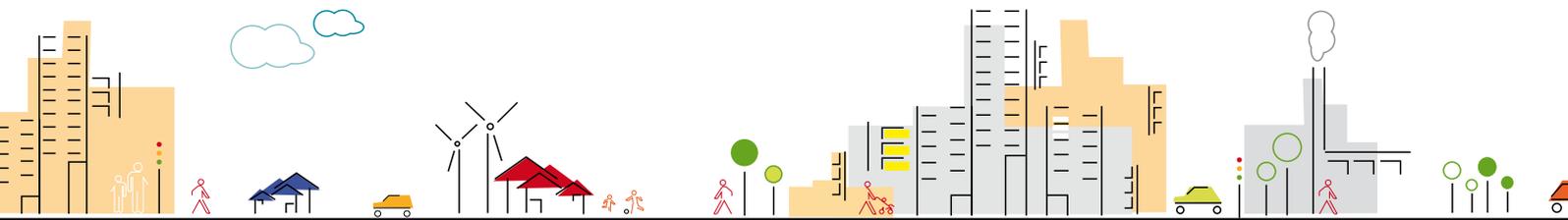


# YOUR ideas YOUR initiatives

Road Safety Actions for a Better Environment



# 4 Teacher Guidelines

YOUR ideas YOUR initiatives



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 <sup>©</sup>*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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## YOUR **ideas** YOUR **initiatives**

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## The Work in the Classroom

YOUR ideas YOUR initiatives follows an open “step-by-step” phasing which moves from the child, to his / her school, to nearby streets, to the neighborhood generating understanding, ownership and an exchange of views on problems or issues at hand and the identification of possible solutions or actions.

The activities are very flexible which is why there are no set times to implement them. The teacher should evaluate the class and structure the activities accordingly. The brainstorming activities can be very extensive as soon as the ideas start to flow so the teacher should coordinate these as best as possible to achieve the objectives at hand.

**The project phases are as follows:**

### 1 YOUR ideas

This first part of the project aims to explore multiple determinants of safety and mobility (from schools to streets) including:

- behavior and skills,
- rule and norms,
- infrastructure and environmental characteristics,
- caring and community, etc.

Here teachers are encouraged to brainstorm and debate with the students around the most relevant topics (for them) regarding safety and mobility.

Road safety and mobility education is linked to the observation of the environment. It is not always necessary that young people engage in a thorough investigation before acting on the environment, but they learn to operate on the basis of critical analysis. The evaluation of the everyday environment in class can be an excellent starting point. The experiences of the students can be used to begin reflecting on road safety.

Understanding the problems in our environment leads to developing strategies to improve it. The main issue is identifying the problem that students wish to address and solve.



## Brainstorming Tips

Brainstorming can be an effective way to generate lots of ideas on a specific issue and then determine which idea – or ideas – are relevant. Brainstorming should be performed in a relaxed environment. If children feel free to relax, they'll stretch their minds further and therefore produce more creative ideas.

A brainstorming session requires a facilitator (teacher in our case), a brainstorming space, and something which to write down their ideas, such as a white-board or flip chart. The teacher's responsibilities include guiding the session, encouraging participation and writing ideas down.

Creativity exercises, relaxation exercises or other fun activities before the session can help participants relax their minds so that they will be more creative during the brainstorming session.

### How to do it?

Define your problem or issue; it might be: "What does safety and mobility mean to me?". Or, "what does moving around mean to me?" Write out the problem concisely and make sure that everyone understands the question and is in agreement with the way it is worded.

Give yourselves a time limit. We recommend around 40 minutes, but experience will show how much time is required. Larger groups may need more time to get everyone's ideas down.

Once the brainstorming starts, the children offer their personal meanings and interpretations while the facilitator writes them down – usually on a white board or flip-chart for all to see. Don't write who contributed the idea (that's not important!). There must be absolutely no discussion in this phase and no criticizing of ideas. No matter how daft, how impossible or how silly an idea is, it must be written down.

