

# Responsible Behaviors

# 3

## Key Unit

### THE CONTEXT

Responsible behavior implies the capacity to answer for one's own conduct but also to intervene for other's safety. Responsible behaviours are at the core of road safety education.

- ▶ THE IMAGE
- ▶ Responsible Behaviors
- ▶ Promoting Responsible Behaviors
- ▶ Activities



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## THE IMAGE

### Responsible Behaviors



Encouraging responsible behaviors in our community<sup>1</sup>

Not wearing a helmet is one of the major causes of fatal accidents among motorcyclists. Responsibility not only means wearing a helmet for one's own safety but also encouraging others to do the same.

Citizens in Indonesia have decided to be part of the solution and promote road safety in their country. They understand that road traffic crashes are a major cause of death and injury in Indonesia, but that it doesn't have to be this way. They are part of the UN Decade for Action in Road Safety and have decided that it is "time to take action and make roads safe".

<sup>1</sup> FIA FOUNDATION <http://www.fiafoundation.org/news/archive/2008/Pages/PartnershipwithAIPFoundationcombatsSEAsiaroaddeaths.aspx>

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Human factors are the cause of 80% of road accidents. Responsible behaviors are essential for road safety.

**1** Compliance with the rules based not only on the respect of the law but also on its meaning. It is one thing is to know what the speed limit is and another to understand why excessive speed is dangerous.

**2** Being responsible means being able to assess the risks incurred on the road and understand how to minimize them.

**3** Being responsible means understanding how one's own behavior and attitude can influence the behavior of others and resisting peer pressure by not encouraging into risky attitudes.

**4** Many preventive road safety actions focus on raising awareness of risks in order to influence more responsible behaviors.

## Responsible Behaviors

Being responsible means not endangering one's life or health (for example, not driving after consuming alcohol or illegal drugs), not endangering the life or health of others because of our behaviors, and keeping our family and loved ones safe.

### Girls and responsible behaviors

In most countries, girls demonstrate more responsible traffic and mobility behavior than boys. One important reason is that showing concern for others has long been part of the female psyche (particularly because of child care).

In this sense, young males are overwhelmingly more likely to be in motor vehicle accidents than young females. Three major factors help us understand the difference in behavior between boys and girls:

- Biological factors (the high level of testosterone in boys during puberty. In addition, the system of cognitive control of decisions of prefrontal areas is still not fully developed at this age).
- Psycho-educational factors, mainly the socialization by parents and educators that leads to gender stereotypes (indiscretions and transgressions in boys are seen as "natural" and thus a more permissive attitude towards boys may exist, while girls are not encouraged to transgress).

- Anthropological factors (concern for the other is more prevalent in women's psyches as structural anthropology, because of the division of labor, control of tools/ control of the relationship).

However, gender does in no way explain everything; other factors are at play in the frequency of responsible behavior:

- Cultural environment (for example, differences between countries that are related to the history, religion, economics, traditions, family environment etc.)
- Certain personality traits: thrill seeking behavior, impulsivity, locus of control (ability to recognize one's own responsibility), etc.

It is important to try and help youths understand these factors, so that more responsible behaviors can be promoted.

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# Promoting Responsible Behaviors

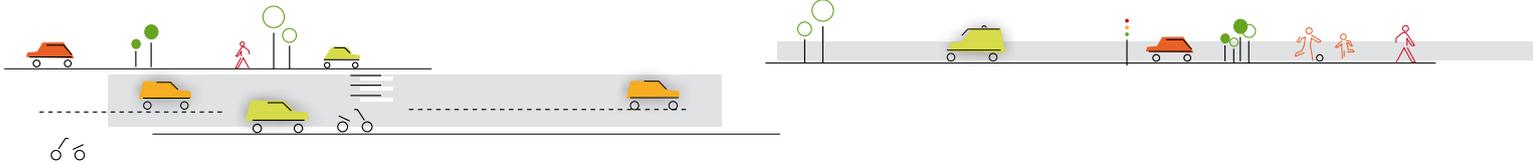
Different ways to promote responsible behaviors include:

**Informational approach:** supposes that the dissemination of relevant information will lead to changes in knowledge, attitudes and behavior.

**Behavioral approach to learning:** assumes that students can learn to resist peer pressure or alter their drinking behaviors.

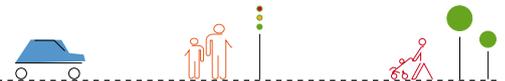


**Emotional approach:** assumes that the activation of emotions such as fear or empathy, stimulated by showing images of accidents or by role playing, will cause change.



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# Promoting Responsible Behaviors

When talking with youths about responsible behaviors, there are many different topics that can be covered. Some of these include:

## Time management

Time management is an important psychosocial competence for our safety. If we can learn how to manage our time, we can choose alternative transport options that are healthier and more sustainable.

In contemporary life, we are often squeezed for time, or “running late”, and these constraints have a negative impact on our transport choices and behaviors. In this sense, it is important to understand how we plan our daily actions, how we prioritize activities and try and imagine alternative choices. Why do we take the car when we could cycle or walk? Why are we always late and thus more likely to speed and be more reckless? How could we share our mobility choices with others?

## Designated Drivers

In the case of young drivers, it is important that they are able to anticipate, plan their evenings, consumption and travel so as not to drive or ride with someone under the influence of alcohol or other psychoactive substances. The designated driver is a good practice in relation to these risk factors.

## Peer to peer initiatives

“Peer to peer” initiatives can help youth learn from others’ experiences. Research has shown that young drivers who are confronted with stories of severe road accidents presented by people of the same age are less likely to engage in risky and reckless driving. These initiatives suppose that if youths hear about real accidents in a face-to-face situation rather than from books, they will be emotionally touched and become more careful in the future.

