

YOUR ideas YOUR initiatives

Road Safety Actions for a Better Environment



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Teacher Guidelines

The Methodological Approach



The YOUR **ideas** YOUR **initiatives** project has been designed and developed by P.A.U. Education and Renault in coordination with authors B. Bruun Jensen, J. Magne Jensen, N. Larsen, V. Simovska from the educational project [©]*RoSaCe Road Safety Cities in Europe* and developed with the support of the Directorate-General for Energy and Transport of the European Commission.

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The IVAC approach

The Investigation-Vision-Action-Change (IVAC) model provides a framework for the development of **YOUR ideas** **YOUR initiatives** which is designed to ensure that the insight and knowledge pupils acquire during the project is action-orientated, interdisciplinary and, therefore, conducive to the development of action competence.

Scheme of phases in a participatory – action learning process

Investigation	Identify needs and problems (issue, question): share overall objectives, analysis of the context.
Vision	Imagine the future: creative analysis concerning possible solutions to the identified problems.
Action	Design phase: plan actions or projects to achieve desired changes and apply them.
Change	Actions in place: monitor and evaluate changes.

The first box in the model deals with reaching a common view of the actual problem being dealt with. Pupils have to be actively involved in choosing the subject and coming up with an answer as to why this subject is important to them. They must also work with the historical dimension. To be able to evaluate how current conditions or a given development are influenced, it is important to understand which conditions have contributed (over time) to developing these conditions. In brief: an alternative perspective makes it necessary to look at the conditions from a development perspective.

In addition a social science perspective is important in order to clarify the causes behind the problem. Even if the problem manifests itself in the classroom or the school (in relation to the social climate among pupils) the underlying causes will often turn out to be outside these parameters. Societal observation methods, through which safety problems are shown in the economic, cultural and social structures in which they develop, are important here.

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The second box deals with developing visions of how the conditions with which one works and would like to change could look in the future. This point concerns pupils developing ideas, perceptions and visions about safety for their future and the society in which they will be growing up. For instance, do they want to improve the school compound or do they want to work on improving the conditions for cycling to school?

According to the third box, it is also important that imagination be employed to foster a wealth of possible actions in connection with reaching some of the visions that have been drawn up. Pupils will be able to carry out some actions on their own, while others will call for close collaboration with key people in the local community. It is of great importance that all proposals be discussed. The different actions are discussed in relation to their effect and the barriers that might arise and, finally, one or more actions are selected for implementation.

Instead of looking at the boxes and the questions as goals to be worked on in a set order, the process can be described as circular, as one keeps going back to earlier points in order to further elaborate them.

These perspectives do not imply that the teacher's tasks decrease or become less exciting, or that the teacher's role should be less important. The challenge is to find a balance where pupils are involved as active partners and are taken seriously, while the teacher has an important role to play as a partner in the dialogue and process. Without qualified counterparts, pupils will not be able to develop their own attitudes and understanding and, consequently, their action competence.

In practice, pupils never follow the stages outlined in the IVAC model systematically: starting with selection and investigation, moving on to visions and ending with action and evaluating the change. The reality is much more complex and pupils might, for instance, start with a concrete action trying to influence the school setting and then, after a while, realize that they have not decided on a clear target for their actions. Consequently, they might need to go back and discuss and clarify their visions before redeveloping their action strategy, identifying new partners, etc. Rather than seeing the four phases as taking place in a definitive successive order, the elements in the IVAC approach should be viewed and used as components within a fluid and flexible framework.

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The IVAC approach does not automatically lead to the development of action-oriented knowledge or action competence; nevertheless, it is a good starting point and a valuable practical tool for teachers and other adults.

At the school level, teachers should guide pupils through these phases to select, explore and work with the different aspects of road safety, traffic and mobility. All the phases are equally important. It is the responsibility of the teacher to provide a fine balance between sensitive encouragement when needed and room for children's creative imagination and their influence on the process and content.

It is very important that the pupils' visions are taken into account when planning action, so that the actions serve as a bridge between their dreams and reality, and as an attempt to bring the reality closer to the ideals. Also, the pupils' ideas about which actions are to be taken should play a central role in action planning. The actions should be relatively realistic or achievable.



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Children and Youth as Street Activists

Creating a traffic safe environment cannot be left alone to the urban planners and policy makers at the city's level. Children and youth must have a say in an essential "children-school-community" dialog concerning the numerous social, cultural, educational, environmental, and normative factors which render our streets unsafe and /or inaccessible to children.

In the project, children will explore their perception of both safety and mobility in their life, at school and in their environment. They are the main agents in this innovative and participatory educative process. Teachers, parents and community networks are the children's fundamental allies.

According to the United Nations Convention on the Rights of the Child (1989) children possess the right to receive information, participate, express their views and be listened to regarding all matters which affect their wellbeing. Streets and cities which are unsafe for children or perceived as such, and thereby limit their opportunity to live and play in the urban milieu are, without a doubt, questions which directly regard children. Thus, children have a right to contribute actively to improve street safety. In fact, our methodological approach is centered on the active participation of the children involved. Of course, our motivations go well beyond a question of rights. Our reasoning is based on the demonstrated value of an active, participatory educational approach in achieving several learning objectives which serve to facilitate and reinforce the sustainability of the general safety and safe street strategies developed in the course of the **YOUR ideas YOUR initiatives** project.



Streets are - or should be - children's daily environment, in which they move, interact and grow. In most "developed" cities, children are increasingly disappearing from the urban scene. They are not using public space and when they are, it is under the watchful eye of adults, caretakers and authorities. While there are some good reasons for this such as concerns over safety and security, the cost to both the child and urban life is significant.

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YOUR **ideas** YOUR **initiatives** focuses on the importance of autonomy, safe access to city spaces for children's psychosocial development, health and wellbeing, and on society in general. Experience demonstrates that the simple process of bringing children, and the whole community, «back to the street» would, in itself, make streets safer.

“The increasing lack of independent mobility among children may have a number of negative consequences for children themselves as well as for local authorities. Children may be adversely affected in their social-emotional development in general and experience developmental retardation in their spatial and locomotion skills. The ability of children to be able to move around safely and independently and to safely play outside is crucially important to both the social fabric of an area and the interests of the Municipal Authorities. A prerequisite condition for the desirable situation is that there is a traffic safe environment, in which children can play and that there are good quality well-planned public spaces.”¹

“Children with their playful and particular behavior are often overlooked in the process of planning and street design, just as they are physically overlooked in daily traffic. As a result, the possibilities for children to safely use the street to play, walk and bike have been limited.”²

It is well known that playing outdoors and independent mobility have a positive effect on children's physical and mental health. City planning and institutions that manage public space should therefore create a rich learning environment for children that allows them to gradually grow into independent little pedestrians and cyclists in their town or city. By creating such favorable conditions for children, urban planners and managers will also be developing an environment beneficial to all, not only facilitating the mobility of the elderly and the handicapped, but also stimulating people in general to meet each other, experience city life and discover the urban cultural heritage.

¹ Janneke Zomervrucht (2005), Dutch Handbook Design for Children, in Inviting Streets for Children, Children Street Conference, Delft.

² Janneke Zomervrucht, Inviting Streets for Children, Veilig Verkeer NL, former 3VO (National Traffic Safety Organization of the Netherlands)



General Suggestions for Teachers

(over the course of project)



Start with what the students know

Involve children and young people early in the planning of
YOUR ideas YOUR initiatives activities.

Start with a brainstorm of children's opinions, views, ideas and understandings of the concepts of "moving around safely". Some of the possible questions could be the following: What does "safety", "risk", "mobility", and "quality of life" mean to them? What is "being safe" at school to them? What are the characteristics of places (schools and home, at first) where they feel "safe"? Where can they move freely and safely? What are the barriers to moving safely at school and in the street? Then follow the investigation-vision-action-change scheme to plan and carry out further project work.



Focus the dialog with students on action and change

The dialog with the students should involve reflections about action to bring about positive changes with regard to some aspects of being safe and acquiring wellbeing – in the classroom, at the school, in the local community, etc. Students' ideas about which actions should be taken should have a crucial role, as well as their visions concerning the future of the classroom, the school, the street outside, the community, etc.

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Ensure results and use barriers as a learning experience

Children and young people can become demotivated if they do not see any results or consequences of their involvement. Follow through on their ideas and integrate them in the project planning. Always give young people feedback about whether and how their work will be used in the project. If there are obstacles, discuss them with children. Working with barriers and understanding how “real-life” works is a valuable learning experience for children.



Use a variety of expression methods

Use diverse modes and methods of expression – visual, verbal, play, body movement etc. Examples: draw and write; discussion in small groups; community observation; photo-taking; guided tours; mapping the area; dramatizations; timelines; body maps; modeling.

The **YOUR ideas YOUR initiatives** Portal will be filled, with activity sheets and case studies for inspiration.

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All should be involved: different kids respond to different approaches

Use primarily visual, play and body movement methods to involve younger children, and verbal and written with older children and young people. Consider a variety of methods to involve children of different gender, abilities, age, learning styles, school achievement, social skills, socio-economic and cultural background, etc.



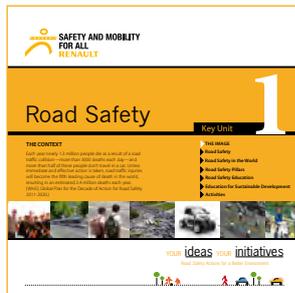
Engage in dialog

Starting with what children know, does not mean that adults cannot honestly express their opinion and confront and challenge children's views. The adult (e.g. teacher, facilitator, and parent) is a responsible partner in the educational dialog with children and young people. The adult's roles are enriched, as are the specific knowledge, competence and expertise which each possess.

