RSA Road Safety
Specification for
Junior Cycle Short Course
Road Safety Matters

TABLE OF CONTENTS

ROAD SAFETY MATTERS

SECTION 1. INTRODUCTION TO JUNIOR CYCLE

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

SECTION 2. RATIONALE

Road safety affects everyone. Whether a cyclist, pedestrian, passenger, or motorist, the need to ensure personal safety and the safety of others while using our roads is paramount. The Road Safety Matters Short Course places student well-being at its centre of its focus and is carefully designed to enhance student safety, now and in the future. Course content is relevant to student welfare in School because of the broad range of key skills students will experience learning. Outside School life, the learning in this short course will equip students to meet life's challenges whether as a road-user, on the field of sport, employed in an inherently dangerous career or simply driving as part of their daily lives.

Learning in the short course builds on previous learning from both School and home environments in regards to personal safety such as existing knowledge of 'The Safe Cross Code', the 'Be Safe' resource and will link to future learning regarding issues such as hazard identification, risk, and the mitigation of risk.

The learning experienced while participating in the Short Course will be of use to students every day of their lives while moving outdoors whether as pedestrians, cyclists, passengers or drivers. It will enhance student's personal safety throughout the whole of their lives and empower students to use the necessary skills to be responsible, safe road users.

SECTION 3. AIM

The Road Safety Matters Short Course aims to ensure that students learn the knowledge, skills and attitude necessary to keep themselves and others safe on the roads and other potentially dangerous places.

Version 2.0

25th August 2015

SECTION 4. LINKS

The way in which the Short course is linked to Statements of Learning, Literacy and Numeracy, and Other Key Skills is highlighted and explained here.

4. a) Statements of Learning

Statement	Examples of relevant learning in the course
Takes action to safeguard and promote her/his wellbeing and that of others. **SOL 11.**	Students learn about the consequences of risky behaviour and how to make informed decisions about their own welfare and the welfare of others. Students become aware of their personal values towards Road Safety and how their values affect their behaviours and moral choices.
Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts. **SOL 7.**	Students learn of the threats that exist to their personal safety. They learn how to take steps to protect themselves, to value being healthy and safe and may advise others on how to do so. Students learn that they have both rights and responsibilities as a road user.
Communicates effectively using a variety of means in a range of contexts in English. **SOL 1.**	Student learning incorporates different methods of communication such as; • Verbal and written exercises, • Class Presentations, • Class debates,

	• Drama- class plays/sketches,
	• Team collaborations,
	• Group work,
	• Project work,
	• Science Experiments.
Observes and evaluates empirical events and processes and draws valid deductions and conclusions. **SOL 18.**	Throughout the course students participate in activities where they learn about how Road safety-related challenges can be approached, tried and tested to provide valuable data. They learn about the relevance and value of credible research in the area of road safety and how to conduct and use research to inform themselves of the threats that exist to their personal safety, from a road safety point of view.

4. b) Literacy and Numeracy

Literacy

Many, if not all, of the teaching methods employed such as debating, presentation, key word bank and active group work encourage literacy and language development. Course content requires regular reading, writing and oral language activities which will increase both the student's road safety literacy and general literacy. This course contributes to the development of language and literacy skills through activities where students are required to:

- Debate road safety motions,
- Read and understand road safety stories,
- Develop debating and public speaking,
- Through teamwork, communicate with peers, teacher and other classes using the Virtual Learning Environment,
- Search and locate information effectively online,
- Read and respond to a variety of road safety texts,
- Analyse and evaluate current road safety literature,
- Present topics and ideas,

- Create and act in a drama/sketch.

Scientific Literacy

Explain phenomena scientifically.	Students learn appropriate scientific knowledge to identify, use and generate explanatory models.
Understand scientific enquiry.	Students learn to distinguish questions that are possible to investigate scientifically: propose a way of exploring a given question scientifically: pose testable hypotheses and evaluate and compare strategies for investigating hypotheses.
Interpret scientific evidence.	Students engage critically in a balanced review of scientific texts. Through this they learn to identify the assumptions, evidence and reasoning in science-related texts, and distinguish between arguments which are based on scientific evidence and theory, and those which are not.