## Responsible behaviors and the environment

In addition to increasing our safety, responsible behavior can also help our environment. All vehicles emit air pollutants and gases such as carbon oxides, nitrogen, sulphur, hydrocarbons and soot. These pollutants affect the quality of the air we breathe, our health, crop yields and even the global climate. Efforts should be made to make emissions standards more restrictive and change our behavior. Our transport choices need to become safer, more ecological and more economic. Eco-driving techniques can promote less fuel consumption, less CO<sub>2</sub>, less noise, more comfort and more safety. The main principles of eco-mobility include: focus on alternative means of transport, avoid unnecessary travel and avoid traffic jams.

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## YOUR ideas

### ■ Objectives

To be aware of the responsible behaviors in preventative actions

### ■ Materials

Board, markers, pen, paper, projector, internet

### ■ Steps

Watching a film as a starting point enables students to question first the global understanding of the situation (nature of risks and peer pressure...) but also the degree to which identification is possible (in fact we know that youth usually don't identify themselves with the risks of others). Students should watch this video from the UK "Think" Campaign

<http://www.youtube.com/watch?v=NjFnoU0IJE&feature=related>



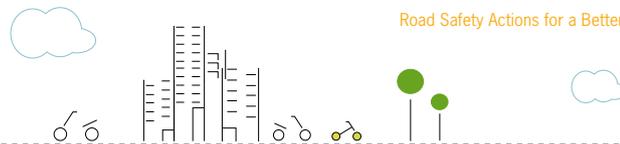
Students discuss the advert with their partner. Their discussion can be helped by answering the following questions:

1. Did anything from the advert surprise you?
2. What does risk mean?
3. Have you ever been in an accident, if so what happened?
4. What does peer pressure mean?
5. Why do you take risks?
6. Who influences your decisions?
7. Do you know anybody who has been involved in an accident?
8. Why do you think people speed?
9. What actions can be taken to improve road safety awareness?



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- ▶▶ Students then watch this advert on road safety preventative actions.

<http://www.youtube.com/watch?v=mSRaKtTgByw&feature=related>

In pairs, they discuss the main factors behind road accidents throughout the world and list them on a piece of paper. Have them give feedback to the rest of the class. Once this has finished the teacher should start a class debate on actions to be taken for prevention. The teacher should list these on the board.



## YOUR initiatives

### ■ Objectives

To create a helmet use campaign

### ■ Materials

Paints, Photographs, A2 paper, space, room for exhibition.

### ■ Steps

Students in groups of 3 create a poster to promote the use of helmets while riding a bike or motorbike. They should try and be as creative as possible. They can take the ideas for the poster from the discussion they had about the “Think” campaign videos in the previous activity. The posters should contain strong visual elements with a message. They can paint or draw their own pictures or use photos as a collage or single element. The main feature of the poster is to convey a message.

Once the posters have been finished they can be exhibited on school premises or in the classroom.

## YOUR ideas YOUR initiatives

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## YOUR ideas

### ■ Brief

To be aware of the responsible behaviors in preventative actions

### ■ Materials

Board, markers, pen, paper

### ■ Steps

List the following modes of transport on the board and have the students to list a series of actions that should be considered before setting out on a journey in them: Bicycle, Car, Coach, Train, Bus, On foot

This list should get students thinking about what types of precautions are needed when using such transports. Each vehicle list will differ, for example:

Bicycle: maintenance check (tires, brakes, gears, oiled chain, buckled wheel), bicycle pump, water, spare inner tube, repair tire kit, food, helmet, medical pack, oil

Allow feedback and ask the following questions for open discussion:

- Which vehicle from the list is more dangerous and why?
- Who are more responsible in their actions with regards to road safety, men or women?
- How can we implement safer conditions on the roads?
- What can be done to make people more responsible when using different transports?
- How can we be more responsible in reducing greenhouse gas emissions?

## YOUR initiatives

### ■ Brief

Volunteer to set up a prevention workshop at school and contact with local cycle safety actors.

### ■ Materials

board, markers, pen, paper, contact

### ■ Steps

The idea of this activity is to begin an after-school stand where fellow peers can receive information about preventative behavior regarding: speeding, drunk-driving, drugs, and general road safety.

In addition, students could develop a bike workshop at the stand where students who travel to school by bike can have their bikes examined and repaired if necessary before they return home. In order to set up the bicycle workshop students will need training. Students can write letters to the local bike shops requesting free training to the participants in exchange for free sponsorship.

The stand can be manned by different students every week on a rotary basis.

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## Films on responsible behaviors related to Road Safety

Students can watch the following films to promote debate in the classroom.

1. Warning young drivers about the dangers of peer pressure, this micro budget short film forms a small part of the Drive SMART initiative by Surrey County Council.

■ <http://www.youtube.com/watch?v=NjFnoU0lJrE&feature=related>



2. Advert telling parents about teaching road safety to their children.

■ <http://www.youtube.com/watch?v=mSRaKtTgByw&feature=related>



3. A young boy explains how he understands that his mother died in a car crash.

■ [http://www.youtube.com/watch?v=Q7es\\_8HJ9UI&feature=related](http://www.youtube.com/watch?v=Q7es_8HJ9UI&feature=related)



4. More information about responsible behaviors and awareness campaigns can be found at:

■ <http://think.direct.gov.uk/speed.html>



Other films and awareness campaigns in other languages can be found on [www.youtube.com](http://www.youtube.com)

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