



RSE Newsletter

RYDA supports teachers back in the classroom

It has long been recognised that education leading to deep understanding and behaviour change does not happen in a day. It comes when educational materials support each other and are reinforced across time. The people in the best position to make that happen are our hard-working and dedicated classroom teachers.

With a crowded curriculum and any number of social issues needing attention, teachers are under increasing pressure to divide their time and become experts across a number of topics, some far removed from their original teaching discipline. Road safety is one such topic.

As a learning organisation, RSE has designed RYDA to complement the school curriculum. Importantly, RYDA gives teachers a highly engaging, personalised and memorable tool that front loads their students on road safety knowledge. RYDA gives teachers a platform from which to build their lessons leading up to and long after their student's attendance at the program.

To assist in this task, RSE has worked alongside a curriculum consultant, herself an experienced classroom teacher, to produce a Teacher's Companion to the RYDA Program.

The Companion booklet is designed to show teachers how they can best assist and be involved during the RYDA program day and importantly, increase the impact of the program by using road safety as an authentic context for further classroom learning.



(L-R) Kiri Wilson and Sean Robinson from Taupo-nui-a-Tia College run through the new RYDA Teacher's Companion

Laid out to mirror the student GPS booklet, the Teacher's Companion allows teachers to see what the students are working on throughout the day as well as providing insight in the learning outcomes of each session, outlining the best practice and behavioural change techniques applied to the sessions and providing government curriculum links and classroom extension ideas.

RSE's Programme Manager, NZ, Maria Lovelock has been visiting schools with the Teacher's Companion in hand and has been getting some great feedback.

At Rodney College, the coordinating teacher 'loved the companion and could see how it would be perfect for project based learning'. They are already thinking about including some pre and post learning around next year's RYDA program. While over at Whangarei Girls High School, Maria talked with a teacher who was currently looking for projects to do with her year level and had stated that she'd 'forgotten that the NZTA resources went right from year 9' and found the Companion helpful in making those links.

As with all RYDA materials, the Companion will be sensitive to feedback over the coming months, taking in suggestions from teachers as they start to put the booklet into practice.

Ultimately, with the production of the Teacher's Companion to the RYDA Program, RSE seeks to further help teachers as they guide their students to become active responsible citizens who can use their learning to make a difference for themselves and others on the road.





Young drivers and why they sometimes make terrible decisions on the road

Acknowledgement: Dr James McCue, Edith Cowan University (Originally published in The Conversation)

Young people aged 17-25 are over-represented in road crash statistics and this is often due to their high risk behaviour as a driver or passenger. Recent research from Edith Cowan University confirms that it is usually not their fault.

Brain studies show the frontal lobe — which is responsible for decision-making, impulse control, sensation-seeking, emotional responses and consequential thinking — does not finish developing until our early-to-mid 20s.

A teen's developing brain places them at greater risk of being reactive in their decision-making, and less able to consider the consequences of their choices.

Most children demonstrate an understanding of “right” and “wrong” behaviour from an early age. But children and teenagers have been found to be poor decision-makers if they feel pressured, stressed or are seeking attention from peers.

So it's reasonable to expect, in a car situation, that a 17-year-old will know they should not speed. However, they are less adept at choosing not to speed in the presence of coaxing peers whom they wish to impress.

The difference between what teenagers know and what they choose can be explained in terms of “cold” and “hot” situations. Cold situations are choices

made during times of low emotional arousal. During these periods, teenagers are able to make well-reasoned and rational decisions.

Hot situations refer to choices during periods of high emotional arousal (feeling excited, anxious, or upset).

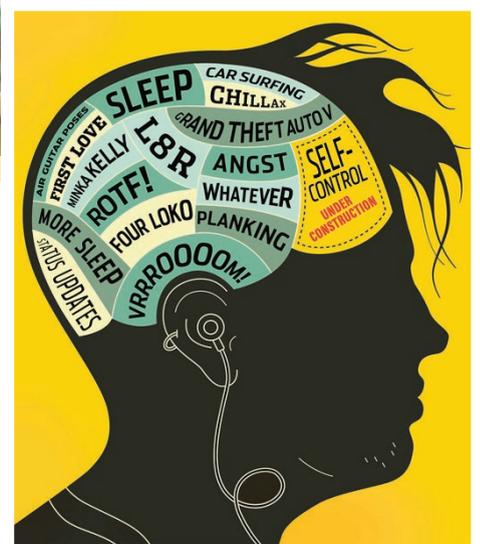
Hot situations increase the chance of teenagers engaging in risk-taking and sensation-seeking behaviours, with little self-control or consideration of the possible consequences of their actions.

