



Main lesson plan

Topic: Road Safety and Risks

Year level: 5

Title: The great road safety debate

Duration: 60 minutes



Western Australian Curriculum links

Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Being healthy, safe and active

Content:

Reliable sources of information that inform health, safety and wellbeing

Strategies that promote a safe, healthy lifestyle

Sub-strand: Contributing to healthy and active communities

Content:

Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as bicycle safety

English

Strand: Literacy

Sub-strand: Interacting with others

Content:

Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes

Content:

Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements



Humanities and Social Sciences

Strand: Civics and Citizenship

Sub-strand: Questioning and research

Content:

Identify current understandings, consider possible misconceptions and identify personal views on a topic

Strand: Humanities and Social Science Skills

Sub –strand: Evaluating

Content:

Use decisions-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, place for action, identify advantages and disadvantages of different options)



Lesson Objectives:

- Students practice different skills required to participate in a debate
- Students debate a range of road safety topics
- Students suggest ways road safety could be improved

Materials/ Equipment and Preparation:

- [It's up for debate worksheet](#) (to project onto the whiteboard for students to copy down or print out a copy per student).
- Projector/whiteboard/ computer



Time	Content
3 mins	<p>Introduction: You should be familiar with the importance of creating road safety messages. In today's lesson I am going to get you to start thinking outside the box, what if people changed the laws around road safety e.g. it is optional for passengers to wear seatbelts in a car.</p> <p>Would you agree (support) or disagree with that statement? Why have you chosen that option? At the end of the lesson we are going to have a class debate. Could anyone explain to the rest of the class what a debate is?</p> <p>Activity 1: Debate circle</p> <p>We are going to complete some debating activities which will provide us with the skills required to feel confident in completing the great class debate. For the first activity I would like everyone to sit in a circle.</p> <p>I am going to write a topic on the board, such as: This class believes that you should have to complete a test and get a license before you can ride a bike.</p> <ol style="list-style-type: none"> 1. Allow students two minutes to think about ideas 'for' and 'against' the topic e.g. 'For' – all bike riders will know the roads rules. 'Against' – less people will want to ride their bike therefore less people will be out exercising. 2. Select a student to go first, this student has to respond "yes, I believe that you should have to complete a test and get a license before you can ride a bike, because" the student comes up with reasons 'for' this issue. 3. The next student responds "no, I don't believe you should have to complete a test and get a license before you can ride a bike, because" the student comes up with reasons 'against' this issue. 4. Continue this process around the circle until every student has replied. Students further around the circle will need to think creatively about their responses. 5. Discuss as a class the major points 'for' and 'against' the topic. Ask students if they actually agreed or disagreed with the statement. <p>If time permits introduce another topic such as: This class believes that it should be optional to wear a seatbelt as a passenger in a car.</p> <p>Activity 2: It's up for debate</p> <ol style="list-style-type: none"> 1. Put students into groups of 3. 2. Have students copy the projected worksheet or print out a copy for each student to complete (see attached It's up for debate worksheet). 3. Provide students with a topic e.g. <ul style="list-style-type: none"> - This class believes there should be a law against people texting while walking. - This class believes boys are better drivers than girls; therefore girls shouldn't be able to drive. - This class believes people who drive cars should pay an environmental fee <p>As a group students are to complete the following:</p> <ul style="list-style-type: none"> - The topic is: - Points for the topic: - Points against the topic: 4. Individually students are to complete the following task on the worksheet: <ul style="list-style-type: none"> - My opinion is: - The opinion of my classmate (this should be someone outside their group):
10 mins	
13 mins	



10 mins	<p>Activity 3: 3, 10, 30 Challenge</p> <p>The next activity is to ensure students stay focused on the topic and provide a strong and effective response (no waffling points).</p> <ol style="list-style-type: none">1. Students are to get back into the same groups as the previous activity.2. Teacher is to select which groups will be 'for' the topic (use the topic from the previous activity) and the groups that will be 'against' the topic.3. In their groups students are to cover three points in 10 seconds using 30 words. <p>This challenge will be difficult and encourages groups to work together as a team to provide an answer that will be most relevant and powerful to support their stance on the topic.</p> <p>Activity 4: The great debate</p> <ol style="list-style-type: none">1. Ask the group of students who are 'for' the topic to line up on one side of the classroom and have the groups that are 'against' line up on the other side of the classroom.2. Have the groups paired 'for' and 'against' the topic.3. One person from each of the 'for' groups will present their case to their paired 'against' group.4. A person from the 'against' group should then provide their response.5. After this has occurred, students from the 'against' groups move down one group to another 'for' group and complete the same above activity however a different speaker will share the group's response.6. Once everyone has shared their responses to each group, all the 'for' groups get together and decide on the winning 'against' response and vice versa for the 'for' group. <p>Conclusion: <i>We are going to finish off with one last game. I want you to think of a topic around road safety that you would like to see a change or would like to have a debate about e.g. there should be more bike paths for people to ride on.</i></p> <ol style="list-style-type: none">1. Allow students a minute to think about the change or proposal around the road safety topic.2. Have students line up a straight line.3. The first student is going to propose their change and state why that change is important.4. The person at the other end of the line is going to give a rebuttal, or be against the change, and suggest why they don't think it's a good idea. <p><i>In today's lesson we have discussed many different road safety topics and have thought about the 'for' and 'against' arguments for each. Every day we have situations that we have to decide if it is going to have a positive outcome or negative outcome. We need to think about our behaviour around the roads and decide if we are putting ourselves or others at risk of being hurt. Excellent group work and discussion today Year 5, well done.</i></p>
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