



Be Prepared
Stay alive

Road safety facilitator's handbook

Road safety is everyone's business - the biggest killers of young people in the world today are road accidents. In an Irish context many young people are killed and injured each year often as a result of carelessness and lack of attention both on the part of the pedestrian and the driver of the vehicle in use. Behavioural change is crucial to reducing the number of incidents and it is not an easy process for all of us. We develop bad habits overtime, and in a lot of cases, we have been lucky to stay alive uninjured – for some it is not the case and many have died and become disabled as a result. In order to adapt new ways of thinking and behaviour it will be necessary to change our minds and our understanding of the dangers that are always present in our engagements with roadways and transport.

This road safety programme initiative is therefore centered around changing behaviour based on a clear understanding of the possible dangers that are present in our community and reducing the risk of injury. Bad habits are present at all stages of our lives, young people however are still learning about life and its dangers, and there is a bigger possibility that with awareness and understanding of dangers that behaviour can be changed for the better.

The programme is presented across a number of key areas

Be Prepared

Be Aware

Be Responsible

Road Sense

Outdoor activity and RSA demonstration unit

Each area will be explored via a number of themed programmes/learning frameworks and include an outdoor activity. The programme elements can be mixed and matched – depending on circumstances of meeting venue. These facilitator notes will explain how each programme elements is used.

The programme/learning framework for each meeting consists of a series of games, practical exercises, video material and review time. Review time (at the end of each meeting) is vitally important is assessing the experience, knowledge and learning achieved and future actions.

The programme/learning framework is presented to two different age groupings 6 -11 and 12 – 18 in the relevant Scouting sections (6 -11, Beaver and Cub Scouts, 12-18 Scouts and Venture Scouts). Programme elements will be presented in an age appropriate context.

All of the material presented is within the capabilities of any Group with a bit of organisation and some training in the material content. Video material and social media elements are available online. The Road Safety Authority Educational Units are also available to supply additional road safety materials and assist in the programme delivery.

Be Prepared

The Be Prepared programme/ learning frameworks are centered round 'discovery' and knowing what dangers exist within your community. A key component of this element is a community survey to map the possible dangers in a community and highlight the main problems that exist when travelling in your community. Other elements build on the community map and include a town planning exercise, observational exercises and discovery of behaviour and attitude. The learning framework is supported by additional RSA material and video material.

Be Aware

The Be Aware programme/Learning framework explores how we react to situations and how quickly we react to danger. It also explores the perception of situations from the perspective of different road users – vision, speed, reaction. A number of games will present 'risk' and these can be further exploited by the facilitators in later discussions on perceived, managed and real risk.

Be Responsible

The Be Responsible programme/learning framework looks at the need to be responsible in your behaviour and interaction in a dangerous space. The elements will explore teamwork, group and peer pressure, distraction, acting responsibly and protection. RSA material will support this learning framework as participants explore road engineering, protection and some science based activities.

Road sense

The road sense programme/learning framework is presented as the last programme/learning framework as it explores the consequences of accidents. This learning framework used scenarios based on first aid responses and seeking assistance to an accident for younger age range and consequences scenarios to an older age range. RSA resource material and video material will be used to present clear messages and real outcomes from accidents.

Outdoor activity

An outdoor activity is presented to support the programme and it is a cycling based activity. As the most likely vehicle that most young people will be

in charge of is a bicycle this activity will be firmly based on bicycle readiness and mechanics, control of a bicycle and road use. The activity will be presented via a cycle rodeo theme/framework with young people visiting a number of bases and fun based interactions. This activity can be a full or half day event. Local Gardai and RSA personal may also be involved depending on local circumstances.

RSA outdoor presentation unit

The RSA have a dedicated outdoor demonstration unit that can also be accessed by groups taking part in the programme. This unit will need to be booked well in advanced and ideally be located at bigger events. So local groups might come together for a county based activity and/or include all young people in an area via connections with local schools and the RSA Educational Unit.

Social Media support

In older sections it is suggested that the programme/learning framework is supported by social media interactions. Young people will be invited to setup social media pages and link to existing material and video content via these group based pages. The idea is to 'drip feed' information and content via social media between meetings to maintain a focus on the subject matter as the programme progresses.

Ultimately, the aim of the programme and learning frameworks is to cause behavioural change. It is also hoped that local community actions will be created by young people who feel a need to do something. These actions will be dictated by local circumstances and situations. All of these actions can be reported and promoted via social media channels.



