

Road Safety Attitudes and Behaviours

A lesson plan for **Planning 10**

Background

Vehicle crashes are the leading cause of death and injury among people under the age of 21 in BC today. In fact, no other cause of injury or death among young people even comes close to exacting the same toll.

Yet a careful look at the factors contributing to these collisions reveals that many crashes could have been prevented. Indeed, many of them occur because a driver was:

- speeding
- driving while impaired
- engaged in risky and/or illegal driving behaviour (e.g., running red lights, passing without clear visibility, weaving aggressively through traffic)
- engaged in criminal activity (often involving a stolen vehicle).

Serious injuries or fatalities may also result if drivers and passengers involved in a crash have failed to properly use seatbelts or head restraints.

ICBC: Committed to Saving Lives

The Insurance Corporation of British Columbia is BC's publicly owned provider of vehicle insurance, and is responsible for licensing drivers and maintaining records of driver performance. We are committed to saving lives, reducing the number of injuries due to vehicle collisions, and controlling costs on behalf of motorists.

Support for stringent enforcement of traffic laws and the use of financial incentives (e.g., premiums linked to an individual's record of insurance claims) are clearly two important means that ICBC uses to accomplish these goals. In the long run, however, the most effective means of reducing vehicle collisions, and helping British Columbians take some of the risk out of road transportation, is to instill greater awareness of road safety among motorists through education and public awareness.

Given the numbers of crashes, their causes, and the extent to which they involve young people, promoting road safety among all youth just makes good sense.

Support for Road Safety Education

Building awareness, influencing the attitudes of young people, and encouraging them to display foresight, courtesy, and awareness of safety when operating vehicles are not aims that ICBC can — or should — accomplish on its own. **The support of communities and parents is essential, and reinforcement within the school system is critical.**

Students' attitudes toward driving and the capacity for judgment that they use when operating a vehicle are reflections of their overall maturity, outlook, and decision-making abilities. These are attributes that young people develop through their experiences at home, in school, and in other aspects of their lives.

ICBC has developed this lesson plan to support Planning 10 learning outcomes. ICBC's continued support of school-based road safety material represents a contribution to its ongoing partnership with the school system to further the development of young people as mature and responsible citizens.

Learning Outcomes Addressed

This lesson is not designed as support for a driver-training program. Its aim, rather, is to foster the development of a mature and responsible attitude toward the use of a vehicle. Specifically, this lesson seeks to:

- Increase awareness among young people of the risks involved in being on the road.
- Change young people's attitudes toward risky behaviour involving vehicles, making them less willing to engage in, or support, unnecessary risk-taking (e.g., thrill seeking).
- Help young people understand the responsibilities associated with vehicle operation.

While the lesson includes an online component aimed at the student, the approach is still largely teacher-directed. This reflects the understanding that, although students' independent use of online materials is a valuable methodology, it is still important to bring the learning back into the classroom for maximum educational impact.

The following table identifies which Planning 10 prescribed learning outcomes are addressed by this lesson.

Target Planning 10 Learning Outcomes	
Prescribed Learning Outcome	Suggested Achievement Indicator
Health (Healthy Living) <ul style="list-style-type: none"> analyse factors that influence health (e.g., physical activity, nutrition, stress management). 	<ul style="list-style-type: none"> identify and describe examples of social and environmental influences on health (e.g., family, peers, media, technology)
Health (Health Decisions) <ul style="list-style-type: none"> evaluate the potential effects of an individual's health-related decisions on self, family, and community. 	<ul style="list-style-type: none"> create a list of health issues facing adolescents (e.g., nutritional choices, sports safety, substance misuse, self-esteem, depression, suicide, body image, sexual decision-making, sexually transmitted infections, workplace health and safety, air and water quality, Internet safety) research and assess the potential effects of a range of health-related decisions on self and others, including: <ul style="list-style-type: none"> positive and negative effects immediate and long-term effects (e.g., physical, social, emotional, financial) describe practices that can assist individuals in attaining and maintaining short-term and long-term personal health
Health (Health Decisions) <ul style="list-style-type: none"> analyse individual and societal practices associated with road-related risk reduction and injury prevention (e.g., obeying speed limits, wearing seatbelts, driver education) 	<ul style="list-style-type: none"> list a range of road-related risks (e.g., speeding, drinking and driving, aggressive driving, inappropriate passenger behaviour, unsafe cyclist and pedestrian behaviour, road racing) describe a variety of societal practices that can be effective in reducing road-related risk (e.g., driver education programs, advertising campaigns, speed limits, traffic cameras) propose strategies to minimize risk to self and others in road-related situations (e.g., don't be in the vehicle with an impaired driver; wear seatbelts; obey speed limits; avoid distractions while driving, such as loud music, cell phones, eating)

Visit the Ministry of Education's website, www.bced.gov.bc.ca/irp/irp.htm, for full text of all provincial curricula.

For more information

In addition to the materials provided in this package, teachers are encouraged to explore other areas of ICBC's website (www.icbc.com) to access the most up-to-date information on a range of road safety and road use issues. A section designed specifically for youth, Geared 2 Youth, provides information on obtaining a licence and purchasing insurance, as well as links to sections specifically for educators and for parents. This site also includes information about the most current learning resources developed by ICBC, including:

- RoadSense resource packages for Health and Career Education 8-9 and Planning 10
- RoadSense Speakers program
- Graduated Licensing Program (video and instructional resource)
- Distance and Kyle (a music video with accompanying discussion guide)
- Other resources to support the teaching of road safety topics in school

Lesson Plan: Road Safety Attitudes and Behaviours

Preparation

Review the activity procedures, and arrange for student access to computers to conduct the survey and research online. Alternatively, you may wish to assign both the survey and research as homework; or, the survey and research material can be printed and distributed to students as hard copies.