Numeracy

Throughout the course, students engage in many problem solving exercises that require them to work with figures/calculate both individually and in groups. Real world examples are used to highlight to students that numeracy skills are important in everyday life. This course contributes to the development of numeracy skills through activities where students:

- Read, analyse and present data,
- Predict and interpret from graphs and data gathered from experiments,
- Compare and contrast statistics,
- Extract and analyse results of data from different sources,
- Perform calculations involving speed, momentum, weight, time, distance and cost,

- Present data in formats such as table, chart, written and diagrammatical format,
- Identify relationships and patterns between data.

4. c) Other Key Skills

Key Skill	Key skill element	Student learning activity
1. Managing myself.	• Making considered decisions.	Students learn to make decisions regarding road safety and evaluate these decisions. Students learn about Risk and Risk Assessment.
2. Staying well.	• Being social and safe.	Students learn to be aware of themselves as road users with rights and responsibilities. Students learn about how to take responsibility for their own personal safety and also for the safety of other road users they encounter.
3. Communicating.	• Using ICT to confidently communicate.	Students use the internet, digital technologies and communication tools such as a Virtual Learning Environment (VLE) to research topics of interest to them and to express, share and present their opinions and findings on these topics. The Virtual Learning Environment (VLE) is available to students both in and out of school and allows students to access, collaborate, complete, and submit road safety tasks and assignments.
4. Being Creative.	• Exploring options and alternatives.	Students explore and evaluate options and alternatives for decisions they make. They record and communicate their learning in creative ways.

5. Working with others.	• Co-operating.	Students collaborate with others to explore and discuss views on a range of texts and contexts.
6. Managing information and thinking.	• Thinking creatively and critically.	Students learn to question their assumptions and the assumptions of others. They reflect on their understanding and review it in light of new information.

SECTION 5. COURSE OVERVIEW

The strands in this short course are:

Strand 1 – Who's who in road safety?

This strand is designed to raise student awareness of the various agencies who are responsible for road safety in their community. The strand includes elements (a) regarding 'Education' 'Enforcement' 'Engineering' and 'Evaluation' (b) My role in road safety which includes issues such as an introduction to vulnerable road users, (VRU's) and (c) Understanding my risk which includes hazard identification, risk perception, risk assessment, and risk mitigation.

Strand 2 – Are we roadworthy?

Students taking the Road Safety Matters short course are categorised within road safety as VRU's. This strand relates directly to the risks posed to them as road users on a daily basis. Using skills Students will be required to identify and consider both the risks posed to them, and the risks they pose to other road users, and outline measures that can be taken to mitigate these risks thereby securing their own personal safety. A second element entitled The importance of seatbelts will also be undertaken.

Strand 3 – Recognising road risk

This strand is comprised of three elements: (a) Speed, (b) impairment, and (c) Acquired brain injury. Science technology and engineering will be incorporated throughout the course to bring 'real-life' examples of how scientific theory is applied to road safety in the real world. In this strand students will engage in design challenges and experiments which will test their knowledge of road safety and science. The engineering element of this strand requires students to 'think outside the box'. Students are encouraged to examine engineering features in their community. There are opportunities for an action plan within

their respective communities to develop/improve engineering measures. Science, Technology and Engineering opportunities of the Road Safety Matters short course builds upon the 'Safe Systems Approach' - Safer Roads, Safer Behaviour, Safer Vehicles and Safer Speeds as outlined in The Government's Road Safety Strategy 2013 – 2020[1].

Strand 4 – Socially responsible road use

This strand is comprised of three elements; (a) Sharing the road, (b) Agricultural Vehicles and (c) First response. In this strand students learn of what it takes to become a responsible driver and road user. This strand prompts students to consider their safety and that of others when learning to drive. There will be a specific step by step guide on the learning to drive *process* which students can reflect upon when they actually begin the process themselves. It is intended that this Strand will be taught in the final year of study as this is closer to the time when they will actually be undertaking the learning to drive process. The risks associated with agricultural vehicles using the road will be discussed as will a number of First Aid issues and what the priorities are at the scene of a collision.

Links between the 'Road Safety Matters' Short Course for Junior Cycle and Scientific literacy.

One of the aims of this specification is to help students to develop their scientific literacy. The PISA 2015 Draft Science Framework includes the following definition of scientific literacy:

Scientific literacy is the ability to engage with science-related issues, and with the ideas of science, as a reflective citizen.