Once the time is up, select the five definitions which the group likes best. Make sure everyone who was involved in the brainstorming session agrees.



### Possible Follow-Up

Discussion around the definitions can be used to contextualize them (if this hasn't already happened). Children might be asked at this point to talk about and describe places or people that help them "feel safe when moving around". Or, this exercise could help to identify figures that might help the children out. "OK, this is what we think safety and mobility are ... who do you think might help us to understand the meaning of safety and mobility better?"

"Why don't we go home now and ask our parents what they think?" Write down what they say, bring it in, and we'll compare the answers tomorrow". And so on...

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Note: We suggest that an immediate follow-up to this brainstorming exercise should specifically focus on the question: "where, when and for what reasons do I feel safe while going to or leaving from school?"

## Tips on how to involve the community

### Interview local actors

To bring the focus outside the school it is often easy to have students prepare small interviews with local people (family, neighbors or the like) concerning a specific traffic or mobility situation. If possible, address how people explain the situation 'in old days', how they see the situation today, what they expect to happen in the future and what they would like to see happen in the future.

This is often enough to engage the learners in traffic and mobility topics and to keep a community perspective on the work. It gives a natural possibility to communicate with the community after the results of the interviews have been developed and to line up a number of visions for the future, generated by the students, but informed by the interviewed people. The interviewed people, together with a few 'official representatives' for a hearing, would be a fruitful action experience for the students to build on in the future. It is often seen that such a class activity can act as a kind of catalyst for community action and that the students gain social recognition for their initiative and learn responsible ways of engaging in common affairs.



### Consultation

Another option is for the classes to invite local relevant actors to the school to share their experience and ideas. The children – with the help of the teachers - should identify those members of their families, local associations or institutions and neighbors - who they feel are particularly interested in their wellbeing and street safety and whose actions have demonstrated that they are attached to the community and interested in its future.

Invite the participants to talk about their experiences and share their opinions.

The children will certainly gather many interesting stories; they may find allies who can contribute resources, skills and energy to this project phase and to change processes. Most importantly, the question of street safety and mobility will become a community issue.



## 2 YOUR initiatives

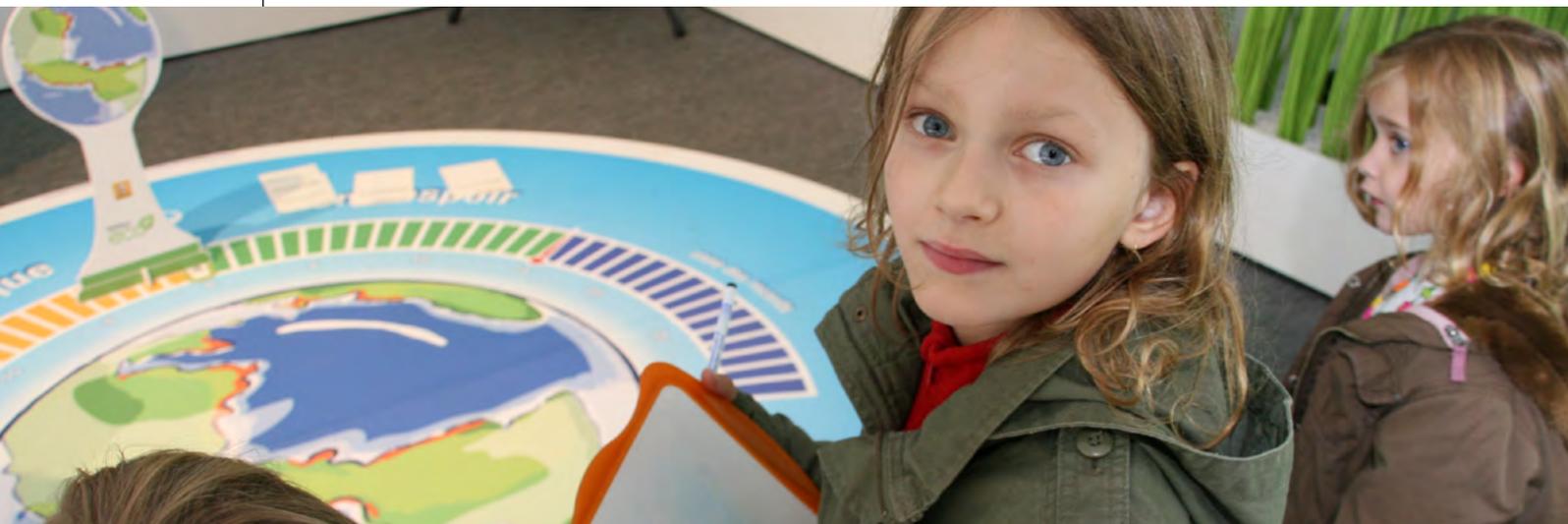
Once the first stage is completed, the class must establish their priorities and design their own campaign. Students should work together or in small groups to identify and prioritize their proposals for their campaign in their school or community. The chosen topic will become the initiative of the class.

