Rescued

A Road Safety Program
Presented by the NSW Fire Brigades
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Section 1

1.1 The presentation

Officers of the NSW Fire Brigades are available to deliver a road safety presentation to support Stage 5 Personal Development, Health and Physical Education (PDHPE) programs. The presentation is designed to highlight causative factors relating to road traffic accidents. The presentation explores risk factors for vehicle accidents and considers the strategies that can be used to reduce the risk of being involved in a road traffic accident. The presentation is supported by a practical demonstration of rescue techniques.

The activities provided in this presentation seek to highlight to young adolescent drivers and passengers the factors relating to road traffic accidents. The practical demonstration will provide opportunity for students to reflect on the possible consequences of being involved in a road traffic accident. Young drivers and passengers will be made aware of the strategies they can employ to reduce their risk of being involved in a road traffic accident.

This initiative is designed to:

- be used in the context of a school PDHPE program, which has been developed to meet the specific needs of students and school communities
- enhance school-based driver education teaching and learning programs or units of work
- complement other road safety education curriculum resources, such as Shifting Gears.

Students will:

- investigate risk factors for traffic accidents
- consider the strategies that young drivers and passengers can use to reduce the risk of being involved in a road traffic accident
- observe a demonstration of rescue techniques
- be informed about the role of the NSW Fire Brigades in ensuring a safe environment and community.
1.2 Overview of the presentation

The presentation consists of 4 activities. The activities are designed to complement the school’s existing PDHPE program for Stage 5 students. A member of the Fire Brigades will present the activities with support from the classroom teacher.

<table>
<thead>
<tr>
<th>Activity 1: Rescue extrication demonstration</th>
<th>Issue</th>
<th>What’s needed</th>
</tr>
</thead>
</table>
| Activity 2: Video case study                | • Factors that may lead to a road traffic accident.  
  • Consequences of involvement in a road traffic accident. | Television  
  Video player  
  Video Case Study – ‘Tim’s Story’ |
| Activity 3: Discussion – causes and consequences | • Factors that may lead to a road traffic accident.  
  • Issues for firefighters who attend the scene of a road traffic accident. | Television  
  Video player  
  Video |
| Activity 4: Risk reduction – what could you do? | • Consequences of involvement in a road traffic accident.  
  • Identifying strategies to reduce risk. | Hot Seat scenario cards |

1.3 Organisation of the presentation

The NSW Fire Brigades’ presentation is divided into 4 activities. The total time allocated to the entire presentation is 1 hour 50 minutes.

The structure of the presentation for each school will be discussed and finalised with the Fire Brigade officer.

Key points to consider:

- The ideal group size for the practical demonstration is 90 students. Students will then split into smaller groups (no more than 30 students) for the classroom activities.

- A teacher must be present with each group. The duty of care and responsibility for discipline and direction remains with the teacher.
Section 2

2.1 Syllabus links

To assist programming and the incorporation of this initiative into units of work, the related PDHPE syllabus objectives and outcomes have been identified.

The activities in this presentation link to the following Stage 5 objectives and outcomes from the NSW Board of Studies, *Years 7-10 Personal Development, Health and Physical Education (PDHPE) Syllabus*. The activities in the presentation can support learning in the Individual and Community Health and Self and Relationships strands of this syllabus.

**Syllabus Objectives**

**Knowledge, understanding and skills**

Students will:
- enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships
- take actions to protect, promote and restore individual and community health.

**Values and attitudes**

Students will:
- develop a willingness to participate in creating and promoting healthy and supportive communities and environments
- value health-enhancing behaviours that contribute to active, enjoyable and fulfilling lifestyles.

**Syllabus Outcomes**

<table>
<thead>
<tr>
<th>Syllabus outcomes</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
</tr>
</thead>
</table>
| *challenges and opportunities* | - during adolescence  
- in future life transitions  
- responding to challenges | - formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice  
- explore the social and cultural influences on the way people think about life challenges including developing a work ethic and acceptance of responsibilities |