A scientifically literate person is described as someone who is willing to engage in reasoned discourse about science technology. This requires them to be able to explain phenomena scientifically, evaluate and design scientific enquiry, and interpret data and evidence scientifically.

National Framework of Qualifications- The learning outcomes in this short course are aligned with the Level Indicators for Level 3 of the National Framework of Qualifications (Appendix 1).

Student Engagement- The course has been designed for at least 100 hours of student engagement.

SECTION 6. EXPECTATIONS FOR LEARNERS

Version 2.0

25th August 2015

Examples of student work will be used to illustrate the expectations for learners in the short course. These examples will be related directly to a learning outcome or groups of learning outcomes.

They will be annotated, indicating whether the work is;

- in line with,
- ahead of, or
- behind

expectations for learners.

STRAND 1: WHO'S WHO IN ROAD SAFETY?	
ELEMENTS *Students learn……*	**LEARNING OUTCOMES** *Students should be able to…..*
Element 1: Who's Who	**1.1** Explain the four pillars of Road Safety; Education, Enforcement, Engineering and Evaluation. **1.2** Describe the role/function of each organisation responsible for Road Safety in Ireland. **1.3** Design a resource highlighting important Road Safety messages.
Element 2: My Role in Road Safety	**1.4** Introduce Students to the concept of Vulnerable Road Users (VRU's). **1.5** Differentiate between VRU's and other types of road users.
Element 3: Understanding my risk	**1.6** Understand how to assess risk in their everyday lives by constructing a Risk Matrix and completing Risk Assessments **1.7** Examine the potential consequences of risky behaviour. **1.8** Plan ahead and anticipate different situations so as to minimise risk.
STRAND 2: Are we roadworthy?	
ELEMENTS *Students learn……*	**LEARNING OUTCOMES** *Students should be able to…..*

Element 1: Vulnerable Road Users	2.1 Explain why the 5 categories of Vulnerable Road Users are classified as vulnerable.
• Pedestrians • Cyclists • Motorcyclists • Older People • Young People	2.2 Plan to improve their current road behaviour and discuss how they can improve their road safety awareness/skills in relation to Vulnerable Road User's. 2.3 Describe personal protective equipment required by Vulnerable Road User's and road users in general.
Element 2: The importance of Seatbelts.	2.4 Discuss the importance of wearing seatbelts and the risks & consequences of not wearing a seatbelt from both a legal and road safety perspective. 2.5 Investigate seatbelt compliance rates. 2.6 Design a resource to encourage seatbelt wearing.
STRAND 3: Recognising Road Risk	
ELEMENTS *Students learn……*	**LEARNING OUTCOMES** *Students should be able to…..*
Element 1: Speed	**3.1** Assess the risks & consequences of speeding. **3.2** Describe the methods used by An Garda Síochána to enforce Road Traffic Laws in relation to speed limits. Analyse and assess initiatives such as the Safety Camera Strategy. Collect & analyse data on Road Traffic Collisions and on the Penalty Point System. Calculate speed, distance or time using a formula. **3.3** Investigate the effects of friction between different surfaces. **3.4** Measure reaction times and discuss the different distractions that can affect reaction times. **3.5** Measure the stopping distances for different speeds under different conditions.

	3.6 Explain the appropriate speed to travel in any given area by taking various factors into consideration including the speed limit, type & quality of road, weather conditions, other road users, all other hazards, type of vehicle etc.
Element 2: Impairment • Alcohol • Drugs • Fatigue • Distraction	**3.7** Discuss the dangers and consequences of the 4 serious categories of impairment; alcohol, drugs, fatigue and distractions; and how they can affect the ability to use the road safely and responsibly as a pedestrian, cyclist, motorcyclist or motorist. Examine attitudes & behaviours which lead to impaired driving. **3.8** Take responsibility for their own safety in relation to impaired driving and specifically in relation to getting into a vehicle where the driver is under influence of alcohol/drugs. Compare the four categories of serious impairments.
Element 3: Acquired Brian Injury	3.9 Understand the importance of always protecting their head, its importance to all functions of the human body and the effects of injury to the brain.

