

EMOTIONS IN TRAFFIC

ACTIVITY 1

SUBJECT



Social
Studies



Psychology

MATERIAL



Video:

"RSI PANOS MYLONAS Aggressive
drivers TV SPOT"

<https://www.youtube.com/watch?v=yjDLaWfk7dA>

OBJECTIVES

- Realize the role of emotions in traffic.
- Link aggressive driving with risky driving behaviour

ACTIVITY OUTLINE

Watch the video and discuss the following questions in the classroom, keeping in mind some of the facts below.



IN CLASS ACTIVITY



"RSI "Panos Mylonas" Aggressive
drivers TV Spot"

Anger proves to be related to aggression and risky driving behaviour: drivers who get angry often drive more aggressively and seem to be involved in accidents more frequently (SWOV, 2012).

Driver aggression is described as: a) behaviour that may cause physical or emotional harm to a fellow road user b) behaviour that consists of a violation or otherwise exceeds moral standards.

(Dura & Geller, 2003)

(Richer & Bergeron, 2012)

Many people experience driver aggression as a problem, even more so than the problem of traffic jams. (Zandvliet, 2009)

People who tend to react angrily or aggressively in general, more often report anger and also rage in traffic. (Deffenbacher et al, 2003)

DISCUSSION - REFLECTION

1. How do you think a driver's performance is affected by negative emotions, such as anger?
2. What are the consequences of anger and driver aggression for road safety? How aggressive driving can affect a person in the following:

Driving
performance

Law enforcement

Health

3. What do you believe causes anger in traffic?

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EMOTIONS IN TRAFFIC

ACTIVITY 2

SUBJECT



Social
Studies



Psychology

MATERIAL

- Thought record diary

OBJECTIVES

- Realize the role of emotions in traffic.
- Link aggressive driving with risky driving behaviour

ACTIVITY OUTLINE

Ask your students to encourage their parents to keep a "thought record diary" questionnaire for 1 week, describing situations while driving and how they felt. Discuss the diaries, taking into consideration the facts below and answer the following questions



IN CLASS ACTIVITY

MONDAY 25/05

Situation: *I am driving on my way to work and someone overtakes me at a high speed.*

Emotions: *Anger, Aggressiveness*

Reaction: *Slow down and said to him: "Watch out, you ignorant!!!"*

Thoughts: *What a loser, he thinks he is better than me..*

Thought Record Diary

Emotions consist of physical and mental sensations coupled with thoughts. Emotions can cause thoughts or can themselves be caused by thoughts. Furthermore, emotions are accompanied by an inclination to undertake action or to not do so, depending on what is in our interest (Zeelenberg & Aarts, 1999).

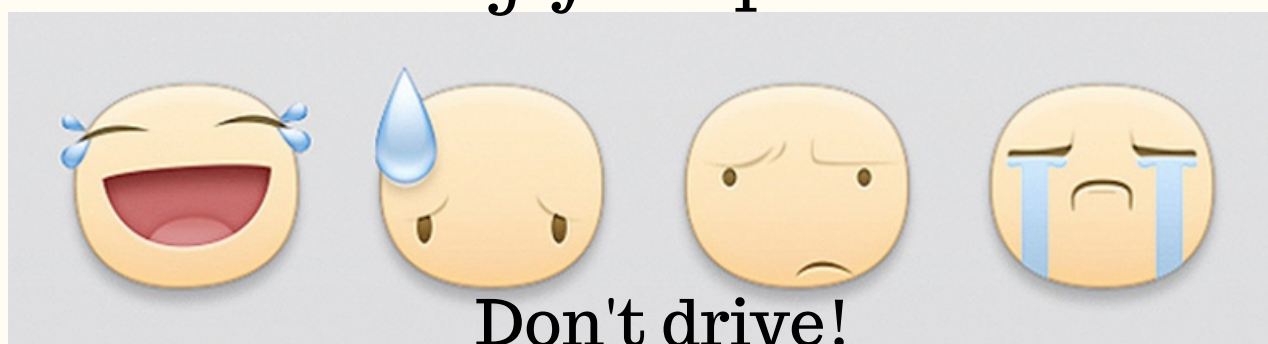
Research shows that some emotions are more frequent than others. Anger, happiness, and anxiety seem to occur relatively often (Mesken et al., 2007).

