Stage 6 Life Ready – Safe travel: Can you really ‘multitask?’

Educative purpose-for students to:

* challenge their understanding and beliefs around multitasking
* value the need to minimise and/or eliminate distractions as a road user
* practice skills to keep themselves and others safe as road users

Equipment required:

* laptop, tablet or mobile phone
* online meeting room, e.g. Microsoft teams, Adobe Connect, Zoom
* online sharing space, e.g. OneDrive, Microsoft teams, Google Classroom
* access to:
  + [Funny multitasking fails](https://www.youtube.com/watch?v=TbR3hHcTz74) YouTube clip (3:10 mins)
  + [Can you get through this multitasking test?](https://www.youtube.com/watch?v=txWeSnJBT-M) YouTube clip (0:57 secs)
  + [How distracted teens can be whilst driving](https://www.youtube.com/embed/d-t-pVe-LCs) YouTube clip (2:28 mins)
  + [It’s people like us](https://vimeo.com/237669389) documentary (22:00 mins)
  + [Multitasking in the car: Just like drunken driving](https://www.npr.org/templates/story/story.php?storyId=95702512) article
  + [Why you can’t multitask](https://www.psychologytoday.com/au/blog/creative-leadership/201811/why-you-can-t-multi-task) article and video (2:10 mins)
* digital or hard copy of:
  + Mind mapping distractions (appendix 1)
  + Passenger influence on driver safety research article (appendix 2)

**Delivery mode**

Online or face to face.

Life Ready outcomes

3.2: Analyse the positive and negative implications of technology and digital media on self-concepts, independence, relationships and health behaviours.

4.2: Propose, apply and evaluate solutions to take action to lead and contribute to healthy, safe and meaningful lives.

5.2: Recognise and respond appropriately to situations which may be limiting or harmful to self and others.

7.3: Apply skills to take personal responsibility for their actions to protect and enhance the independence, health, safety and wellbeing of others.

Learning intentions- students:

* develop and understand that multitasking is not possible
* identify causes of distraction for road users
* acknowledge that distractions pose significant risk to the safety of self and others when using the road environment
* demonstrate an understanding of the importance for being a safe and responsible passenger to assist drivers in staying focused

Suggested course content

| Learning context | Content |
| --- | --- |
| Safe travel    Focus: travelling safely locally and overseas | Safe travel:   * planning for safe travel * protective behaviours * strategies to minimise harm to self and others * seeking help   Challenging personal attitudes and behaviours as increasingly independent road users:   * rights and responsibilities as a passenger * rights and responsibilities as a driver * assertiveness as a driver and passenger * making informed decisions |
| Safe travel  Focus: safe road use to protect each other | Responsible behaviour for road users:   * road user distraction   Making safe decisions as road and transport users:   * making decisions and solving problems in real life situations * assertive behaviours as drivers and passengers in various real-life contexts * minimising distractions when driving, walking and as a passenger |

**Learning experiences**

**Introducing the concept**

1. ask students to brainstorm the following questions:

* What is multitasking?
* When might you multitask throughout the day?
* How do you multitask?
* How do others multitask?

1. watch [Funny multitasking fails](https://www.youtube.com/watch?v=TbR3hHcTz74) clip and have a brief discussion of what failed and why <https://www.youtube.com/watch?v=TbR3hHcTz74> (3:10 mins)

**Expanding the concept**

The following practical examples show students that multitasking is not actually possible as the brain works in a way where it rapidly changes its focus from one task to another, i.e. it can’t focus on several tasks at once.