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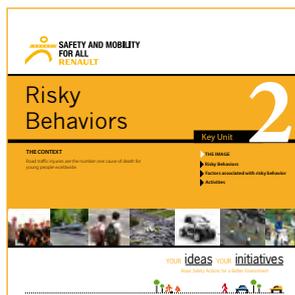
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Safety and Mobility for All



Road Safety

Road safety is a holistic concept which includes environmental conditions, social relations, norms and rules, as well as perceptions. Road Safety is a major international concern as evidenced by the fact that the UN has declared 2011-2020 the Decade of Action for Road Safety. All types of actors and organizations are involved in improving road safety, and young people, including students, need to be part of the debate and help promote change. Road safety can't be dissociated any longer from sustainable development issues. Education for Sustainable Development (ESD) and Road Safety Education are two educative approaches to be taken in the classroom



Risky Behaviors

Road traffic injuries are the number one cause of death for young people worldwide and young people 15-24 still account for the most exposed age group to road crash accidents. Students will be presented with information about accidents and risk factors involved: speed, drink-driving, helmet, etc. Risky behavior and road safety acquire significance as students are able to understand how accidents occur and why. Teachers will invite students to relate the information presented to their own lives and personal experience.

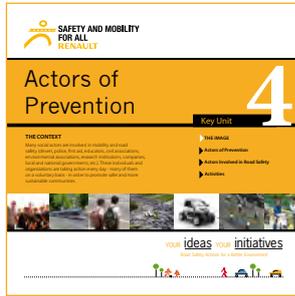


Responsible Behaviors

Responsible behavior implies the capacity to answer for one's own conduct but also to look out for other's safety. Responsible behaviors are at the core of road safety education. We will put a special emphasis on valuing responsible behavior and empowering individuals to achieve responsible and safe choices.

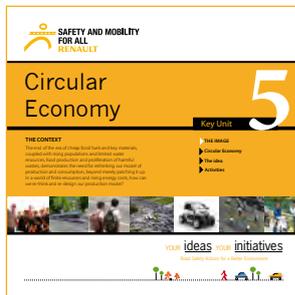
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Actors of Prevention

Many actors are involved in mobility and road safety (drivers, police, first aid, educators, civil associations, environmental associations, research institutions, companies, local and national governments, etc.). Students will explore the roles of each of these actors, how they impact their community and how they could join in preventative actions.



Circular Economy

The end of the era of cheap fossil fuels and key materials, coupled with rising populations and limited resources, demonstrates the need for rethinking our model of production and consumption, not merely patching it up. Future generations must be encouraged to totally alter how they think about our economy and industrial processes. They have to see that new, different and sustainable ways of living are possible!



The Future of the Car

Students will explore their relationship with cars, and think about how the role of cars is changing. They will discuss the history of cars, their personal use and some of the health and environmental issues associated with the use of motor vehicles. They move on to consider some more sustainable engine designs which could support healthier lifestyles. Finally, pupils imagine the future of cars.

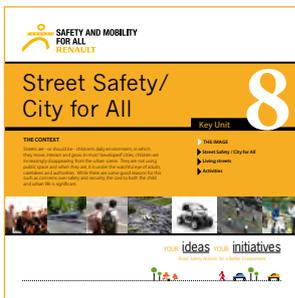
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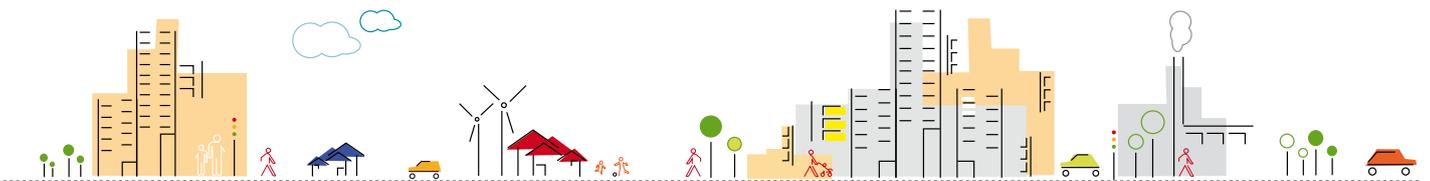
The Future of our Cities

There is a general rise throughout the world of public awareness around climate change and a growth in the numbers of people monitoring their carbon emissions, their carbon footprint. This is likely to have some effect in inducing people to modify the way they move around.



Streets Safety / City for All

One of the aims of mobility is getting out and meeting others. That is why young people need open spaces to meet, engage in dialog, and play. These places need to be safe and accessible to all young people. They can be green spaces, like parks or gardens, or have more specific goals like: bike paths, skate parks, street theatres, etc. All young people, including those with disabilities, should be able to enjoy the city and these public spaces.



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