

## **Main lesson**

# **Road safety interactive graphic novel – play and learn**

**Year level: 10**

**Duration: 55 - 60 minutes**

## **Western Australian Curriculum links**

### **Health and Physical Education**

#### **Strand: Personal, Social and Community Health**

##### **Sub-strand: Being healthy, safe and active**

Skills and strategies to manage situations where risk is encouraged by others

(ACPPS091)

Analysis of images and messages in the media related to road safety

(ACPPS092)

##### **Sub-strand: Communicating and interacting for health and wellbeing**

Skills and strategies to promote respectful relationships, such as taking action if a relationship is not respectful or; appropriate bystander behaviour in physical and online interactions (ACPPS093)

##### **Sub-strand: Contributing to healthy and active communities**

Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community (ACPPS096; ACPPS097)

### **English**

#### **Strand: Language**

##### **Sub-strand: Language for interaction**

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)

#### **Strand: Literacy**

##### **Sub-strand: Interacting with others**

Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)

## Lesson Objectives

- Students observe and demonstrate the importance of making sensible decisions on the roads using the 'Road Trip' RAC interactive graphic novel as a learning tool.
- Students identify safe and unsafe risk situations on and around the roads.
- Students make safe decisions that demonstrate examples of risk management.

## Materials/Equipment and Preparation

- Teacher iPad/tablet pre-loaded with RAC App – 'Road Trip'. Available from the App store.
- Teacher iPad linked to classroom Interactive Whiteboard/Smart Board, projector or large TV screen.
- Teacher to familiarise themselves with the 'Road Trip' graphic novel by pre-playing it themselves.
- Class set of tablets pre-loaded with RAC App – 'Road Trip' (Optional).

## Lesson Plan

Time	Content
2 min	<p><b>Introduction.</b> Teacher to read:  <i>“Good morning/afternoon. In today’s lesson we are going to explore the significance of positive decision making for being safe on and near the roads. We are going to do this as a group whilst using an interactive graphic novel developed by RAC.            Who can tell me what an interactive graphic novel is?”</i></p> <ul style="list-style-type: none"> <li>- Teacher to explain if students are unsure</li> </ul>
4 min	<p><i>“People don’t always consider the ramifications of decisions they make when travelling on or near the roads.”</i> (If possible, teacher should tell a personal anecdote as an example).</p> <p><i>“I’m sure that you have all heard of, or experienced for yourselves, young drivers planning a road trip with a friend. You have probably also had to make your way to a party by walking near or along busy roads.”</i></p> <p><i>“The interactive graphic novel that we are about to watch as a class presents a number of different scenarios related to these situations. Whilst watching, we will have numerous opportunities to intervene and impact upon the outcome of the video. First up we are going to purposely make poor choices to see what happens.”</i></p> <p><i>“After this scenario has worked its way through to conclusion we will replay the scenario and see what happens when we make good, positive choices.”</i></p>
3 min	<p><b>Activity 1. Watching the ‘Road Trip’ interactive graphic novel introductory video</b></p> <p>Teacher project the interactive graphic novel onto the interactive whiteboard, whiteboard or screen. Start the App by showing the scene setting introductory video.</p>
5min	<p><b>Activity 2. Focus questions</b></p> <p>Once the introductory video has concluded, teacher to ask the following focus questions:</p> <ol style="list-style-type: none"> <li>a. What do you think happens next in the scenario?           <ul style="list-style-type: none"> <li>- crash</li> </ul> </li> <li>b. Do you think that what happens next may have been avoidable?           <ul style="list-style-type: none"> <li>- Yes</li> </ul> </li> <li>c. How do you think that it may have been avoidable or why was it unavoidable?           <ul style="list-style-type: none"> <li>- It was avoidable because a series of poor decisions were made by the participants.</li> </ul> </li> <li>d. What are some of the factors that may have contributed towards this situation?           <ul style="list-style-type: none"> <li>- Use of mobile phone in the moving vehicle, distraction,</li> </ul> </li> </ol>

