 View, interpret, share – road safety

This teaching idea is designed to view and interpret visual texts to identify the major causal factors in road and traffic related injuries.

PDHPE syllabus outcomes and content

5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people

| Learn about | Learn to |
| --- | --- |
| Road Safety* major causal factors in road and traffic related injuries.
* responsible driver and passenger behaviour, skills and attitudes that support safe road behaviour
 | Propose and present strategies designed to promote safe road-use attitudes and behaviours |

Literacy continuum markers

Cluster 13 – Comprehension

* Applies comprehension strategies and skills including predicting, visualising, summarising, monitoring, questioning and making connections, to make meaning in subject contexts.
* Identifies different interpretations and perspectives in texts.
* Analyses and evaluates the impact of visual images on the meaning of texts.

Cluster 13 – Aspects of writing (extension activities)

* Creates well structured and sequenced texts for imaginative and persuasive purposes.
* Creates and develops ideas to explore a concept or theme.

Purpose

Develop student’s ability to interpret key messages from visual texts and evaluate the impact of these messages on their own attitudes and behaviours in road user situations.

Procedure

1. View the Transport for NSW advertising campaign - [Other people make mistakes](https://www.youtube.com/watch?v=Jzt6rAOnK8M). View the first 13 seconds only.
2. In pairs, students:
	1. explain (why/how) what happened.
	2. share and compare their interpretations. Record any differences in interpretations.
3. Students answer the following questions individually.
	1. Did your opinion of what happened change after discussing it with a friend? If so, how?
	2. What responsible driver behaviours, skills and attitudes could have prevented this accident from occurring?
	3. How did the visual images in the stimulus impact you physically, mentally and emotionally?
	4. Do you think this is an effective road safety campaign in promoting safe road user attitudes and behaviours? Why or why not?

Extension activities

1. Individually, students research the characteristics of effective road safety campaigns. The following websites could be used.
* [Transport for NSW – Centre for road safety](http://roadsafety.transport.nsw.gov.au/)
* [QLD University of Technology – CARRS-Q fact sheets](https://research.qut.edu.au/carrsq/resources/face-sheets/)
* [Centre for automotive research](http://www.cargroup.org/publications/)
1. In pairs, discuss your findings.
2. Use your research to find a state, national or international advertising campaign that is effective in promoting safe road user attitudes and behaviours, based on your review of research.
3. Access the [Make a film, make a difference website](1.%09http%3A//www.mafmad.com.au/latest-winner/i-shouldve-said-something) to view the I should’ve said something campaign. Use it for ideas to create a social media campaign.
	1. Identify campaign key messages to promote safe road user attitudes and behaviours.
	2. Create a campaign tagline.

Other people make mistakes – student worksheet

1. View the Transport for NSW advertising campaign - [Other people make mistakes](https://www.youtube.com/watch?v=Jzt6rAOnK8M). Explain (why/how) what happened.

1. Find a partner, share and compare your interpretations. Record any differences in the interpretations below.

1. Did your opinion of what happened change after discussing it with a friend? If so, how?

1. What responsible driver behaviours, skills and attitudes could have prevented this accident from occurring?

1. How did the visual images in the stimulus impact you physically, mentally and emotionally?

1. Do you think this is an effective road safety campaign in promoting safe road user attitudes and behaviours? Why or why not?

Identify the PDHPE skills below that you used in this activity.

communicating

decision making

problem solving

interacting

moving