The impact of emotional arousal on decision-making explains why teenagers might discuss, for example, the negative consequences associated with drinking and drug-taking, but then engage in those very behaviours when with friends.

Overall, teenagers' psychosocial immaturity makes them more likely to:

- seek excitement and engage in risk-taking behaviour
- make choices on impulse
- focus on short-term gains
- have difficulty delaying gratification
- be susceptible to peer pressure
- fail to anticipate consequences of their choices

Good decision-making skills can be learned, and there are six key steps parents can employ to encourage better teen decision-making ▶



Six Key Steps for Parents

- Be aware of upcoming events that may present teenagers with decisions that need to be made. Listen to their expectations about the events (such as whether they expect to drink alcohol or how they intend to get home)
- Discuss scenarios which may present a risk, or require a decision (ie, missing the train home, friends becoming intoxicated) to explore healthy, or safer choices – this is an area the RYDA program focusses heavily on.
- Encourage your teen to stop and think and recognise “when in the moment” to temporarily remove themselves from a situation to help them make decisions away from direct pressures.
- Provide a decision-making compass. Suggest that to check whether a decision is a good one, get them to consider whether they would tell you about their decision.
- Remind teens to ask for help. They don't have to make choices alone. Ensure they save contact details of people who can be available to talk through options in a difficult situation.
- Use mistakes as learning opportunities. Use these lived experiences to generate discussion about where the decision making went wrong, and how to make better choices in the future.

MTAA Super goes yellow for National Road Safety Week

MTAA Super is the national super fund for the automotive industry. Since 1989 it has grown to become one of Australia's largest super funds and now drives the financial future of professionals from many trades and industries.

MTAA Super is passionate about supporting their members and the communities they live in. That's why they are official partners of RSE and its RYDA program.

MTAA Super CEO Leeanne Turner said: "We are pleased to be able to support RSE and RYDA in this important work. It is critical that young people understand the importance of road safety as early as possible.



Top: MTAA Super staff promote Yellow Ribbon I Below (L-R): RSE Ambassador, Peter Frazer (SARAH); RSE CEO/MD Terry Birss; MTAA Super CEO, Leeanne Turner; RSE Program Director, Greg Rappo



Given Australia's vast size and diverse terrain, this will be a skill they certainly draw on again and again."

Earlier this year, MTAA Super showed its support by participating in National Road Safety Week (NRSW). Happening between 30 April and 6 May, NRSW aimed to highlight the impact of road trauma and promote initiatives to reduce it - such as the RYDA program.

To celebrate, MTAA Super hosted a 'wear yellow to work day' and morning tea. Surrounded by a sea of yellow, MTAA Super staff proudly donned their best yellow ribbons, scarves, wigs, and ties. They also made the NRSW pledge to "drive so others survive".

Good2Go drives on in New Zealand

In 2016/2017 RSE restructured its Good2Go program as in in-car follow-on from RYDA. With continued support from the Proactive Youth Driver Education Trust, in June this year we were able to team up with Tamaki College in Auckland to extend the program even further.

In an effort to expand the kind of opportunities available to their students, Tamaki College has engaged an in-school driving instructor. This gave RSE a great opportunity to see how the Good2Go program could work within this school scenario as part of a driver licensing program. AMI Insurance also joined us on this project and have subsequently helped the school with additional sponsorship of its driver education program.

Good2Go isn't an ordinary driving program. This course teaches essential tips and strategies to become a better driver and keep safer while out on the road. Just like RYDA, Good2Go focusses on decision making, rather than the mechanics of driving a car. It does this in a peer environment, with young drivers having the opportunity to get behind the wheel and put their learning into practice - all while under the supervision of a



"Awesome experience. I learnt heaps about safe driving"
Junior Maffilio (R) with fellow Tamaki College students, Simaima Laimani and Autymn Kanuta William

licensed driving instructor. Designed to complement normal driving lessons, the course identifies the five most common crash types and practices strategies to avoid them.

Vili Tukuafu, Tamaki College's Driving Instructor, is concerned at the number of young people driving without a licence or taking risks on the road. Through his work, Tamaki students are gaining their licences, armed with the tools they need to be responsible driving citizens.

