

Post lesson

Resilience and road safety

Year level: 10

Duration: 45 - 50 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)

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)

Critical health literacy skills and strategies such as examining policies and processes for ensuring safer behaviours (ACPPS095)

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 understand the concepts of peer pressure and resilience
- Students practice applying resilient behaviours to a road safety scenario
- Students make safe decisions that demonstrate examples of risk management

Materials/Equipment and Preparation

- Access to the Internet in class
- Familiarise yourself with the resources referred to in the lesson appendices

Lesson Plan

Time	Activity												
5 min	<p>1. Introduction. Teacher discussion:</p> <p>a. Introduce to the students that today's lesson is following on from the previous lesson on either: Option A – Playing of the interactive graphic novel that allowed interaction with the character decisions to influence the outcome of a series of events about road safety. Option B – Our visit from the RAC Community Education team where they spoke to us about road safety and being a good passenger when travelling in a vehicle with peers.</p> <p>b. Discuss key take outs from the option above.</p> <p>c. Today we are going to explore the impact that peer pressure can have on road safety.</p>												
10 min	<p>2. What is peer pressure?</p> <p>a. Ask the students to write their own definition or understanding of what peer pressure is.</p> <p>b. In groups of 3 or 4 ask them to combine their thoughts into a group definition.</p> <p>c. Once they have crafted their group definition, ask the class to raise their hands if they think that their group definition is quite different to their own, original definition. If hands are raised ask these students how their group decided on a shared definition? - Depending on responses, some of the students may have individually had to succumb to peer pressure to enable a group definition to be developed. Point this out to the students if you think that this has occurred.</p> <p>d. Get 3-4 groups to report their definition to the class. Ask if they had any difficulty in agreeing on a definition.</p> <p>e. The Cambridge Dictionary defines peer pressure as – “<i>The strong influence of a group, especially of children, on members of that group to behave as everyone else does</i>”.</p>												
30 min	<p>3. What is resilience and how does it apply to road safety?</p> <p>a. Teacher to discuss that resilience is having the skills to handle pressures and influences that can affect people's choices. Resilience provides an avenue for people to resist peer pressure that might be encouraging risky behaviour.</p> <p>b. Ask the students to think of some examples of resilient actions/behaviours that were discussed in either of the Option A or B settings from activity 1 above i.e. from the previous RAC lesson. Teacher to create a list on the board.</p> <p>c. Ask the students to think of a personal example/s of how they have used their resilience to decline pressure from their peers/siblings. Perhaps they were being pressured to do something involving unnecessary risk. Get them to write their example/s down using the table format below. In the table: Situation refers to the activity or peer pressure itself; Action refers to the resilience that they showed to avoid getting caught up in the peer pressure scenario; Result is what they got out of it i.e. the result should have been a 'positive outcome' which enabled them to avoid a potential 'negative peer pressure outcome'.</p> <table border="1" data-bbox="389 1877 1517 2009"> <thead> <tr> <th>Situation</th> <th>(Resilient) Action</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Situation	(Resilient) Action	Result									
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Time	Activity
	<ul style="list-style-type: none"> d. Teacher to draw the table outline on the board. Invite a few of the students to add their examples to the table. e. Teacher to add an additional column to the table, titled 'Consequence - lack of resilience'. Discuss as a class what the possible consequences may have been for each of the examples had the student not taken a resilient approach to the situation. f. Repeat steps 3c, d, e - this time making the examples road safety related.
2 min	<p>4. Conclusion. Teacher discussion:</p> <p>“Everyone gets confronted with peer pressure. Coming up with resilience strategies that can be utilised if confronted with a possible negative, or harmful, consequence is a great idea. Although, having the necessary courage and strength to implement your resilience strategy can be hard to do. Talking about this with your mates and practicing, or modelling responses, in non-threatening environments is the key to being successful at resisting negative peer pressure.”</p>

Lesson Appendices

Additional resources for building resilience

1. Drug and Alcohol Research and Training Australia (DARTA) provide education on a wide range of alcohol and other drug issues. Their website provides access to a variety of resources.
Take a look at the presentation titled 'Adolescents and 'risk taking': Why do teens do the things they do and what can you do about it?'
<http://darta.net.au/presentations/>
This provides some insight into how adolescents think.
2. Visit the 'To do' section of the RAC bstreetsmart website at <http://racbstreetsmart.com.au/to-do/>
 - a. Under the heading 'Suggested activities (post-attendance at RAC bstreetsmart)' complete:
 - Develop a Plan B activity
 - Who is Responsible activity
 - b. Under the heading 'Activities to build resilience' there is a link to a fact sheet. This sheet contains activities that can be used to help to build resilience.
3. Visit the Keeping Cool project website at <http://www.keepingcool.edu.au/node/97>
The research team involved in the Keeping Cool project are academic staff members lecturing in Education at Murdoch University, Curtin University and RWTH Aachen University (Germany). This team has provided links to programs about student resilience and resources that you can use in your teaching.
4. Make use of the School Drug Education and Road Aware (SDERA) 'Challenges and Choices' resources.
Challenges and Choices is SDERA's core resilience, drug and road safety education program. The Teacher Resource provides a range of learning activities with age-appropriate resilience, road safety and drug education content for students in Year 7 to 10.
These resources are located at <http://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices/>