

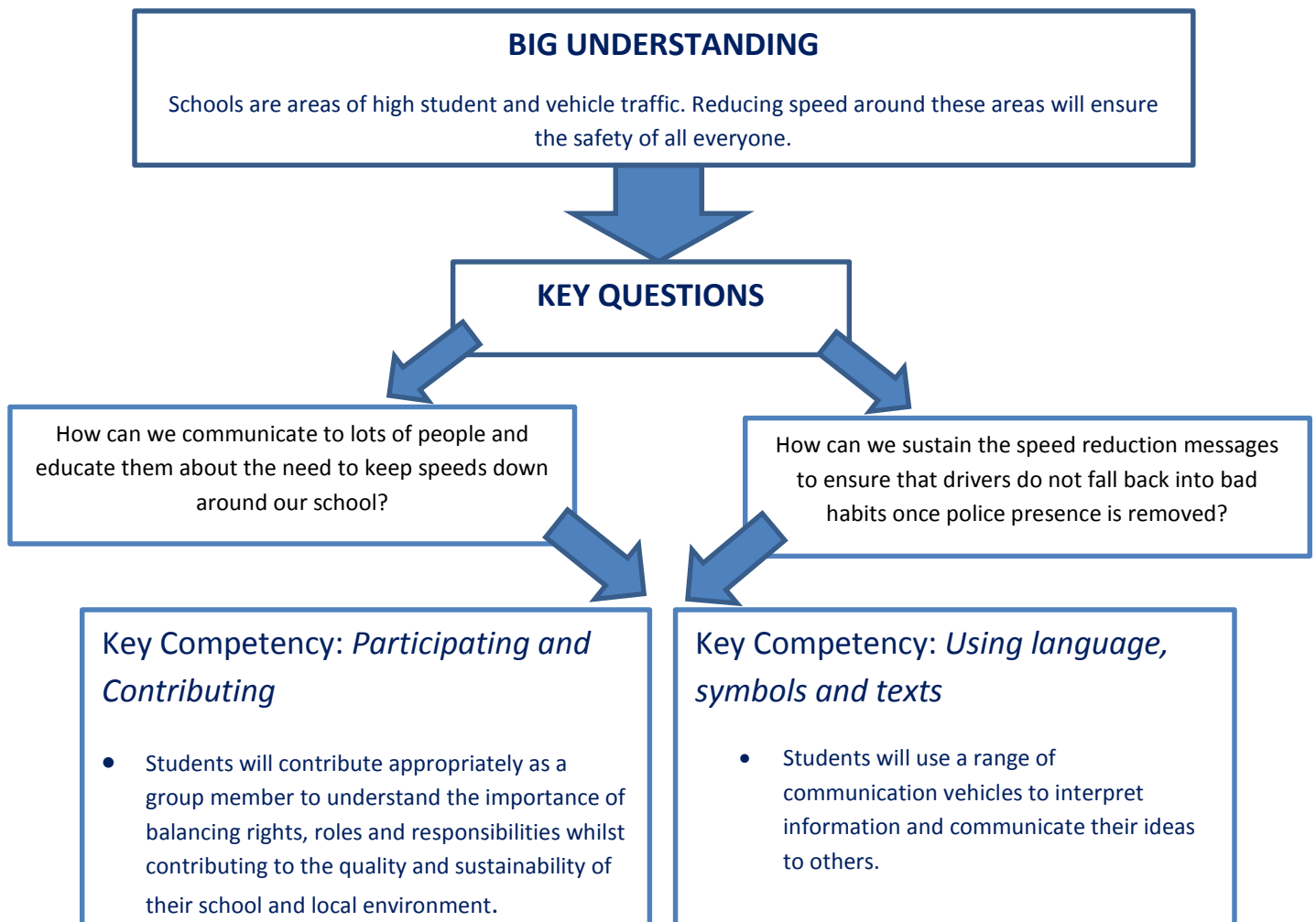
SLOW DOWN AROUND SCHOOLS

INQUIRY LEARNING



Purpose: The purpose of the Slow Down Around Schools (SDAS) scheme is to make drivers aware of the need to reduce speeds and drive safely, particularly around school and child zones.

Rationale: This sequence of lesson plans has been designed, in the main, to promote student activity with regards to sustaining driver awareness of their speed around the school community. It also serves as a method to ensure on-going driver education through student activity in the community.





