 Comprehension through road safety education

This teaching idea is designed to identify how messages are constructed in visual texts and how they influence our values, beliefs and behaviours. Students examine a visual text to explore risk-taking in the road environment.

This document references the [PDHPE 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) © 2003 [Copyright Board of Studies NSW](http://syllabus.nesa.nsw.edu.au/copyright/) for and on behalf of the Crown in right of the State of New South Wales.

PDHPE syllabus outcomes and content

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

* Road safety – responsible driver and passenger behaviour

Literacy continuum markers

Cluster 15 – Comprehension

* Critically evaluates the ways in which authors use and integrate language, structures and textual features to achieve a particular purpose.

Purpose

Decode, interpret, question, challenge and evaluate a music video clip as a text that communicates messages through both visual images and words or lyrics.

Students view the music video clip Untitled (How could this happen to me?) by Simple Plan to analyse the messages contained in the video and explore factors that contribute to risk-taking in the road environment and possible consequences.

Procedure

Critical visual literacy helps students to develop a critical understanding of the nature of how meaning is shaped in words and/or images.

This teaching idea is based around the video clip “Untitled” by Simple Plan, however, other visual texts such as advertisements and commercials could also be used as stimulus material. With a partner discuss the use and purpose of personalised language within the text.

1. Students view the music video clip [Untitled](http://www.simpleplan.com/video/untitled-official-video) (How could this happen to me?) by Simple Plan.
2. Students deconstruct the background information or context and the meaning from the text. Questions include:
   1. Background/Context (Purpose and audience)

* Who has created the video? Why?
* Who is the intended audience?
  1. Creating meaning from the text (Structures and features)
* What is the video about? How do you know? (use evidence from the video to support your answer)
* Listen to the lyrics and identify language that indicates the purpose and audience for this music video.
* Do the lyrics complement the visual images? If yes, provide examples.
* What actions, behaviours and emotions are portrayed? How are images and sounds used to portray these emotions? Is this realistic? Why? Why not?
* What images are used to convey the consequences of road accidents? Why are they included and what are their meanings?
* As a class, discuss the intent and key messages implicit and explicit in the video clip.

1. In small groups, students predict and record what human, vehicle and environmental factors may have contributed to the crash portrayed in the video. Students may also develop a list of possible consequences of the accident. Groups share their responses with the rest of the class.

Extension

1. As a class, identify which group of factors appear to be most influential in this accident - human, vehicular or environmental factors? Students justify their responses.
2. In a small group, identify strategies and initiatives that have been or could be introduced to increase the safety of young drivers e.g. night driving restrictions for young drivers, passenger restrictions for P plate drivers, increase enforcement by police at times and places where young drivers are commonly present.