Ask students to participate in the following:

1. A rock-paper-thumb-war

* find a partner
* with your right hand, prepare for and start a thumb-war
* with your left hand play rock, paper, scissors with your partner at the same time as your thumb war

1. Watch two stories at once

* [*Can you get through this multitasking test?*](https://www.youtube.com/embed/txWeSnJBT-M) clip <https://www.youtube.com/embed/txWeSnJBT-M> (0:57 secs)

1. Can you count to 10?

Using a piece of paper, tell students they will have 20 seconds to write:

* numbers 1-10 in a line: 12345678910
* the first 10 alphabet letters in a line underneath the numbers: abcdefghij
* have students do the timed task then discuss how they went completing it in time. Is this multitasking because they did 2 things, why, why not?
* have students repeat the task however they are to write a number then the letter and the next number and letter, and so on in a 20 second time limit: 1a2b3c4d5e6f7g8h9i10j
* ask students how they went this time? Could they do it? What was hard? How far did they get? Why was this harder than the first activity?
* explain to students that even though they were completing the same 2 tasks, because their brain was trying to do them both at once, it couldn’t and because it was constantly switching from one task to the other it took longer and was harder. It’s proof that you can’t do two things effectively at once.

Students discuss what they noticed about themselves and others, e.g.

* feelings- anxiety, agitation
* physical changes- increased heart rate, tense
* thoughts- muddled, flustered, distracted
* achievements- nothing done well, didn’t complete tasks

1. Students use *Mind mapping distractions* (appendix 1) to record occasions when they:

* have noticed people close to them (family, friends) doing more than one thing at a time when walking, riding a bike, driving a vehicle and as a passenger

1. Ask students to consider:

* how their physical, emotional and intellectual responses to multitasking affect what they’re doing, how well they’re doing it, the impact on themselves, and how these can impact others?
* whether they’re as safe as they can be when doing two or more things at once as a road user and the impact of decisions to multitask on self and others in a few of their examples?

**Reinforcing the concept**

**So what does distraction look like when we are road users?**

1. As a class view the videos to see road user attitudes and behaviours of drivers on mobile phone use.

*How distracted teens can be while driving* <https://www.youtube.com/embed/d-t-pVe-LCs>(2:28 mins)

*It’s people like us* <https://vimeo.com/237669389>(22:00 mins)

1. In pairs, students read and discuss the article *Passenger influence on driver safety* (Appendix 2), and explain to each other what being a responsible passenger looks like.

Each student then identifies at least two things they will regularly do to be a better passenger when travelling in a vehicle.

1. Read *Multitasking in the car: Just like drunken driving* <https://www.npr.org/templates/story/story.php?storyId=95702512> and play the accompanying sound clip where a new challenge is given in each section of the article. This is to give students an understanding of why we can’t multitask well as a road user.
2. To understand how the brain switches tasks as it isn’t able to do more than one thing at a time, read *Why you can’t multitask* <https://www.psychologytoday.com/au/blog/creative-leadership/201811/why-you-can-t-multi-task> (2:10 mins) and watch the video at the bottom of the article.

**So what does this mean for you as a road user?**

In groups of 4-6, allocate students a road user category: pedestrian, wheels user or passenger to:

1. describe what ‘being focused’ looks like for their road user category
2. identify at least 5 ways to minimise distractions for their road user group
3. develop and widely share a resource that answers the question “So what does being focused look like?” The resource could be a snapchat post, instagram post, Tik Tok clip, wall display, radio advertisement, a handout, a short video clip or any other medium their peers will be receptive to, to show what being focused as a safe road user looks like.

Ideas for students to explore could be what it looks like telling their:

older sibling to leave their phone/music dials/garmin alone when they’re driving

mate that you’ll answer their phone, not them, when they’re driving

mates to stop walking, look at their google phone map, then keep walking

passengers to stop yahooing in the car whilst you’re driving

passengers to not show their phones to you while you’re driving

friends to stop screaming over their shoulder whilst they’re crossing the road and you’ve waited behind till the traffic lights crossing has changed to green.

Students could include any of the following in their positive behaviours promotional campaign:

* realistic representations of strength based behaviours for their age group
* realistic images
* catchy slogan
* humour
* links to further information

NB: shock and fear should not be used in their campaigns as these do not reflect a strengths-based approach.

