

DRINK DRIVING

ACTIVITY 1

SUBJECT



Computer
science



Maths



Social
Studies



Health
Education

OBJECTIVES

- To raise awareness on alcohol use in traffic among young road users
- To familiarize students with basic road safety data (accidents statistics) regarding young people and accidents' causes
- Increase awareness on responsible behaviours in traffic
- Reflect on personal and others behaviour in traffic
- To self-evaluate personal behaviour on the roads



IN CLASS ACTIVITY

In this activity the teacher determines the details of the school subject, the course and duration of each step. The content of the school subject can be extended to other issues, such as drugs or medicines that influence behaviour on the road. To implement exercises with alcohol or drugs impairment goggles, it is necessary to have space available (outdoor area, gym, corridor). During the class, the teacher can refer to specific road safety data available.

MATERIAL

- ✓ Pens, paper
- ✓ Adam's Story (see end of this sheet)
- ✓ Decision Tree template
<https://www.youtube.com/watch?v=mPUHCWypn9M&feature=youtu.be>
- ✓ Alcohol/drug impairment goggles
- ✓ If the school does not own alcohol goggles, the following computer games or online simulators can be used:
"Drunk Simulator Extreme Game Review"
<https://www.youtube.com/watch?v=yKNXcPJbT3E>
Online Drunk Driving Simulator
<https://ioub.itch.io/drunken-driving-simulator>
Drunk Driver Simulator (Experimental)
<https://www.kongregate.com/games/ionut95alex/drunk-driver-simulator-experimental>
80s Drunk Driving Simulation
<https://globalgamejam.org/2017/games/80s-drunk-driving-simulation>
- ✓ Databases on Traffic Accidents:
http://ec.europa.eu/transport/road_safety/specialist/statistics_en

ACTIVITY OUTLINE

Step 1: Introduction to the subject at the class; familiarization of the participants with information on **basic road accidents data and facts** involving young people (approx. 10 min).

Step 2: This part is carried out in the form of a discussion with the use of a “**decision tree**”.

At the beginning students are presented with **Adam's story**. The teacher reads the story and then divides students into several groups (optimal 3-5 persons each). The story is presented very generally and there are many implications in it, which reader can interpret in any way. For example, we do not know where the club is located, if it is far from home, what season of the year it is, whether the district is safe, etc.

Each group receives a sheet with a description of Adam's story together with a template for a “decision tree”, where they can enter group solutions' proposals (they enter 5 solutions, and in place of “+” and “-“ they put possible positive and negative effects of the chosen solution – at least 3 “+” and 3 “-“).

Group members based on internal discussions, choose the best solution. Each group leader presents their solution to the class (if the class is small they can present all discussed solutions), stating “+” and “-“ and other groups have a chance to comment. At the end, participants decide together which decision is best for Adam.

At the end of the discussion, it is very important to summarize the conclusions by the teacher. Adam's problem should be a starting point to further discussion about students' own accident experiences (maybe someone was involved in accident, or may have friends that are road victims). They can discuss what happened and why, what were the consequences for the victim and for the whole family). The teacher asks students what can be done to avoid such situations.

Step 3: Students do exercise using **alcohol / drug impairment goggles** (outside class – in the corridor or gym), e.g. walking on the line, slalom with obstacles, throwing a ball into a basket, catching the ball, giving high-five, shaking hands, dialing the phone number, collecting items. Afterwards they discuss their experience.

If the school does not own goggles, **computer games or other simulations can be used** (see the suggested tools at the MATERIAL section)

Teacher can ask students whether the simulators were effective, if they gained experience and provide feedback on the effectiveness.

Students can take photos of their peers wearing the goggles and come up with slogans related to alcohol in traffic, targeted at people of their own age that would prevent them from drinking and driving. If goggles are not available, students can create memes and slogans in the class related to the topic.

DISCUSSION - REFLECTION

Students create a photo exhibition of the class activities (exercise with alcohol goggles) along with slogans/comments on drink driving (in any form, e.g. memes, poster) and upload them on school's social media.

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Knights for Road Safety (KROS) is an Erasmus+ programme (KA2 - Cooperation for Innovation and the Exchange of Good Practices : Strategic Partnerships for school education), focusing on open education and innovative practices in a digital era, aiming to strengthen the profiles of teaching profession. KROS is funded by Erasmus+ Programme of the European Union.

Adam's Story

It was Adam's birthday. Unfortunately, this year it was during the exam period. He has already failed one exam, and another one was tomorrow. He has already studied a lot and practically he was prepared. He knew that if the exam would go well, his parents would finance a trip he would go with his girlfriend. He did not want to disappoint his parents, since they had some problems with him recently. To celebrate Adam's birthday, his girlfriend Kate spontaneously organized a party at their favorite club. The party just before the exam was not what Adam was expecting but he did not want to disappoint his friends nor Kate. He decided to go to the party by car. He wouldn't stay long. He would also tell his parents that he was going to his friend's house to repeat the material and would come back late or stay at the friend's house overnight, so the parents wouldn't worry. This way, he would satisfy everyone. The party was very successful, but Adam's intentions were not. Most of the birthday party participants drank few drinks. Adam, though he tried not to drink, unfortunately also drank. At 2 am the party ended. It turned out that Adam and Kate, despite the fact that they have a car, can't return home safely.

What should Adam do?

What should Adam do?

Solution 1:

 Of this Solution

 Of this Solution

Solution 2

 Of this Solution

 Of this Solution

Solution 3:

 Of this Solution

 Of this Solution

Solution 4:



Of this Solution



Of this Solution

Solution 5



Of this Solution



Of this Solution

Best Solution:
