STUDENT LEADERSHIP TRAINING IN SAFETY EDUCATION

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ABSTRACT:

STUDENT LEADERSHIP TRAINING in TRAFFIC SAFETY EDUCATION

This paper explores an innovative way of developing Traffic Safety Education (TSE) as part of a student leadership-training program in an outdoor education setting. The outcome of the program is that the students implement traffic safety education into the curriculum when they return to their own schools. The Traffic Safety Education Network from the Victorian Department of Employment, Education and Training (DEET) and a VicRoads Regional Coordinator piloted a program at the newly established Alpine School at Mount Hotham Victoria. The pilot program was developed in four stages:
1. Establishing the basics of the TSE leadership program,
2. Training teachers and students to deliver a road safety project during their time at the Alpine School
3. Supporting the students to implement traffic safety in their schools
4. Evaluation.

Key Words:
Traffic Safety Education, Student Leadership Training, Curriculum Strategies, Professional Development

Introduction

This initiative is part of the implementation of the Traffic Safety Education Teacher Professional Development Project (TSETPDP) which is managed by the Victorian Department of Education, Employment and Training (DEET). The TSETPDP currently supports 16 teachers statewide to be freed from their school timetable commitments for one day per week to help schools include Traffic Safety Education (TSE) in their curriculum. These practising teachers work within their own regions as local experts and use a variety of strategies to target schools that don't have (comprehensive) TSE to it take up. This paper describes a specific strategy to target, not the teachers, as has been the usual approach, but the students. The students in teams of 6-9 from each of 8 schools attend the Alpine School for a term. The schools from which the students come are selected by regional officers from schools in one rural and one metropolitan region each term.

DEET established the Alpine School in 1999 with initial enrolments commencing in 2000. The Alpine School is a Centre for Leadership, Outdoor and Enterprise Education for year 9 students in Victorian Government schools. Located at 1600m near Dinner Plain village in the Victorian Alps, it provides an opportunity for a middle school residential experience in a superb location. The curriculum focuses on individual and team learning projects sourced from students' home regions.

Robert Allen, VicRoads Regional Road Safety Co-ordinator, Benalla, made an approach to Conrad Remenyi, Project Manager of the TSETPDP, and together they identified an opportunity for a program that empowered the students attending the Alpine School to develop TSE in their school curriculum.

As a result, the Traffic Safety Education Network Leader for Goulburn North-East Victoria, Annette Strain was asked to investigate the possibility for the inclusion of Traffic Safety Education as a community learning project at the new Alpine school. The Alpine school focuses on student leadership teams, developing student skills in leadership, enterprise education and team based learning, using a community learning model.

The community learning model:
The model consists of three parties in the community: the local school, parents together with the broader school community, and the Alpine School. The local school selects a team of students and identifies a community project. The community provides support and sponsorship for student participation. The Alpine School develops the leadership team and provides the environment for the project to be designed and implemented. On return to their own school it is expected that they will include traffic safety in their curriculum as they work closely with their local community addressing an identified project.

Method

A professional learning team was established between the North-East Traffic Safety Network Leader, the VicRoads Regional Road Safety Co-ordinator at Benalla and the Project Manager of the TSETPDP. Their focus set on the regional timetable for schools selection to the Alpine School. Contact was made directly with schools who intended to apply to their region for selection to the Alpine School. Those who expressed an interest were personally contacted.

A curriculum unit (see Appendix A) was drafted by Annette and written especially to address the needs of schools requiring a community learning project in TSE. This unit was made available to the schools in making their applications to their regions for an Alpine School place.

Of the 7 schools who elected to make submissions based on the community learning project in TSE only one school, Brunswick Secondary College was selected. Upon selection to the Alpine School:
- Conrad visited the selected school on 3 occasions to :
  * outline the rationale for the program and support procedures
  * provide the students and teacher in charge with initial resources and TSE familiarisation
  * identify the school's needs and main thrust of their community learning project in TSE.

  Over the course of these visits, the students developed and conducted a survey (see Appendix B) in their school to identify the main ways that students travel to and from school. From this survey they determined:
  * the level of understanding/awareness of traffic safety amongst students
  * that they would develop a cross-age tutoring program to teach primary students from their five feeder primary schools about bicycle education. The program they devised was based around using the "Bike Ed" resource and involved a series of lessons delivered by the year nine students focussing on safe routes to and from school, bike checks and helmet wearing.

- both Annette and Robert visited the students while they were at the Alpine School supporting the students' development and understanding of the traffic safety community project in preparation to implement on their return. Annette, as the TSE Network Leader, provided curriculum advice. Robert, as the VicRoads Co-ordinator, provided the information about road regulations and resources.

Conrad made follow up visits after the students' return to the home school to ensure ongoing contact with the TSE network and to monitor the successful implementation of the community project. The teacher in charge was also provided with further access to TSE materials and programs.

Results

- Students developed, owned and delivered the entire program providing a meaningful community learning project at the school level.
- Additional networks were established within the community of schools. The five primary schools were also introduced to TSE besides the Brunswick Secondary College
- Students delivered power point presentations to their school council and/or curriculum committees as to the rationale and nature of the program
- The secondary students have been developed and proven as agents of curriculum change in their school

Conclusion

The program clearly supports the DEET initiative/focus on the middle years of schooling very well. It addresses the issues that specially affect students at this stage of development – their sense of connectedness, resilience and self-esteem in the school and wider community.

The importance of the program is that it both draws on and supports a student leadership initiative within DEET.

The current program is flexible enough to be adapted by any school involved in the Alpine School. The program addresses a need identified at the school local level. Indeed this is both its weakness and its strength – its weakness in that there is no compelling reason for its adoption unless the school already wishes it; its strength in that the program is accessible and meets the needs of all schools that undertake it.

That strength derives from the fact that the program is driven by the students and provides additional impetus for the school to have an ongoing TSE program.

Integrated Unit
The Fix It Project
(Annette Strain Traffic Safety Network Leader Goulburn North-East)

<table>
<tr><td>Host KLA:</td><td>Technology</td></tr>
<tr><td></td><td>Health & Physical Education</td></tr>
<tr><td></td><td>Math</td></tr>
<tr><td></td><td>English</td></tr>
<tr><td></td><td>Civics & Citizenship</td></tr>
<tr><td colspan="2">Year Level: 9</td></tr>
<tr><td colspan="2">CSF Level: 6</td></tr>
</table>

KLA & Strand	
Technology	*Information
Health & PE	*Health of Individuals & Populations *Self & Relationships
Math	*Chance & Data
English	*Speaking & Listening *Reading *Writing

Outcomes:	
Technology	Information
Health & PE	HIP6.1 & 6.2 SR6.1 & SR6.3
Math	MACD 6.1 &MACP 6.1
English	ENGSL 6.1, 6.2, 6.3, 6.4 ENGRE 6.5, 6.7, 6.8 ENGWR 6.9, 6.10, 6.11, 6.12

Course Content: A description of what the content will be.	Students will apply a wide range of techniques and procedures to efficiently and effectively produce data on how their peers travel to and from school in their local community. They will explore and examine attitudes towards risk taking. They will consider a range of strategies to minimise risky behaviour and present their information to minimise these harms to various audiences through:

	Learning teams
	Power point presentations
	Booklets and brochures
	Information on the Alpine web page
	Internet discussion groups
	Negotiating with personnel on various levels
	Display of digital photographs

Understandings: **Rationale** This unit is designed to develop the following understandings.	*Surveys can reveal meaningful information that can be acted upon. *Technology is a powerful tool in the collation and delivery of data. *Teams are self-generating. *Self - reflection is a means for self- improvement. *Self confidence and knowledge combined with a conscientious commitment can have resounding effects.

Introducing the topic :	Activities
Ideas to introduce and engage the students with the topic. eg. a guest speaker, video clip.	• Guest speakers VicRoads (Rob Allen) and Conrad Remenyi (DEET) to engage students in stats concerning the death and or injury to students under 18. • Traffic Operation Group police officer Sen.Cons. Peter Borelli to engage students in risk taking behaviour.

Shared Experiences:
Activities which will enable students to gain new information about the topic. Activities which focus on the "Understandings" and make use of what students already know.

<div align="center">Activities</div>

- In teams audit local environment for safe and unsafe areas when travelling to and from school.
- Use digital camera to photograph safe and unsafe areas identified.
- Photograph students travelling to and from school. Use these photographs to create a display highlighting the area/s of concern.
- Look closely at the type of surveys VicRoads use to collect information about local environments.
- Look at how VicRoads present final data using "CrashStats".
- Design a survey that will reveal meaningful information. (for this purpose the survey will be for the Alpine School and distributed amongst peers, teachers and selected locals).
- Create a database on computer which show the results of survey.
- Identify two concerns.
- Form a working party with representatives from all support areas who will meet during the process and on completion report back through, Alpine web page, student internet discussion group and the local school community.