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5
| Outcome 5.6 – A student analyses attitudes, behaviours and consequences related to health issues affecting young people. | • **road safety**  
- responsible driver and passenger behaviour  
- factors influencing road use behaviour  
- major causal factors in road and traffic related injuries e.g. human (speeding, drug use, fatigue, occupant restraint), environmental, vehicular  
- consequences of unsafe road use behaviour  
- skills and attitudes that support safe road behaviour e.g. hazard perception, road sharing and tolerance | • propose and present strategies designed to promote safe road use attitudes and behaviours  
• use simulation software to make health decisions and solve problems relevant to young people e.g. determining strategies that promote safe road use |
| --- | --- | --- |
| Outcome 5.7 – A student analyses influences on health decision making and develops strategies to promote health and safe behaviours. | • **influences on health decision making and risk behaviours**  
- individual factors e.g. values and attitudes  
- sociocultural factors e.g. family, peers, gender, culture  
- political factors e.g. laws and regulations  
- economic factors e.g. personal and community  
- environmental factors e.g. pollution, weather, built environment  
• **empowering individuals and communities**  
- individual action  
- community action  
- consequences  
- developing personal skills e.g. advocacy  
- developing supportive environments | • recognise that health decisions and risk behaviours are not simply an individual responsibility but are shaped by a range of influences  
• analyse the range of influences that impact on an individual’s ability to behave in healthy and safe ways in relation to:  
  - mental health  
  - healthy food habits  
  - drug use  
  - sexual health  
  - road use  
  - personal safety  
  - physical activity  
  - accessing support services  
• propose and evaluate strategies that take into account influences on health decision making and support young people to behave in healthy and safe ways  
• identify a key issue for individual or group action. Raise awareness and gather support for the issue using ICT skills including a mailmerge |
Section 3
3.1 Ideas for programming

Road safety education is best addressed within the context of a Personal Development, Health and Physical Education (PDHPE) program delivered by the teacher. The messages communicated through the NSW Fire Brigades’ presentation will have maximum benefit to students if delivered as a part of a teaching unit and not as an isolated, one-off activity.

To assist teachers with programming and incorporating this initiative into school PDHPE programs, the following suggestions are offered.

<table>
<thead>
<tr>
<th>Before the presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete appropriate road safety activities from existing PDHPE Program</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Select and complete teaching and learning activities from RTA Resources such as <em>Shifting Gears</em></td>
</tr>
</tbody>
</table>

| Delivery of NSW Fire Brigades’ Presentation |

<table>
<thead>
<tr>
<th>After the presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use follow-up activities from teacher support materials</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Continue existing PDHPE program that incorporates road safety teaching and learning activities</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Select and complete teaching and learning activities from RTA resources that support the presentation</td>
</tr>
</tbody>
</table>
Teaching and learning activities that complement the NSW Fire Brigades’ presentation have been identified from each of the NSW Roads and Traffic Authority (RTA) road safety education curriculum resources. These activities could be taught prior to or following the presentation and are outlined on pages 7 and 8 of this package. Copies of these resources are located in PDHPE faculties in all NSW government high schools.

Additional teaching and learning activities that could be used with students following the presentation are provided on page 10. These activities are designed to reinforce the key messages delivered in the presentation.

This model and the related activities are suggestions only and may be modified to suit individual school and student needs. It may be necessary to check the existing road safety education content within the school PDHPE program to determine where to incorporate a presentation by officers of the Fire Brigade.
3.2 Teaching and learning activities for use prior to or following the presentation.

The activities outlined below are suggestions only. The activities are from *Shifting Gears* a road safety education resource for Stage 5 developed by the NSW Roads and Traffic Authority (RTA) in cooperation with the Curriculum Directorate of the Department of Education and Training, the Catholic Education Commission, NSW and the Association of Independent Schools.