The subsequent actions of the students may be exercised in different domains: planning, design and management, and public awareness.

The role of adults in this whole process is quite active. Teachers should act as observers and moderators and help students in the development of the action, and counsel and encourage them.

Parents can also be protagonists of the proposed class. Families should and can be included in the initial reflections, but also in the campaigns.

The ultimate goal of each of the students as they develop initiatives is to undoubtedly transform those aspects or deficiencies that have been detected in road safety within their environment. The last part of the proposals and their implementation is the dissemination of the findings to society (especially in the immediate environment), and possibly sharing their reflections with community members who are responsible for traffic and mobility in their community.



## Designing a campaign

Once the students have reflected and debated on the key issues, it is time to develop their initiative, based on a concrete action. Actions should be directed first and foremost at the students themselves; other young people of their age in their community.

The initiative is defined by the objectives and the way in which it is implemented. Who are we targeting? What do we want to say? How do we want to say it? What situation are we confronted with? What resources do we have?

These questions are paramount to determining a plan of action and the campaign or initiative that will develop.

Students will answer these questions and choose the topic and medium they will use for their campaign.

The key is to define and focus the message clearly. The class's initiative will illustrate their commitment and will impact on their community.

The campaign aims to introduce changes in the way safety and mobility are perceived and ensured in the school and/or community.

The long-term goal is clear: provoke a change in the attitude towards safety and mobility in the community as a whole and ç activate changes to create safe places and streets, initially, in the school vicinity.

## Implementing the Campaign

In this phase the participating classes systemize their results in order to communicate to the neighborhood what's been done and what can be done next.

- All the YOUR ideas YOUR initiatives actors present and celebrate their proposals for safe streets.
- Parents and city officials are key actors.
- International collaboration is reinforced.

## Ideas for Initiatives

Each class or group is responsible for its proposal and has full autonomy to devise their own initiative. However, we offer examples of initiatives covering a wide range of issues related to road safety and mobility. This list can help the class at the time of starting the project.

### Artistic or creative activities

- Devising a campaign about alternative transportation.
- Creating poster campaigns on helmet use.
- Development of a radio program on pedestrian and road safety.
- Creation of a play about the risks involved in traffic accidents.
- Mounting a photographic exhibition on the future of mobility.
- Writing articles and reports on the use of the bicycle.
- Designing a board game dedicated to helmet use on two-wheeled vehicles.
- Design of an information campaign on accidents involving young drivers.
- Development of an audiovisual on the misuse of the moped.
- Implementation of comics and albums on road safety aspects.
- A fashion design workshop with safe and visible clothes for drivers and pedestrians.



## Organizational activities

- Creation of a strategy to promote shared private transport (carpooling or car-sharing initiative).
- Day of awareness about the difficulties of mobility of handicapped people.
- Organization of a mechanical workshop for the maintenance and development of bicycles or motorcycles.

## Analytical activities

- Make a safe route to school for pedestrians, cyclists and moped drivers.
- Design educational material on road safety education.