STRAND 4: Socially Responsible Road Use.	
ELEMENTS *Students learn……*	**LEARNING OUTCOMES** *Students should be able to…..*
Element 1: Sharing the road	**4.1** Describe the Learning to Drive Process. **4.2** Emphasise the importance of experience for novice drivers. Assess and mitigate their risk as new inexperienced drivers **4.3** Define key learner driver terms such as EDT, Logbook, Approved Driving Instructor (ADI), Sponsor, novice, driving experience

	4.4 Highlight the rights and responsibilities of Learner Drivers, Novice Drivers, Sponsors & ADI's
Element 2: Agricultural Vehicles	**4.5** Discuss the different perspectives and roles and responsibilities of two road users-Motorist and driver of Agricultural Vehicles. **4.6** Highlight the roles and responsibilities of Motorists/Agricultural Vehicles when they come across Agricultural Vehicles/Motorists on the road.
Element 3: First Response	**4.7** Explain the principles of Basic First Aid Training which can apply in everyday life. **4.8** Learn to treat minor burns, major burns, bleeding and shock. **4.9** Respond safely and correctly in an emergency situation such as a Road Traffic Collision.

SECTION 7. ASSESSMENT AND CERTIFICATION

This short course supports a wide variety of approaches to assessment. The course has been designed in such a way as to focus upon two assessment tasks, namely Action Projects (AP's) and Student Showcase Portfolio (SSP) around formative assessment methods.

Students engage in different learning activities such as debate, discussion, peer learning, oral and written presentations, projects, online research assignments and experiments. In these contexts, students, with their teachers, reflect upon and make judgements about their own and others' learning by considering the value of particular pieces of work undertaken by students. Teachers can then plan the next steps in student learning, based upon feedback they receive.

Multiple Choice Questions.

At the end of each strand (in each year) an online Multiple choice question (MCQ's) facility will be made available on the VLE.

These have two assessment functions:

➢ They provide a short, sharp insight into learning that occurred during the strand, and

➢ They are collected in the SSP and will be considered as part of the SSP at final assessment stage.

Feedback and student reflection will take place throughout the course assisting students in the management of their own learning. The development of each SSP will facilitate students in maintaining a record of their learning, feedback and reflective exercises, all of which will be included in SSP for assessment purposes.

In-class assessment techniques will involve varying levels of questioning, traffic light system of understanding, peer assessment, debates, oral and written presentations, all of which will be provided with feedback. This regular evaluation will help students learn about the process of learning. The SSP will enable students collect tangible evidence of their learning and facilitate students in recognising the quality of their work. It will provide students with the opportunity to write and talk about their work and will create a portfolio of their learning journey.

7. a) Assessment for Certification

Assessment for certification will be school-based. There are two assessment tasks involved: Action Project and Student Showcase Portfolio.

The tasks will be weighted as follows;

Action Project		Student Showcase Portfolio
60%		40%

Action Project (60%)

'An Action Project is one where the students are actively involved in developing an issue or topic which has arisen in class beyond the usual limits of the textbooks or course material[2].

Action Projects are assessed by each student completing a Report on their Action, detailing their role/part in the Action and giving evidence of their learning. Teachers & Students will be given clear guidelines on how to complete and assess these Reports.

Students complete their Action Project on two or more of the four Strands. Throughout the course, students are encouraged to carry out as many Actions Projects as time and willingness will allow however for assessment purposes they are only required to submit one Action Project by a pre-determined date (March – April) in their final year of study. An Action Project;

- is based on two or more of the 4 Strands
- is based upon a Road Safety issue/problem/scenario
- has an Action component (research on its own is not acceptable)
- requires the student to engage/communicate with other people or communities about the subject of his/her action
- includes a reflection and evaluation dimension for self-analysis & learning evaluations

The Action Project can be produced in either written, digital, visual or audio formats, or any combination of these. Alternatively, it may be presented via an interview or presentation.