Learning Area: *English* Speaking, Writing, and Presenting

Achievement Objective Levels 3 & 4

- Students will select, form, and communicate ideas about road safety around schools.

Learning Area: *Mathematics* Statistics

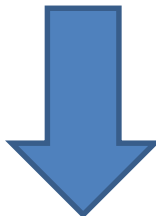
Achievement Objective Levels 3

- Students will conduct investigations using the statistical enquiry cycle



Possible Learning Experiences: -

- Using the SDAS talking cards as a guide, create your own “speech” that you will recite to the drivers instead.
- Create a brochure, personalized for your school, with a safety message to hand out to offending drivers.
- Create a postcard/business card/ dash board reminder/certificate for safe drivers to go into the goodie bag
- Display the gathered data as a bar graph, pie graph, stem and leaf graph... for presentation to assembly
- Create a learning story about the SDAS process to share at a school or community event
- Brainstorm ways that you can sustain the message about speed in the absence of Police enforcement.
- Create a Power Point presentation about your learning and share with the school.
- Create a book/brochure/ role play/ play/ rap/ about your learning...



ACTION

(How will the children display their learning?)

Students will present their statistical data in some form and present their learning about SDAS and speed for the school and/or local community.



Slow Down Around Schools: Lesson Plans

Lesson 1:- (Time frame-1 hour)

- Meeting with Community Transport Coordinator and student group involved with campaign.
- Briefly discuss with students about SDAS campaign, what happens on the day and how they will be involved in the day.
- Discuss student opinions about why they think we get them to talk to the drivers and why they think we run SDAS?
- Show students original scripts and get them to brainstorm their own ideas about what they could say to the drivers when stopped. Have one group work on good drivers and the other on speeders. Students ideas must include:-
 1. A pleasant greeting
 2. Why they have been stopped
 3. A thank you to good drivers
 4. The reasons why they should drive safely past our school (name of school must be included in the script)
 5. The SDAS message.
 6. A final reminder.
- Students are given time to finalise their ideas. Community Transport coordinator takes ideas, types and emails back to the school that next day ready for students to practice their speeches before the campaign day.
- Students practice their speeches and are encouraged to try and memorise some parts of the script if possible. Emphasis is placed on them talking clearly, loudly, with enthusiasm, and confidently when talking to drivers.

Or

Lesson 1b:- (Time frame-1 hour)

- Meeting with Community Transport Coordinator and student group involved with campaign.
- Briefly discuss with students about SDAS campaign, what happens on the day and how they will be involved in the day.
- Discuss student opinions about why they think we get them to talk to the drivers and why they think we run SDAS?
- Discuss and brainstorm how reward good drivers or remind speeders about the need to drive at a safe speed at all times.
- From brainstorm decide on one idea that can be put into the goody bag or handed to the driver after they have read/recited their driving speech. (see learning experiences above for some suggestions)

Lesson 2:- Campaign (Time frame-1 hour)

- The SDAS Campaign is to take place **2 weeks after the pre-visit lesson** has taken place.
- Some students are talking to drivers others are taking speeds and recording for statistical data display.
- Community Transport Coordinator/Lead Teacher/fellow students take photos and video or students in action.

Lesson 3:-

SDAS follow Up:-

- After SDAS Campaign meet with students and discuss their findings. Look for trends in data. Discuss trends and what they mean for the school. Discuss how successful they think the campaign was. How can we keep the message going?
- Brainstorm ideas about keeping the message going in the absence of Police enforcement.

- Develop a presentation aimed at explaining to the rest of the school community what SDAS is and how you are going to sustain the message of reducing speeds outside and around the school environment.



Speed - a small increase makes a big difference

Many drivers think that it is okay to speed, provided they don't go more than 10km/h over the speed limit. This is not the case. Even small increases over the limit can be the difference between life and death.

The risks

At 30km/h, the risk of killing someone you hit is 10%. At 50km/h it rises to 70 per cent. For young children these rates are even higher. Police regularly enforce a 4km/h speed tolerance around schools.

The remedies

Drive to the conditions. Expect the unexpected. Don't go over 40km/h in school speed zones. Don't go over 20km/h passing stationary school buses.

Slow down around schools

Top example is from Pukekohe High School. This is their personal message produced through artwork, during their SDAS pre-visit lesson. Their artwork was then placed on the back of the above SDAS speed postcard and all drivers received the SDAS speed postcard. This is what is expected to be produced during all SDAS pre-visit lessons.