victim. Write individual blog posts outlining how being involved in such a road crash would affect their life and the lives of the people around them.

Activity four – Don’t rush!

1. Share the 2 parts of the road safety campaign, Don’t rush, (length of each part 0.31 minutes) [roadsafety.transport.nsw.gov.au/campaigns/dont\_rush/dontrush.html](http://roadsafety.transport.nsw.gov.au/campaigns/dont_rush/dontrush.html)
2. In pairs or small groups, students discuss:
	1. key messages from the campaign
	2. the risk factors being targeted
	3. the target audience
	4. relevance of the campaign based on Australian road trauma statistics
	5. whether driving behaviours will change as a result of the campaign.

Activity five – Those left behind

1. View and share reactions to the documentary ‘Surviving adolescence with a drivers licence (length 21.33 minutes) [thecrew.net.au/CrewIssues/Issues.htm](http://thecrew.net.au/CrewIssues/Issues.htm)
2. Click road safety (flv) on the right of the screen to download documentary (NB: this may take some time to do).
3. Invite students to write a short letter, individually or with a partner, to the editor of a local newspaper or via a blog post, explaining to readers the consequences associated with road trauma.

Activity six – Who would you hurt?

1. Invite students to think about how the people around them would be affected if they were to be in a serious road crash causing severe injury, permanent disability or death.
2. Students identify four people in their life who would be affected and complete a profile stating each person’s name, relationship to them and how the crash would personally affect each person, both directly and indirectly.
3. For those who feel comfortable share reflections with a partner or small group.

Activity seven – Values continuum activity

It’s important that teachers refer to the teaching considerations (see below) before undertaking this activity.

1. Individually, or in pairs, students write 2-3 statements relating to the consequences of road trauma. e.g. drivers who kill another person in a crash should automatically go to jail for 10 years. Collect the statements.
2. Place the position cards; strongly agree/agree/disagree/strongly disagree around the room or on the floor in correct order. Explain to students that you are going to read out a statement related to the consequences of road trauma. Inform students that once they have thought about the statement they need to move to the position card that best represents their thoughts about the statement i.e. do you strongly agree/agree/disagree/strongly disagree with the statement?

It is important to explain to students that there is no right or wrong answers in this activity and that they are free to change their mind at any time.

1. After each statement is read out and students have positioned themselves, invite students to share their thoughts about the statement. Try to ensure a range of views are discussed. Ask students:
	1. What was your thinking when you moved to the position of strongly agree/agree/ disagree/strongly disagree?
2. To avoid having all students standing at the one position, invite a small number of students to volunteer to position themselves on the scale from the perspective of:
	1. a parent or an adult
	2. someone of the opposite sex
	3. someone of another age, culture, religion.
3. It is important to debrief the activity by asking students to consider the following questions:
	1. Do you think everyone should share the same values and attitudes? Why/why not?
	2. What factors do you think contribute to your own personal values and attitudes?
	3. How did other people’s views differ to your own?
	4. Why do you think people’s values and attitudes differ?
	5. What factors do you think have the most influence on your values and attitudes?
	6. How did this activity influence your attitude around road trauma?
	7. In what way did this activity change your way of thinking about road trauma?
	8. What did you learn from this activity?

Taking up a position cards

Teacher can photocopy, cut out and laminate.

AGREE

DISAGREE

STRONGLY AGREE

STRONGLY DISAGREE

Taking up a position activity – Teaching considerations

Key messages

* Create a safe and supportive environment
* Share thoughts not feelings
* There are no right or wrong answers
* Respect each other’s differences
* Feel free to move or change your mind
* Use appropriate and inclusive language.

| Do | Do not |
| --- | --- |
| * Set boundaries and expectations
* Use inclusive language
* Listen to what students are saying
* Encourage everyone to share thoughts rather than feelings
* Rephrase student thoughts without judgement
* Thank students for sharing
* Use the ‘teachable moment’
* Invite analysis
* Reflect questions back to students
* Use other situations to expand values continuum
* Invite students to move if they change their minds
 | * Give research or facts
* Judge the student
* Show your opinion
* Try to change values or beliefs
* Give advice
* Pressure students to share their thoughts
 |