People's thoughts and feelings are not determined by a situation, but by their interpretation of the situation (Beck, 2011)

DISCUSSION - REFLECTION

1. What are the main feelings described by your parents while driving?
2. What emotions do you believe they cause problems when driving (negative and positive)?
3. At the diary, for each thought described try to find another, alternative thought, that you find more suitable and effective for the described situation.

Angry or Upset?



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Thought record diary



Date:

Situation

I am driving on my way to work and someone overtakes me at a high speed

Behaviour

Slow down and yell to him 'Watch out, ignorant!!!'

Thought

What a loser, he thinks he is better than me..

Examples

Thought record diary



Date:

Situation

Behaviour

Thought

Examples

I am driving on my way to work and someone overtakes me at a high speed

Slow down and say to him 'Watch out, ignorant!!!'

What a loser, he thinks he is better than me..

EMOTIONS IN TRAFFIC

ACTIVITY 3

SUBJECT



Social
Studies



Psychology

MATERIAL

- Role playing scenario

ACTIVITY OUTLINE

This exercise involves students in a role playing activity approximately 3-5 minutes long. Ask for 3 volunteers. Brief them that they will play the scenario below, that includes evidence of peer pressure related to road safety and drink driving. Use the table at the next page asking the questions that help to reflect on the situation

OBJECTIVES

- Understand the concept of "peer pressure".
- Link peer pressure with driving behaviour and traffic accidents.
- Learn to say "No" to risky behaviours.



IN CLASS ACTIVITY

SCENARIO

Three adult friends are hanging out in a house. Its 10.00 pm. They have been drinking some beers while watching a movie. The older friend just got his driving license. He suggests to drive the other friends in their house, as they live far away and the next bus is only in 1 hour. One of the three friends suggests to better take the bus or walk home since their friend had some alcohol. The other one pressure him to take the car and go. The driver assures his friends that he is in control and he will drive them home very fast and with safety.

Have student's role play a scenario whith two possible conclusions:

1. They give in and their friend drives them home.
2. They refuse their friends offer and they take the bus.

DISCUSSION - REFLECTION

1. STOP

What is going on right now?

2. THINK

What am I feeling?

What am I thinking ? (Rational, Negative, positive)

What do i really want ? (no mixed messages)

What is the best think to do?

Advantages

Disadvantages

Possible consequences

Do i need advise/help?

3. BREATHE

Things that I am doing differently

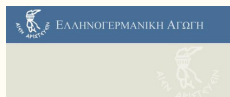
Results/lessons learned

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EMOTIONS IN TRAFFIC

ACTIVITY 4

SUBJECT



Social
Studies



Psychology

MATERIAL

- ✓ A Dashboard or Padlet
- ✓ Role playing scenario

ACTIVITY OUTLINE

OBJECTIVES

- Understand the concept of peer pressure.
- Link peer pressure with driving behaviour and traffic accidents.



IN CLASS ACTIVITY

Risky Behaviors

- ✗ Driving without liscence
- ✗ Hearing music too loud
- ✗ speeding



This exercise involves students in a role playing activity, approximately 3-5 minutes long. Split the students in groups of 5 to 6 people. Ask them to brainstorm and list of risky behaviors on the road related to their age. Ask each group to brief their findings and make a general list. Using this list of risky behaviors ask the groups to create a scenario. The story should include examples of risky or dangerous behaviors enlisted and young people being pressured to join in.

Every story should cover the following:

1. A key road safety message
2. Strategies for handling peer pressure and how to avoid becoming involved in dangerous behavior
3. The consequences of peer pressure

Give students 15-20 minutes to prepare their role playing scenario. During this time the teacher should go around the groups checking that they are on track with the task. Once students are ready they will perform their story in front of the classroom After the role playing the class should discuss the topics below.

DISCUSSION - REFLECTION

- What was the risky behavior that caused the problem ?
- What type of peer pressure was evident?
- Were friendships/relationships affected?
- Was there any damage to persons or property? How might that affect the person's life?
- How could the characters behaved differently? Could they have changed their behavior to bring a better outcome?



NOTE:

Make sure all students understand the concept of peer pressure. You may want to discuss examples before start work on their stories.

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