Time	Content
10 min	<p>pushing a trolley on a road etc.</p> <p>Discuss the responses.</p> <p><b>Activity 3. Teacher led reworking of the scenario deliberately choosing negative/poor decisions</b></p> <p>Teacher to lead the process of re working through the scenario as a class group, making the following choices/decisions. These are deliberately poor choices that are designed to lead to a negative outcome. There are a series of suggested focus questions that you should also ask.</p> <ol style="list-style-type: none"> <li>1. Select to interact with the car           <ol style="list-style-type: none"> <li>a. Select to interact with Emma (the driver) – watch the short video</li> <li>b. Interaction involving Emma – select option “Great shot... Keep'em coming!”               <ul style="list-style-type: none"> <li>• What do you think of Emma’s decision to make a road trip doco?</li> <li>• Why might she want to do this?</li> <li>• What options does Pete have in this situation?</li> </ul> </li> <li>c. Select to interact with Pete (the passenger) – watch the short video , no decisions are necessary</li> <li>d. Select to interact with Emma’s phone</li> <li>e. Interaction – select option “Yeah great, I’ll put my foot down”               <ul style="list-style-type: none"> <li>• Why might Emma want to speed?</li> <li>• What would you do?</li> <li>• Does Pete have any part to play in this decision?</li> <li>• Can passengers influence driver behaviour?</li> </ul> </li> <li>f. Select to interact with Pete’s phone – watch short video</li> <li>g. Interaction – select option “Lean in!”               <ul style="list-style-type: none"> <li>• Is it wise for Pete to involve Emma in this way?</li> <li>• How might you react if you were Emma?</li> </ul> </li> </ol> </li> <li>2. Select to interact with Josh and Dan’s use of the trolley           <ol style="list-style-type: none"> <li>a. Select to interact with Dan (he is wearing the white shirt, holding the ball) – watch the short video</li> <li>b. Interaction – select “Get in mate!”               <ul style="list-style-type: none"> <li>• Why have the boys decided to muck around with the trolley?</li> <li>• Do you think that the boys put much consideration into the possible dangers/hazards of doing this?</li> </ul> </li> <li>c. Select to interact with the ball, view the photo, no decisions are linked beyond this. Close the photo.</li> <li>d. Select to interact with Josh (wearing grey shirt, sitting in trolley) – watch short video</li> <li>e. Interaction – select “Don’t listen to Josh’s Dad. Get going!”               <ul style="list-style-type: none"> <li>• What was the advice from Josh’s Dad?                   <ul style="list-style-type: none"> <li>- be careful walking along the road at night because sections of it are dark, implying that it was dangerous</li> </ul> </li> </ul> </li> </ol> </li> </ol>

Time	Content
3 min	<p>as visibility is poor</p> <ul style="list-style-type: none"> <li>• Why did the boys disregard Josh’s Dad’s advice?</li> <li>• Do you think that it is important to be visible when walking near or on a road?</li> </ul> <p>f. Select to interact with Josh’s phone</p> <p>g. Interaction – select “<i>we’ll cut across the road there in 10”</i></p> <ul style="list-style-type: none"> <li>• Why might the decision be made to cut across the road?</li> <li>• What might the danger be in taking a short cut across the road in this situation?</li> </ul> <p>3. Interaction complete, see what happens.</p> <p>- Emma, Pete, Josh and Dan all die in the resultant crash.</p> <p>Focus questions:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Have any of you ever done any activities similar to those portrayed in the graphic novel?</li> <li>• Where did we (as the decision makers for Josh, Dan, Emma and Pete) go wrong?</li> <li>• What were some of the contributing factors to this crash?</li> <li>• Was the crash avoidable? How?</li> <li>• Who thinks that we could have made better decisions?</li> </ul>
7 min	<p><b>Activity 4. Teacher led reworking of the scenario deliberately choosing positive/good decisions</b></p> <p>Teacher to lead the process of re working through the scenario as a class group, making the following choices/decisions. These are deliberately good or sensible choices that are designed to lead to a positive outcome. There are a series of suggested focus questions that you might also ask.</p> <p>Replay the situation to make positive choices. “Let’s replay the situation, this time making positive choices around safety.”</p> <ol style="list-style-type: none"> <li>1. Select to interact with the car             <ol style="list-style-type: none"> <li>a. Select to interact with Emma (the driver) – watch the short video</li> <li>b. Interaction involving Emma – select option “<i>Nice! But don’t film while driving”</i> <ul style="list-style-type: none"> <li>• Might this decision make any difference to the outcome? Why/why not?</li> </ul> </li> <li>c. Select to interact with Pete (the passenger) – watch the short video , no decisions are necessary</li> <li>d. Select to interact with Emma’s phone</li> <li>e. Interaction – select option “<i>Sorry Soph, ages away. You’ll have to wait.”</i></li> </ol> </li> </ol>