Alongside their in school training and provision of the Good2Go for a number of their Year 13 students, Tamaki College also makes RYDA available for all Year 11 students. This is a school that truly believes in creating a safety culture throughout.

Good2Go is currently available in the South Island with the support of the Proactive Youth Driver Education trust.

As well as giving teachers tips for getting involved in the RYDA day and continuing the messages back in the classroom, the Teacher's Companion to the RYDA Program also outlines some of the basic principals to road safety education. This information is included to help teachers understand how they can best position their messages and which approaches to road safety education work or don't work, according to the evidence. Here's a sneak peek between the pages of the Teacher's Companion booklet.

Understanding good practice in road safety

Based on (including excerpts) *Summary of Changing Mental Models: How recent developments in teaching and learning can be applied to road safety education in schools*, M. Chamberlain and P. Hook.

Much research has been done around what is effective and what is not effective in changing people's mental models and behaviours. Whether considering walking, cycling or driving there are some clear research findings that show the effect of a variety of approaches. In order to achieve the best possible outcomes for our students, our practise should reflect these findings.

The design and delivery approach are also very important. While the information useful for students to know as regards road safety is clear, how this content is taught can have a major effect on how deeply it is learned and to what extent mental models can be changed.

Important threads

Road safety education needs to be supported through schools, homes and communities. Recent learning theories suggest that to change mental models of young people, we need to consider four key features of our approach: ▷

1. Designing activities deliberately linked to how young people learn
2. Ensuring relevance that motivates and engages young people
3. Creating dissonance and developing deep knowledge
4. Developing competencies for making decisions and taking action

At the school level - ideally road safety education needs to happen over time, be school wide and be developmentally appropriate throughout students' school lives. It needs to be based on best evidence about effective teaching and learning.

At the classroom level - learning should be interactive and should encourage students to develop social competence and resilience. It should be relevant and focused on individual learning needs.

At the student level – students should consider the needs and voices of pedestrians, cyclists, passengers and drivers. They should be encouraged to be active citizens who consider our roads a shared space and should be given opportunities to use their learning to make a difference for themselves and others.

Best Practice Road Safety Education

Here's a quick checklist of what works and what doesn't, according to the evidence

More effective

- ✓ Approaches based on best evidence about effective teaching and learning
- ✓ Content which is explicit, appropriate and challenging
- ✓ Focus on individual learning needs
- ✓ Targeting causes of risk behaviour
- ✓ Approaches that are evaluated

Less effective

- One-off approaches not linked to students' ongoing learning
- Activities that lack clear goals
- Teaching not evaluated for impact on students' learning
- One-size-fits-all approaches

Detrimental

- x Programmes that promote early licensure
- x Traditional training focused on vehicle emergency handling skills
- x Use of scare tactics or confrontation without providing a parallel positive experience



RSE newbies



We are pleased to welcome two important new members to the RSE team.

Colin Hyde has joined us as our Program Coordinator for RYDA in the Sydney Region. He comes to us after nearly four years with High Resolves, an organisation that conducts leadership programs in high schools to motivate and empower young people to make a difference. As National Operations Manager with High Resolves, Colin managed the operational aspects of program delivery to 120 schools and 25,000 students. Prior to arriving in Australia around 9 years ago he worked in the UK as a Marketing Manager in the tourism industry and had various roles in the motor vehicle sector.

Colin brings to RSE some great skills and a diverse range of operational, marketing and event management experience from the NFP, private and public sectors. Colin will be working with many hundreds of Sydney high schools and our team of facilitators to help deliver the RYDA Program to approximately 15,000 students each year.