- In teams create a power point presentation to deliver to the following audiences. The presentation

should identify the area/s of concern with recommendations for change:

              *Peers

            *VicRoads

            *Local community groups

(back in your own school audience would include School Council, local Council and perhaps Member for Parliament)

- Negotiate and discuss with ViRoads, local council and Police who will be responsible to make the recommended changes.

- On computer design a brochure which you can take back to your school to assist you to implement "The Fix It Project"

Assessment : Activities identified for assessment of students to form the basis of written reports.	- Database revealing collation of survey results. - Power point presentation. - Recommendations for change and how they will be implemented. - Entries on Alpine School web page. "The Fix It Project" brochure.
Self Reflection: Through regular meeting of the working party students reflect on progress, keep a diary of meetings and achievements.	**This unit of work to be completed over the term of 10 weeks. Traffic Safety Network Leader, VicRoads, DEET rep. Attend 4 days over the 10 week period, beginning week 1, 4, 6 and 10.** - Week 1,2,3 introduction, overall discussion of project, audit, digital photographs, choice and distribution of survey, form working party. - Week 4,5, create database, interpret data. - Week 6,7,8, develop and present power point presentation, negotiate, discuss, implement changes. - Week 9, 10 where possible photograph changes, evaluate recommendations and what was achieved.

An Integrated CSF2 Unit
"Fix It Project"
Technology
English
Health &Physical Education
Mathematics

Civics & Citizenship

Alpine School:
 This project will:

- Empower students with the self -confidence and knowledge that they can change dangerous practices that compromise their safety and the safety of their peers.
- Give opportunity to work together in learning teams on a project with an on-going framework.
- Involve a conscientious commitment.
- Be supported by their school and wider community groups.
- Allow them to work and negotiate with various levels of the community.
- Allow for personal and group reflection

At the Alpine School simulate what they would do at their own school:
- Use the Alpine School environment and expose areas which engage students in poor safety practices, eg where they cross the roads, the gravel edges, how they travel home etc.
- Establishment of learning teams.
- Develop a survey.
- Collect and collate data.
- Digital photographs of areas which they feel need changing.
- Power point presentation of data
- Presentation to groups at Alpine school
- Proposed changes to environment negotiated with various personnel.
- Consideration of this project on the Alpine School's web page.
- Publish booklet / brochure steps on how to go about making this project happen at your school when you return.
- On return students maintain contact through e-mail discussions groups.

APPENDIX B

BRUNSWICK SECONDARY COLLEGE

Year 7 Traffic Safety Survey

This survey is conducted by a small group of 6 students who will be taking part in a leadership program for 9 weeks at the Alpine school during Term 4. After the program, we will be involved with a project concerning the community focused around traffic safety. The project will try to minimise the risk of traffic accidents around our school and demonstrate the importance of traffic safety in our school.

Question1.
How do you travel to school? (tick each form of transport you use)

Walk		Tram		Train	
Bus		Bike		Car	
Scooter		Skateboard			

Other (please list): _____

Question 2.
Do you see any of these safety issues on the way to school? (please tick)

☐	Students running across the road
☐	Students not wearing helmets
☐	Students not using the crossing
☐	Students not waiting for the traffic lights
☐	People not wearing seatbelts
☐	Bike riders not keeping to the left on bike tracks
☐	Neither of these

Question 3
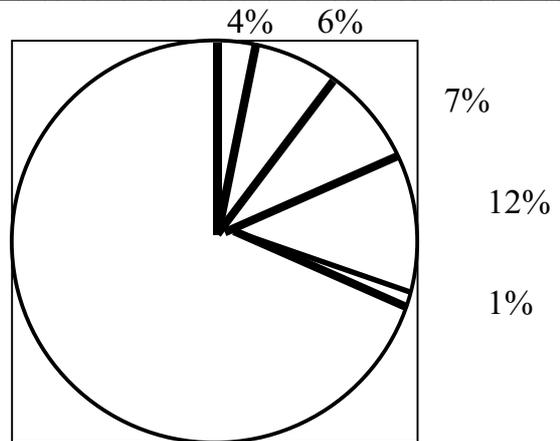Is there anything else you see that you think is dangerous? (please list)
_____
_____

Question 4.
Do you have any suggestions on how students can get to school safer?
_____
_____

Question 5.
Fill the following pie chart with what you
the relevant percentages for the death of
Children age 0 – 14?

1. Poisons/drugs
2. Suffocation
3. Electrocution
4. Drowning
5.   Road Crashes
6.   Other

4%   6%

7%

12%

1%

Thank you for your time in filling out this survey