

Area of Study

Personal achievement and local and global citizenship

Overview

This transition unit builds on existing curriculum links in junior cycle CSPE and SPHE through its emphasis on the values and skills which underpin responsible decision-making and respect for the rights and safety of others. The Unit was designed by teachers and includes a wide range of methodologies and activities. The programme is fully resourced with a step by step set of lesson plans and worksheets. Each lesson is clearly structured and includes teacher note, worksheets and class activities. An interactive D.V.D. also provides support and includes class activities, crash reconstructions and real life stories. The unit also includes project work and input from a number of agencies such as the Gardaí, the emergency services and the NCT which adds greatly to the effectiveness of the programme. It delivers an important message that all students need to hear! This Transition Unit is supported by digital resources including access to international websites on road safety issues at the Road Safety Authority Website www.rsa.ie.

Related learning

Develops and reinforces research, fieldwork and project skills acquired in Junior Certificate 'STREETWISE' Road Safety Programme. Links with the promotion of positive attitudes and behaviours associated with CSPE and SPHE. Links with ICT for research and project presentation. Links with Leaving Certificate Physics (motion) and English (media reporting of news and the role of advertising in promoting road safety).

Outline of the unit

The unit does not have to follow this chronological order. The unit can also be adapted to suit the local context.

1. Introduction to Road Safety
 - What does road safety mean to me?
 - Who's who in the road safety business?
 - Pedestrians and cyclists.
 - Safety precautions- seat belts, child restraints, loose objects in cars and air bags.

Outline of the unit

2. Killer Behaviour

- Speed and speeding
- Alcohol and driving (includes The Emergency Services- Reconstruction of a Crash- What happens next?)
- Drugs (Illegal and legal) and driving
- Driver fatigue
- Hazard perception

3. The Emergency Services

- An Garda Síochána- 'It won't happen to me'
- The Rehabilitation Process (living with the consequences of a road crash)

4. Getting ready to drive

- Driving licence, motor tax and motor insurance
- The NCT test
- Getting ready to drive abroad
- Preparation for the driver theory test

Options:

- Class visitors (an Garda Síochána, NCT personnel, or a member of the Ambulance Service).
- A class visit to the local NCT test centre can also be arranged.
- Driver Theory Test – Students may study questions from the Driver Theory Test throughout the course with a view to preparing to sit the Driver Theory Test should they wish to do so.

Course related project work Students will be invited to identify a topic of interest to them and research it in some detail. Students are arranged in groups according to their interests. Students must then agree what they would like to learn, where they can go to get information, who will take responsibility for different tasks, how they will present their findings, etc.

Possible projects might include:

- Media tracking items relating to road safety
- Who's who in the road safety business- inviting a road safety professional to speak to the class
- Motorcyclists – project work with An Garda Síochána
- Seat belt campaign – project work on the use of seatbelts on school buses and organising an awareness week in the school
- Driver fatigue – designing a campaign to promote awareness of the dangers of driver fatigue
- Drugs and driving – investigating the effects which legal and illegal drugs have on a person and the implications of this when using the road

- Speed and speeding – questionnaire to ascertain if this is an issue locally
- Alcohol and driving – evaluating current campaigns and coordinating local alcohol and driving campaigns
- Hazard perception – designing a campaign which highlights the issue of hazard perception
- Purchasing a car – what are the financial implications of this?
- Driving Abroad – project work on the issues involved in driving abroad Create a short play which dramatises some road safety issues relevant to young people

When all the projects are completed the students must then agree how best to communicate the message to a wider audience in order to raise awareness about road safety. The projects can then be displayed (or performed) and used as a means of raising awareness amongst the wider school community.

Aims

This transition unit aims to:

- enable students explore their own attitudes and behaviour in relation to road safety Promote visual literacy
- enable students explore their own attitudes and behaviour in relation to road safety
- increase road safety awareness among the wider school community.

Learning Outcomes

On completion of this unit students should be able to:

- identify the key causes of road accidents in Ireland
- explain the factors that contribute to road safety
- identify the role of different stakeholders who have a remit for road safety
- work collaboratively towards an agreed set of goals through a group project
- practice basic first aid skills
- practise safe conduct on the road (as pedestrians, cyclists, passengers)
- show an appreciation of their rights and responsibilities in keeping the roads safe
- demonstrate skills of research and information processing
- creatively communicate a message about road safety to the wider school community
- successfully complete the driver theory test (optional).

Key skills

How evidenced

information processing	Students will research, record and evaluate information from a range of sources on road safety topics. They will also view video recordings of different road incidents and assess what happened and why.
critical and creative thinking	Students will reflect critically on their own attitudes and behaviour relating to road safety. They will use their imaginative skills to devise a message that can help promote road safety within their own school/community
communicating	Students will communicate with outside agencies and guest speakers. They will also communicate with the wider community. They will communicate their project work using a variety of media – drama, Art, PowerPoint display, an Excel spreadsheet showing survey results, etc.
working with others	Discussion and small group work is an essential part of this TU, through which students are given opportunities to explore their current beliefs, attitudes and behaviours to road safety and are enabled to challenge each other too. Project work will involve working in teams.
being personally effective	Students will plan their work using the project planning sheets which support the unit. On completion of tasks, they will appraise themselves using an evaluation sheet. The unit will enable the students to become confident and proactive members of their community on road safety issues.

Learning approaches

- Research and project work
- Case studies
- Field study
- Group work
- Use of ICT
- Personal reflection and exploration of personal attitudes
- Discussion and debate
- Simulations (role play/drama)
- Visit to NCT centre
- Guest speakers

Assessment approaches

Students will be assessed both individually and in groups through a combination of assessment methods:

- Presentation of projects
- Mock Driver Theory Test

Evaluation methods

Evaluation worksheets and interviews/discussions with students at the following points:

- Initial questionnaire to gauge students' current level of knowledge and attitudes relating to road safety. This questionnaire can then be administered again at the end of the unit to see what has been learned and how attitudes and behaviour have been affected through participation in the classes.
- Following project work and fieldwork, the students will evaluate whether goals were achieved and discuss any problems that may have arisen.
- A final worksheet covering the unit as a whole will be completed by the students and processed by the teaching team who will then conduct their own evaluation of the strengths and weaknesses of the unit, making any recommendations necessary.

Sample evaluation tools are available in the teacher's resource which can be downloaded from www.rsa.ie

Resources

The main bank of lessons to support teachers in delivering this unit are available to download as a PDF file at www.rsa.ie

Other useful resources include:

Transition Year Curriculum Support Service: Project Work Manual

TV, video/DVD recorder and ICT facilities

Audio visual material

Guest speakers School and public libraries

Press cuttings Local authority and emergency services (including your local Road Safety Officer contactable through your local county council office)

Some useful websites include

- www.rsa.ie
- www.ncca.ie
- <http://www.slss.ie>
- www.garda.ie
- www.nra.ie
- www.environ.ie
- <http://www.hse.ie/en/>
- www.healthpromotion.ie
- <http://www.dtts.ie/>
- <http://www.simi.ie/default.asp>
- <http://www.education.ie/>
- www.aaireland.ie
- <http://www.magireland.org/>
- <http://www.drinkaware.ie/>
- www.meas.ie
- <http://www.nacd.ie/>
- <http://www.drugsinfo.ie/>
- www.mqi.ie
- www.dap.ie
- <http://www.headwayireland.ie>
- www.spinalinjuries.ie
- <http://www.nrh.ie/>
- www.ncts.ie