# Tips for Developing the Initiatives

Below we include some tips for different types of campaigns. These are provided as examples, and each class should choose the campaign and medium that suits their needs the best.

## Designing a poster campaign

A poster campaign can be a very effective way to raise awareness in the school or community. The poster synthesizes the class's ideas in a graphic image and sends a clear message. Students can create a poster that combines pictures with a text (slogan or short phrase) which should capture the viewer's attention.

The posters can also serve to communicate the class's initiatives to the rest of the community.

Students can work as a class or in small groups to choose their message and design their poster.

Coming up with a slogan can seem very easy at first, but sometimes it is hard to come up with a simple and powerful phrase to synthesize the class's ideas. A slogan must be: short, concise, original and have a strong message. The slogan can also be treated as a visual element on the poster.

Students can play with the colors, font, size, etc. Make sure that the slogan is clearly visible, so that viewers capture the message quickly.

The posters should then be showcased in the schools or the community. An event or vernissage can be organized to show the students work.



## Organizing a drawing exposition

Another possibility is to work with students drawings. This can be especially effective with younger students, who are used to and enjoy expressing themselves through drawings and illustrations.

After debating with the class on the main topics and problems identified, students should identify possible solutions. These solutions should be expressed in their drawings. It is important for students to have a very clear idea of what they want their message to be.

Once students have created their drawings, these can be showcased around the school. In addition, an event can be organized in which students present their drawings to other classes or families. Students should explain the analytical process they followed: what problems did they identify related to safety and mobility? Why are these problems relevant in their community? What solutions did they imagine? How do they express these ideas in their drawings?



## Organizing a photography contest or show

This can be a very fun and creative experience for students. Based on the class discussions, students will choose the topics that will be covered by the photos. They will then go out and take the photos, either in black and white or color.

They will then prepare the photo exhibition which can be held in the classroom, school or community center. Students should pick a size for the photograph which is big enough for viewers to be able to appreciate the picture. They can even frame the picture and choose a title for each one.

Once the pictures are selected, they can be organized so that the exposition has a narrative. Each picture can be hung with a small sign designating the title and artist. Students can then publicize the photo exhibition and invite other classes or family members to come and see it. An opening event can be organized, in which students explain the objective of the photo show and explain why they chose the topic and what they hope to transmit with the photographs.

## Writing a theater piece

This is an activity that requires the participation of many students and a well-defined cast. Students should work as a class or in small groups and decide who will be acting and who will direct the play. Then they will work to define the overall message of the play, the key characters and to write the dialogs. In addition they must design the set and describe the main movements the actors will make.

Once the play has been written and rehearsed, it can be performed in the classroom, for other classes and even the whole school. After the performance, students can explain why they chose that topic, what they aimed to convey with the play, and what they have learned in the process.



## Hosting a radio show

Hosting a radio show can be a fun experience for students. They must first define the team they will work with, and who will be broadcasting the show, who will do the interviews, who will be responsible for the production and coordination of the show. Together they will work on the contents that will be covered. They will also choose a suitable title for the radio show.

When designing a radio show, it is very important to have strict control of the timing, since every second counts. The show can start with the presenters introducing themselves and the show, and briefly describing the topics that will be covered. It can be followed by a song, brief news updates and then interviews.

## Writing an article for the school magazine or paper

After debating in class some of the main topics of the program, students should select a relevant topic for their community. Then in groups, they can select a specific topic that they would like to cover in their article for the school magazine or newspaper. They can even choose to do a special edition of the newspaper, focusing on one of the main topics of safety and mobility.

They can then decide the topics that will be covered as well as the genre: interview, news report, photographs, comics and even advertisements can be included. Some ideas are included below:

- A news report can offer a lot of information. It requires thorough research on the topic.
- In the opinions section, an editorial-type article may be included. This can express the editor's and authors' views.
- A chronicle is a description of an experience. The narration of the facts is mixed with the author's feelings and personal experience.
- For the interview, previous research can be done and the reporter must prepare relevant questions for the interviewee. They can use a recording device to tape the interview and then transcribe.

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