Be prepared

Time allowable – 1.5 to 2 hours

The learning framework for this element is outlined in the following objectives:-

1. Participants will have a clear understanding and knowledge of the key 'danger zones' that exist in their community.
2. Participants will explore how at different times of the day and in different weather conditions identified 'danger zones' can differ and intensify.
3. Participants should be able to identify clear safe routes and passageways in their community
4. Participants will fine tune their observational and awareness skills
5. Participants will view some video material related to pedestrian safety

Elements of this programme

Community survey
 Local danger mapping
 Creating a straight line danger map
 Town planners exercise
 40 objects observational game
 Bridge crossing game
 Sound map exercise
 Camouflage Game
 Torch Game
 Key punch game
 Spot the difference

RSA material
 What happens next?
 Pedestrian watch
 Safe cross code – learn the dance

Video material
 Pedestrian safety
 Seat belt video
 Train crossing video
 Spot the difference video

Setting up the meeting space and explaining the programme

In the weeks before the programme begins all of the young people should be made aware of the plan to have road safety awareness element within their weekly programmes. Why this is necessary and a brief overview of how it will work. This will happen via a planning session and programme creation session with team leaders and adult supporting them in this process. Within the programme options there are a number of games and activities – it is not necessary do every item suggested. The programme location/meeting hall will dictate what is possible, as will outdoor opportunities around the meeting place. The possibility of including extra ideas and suggestions from participants should also be considered to add to the resources provided here.

It is intended that videos will be shown during the meeting so some technology will need to be provided to allow this to happen – laptop and digital projector or TV screen. The posters provide in this programme kit will also have links to videos via QR coding- so mobile phones can also access the video material.

The community survey exercise will take some time to complete depending on local situations and this exercise can be done in the week preceding the meeting if the group wish – perhaps at a weekend.

Posters and related Road Safety information should be posted on notice boards and the general awareness of safety elements should run parallel to the meeting and activity content.

Posters should be put up in sequence so that the 'Be prepared' poster appears a week before the meeting/activity takes place. Followed by the - 'Be aware', 'Be responsible' and 'Road Sense' posters in turn.

The worksheets will provide details of each programme element.

Review process – the purpose of this programme initiative is to change behaviour and each meeting plan is designed to present a key feature of the overall programme. At the end of each meeting and at key moments within the meeting the facilitator/key Scouter should take some moments to allow participants to assess what they have learned, their thoughts and ideas and perhaps future actions.

It is not necessary to take down a list of these observations but participants should be asked to think about what they do and the dangers that exist around them. They should be asked to 'Be Prepared' by knowing and discovering the dangers around them and preparing themselves to overcome these dangers and become confident.

Some review games to aid this process are also included.

Use of games

It is not necessary to state the purpose of games before they are played. They should be played for the fun of it – in the first instance. At the end of the game a quick review by the game leader can draw on the key observations and lessons learnt from the game.

For example in the camouflage game the fun is creating a disguise and creeping up on the 'guard' however the learning element is the fact that if you are 'camouflaged' to the extent that you cannot be seen you are not clearly visible – this is translated to road use in this case a motorist or other road user. If you are not visible it increased your risk and is dangerous behaviour.



Be Aware

Time allowable – 1.5 to 2 hours

The learning framework for this element is outlined in the following objectives:-

1. Participants will have a clear indicator of how quick their reaction time is. - See, react, do/avoid
2. Participants will explore how risky situations feel and intensify or diminish reaction times and how to assess risk.
3. Participants should be able to identify hazards and how they are perceived from different perspectives
4. Participants will conduct experiments and make observations on how science effects speed, inertia and car crash physics.
5. Participants will view some video material related to distractions and safety hazards

Elements of this programme include

Drop ruler/penny game
 Snap game
 Swat the rat game
 Staves
 Periscope
 Minefield game
 Jenka Game
 Nerve tester
 Electric hands game
 Roll ball

RSA material

Hazard perception
 What does the driver sees
 Will you hit or miss

Science

Inertia experiment
 Reaction testing

Video material

Texting and driving
 Beware of others
 Cycling videos

Setting up the meeting space and explaining the programme

This is the second session/meeting in the programme and it should build on what was learnt in the last session/meeting. This session/meeting is centered round being aware of yourself in the context of other road users and how you interact with other road users. Key components are an understanding of how quickly a participant can react when confronted by danger. Often reaction time can be critical to 'step out of the way' of danger or 'stop what we are doing'. Understanding and 'seeing' the risks associated with any given situation is also important. These capabilities are interlinked – a participant therefore needs to be observant (be prepared session), be aware of their surroundings and the dangers they present and then have the confidence and experience and skill to overcome these situations safely. This session/meeting presents a number of fun based games and activities that present different challenges. The facilitators then use these interactions to draw out and explore how they affect behaviour.

The science based experiments introduce car crash physics – in particular inertia and its effect on the vehicles and the passengers within that vehicle.

It is intended that videos will be shown during the meeting so some technology will need to be provided to allow this to happen – laptop and digital projector or TV screen.

Posters and related Road safety information should be posted on notice boards and the general awareness of safety should run parallel to the meeting and activity content.

Posters should be put up in sequence so that the 'Be Aware poster appears at the end of the first session/meeting before the meeting/activity takes place. The poster should build as each poster is placed side by side. At the end of this session / meeting the 'Be responsible' poster should be posted.

The worksheets will provide details of each programme element.

Review process – some key points and learning to be sought during the review is to explore how a participant feels when they are scared or feels in danger.

What is the thinking process in their mind – assessment? fear?, flight?, stunned?.

What will they do in the future when confronted by risk and danger...we are looking for phases such as minimise, be more observant, think before I act. See things from another's perspective.

Some review games to aid this process are also included.

Use of games

It is not necessary to state the purpose of games before they are played. They should be played for the fun of it – in the first instance. At the end of the game a quick review by the game leader can draw on the key observations and lessons learnt from the game.

For example in the Roll ball game the fun is moving the ball along the edge of the plank without it falling off. The learning is around concentration, hand to eye co-ordination, assessing the current situation through the 'feel' of the ball and of being in control of the ever present risk that the ball will lose your control and fall.



Be Responsible

Time allowable – 1.5 to 2 hours

The learning framework for this element is outlined in the following objectives:-

1. Participants will have an understanding that their safety is their responsibility
2. Participants will explore their responsibility and care of others – fellow travellers
3. Participants will discover how modern road engineering practices are making roads safer for motorist and pedestrians.
4. Participants will explore how protection items can reduce risk of injury
5. Participants will conduct experiments and make observations on how science effects impact and car crash physics.
6. Participants will view some video material related to distractions and myth busting

Elements of this programme include

Traverse Game
 Cat and mouse Game
 Chaos game
 Face off Game
 Interference Game
 River crossing game
 Give directions Game

RSA material

Road engineering
 Cycling clothing
 Seat belts
 Protection – helmets

Science

Egg drop activity

Video material

Impact videos
 Egg crashing – myth busters
 Car crash testing – myth busters
 Gorilla video

Setting up the meeting space and explaining the programme

This is the third session/meeting in the programme and it should build on what was learnt in previous sessions/meetings. This session/meeting is centered round being responsible for yourself and your actions in the context of other road users and how you interact with other road users. Key components will be an understanding of how they think about responsibility, managing and taking risks. The session/learning framework is focused on allowing the participant to understand that it is their job to make sure they are safe not someone else's job. They also have a caring role in ensuring that their friends are all kept safe – even if they are acting irresponsibly.

The games will explore working in teams and how by working together friends can protect each other. Other games will explore the many distractions that interfere with our task of being responsible and how we communicate information to each other.

Exercises will explore what RSA and road engineers are doing to make our road safer. Accidents will happen even when everything seems to be perfect and the use of protection will be considered to protect and reduce injury.

This session/meeting presents a number of fun based games and activities that present different challenges. The facilitators then use these interactions to draw out and explore how they affect behaviour.

The science based experiments introduce the effects of impact and car crash physics – in particular its effect on the passengers within that vehicle.

It is intended that videos will be shown during the meeting so some technology will need to be provided to allow this to happen – laptop and digital projector or TV screen.

Posters and related Road safety information should be posted on notice boards and the general awareness of safety should run parallel to the meeting and activity content.

Posters should be put up in sequence so that the new poster appears at the end of the session/meeting before the next meeting/activity takes place. The poster should build as each poster is placed side by side. At the end of this session / meeting the 'Road Sense' poster should be posted.

The worksheets will provide details of each programme element.

Review process – some key points and learning to be sought during the review is to explore how a participant feel about the fact that they are responsible and need to be constantly aware and prepared (building on previous sessions)

What is the thinking process in their mind – awareness or carelessness, my problem or other people's problem. Risk or protection

Some review games to aid this process are also included.

Use of games

It is not necessary to state the purpose of games before they are played. They should be played for the fun of it – in the first instance. At the end of the game a quick review by the game leader can draw on the key observations and lessons learnt from the game.

For example in the river crossing puzzle game the fun is working out and unlocking the puzzle in this case getting everyone safely to the other side of the river. The learning is around considering the danger, working out a way or method to overcome the danger safely and allowing all parties to the situation to have a happy outcome.

Road sense



200 young people
DIE
or are injured every
year on our roads



Road sense

Time allowable – 1.5 to 2 hours

(preparation is required before the start of the meeting to set up incidents and scenarios)

The learning framework for this element is outlined in the following objectives:-

1. Participants will have a clear understanding of the consequences of accidents both in terms of injuries and aftermath.
2. Participants will explore how they react to situations – dealing with a scene, raising help, long term injuries and death of a friend.
3. Participants will 'play out' situation to understand the complexity of various
4. Participants will explore the idea of luck – myth or fiction
5. Participants will view some video material related to distractions and serious outcomes of accidents.

Elements of this programme include

Scene of an accident
Suits – death card game
Bus stop game

Scenarios – what would you do

RSA material

Wreaked

Video material

Texting while driving
Accident outcomes
Distractions

Warning:- some of the items covered in this session/meeting may have an emotional impact on participants. Fake accident incidents should be simple situations, bare some reality but not be over graphic and within the capabilities of basic first aid and organisational skills of a team.

In older age sections the group will be role playing serious scenarios. Again, some scenarios will be difficult. The aim of these exercises is education and while there will be a fun context and a laugh at some presentations it is important that the facilitator/key Scouter remains in control of the situations and draws as much learning from the sessions as possible. Facilitators should also point out that some of these scenarios may have personal connections to the participants present (perhaps a friend or family member has been involved in an accident or died) and should act sensitively in such situations.

Essentially, this session is all about thinking about what happens if we don't change our behaviour, it, like previous sessions/meeting, should source previous content and review processes. As this session/meeting is the last one in the programme participants might have a 'need' or 'want' to do something perhaps an action/campaign in their community – facilitators can explore and encourage this as future actions in the review process.



Outdoor activity – Cycling

Time:- depending on location – afternoon event – 3-4 hours, it can be expanded to a day-long event depending on numbers and competitions included.

The learning framework for this element is outlined in the following objectives:-

1. Participants will know what essential items and functionality is required on a bike to make it roadworthy.
2. Participants will explore how they react to various skill related situations –they will have an opportunity to practice and improve.
3. Participants will have an opportunity to display their knowledge and skill through a series of competitions and quizzes.
4. Participants will practice the rules of the road related to cyclist.

Overview

The outdoor activity is a complementary event to the sessions/meetings. This activity will concentrate on cycling as it is the main vehicle that most young people will be in charge of. In all other cases they are pedestrians or passengers. Some older scouts may be in a position to drive a car but by and large cycling is the main area of focus.

The event is run in a location that has hard ground – a school yard or car park. The event is a ‘cycle rodeo’ which is a multi-base activity.

Participants arrive at the event with their own bicycle and protective gear.

It may be possible to also have the RSA outdoor unit in attendance- this will depend on availability and booking calendar.

The bases include a series of games that will check and improve bike handling skills. Rules of the road, and bike roadworthiness and essential maintenance skills are also included.

Bases are run on a circular basis with participants moving around the laid out course. Competitions can be included on certain items.

Participants can also make a bike flag (I am here!!!) to attach to their bikes.

Such an event needs a team of people to organise and run. Permissions will also be required to use event space.

The programme sheets and illustration will outline how the course of bases should be laid out.

Certificates can also be printed and given to participants (cert provided in this resource)

Possible bases

A bicycle check (roadworthiness)
and repair base)
Can drop
Obstacle course
See-saw
Plank
String line
Slow and steady
Spiral Course
Newspaper drop
Wheel on and off
Coasting
Quick stop
Escape turn
Quizzes
Name the parts
Cycle inspection
Helmet drill
Make a bike flag



This certificate of participation
is awarded to

_____ who took part in the
Bike Rodeo event at

_____ on

Signed _____

Date _____