Time	Content
3 min	<ul style="list-style-type: none"> <li>• Why might this be a sensible decision?</li> <li>f. Select to interact with Pete’s phone – watch short video</li> <li>g. Interaction – select option “<i>Watch the road</i>” <ul style="list-style-type: none"> <li>• Why is it important to always pay attention to the road when you are driving?</li> </ul> </li> </ul> <p>2. Select to interact with Josh and Dan’s use of the trolley</p> <ul style="list-style-type: none"> <li>a. Select to interact with Dan (he is wearing the white shirt, holding the ball) – watch the short video</li> <li>b. Interaction – select “<i>Don’t do it. Dumb idea.</i>” <ul style="list-style-type: none"> <li>• Why might the boys think that it was a dumb idea?</li> </ul> </li> <li>c. Select to interact with the ball, view the photo, no decisions are linked beyond this. Close the photo.</li> <li>d. Select to interact with Josh (wearing grey shirt) – watch short video</li> <li>e. Interaction – select “<i>Make yourself visible. Use a light.</i>” <ul style="list-style-type: none"> <li>• Why do parents like to offer advice about being safe?</li> <li>• Who can give the class a recent example of some safety related advice that they were given by their parents? <ul style="list-style-type: none"> <li>– try for a few examples from a range of students. Ask each student to say why they thought that their parents had given that advice? Ask if they followed it? Asked what happened as a consequence? Ask what may have been the worst thing that could have happened if they had chosen to ignore their parents’ advice?</li> </ul> </li> </ul> </li> <li>f. Select to interact with Josh’s phone</li> <li>g. Interaction – select “<i>heading to the crossing there in 15</i>” <ul style="list-style-type: none"> <li>• What might Kev (the sender of the text) think of this response? Is this important?</li> </ul> </li> <li>h. Interaction complete, see what happens.</li> </ul> <p>- Emma, Pete, Josh and Dan all get to their destinations safely.</p> <p>Focus questions:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Can you remember what some of the decisions were that led to this desirable outcome?</li> <li>• What enabled this result to occur?</li> <li>• Was it hard to get to this positive outcome?</li> <li>• Might you do anything differently in the future after seeing these two distinctively different outcomes?</li> <li>• What have you learnt about peer influence?</li> </ul>

Time	Content
7 min	<p><b>Activity 5. Mix it up (time permitting; alternatively offer this as an extension activity)</b></p> <p><i>“Now try replaying the activity, mixing up your decision making with a combination of good v bad (positive v negative) – see what happens.”</i></p> <p>Select one student to come up to play, or alternatively students play by themselves using class sets of tablets. Replay the activity, mixing up the decision making with a combination of positive and negative choices.</p>
5 min	<p>Focus questions:</p> <ul style="list-style-type: none"> <li>• What decisions would you make?</li> <li>• How would it end for you?</li> <li>• How might one bad decision impact upon the outcome?</li> <li>• Do you always get a second chance? Discuss as a class group.</li> </ul>
5 min	<p><b>Activity 6. What have I learnt from this?</b></p> <p>Get the students to write a couple of paragraphs about what their key learning was from this lesson. Discuss the responses.</p>
3 min	<p><b>Conclusion</b></p> <p>Teacher to discuss the following:</p> <p><i>“When we first replayed the scenario we deliberately chose to make the worst possible choices. The second time we replayed the scenario we deliberately chose the best possible choices. Our lives are generally derivatives of best case and worst case scenarios. Life is not always clear cut.”</i></p> <p><i>“Peer pressure had quite an impact on decision making throughout the original interactive graphic novel scenario shown in the lead in video. Hopefully you can see that it is really important to always take time to consider the possible consequences of your decisions and actions.”</i></p>