

Road safety education – Stage 4 road safety discussion points for high school students

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

Through the evaluation and creation of road safety discussion points, students develop a deeper understanding of how these discussion points apply to their context.

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](#)

Research base

[What works best in practice](#) – explicit teaching theme
[Critical and creative thinking in practice](#) - improves student achievement by deep learning through critical and creative thinking.

Consulted with:

Road Safety Education 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 4 Healthy, Safe and Active Lifestyle unit of work.

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 2023

Anticipated resource review date: September 2025

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

Road safety education

Stage 4 Road safety discussion points

Syllabus Outcomes

Outcome	Description
PD4.6	Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, well-being, and participation in physical activity
PD4.7	Investigates health practices, behaviours, and resources to promote health, safety, wellbeing, and physically active communities

Syllabus Content

Syllabus Content	Skills in focus
<p><i>What positive actions contribute to the health, safety, wellbeing, and participation in physical activity levels of the wider community?</i></p> <ul style="list-style-type: none"> • Examine factors that influence health and wellbeing: <ul style="list-style-type: none"> - examine how contextual factors influence attitudes and behaviours toward health and wellbeing 	<p>Self-Management Skills</p> <p>Decision-making and problem solving</p> <ul style="list-style-type: none"> - information gathering - finding solutions to problems - analysis <p>Self-awareness</p> <ul style="list-style-type: none"> - developing greater control and responsibility for our actions, feelings and behaviours - awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses
<ul style="list-style-type: none"> • Recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety, and wellbeing in a variety of real-life situations: <ul style="list-style-type: none"> - propose strategies individuals and others can use to make safe and informed decisions - devise a plan to assume responsibility for their road safety and to support the road safety of others 	<p>Interpersonal Skills</p> <p>Communication</p> <ul style="list-style-type: none"> - verbal and nonverbal communication - giving and receiving feedback <p>Leadership and advocacy</p> <ul style="list-style-type: none"> - influencing and persuading <p>Social awareness</p> <ul style="list-style-type: none"> - contributing to their community
<ul style="list-style-type: none"> • Develop health literacy skills and promote health information that is aimed at assisting young people to address health issues: <ul style="list-style-type: none"> - promote and apply credible health discussion points and information to positively influence the decisions of their peers and the wider community 	

Resources

1. **Crazy 8 Activity- Appendix #1**
2. **High School Road Safety Discussion Points Task - Appendix #2**
3. **Extended High School Discussion Points - Appendix #3**
Critical and Creative Thinking Exit Slip - Appendix #4

Differentiation:

- Provide students with options when rewording or creating new discussion points.
- Increase or decrease the sections students to discuss/ consider.
- Complete task as modelled/guided lesson.
- Allow for varied learning arrangements- alone or in groups.
- Permit students to present their learning through a medium they are comfortable

Teaching and learning sequence:

Learning intentions	Success criteria
Students will: <ul style="list-style-type: none">• Understand the discussion points related to high school road safety and evaluate their effectiveness.	Students will: <ul style="list-style-type: none">• Understand the sample high school road safety discussion points.• Analyse sample high school road safety discussion points and improve them to increase their effectiveness.• Create new high school road safety discussion points to increase their effectiveness

1. Students will complete the Crazy 8 drawing task (appendix 1) to engage them (see appendix 1). In each frame, students will draw or write about a different dangerous road behaviour they observe among high school students. They will have one minute per frame.
2. Create or review the learning intentions and success criteria. (Learning intentions and success criteria are best co-constructed with students, so involve them in the creation process. An example is provided in the table above to illustrate this.)
3. Explain to students that Transport for NSW (TFNSW) are developing road safety discussion points for high school students (appendix 2,) and they are interested in

knowing what students consider to be important in terms of road safety and want them written so they are relevant to their age group.

4. In small groups, review the provided sample road safety discussion points for high school students and discuss whether students understand these points. Are they relevant and expressed in language that students comprehend? Do the discussion points cater to a diverse range of students, such as those from regional and remote areas, those with English as an additional language or students with disabilities?
5. Each group completes the sample road safety message task (see appendix 2). Students can choose to retain, reword, or create new messages for each sample road safety discussion points.
6. Students can utilise the extended high school discussion points (see appendix 3) to support their collaboration.
7. Each group can present their discussion points to the class, explaining why they decided to keep, reword, or create a new message.
8. The teacher collects these discussion points and sends them to the [road safety education program](#) which will share with TfNSW.
9. To demonstrate their perceived level of understanding, students should complete the critical and creative thinking exit slip. (appendix #4)

Crazy Eights – Thinking routine

A critical and creative thinking (CCT) strategy used to support students to generate ideas, possibilities and actions.

For more general information on this CCT activity please visit [Crazy Eights](#).

Application

Crazy eights (8s) is a fast-sketching exercise that challenges students to sketch eight distinct ideas in eight minutes. The goal is to generate as many ideas as possible to push beyond your first idea, frequently the least innovative, and to generate a wide variety of solutions to a challenge. With the time set to just eight minutes, students don't have time to critique, refine or overthink their ideas. As the focus of this strategy is on the generation and fluency of different ideas, it is important to remind students that they are not being judged on their artistic sketching abilities. This routine can be differentiated to meet the needs of your students so that the number of sketches and time is varied.