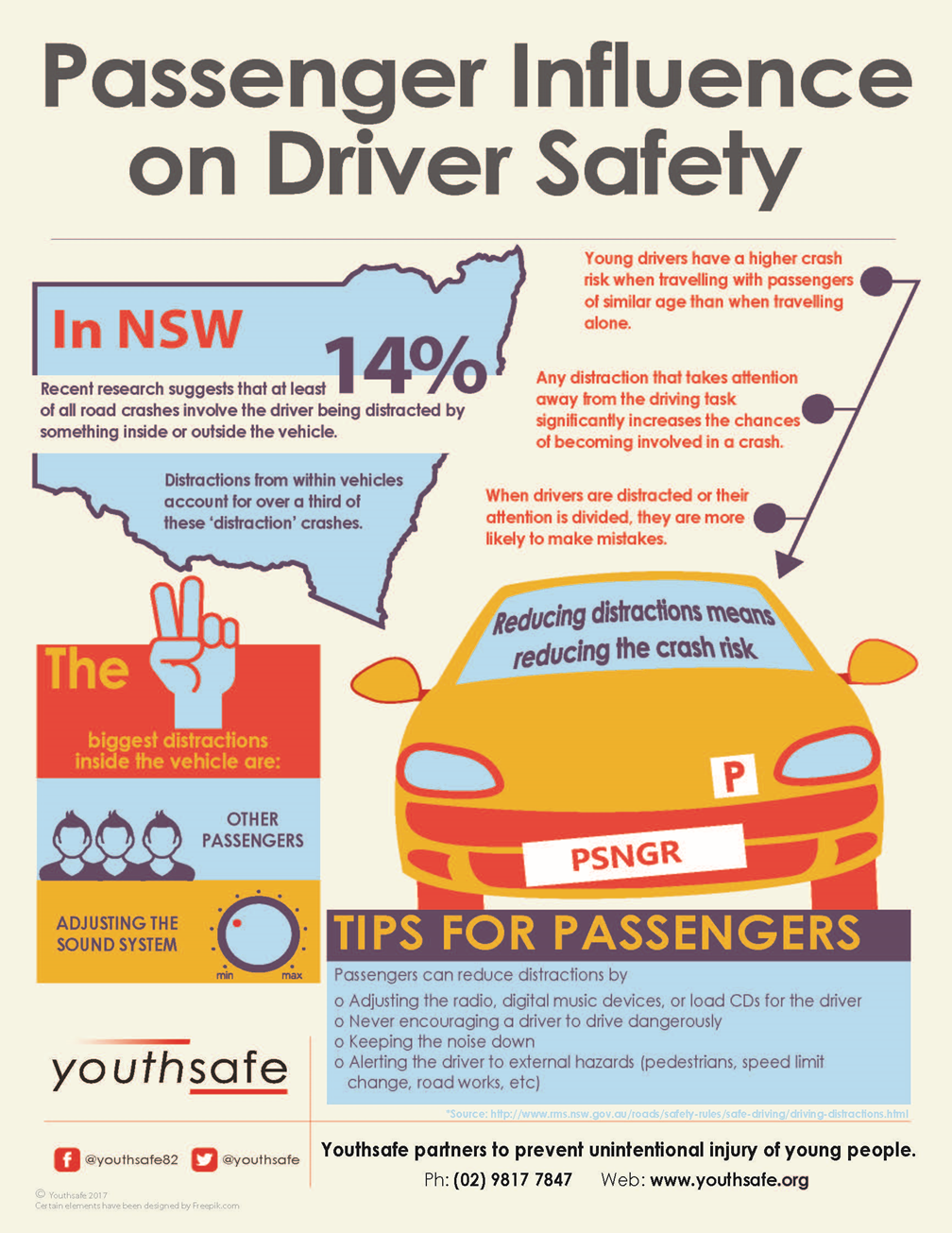
1. Each group presents the resource to their peers for feedback and amendments prior to sharing within their school community, for example, at assemblies, on the school website, via school social media channels, in school newsletters

**Optional activity:** students may like to enter videos in the Bfilmed competition, a part of the Bstreetsmart event. For more information head to: <https://bstreetsmart.org/bfilmed/>

**Mind mapping distractions** **Appendix 1**

Changing radio station channels whilst driving

Crossing the road whilst listening to music

**Passenger influence on driver safety Appendix 2**