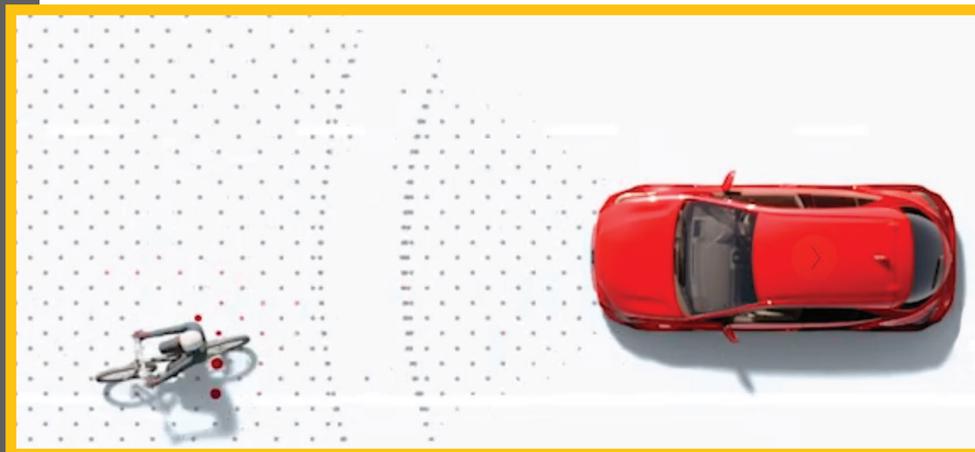
Christine Nassima has taken on the Program Assistant role. A critical role within the team, Christine makes sure that our 80+ venues across Australia have all the equipment and resources they need to run a successful RYDA program. A mum of four young children, with a background in administration and customer service, Christine was looking for one more challenge to add to her already busy life. She came to the right place!

A safer car for a safer journey

Students attending RYDA are introduced to the “Safe System” and learn about the many factors that influence a crash and its severity. Students discover that a key factor in the Safe System is the vehicle and how cars can be improved to prevent crashes and help protect us from harm if a crash does occur. They are encouraged to make choices that not only protect them and the occupants of their vehicle but also protect other road users, some of whom may be more vulnerable on the road.

Recent news from one of RSE's major partners, **Toyota Australia** indicates that significant advances in vehicle safety are now becoming more affordable and therefore, more accessible to all road users. The world's biggest selling car, the Toyota Corolla has achieved sales of over 45 million since it was launched over 50 years ago and today is recognised as one of the safest small cars in its class with many advanced safety technologies that were previously only found on luxury or higher grade vehicles.

The recently released Corolla Hatch is now fitted with a suite of advanced safety features to help avoid collisions including an active pre-collision safety (PCS) system with autonomous emergency braking - if a potential collision is detected, the PCS system will initially employ a visual and audible warning; if the driver fails to heed the warnings, brake assistance is provided to bring the car to a complete stop.



The new Corolla also features an Active Cruise Control system that uses a system of cameras and other sensors to maintain a set distance to the car in front and an advanced lane departure warning and support system with multiple functions. If the car deviates from the lane unintentionally, the lane departure alert will first issue an audible and visual warning before providing gentle steering assistance to encourage the driver to move back into the lane.

To help reduce the potential of fatigue-related collisions, the system also includes a Sway warning function that displays a warning prompting the driver to take a break if the system detects the car swerving due to driver inattention.

The availability of advanced safety technology in vehicles that are more affordable for young drivers is a significant development in providing a “Safe System” to help protect all road users.



An exciting new partnership

Watch this space because our next newsletter will bring you details of a new member of RSE's valued team of major partners.

We can't tell you too much, just yet, except that our new partner is Australia's largest construction materials and building products supplier with thousands of trucks on our roads in all states and territories. More details coming soon.

Speaking of great partners...



Have you spotted the fantastic community service announcement produced by **Bridgestone** promoting the RYDA Program? The 30 second announcement is playing across commercial TV networks all over Australia. We've been getting a bunch of phone calls from parents and schools interested to participate in RYDA. Keep an eye out for it on a TV screen near you!

The wet weather did nothing to dampen the spirits of students from Bay of Island College at a recent RYDA program, thanks to AMI's sunny ponchos



Anyone who has attended RYDA at one of our Sydney venues and been lucky enough to sit in on Kaitlyn Brown's Crash Investigators session, will understand the impact of her memorable story. Kaitlyn speaks to students of the crash that left her with a spinal injury at just 19 years old. Her story then provides the backdrop for an engaging student investigation into the factors that caused the crash and impacted its severity. Recently, we worked with Kaitlyn to produce a video which will step into the gap on those rare occasions where a speaker is not available. Although very rare, we wanted to make sure that unforeseen circumstances such as a last minute speaker illness does not rob our students of the highly impactful and interactive aspects of the session. We thank Kaitlyn and PBF Australia for their generous support in helping make this happen.



Kaitlyn's Story - A Student's perspective...