Procedure

① To introduce the topic, ask students to suggest the most common causes of vehicle crashes. Record their responses for later referral.

② Direct students to the Road Safety Attitudes and Behaviours survey (www.icbc.com/youth/). Have students complete the surveys individually. Ask students to think carefully and answer the questions as honestly as possible. Advise them that they should be able to think about and give an answer to all of the questions even if they do not yet have their driver's licences. Stress the importance of honesty, and reiterate that they will not be marked on their responses. Have them print their completed surveys for reference.

③ Bring the class back together to talk about the survey in generalities. For example:

- All of the questions in the survey relate to contributing factors in vehicle crashes, or to increased risk of injury in the case of a crash. Are there any that you had not considered before to be risks? If so, which ones?
- Which of these behaviours do you think are most likely to contribute to vehicle crashes?
- Which of these behaviours do you think are most common for high school students? For adults? Why?
- Why do you think people sometimes engage in behaviours that may put themselves or others at risk?

Revisit and update the list created earlier.

④ Inform students that three leading causes of vehicle crashes in BC are:

- Speeding
- Impaired driving (driving while under the influence of alcohol or drugs)
- Risk-taking while driving (e.g., tailgating/following too closely, running red lights, poor vehicle maintenance)

⑤ Divide the class into three groups, and have them conduct research into these three primary categories of crash causes. After completing their research, they should prepare a promotional campaign aimed at positively affecting young peoples' attitudes and behaviours about road safety. Set the parameters for the presentation, or allow groups to choose their own (e.g., a web page, a mock documentary, posters and flyers, drama presentation).

Procedure cont.

As starting points for their research, suggest the following web resources:

- Drinking and Driving Fact Sheet (www.icbc.com/road_safety/pdf/Drinking_and_Driving_LP72.pdf)
- Mothers Against Drunk Driving (www.madd.ca)
- Transport Canada – Road Safety (www.tc.gc.ca/roadsafety/menu.htm)
- Canadian Association of Road Safety Professionals (www.carsp.ca/)

Discuss with students the criteria that will be used as the basis for assessing their presentations. For example, students can be assessed on the extent to which they:

- Clearly identify and explain their assigned risk factor
- Describe the physical, emotional, legal, and financial consequences associated with the risk factor for self
- Describe the physical, emotional, legal, and financial consequences associated with the risk factor for others
- Apply relevant principles of safety and injury prevention (e.g., risk assessment, following safety rules, training and education, courtesy and respect)
- Identify relevant programs and strategies that promote safety
- Cite relevant sources of information
- Present their information in an engaging, age-appropriate manner designed to have a positive affect on attitudes and behaviours

⑥ Provide an opportunity for students to present their work for the rest of the class.

⑦ Ask students to complete the survey again, and compare the results, noting any changes from the first time. Ask them to conduct a self-assessment (e.g., in their journals) of what they have learned in this lesson, focussing on any attitudes that may have changed as a result of the discussions, research, and presentations. Possible sentence stems for self-assessment include:

- The most significant thing I learned about road safety risk factors is _____.
- The most surprising thing I learned was _____.
- The most interesting thing about the _____ presentation was _____.
- I think that the best way to influence young people's attitudes about safe driving is _____ because _____.
- In the future, I pledge to _____.

**Extensions**

- Have students submit their first surveys anonymously. Compile the survey responses to determine whether there are any patterns, and discuss as a class. For example, are boys more likely to engage in risky behaviour than girls? Students who already have their licences vs. students who do not? Students who have taken a driver training program vs. students who have not?
- Have students view the video ads at www.icbc.com/road_safety/tvadsPU.asp, as examples of campaigns aimed at changing people's attitudes and behaviours related to road safety.

Survey: Road Safety Attitudes and Behaviours

This survey is for students in BC who are learning about road safety as part of the Planning 10 curriculum — though the questions apply to all road users.

We all share responsibility for road safety. One way to take responsibility is to think about your own attitudes and behaviours related to driving. The survey will help you do that.

Please answer the questions honestly. **You will not be marked on your responses.**

The survey is available online at www.icbc.com/youth/.

How likely would you be to ...

1 = not at all likely, 5 = extremely likely

Drive more than 10 km over the speed limit?	1	2	3	4	5
Drive more than 30 km over the speed limit?	1	2	3	4	5
Run a yellow light?	1	2	3	4	5
Run a red light?	1	2	3	4	5
Drive when you are very tired?	1	2	3	4	5
Drive when you are very angry or upset?	1	2	3	4	5
Drive without wearing your seatbelt?	1	2	3	4	5
Ride as a passenger without wearing your seatbelt?	1	2	3	4	5
Drive after drinking alcohol?	1	2	3	4	5
Take a ride in a vehicle when you know the driver has been drinking?	1	2	3	4	5
Drive after taking cold medication?	1	2	3	4	5
Drive after using drugs?	1	2	3	4	5
Take a ride in a vehicle when you know the driver has used a drug?	1	2	3	4	5
Race with another driver?	1	2	3	4	5
Tease a driver for driving too cautiously?	1	2	3	4	5
Distract a driver with excess noise, shoving, etc.?	1	2	3	4	5
Tailgate behind a driver you think is going too slowly?	1	2	3	4	5
Drive while talking on a cell phone?	1	2	3	4	5
Drive while eating or drinking?	1	2	3	4	5
Drive or take a ride in a vehicle that you know to be in poor condition?	1	2	3	4	5
Drive without wearing required prescription eyewear?	1	2	3	4	5