Usage

Crazy 8s works well for general brainstorming as it provides structure, it's short and sharp, and it can pull ideas out of the subconscious mind.

- Students fold a piece of A4 or A3 paper into eighths. Some students may find it easier to use a template.
- Set a timer for eight individual, one-minute blocks.
- Ask everyone to sketch one idea into one of the boxes in one minute. Remind everyone it's about their idea, not their sketching skills. No idea is too crazy! As soon as the timer buzzes, it's time to stop. Repeat this step eight times until students have eight different ideas sketched into each box.
- Invite students to compare their ideas and select the idea they would like to elaborate on. First, students identify their top four ideas, then their top two. During this step, there is also opportunity for students to use peer feedback to inform their decision making.
- You may choose to move the most innovative ideas into the prototyping phase or do another round of Crazy 8's to refine the ideas even further.

PDHPE Stage 4 –road safety discussion points

In each frame, draw/write a different dangerous road behaviour you have seen high school students doing. You have one minute for each idea.

Crazy 8 – Idea 1

Crazy 8 – Idea 2

Crazy 8 – Idea 3

Crazy 8 – Idea 4

Crazy 8 – Idea 5

Crazy 8 – Idea 6

Crazy 8 – Idea 7

Crazy 8 – Idea 8

Appendix #2 –road safety discussion points task

Pedestrian safety

- be a responsible pedestrian
- choose a safe place to cross the road.
- STOP LOOK LISTEN THINK every time you cross the road.
- stay alert, stay focused and stay aware

Passenger safety

- be a responsible passenger in vehicles
- be a positive influencer
- be a responsible passenger on and around public transport
- wait till the bus/tram has gone and then use a safe place to cross

Safety on wheels

- be a responsible rider
- stay alert, stay focused and stay aware
- always wear a helmet when you ride or skate
- choose safe places to ride

Future driver safety

- be a responsible driver
- stay alert, stay focused and stay aware

keep, reword, or create

keep, reword, or create

keep, reword, or create

keep, reword, or create

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Extended discussion points for high school students.

Be a responsible pedestrian

- plan your walking route
- avoid busy roads, if possible
- act safely on and near roads
- walk promptly across the road
- when there is no footpath walk on the side of the road facing the oncoming traffic.

Be a responsible passenger in vehicles

- Always wear a seatbelt
- speak up if you feel unsafe
- minimise distractions for the driver
- what's your plan B?
- secure your belongings
- check for oncoming vehicles before opening your door.

Be a responsible rider

- obey the road rules and signs
- walk bikes, skateboards and scooters across pedestrian crossings and tracks
- use hand signals
- maintain the condition of your bike, scooter, or skateboard.

Be a responsible driver

- wear your seatbelt and insist on passengers wearing seatbelts
- be a courteous driver
- observe your licence conditions
- identify hazards
- obey the road rules.

Choose a safe place to cross the road

- always choose a crossing, if available
- walk the extra distance to the safest place to cross
- avoid crossing between vehicles or around large vehicles.

Be a positive influencer

- encourage others to always buckle up their seatbelt
- help the driver to identify hazards
- respect the driver's licence conditions and passenger limits.

Choose safe places to ride

- ride your bike on a footpath up to the age of 16
- use the bike lane in public spaces, when available
- keep to the left and give way to pedestrians
- ride away from busy roads.

Stay alert, stay focused, stay aware

- put your phone out of sight and out of mind
- minimise distractions
- take a break when you're tired.

Stay alert, stay focused and stay aware

- minimise distractions eg. friends, phones, peer pressure
- unplug earphones and put your phone away
- scan for moving vehicles near driveways and intersections.

Be a responsible passenger on and around public transport

- follow public transport rules and procedures
- stand up for other passengers who need a seat
- put your bag on the floor under your seat
- minimise distractions for the driver.

Stay alert, stay focused and stay aware

- minimise distractions
- unplug earphones and put your phone away
- scan for moving vehicles near driveways and intersections.

STOP LOOK LISTEN THINK every time you cross the road

- look out before you step out
- don't assume drivers will always stop for you
- check that the driver can see you before stepping out.

Wait till the bus/tram has gone and then use a safe place to cross

- stand back from the curb or platform edge before getting on
- stand clear of doorways
- keep all body parts inside the vehicle
- wait until the bus or train has stopped before getting off
- wait for the bus to leave before finding a safe place to cross.

Always wear a helmet when you ride or skate

- always wear a correctly fitted approved helmet
- wear appropriate clothing and protective gear.

Visit Transport for NSW's Road Safety Education resource [On the Move](#) for teaching and learning ideas.

Sample solo exit slip

For critical and creative thinking understanding

Name:

Date:

Understand, evaluate, and create high school road safety discussion points.

Circle the most appropriate sentence below:

1. “I’m not sure about this topic”

2. “I have one idea about this topic”

3. “I have several ideas about this topic”

4. “I can link my ideas together to see the big picture”

5. “I can look at these ideas in a new and different way”