"Learning about the different factors that could induce a crash was straightforward as Kaitlyn's speaking was informative and engaging. Additionally, she allowed us to think how other problems or situations leading up to the crash would have caused [harm]. The activity allowed us to rethink Kate's story and how factors such as weather, vehicle, and moods affected driving safely. Crash Investigations taught me to assess the situation and to take a step back to re evaluate the positives and negatives to make smart decisions. I thoroughly enjoyed Crash Investigations and the other sessions; I'm glad to have attended RYDA today".

Always ready for a rainy day

At RYDA, we have back ups for everything. Along with new Crash Investigators video which will support the program on those rare occasions where a crash survivor presenter is unavailable, we also have plans in place to conduct the Speed and Stopping demonstration in a classroom setting when the skies open up; again holding on to as many of the practical elements as possible. Our major partner in New Zealand, **AMI Insurance** took our 'rainy day' policy to heart recently when they turned up in drizzly weather with a car-load of ponchos for students so they could still take part in the outdoor demonstration. Thanks for having us covered, AMI!



CONGRATULATIONS & THANK YOU

TO THE ROTARY VOLUNTEERS AND CLUBS AT THESE VENUES WHO ARE CELEBRATING **10 YEARS** OF DELIVERING RYDA



Caloundra, Qld | 8,500 students
Clare, SA | 1,500 students
Gympie, Qld | 2,000 students
Maitland, NSW | 5,000 students
Nambour, Qld | 7,000 students
Noosa, Qld | 5,000 students
Salisbury, SA | 2,500 students
Toowoomba, Qld | 9,500 students
Yamba, NSW | 2,000 students

Rear-end collisions - expensive, inconvenient and dangerous but here's the good news... easily avoided

Rear-end crashes feature significantly in road statistics, representing over 20% of crashes, especially in city and suburban areas. While most rear end crashes do not lead to fatalities, not insignificantly, about one-quarter do result in fatal or serious injuries.

For the larger majority the result is one more of inconvenience and a decent hit to the hip pocket. Many CTP insurance claims are for rear-end crashes, amounting to approximately a quarter of all CTP costs.

The good news is that the majority of rear-end crashes can be avoided by

following the recommended safe following distance which, in most jurisdictions, is three seconds. Unfortunately up to 40% of drivers fail to maintain a safe gap.

Research shows that it takes about 1.5 seconds for someone to react and 1.5 seconds to brake and come to a stop. Of course a driver who is distracted or affected by alcohol, drugs or fatigue will take a lot longer to react to the actions of other vehicles on the road.

In most situations the only response is to brake because swerving is rarely appropriate and can result in a more severe crash, like a head-on collision.

To calculate a three-second safe following distance you simply need to observe when the rear of the vehicle in front of you passes a non-moving object such as a power pole or shadow on the road surface - start to count 'one thousand and one, one thousand and two, one thousand and three'. If your car passes the object you picked before you finish the three-second count, you are following too closely and your chances of being involved in a rear-end crash are greatly increased.

In poor driving conditions, such as rain, night and gravel roads, it may be necessary to increase your crash avoidance space to four or more seconds.

RYDA students get the opportunity to measure a three second following distance for themselves during our Speed & Stopping session. Often, their first comment is "but no one keeps this far back!" We encourage our students, who are now more informed than the average driver, to be part of the change to maintain a safe following distance and avoid the high risk and anti-social habit of tailgating.



RSE supporting Queensland Road Safety Week

Queensland Road Safety Week, held in late August, was a great chance for the community to be involved in making our roads safer for all road user groups including motorists, pedestrians, cyclists, heavy vehicle drivers and motorcyclists.

Communities, schools and workplaces across Queensland got involved by hosting local events and sharing road safety information among staff, students, colleagues, family and friends.

Queensland Road Safety Week is also about challenging the status quo. Let's stop accepting death and serious injury as just 'part and parcel' of using our roads. Speak up. Be heard.

RSE joined in activities with the presentation of our RoadGuide program to novice drivers, supervisors and road safety stakeholders at the PCYC Logan City in south Brisbane. We also used our social media platforms to spread the word far and wide.



RSE's Hannah Olsen and Greg Rappo with Road Safety Week supporters from Qld Police, Transport and Main Roads and PCYC Logan City



We thank our partners for their continued generous support



Rotary Clubs in Australia (ACT, NSW, QLD, SA, TAS, VIC & WA) & New Zealand

In Australia & New Zealand

Founding Partner



In Australia



In New Zealand

Co-Founding Partner



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