**Shifting Gears**

<table>
<thead>
<tr>
<th>Section of Shift 2nd Gear CD</th>
<th>Activity Number</th>
<th>CD Rom Required</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crash Investigator</td>
<td>1.1</td>
<td>Yes</td>
<td>Students analyse factors contributing to the crash in <em>Crash Investigator</em> and relate these to a mock crash scene.</td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td>No</td>
<td>Students use the Haddon Matrix to analyse factors which contribute to crashes in NSW and develop strategies to reduce crashes.</td>
</tr>
<tr>
<td></td>
<td>1.3</td>
<td>No</td>
<td>Students explore the skills needed for safe driving, moving beyond car control skills to perceptual, cognitive and social skills.</td>
</tr>
<tr>
<td>Riskometer</td>
<td>2.1</td>
<td>Yes</td>
<td>Students explore the complexities of learning a new skill and apply this to the driving task in <em>Riskometer</em>.</td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td>No</td>
<td>Students analyse risk and personal responsibility in the hazards in the driving environment and develop a media release to explore these issues with their peers and the community.</td>
</tr>
<tr>
<td></td>
<td>2.3</td>
<td>No</td>
<td>Students investigate the effect of peer influence on driving and practise assertive behaviour.</td>
</tr>
<tr>
<td>L Test</td>
<td>3.1</td>
<td>Yes</td>
<td>Students investigate current road rules in <em>L Test</em>, and create and justify new rules.</td>
</tr>
<tr>
<td></td>
<td>3.2</td>
<td>No</td>
<td>Students explore the effect of knowledge, behaviour questions and socio-cultural factors on learning to drive.</td>
</tr>
<tr>
<td>Reporter</td>
<td>4.1</td>
<td>Yes</td>
<td>Students use <em>Reporter</em> to identify, discuss and analyse information about young drivers and why they are over-represented in crashes.</td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td>No</td>
<td>Students discuss and analyse individual motivations and meanings of cars and driving.</td>
</tr>
<tr>
<td></td>
<td>4.3</td>
<td>No</td>
<td>Students use critical thinking skills to explore possible approaches to road safety problems.</td>
</tr>
</tbody>
</table>
3.3 Additional teaching and learning activities for use following the presentation

The key road safety messages delivered to students through the presentation can be reinforced through teaching and learning experiences following the presentation. The example activities outlined below can be used with students to reinforce the importance of being safe drivers and passengers.

Worksheets are provided on the following four pages (pages 9-12) to support these activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Focus</th>
<th>Activity outcomes</th>
<th>Teaching and learning strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause and effect</td>
<td>Consequences of various driving behaviours and risk factors.</td>
<td>Students will: • recall the risk factors associated with road traffic accidents • discuss the consequences • reflect on how consequences impact on individuals and groups • value the need for considering the consequences of a given situation.</td>
<td>• Brainstorm, as a class group, the risk factors presented in the presentation. • Activity sheet 1: Report planner. • Individual analysis of one risk factor using the report planner as a framework.</td>
</tr>
<tr>
<td>Hot Seat</td>
<td>Risk factors and countermeasures.</td>
<td>Students will: • identify risk factors • select appropriate countermeasures.</td>
<td>• Activity sheet 2: Scenario cards. Analysis of driving scenarios. • Small group activity - Hot seat.</td>
</tr>
<tr>
<td>Let’s face the issue</td>
<td>Issues relating to young drivers.</td>
<td>Students will: • discuss issues relevant to young drivers.</td>
<td>• Activity sheet 3: Paired discussion and matching exercise using student sequencing cards. • Activity sheet 4: Preparation of affirmative and negative arguments to a given debate topic.</td>
</tr>
</tbody>
</table>
Activity 1: Cause and effect

Purpose: This activity focuses on the consequences of unsafe driver behaviour and the risk factors that may lead to a road traffic accident. Students will recall a risk factor or behaviour relating to road traffic accidents, outline the consequences related to that risk and justify the importance of considering consequences.

Report planner

Select an unsafe behaviour or a risk factor you recall from the presentation that could lead to a road traffic accident. Complete the statements below to generate a report on the behaviour.

General statement
This behaviour/risk factor may occur….

Description
The possible consequences of this behaviour/risk factor for the driver…..

The possible consequences for people other than the driver…….

It is important to consider the consequences…….
Activity 2: **Hot seat**

**Purpose:** This activity focuses on the strategies that can be used to reduce the risk of being involved in a road traffic accident. Students will discuss risk factors associated with road traffic accidents and identify countermeasures to reduce the identified risk.

In small groups, ask one student to sit in the middle (or in front) of the group in the “hot seat”. Each group is given a scenario describing a driving situation. The student in the “hot seat” must describe to the group how they would handle the situation to minimise the risk of a road traffic accident. Explain to the other students that they will need to make comments on the strategies suggested and may create additional factors in the scenario to which the “hot seat” student must respond.

**Scenario cards**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Card 1</strong></td>
<td>You and a friend have attended a party. You have organised for your friends’ brother to drive you home. When they arrive to pick you up you discover that they have been drinking.</td>
</tr>
<tr>
<td><strong>Card 2</strong></td>
<td>You are the passenger in a car with your boy/girlfriend. A group of students from your school pull up beside you and challenge the driver of your car to a burn-off at the lights.</td>
</tr>
<tr>
<td><strong>Card 3</strong></td>
<td>You are driving home after a weekend camping trip. You have been driving for 3 hours. Your passengers are all asleep. You know you are at least another hour from the next town.</td>
</tr>
<tr>
<td><strong>Card 4</strong></td>
<td>You are travelling home with friends from a football game. The driver is speeding to get home because they are late. The road is slippery from recent rain.</td>
</tr>
<tr>
<td><strong>Card 5</strong></td>
<td>You are a provisional licence holder and two friends ask for a lift home from school. You know that you won’t be able to concentrate with the noise your friends make.</td>
</tr>
<tr>
<td><strong>Card 6</strong></td>
<td>You are offered a lift by a friend’s relative. When you enter the car you notice several empty cans of beer and the driver is telling stories about how they sped to get here on time.</td>
</tr>
<tr>
<td><strong>Card 7</strong></td>
<td>You are attending a party on a property 20 kilometres from your home. Several of your friends want to do donuts and drive around the paddock to scare the cows. They have been smoking marijuana.</td>
</tr>
<tr>
<td><strong>Card 8</strong></td>
<td>You are driving home in peak hour traffic. The traffic is moving steadily. You begin to change the CD you are listening to and have to reach to the glove box for a new CD.</td>
</tr>
</tbody>
</table>
Activity 3: Let's face the issues

Purpose: This activity explores the issues for young drivers. Students will discuss the relevance of these issues and explore the feelings and attitudes of themselves and others.

Ask the students to work in pairs. Provide each pair with a set of sequencing cards already cut into pieces. Ask the students to match the young driver issues with the relevant text. Encourage the students to read and discuss the content of each of the cards when constructing the correct sentences. Ask groups to share their sentences.

Following this discussion provide each pair with a debate topic (see page 12). Ask students to prepare arguments for and against the statement and write them into their books. Select students to present their arguments to the class.

Sequencing cards (for students)

<table>
<thead>
<tr>
<th>Driver inexperience and driver overconfidence</th>
<th>must drive to their level of experience and the conditions on the road.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The provisional licence period</td>
<td>have difficulty assessing potential hazards.</td>
</tr>
<tr>
<td>Driving involves making a number of rapid decisions</td>
<td>can very quickly find themselves in new driving situations or unfamiliar environments where a mistake can be deadly.</td>
</tr>
<tr>
<td>Inexperienced drivers</td>
<td>that they are learning a difficult task in a complex environment.</td>
</tr>
<tr>
<td>One major issue for young drivers is</td>
<td>sometimes simultaneously. Young drivers can become mentally ‘overloaded’ and unable to react to rapid changes in the road environment.</td>
</tr>
<tr>
<td>Young drivers</td>
<td>is an opportunity for actively learning safe driving behaviour.</td>
</tr>
<tr>
<td>Due to the complexity of driving, young drivers</td>
<td>can lead to risk taking. They are the main reasons why so many young drivers are involved in road crashes.</td>
</tr>
</tbody>
</table>
Driver inexperience and driver overconfidence can lead to risk taking. They are the main reasons why so many young drivers are involved in road crashes.

The provisional licence period is an opportunity for actively learning safe driving behaviour.

Driving involves making a large number of rapid decisions sometimes simultaneously. Young drivers can become mentally ‘overloaded’ and unable to react to rapid changes in the road environment.

Inexperienced drivers have difficulty assessing potential hazards.

One major issue for young drivers is that they are learning a difficult task in a complex environment.

Young drivers can very quickly find themselves in new driving situations or unfamiliar environments where a mistake can be deadly.

Due to the complexity of driving, young drivers must drive to their level of experience and the conditions on the road.

Debate topics

Gaining a licence is a ticket to freedom and independence.

It is a driver’s attitude that causes accidents, not their ability to handle a vehicle.

The only way to get driving experience is to experiment and try things out with a car.

It should be compulsory for all drivers to complete an advanced driver training course.

Young drivers are more influenced by distractions than older, more experienced drivers.

The age of learner drivers should be dropped to allow for more time to gain driving experience.

Having a new licence and being with friends is not always a deadly mix.

Getting a licence is not a great idea.

A licence is not worth the costs.

Males are safer drivers than females.