Examples of Action Formats:

1. Make video
   ➢ Road safety picture slideshow
   ➢ Road safety movie
   ➢ Road safety animation

2. Research
   ➢ Conduct a road safety survey utilising;
   ➢ Questionnaires
   ➢ Interviews
   ➢ Investigations

3. Project
   ➢ Road safety paper project
   ➢ Road safety electronic project

4. Invite a speaker to class, to discuss a road safety theme,

5. Visit out e.g. to a road safety road show

6. Road safety debating competition- within school and/or inter school

7. Raising road safety awareness through:

   ➢ Social media campaign

   ➢ Posters

   ➢ Displays

   ➢ Art

8. Road safety competition: Suggests ways for students to be safe on the roads

9. Road safety publications - providing info

10. Tracking road safety Issues, media

11. Road safety presentation: Class/Year/School/Parents/Community

Regardless of the format chosen, students should ensure that their report on their Action Project communicates;

- why I chose this action
- what the goals of my action were and what means I chose to achieve my goals
- how I sourced and used research
- how I worked with others in planning and carrying out the action
- how I organised and managed myself
- key moments or milestones
- any challenges or set-backs I encountered
- evidence of my individual participation in the action
- my overall reflections on what I have learned through participating in and carrying out the action

Action projects can develop from a number of different situations:

- We want to know more about…
- We could do something about…
- A topical issue of interest to the students
- A local issue of interest to the students

- A school issue
- A designated day/campaign

An Action Project can be a class Action Project, a group Action Project or an individual Action Project. In order to foster group work and active learning, and for practical reasons of time, teachers are encouraged to suggest class/group Action Projects to their students. Class/group Action Projects can be subdivided into a number of specific individual or small group tasks. For group-work of not more than three students in a group, it will be necessary to assess each on their individual contribution.

7. b) Rationale for the Assessment Task

Assessment is directly related to the aim and learning outcomes of the short course. It allows students to choose some of what they will present for assessment and the format they will present it in. It gives students opportunities to set goals, meet deadlines and take responsibility for gathering evidence of their learning. Students can use the features of quality to reflect on and make judgements about their own and others' learning.

In these ways the Key Skills of the Junior Cycle are promoted as students are exercising responsibility and decision making in the ways they are learning and being assessed. Where the material used in the assessment tasks derives from issues of genuine interest and concern to students, assessment in the short course can contribute to the empowerment of young people to become safe, responsible and reflective road users.

7. c) Features of Quality

Features of quality related to student work on the Action Project, Online Assessments and Portfolio are set out below. In general terms, these can be used by students and by teachers to support their discussions about and judgements of work generated in response to the assessment task. More specifically, the features of quality are the criteria

that will be used by teachers in the process of marking and at moderation meetings, to assess and discuss the student's work on the assessment tasks.

Features of Quality for the Action Project

Achieved with Distinction (90-100%)

The Action Project is complete and presented in a comprehensive and clear manner. It captures and conveys both the action taken and reflection upon it. The medium of communication chosen for the action record is used effectively and creatively.

Achieved with Higher Merit (75-89%)

The Action Project is complete and presented in an organised and clear manner. It includes attention to and treatment of both the action taken and reflection upon it. The medium of communication chosen for the action record is used effectively and with some creativity.

Achieved with Merit (55-74%)

The Action Project is largely complete and presented in an organised way with reasonable clarity. It includes material directly related to both the action taken and reflection upon it. The medium of communication chosen for the action record is used to reasonable effect but is not fully exploited.

Achieved (40-54%)

The Action Project is incomplete but presented in an organised manner. There is limited evidence of both the action taken and reflection upon it. The medium of communication chosen for the action record is engaged with but used ineffective.

Not Achieved (0-39%)

The Action Project is incomplete and presented in a disorganised and unclear manner. There is a lack of evidence of the action taken and reflection upon it. The medium of communication chosen for the action record is used ineffectively.

Features of Quality for the Portfolio

Version 2.0

25th August 2015

Achieved with Distinction (90-100%)

The road safety portfolio demonstrates an excellent understanding of the topics and a high level of creative presentation. The work demonstrates a very positive attitude towards using technology that supports collaboration, learning and productivity. Communication is clear and convincing and shows comprehensive knowledge of the subject and real flair throughout the work.

Achieved with Higher Merit (75-89%)

The road safety portfolio demonstrates a very good understanding of the topics and a moderate level of creativity in its presentation. The work demonstrates a positive attitude towards using technology that supports collaboration, learning and productivity. Communication is clear for the most part, and shows a comprehensive knowledge of the subject and flair throughout the work.

Achieved (40-54%)

The road safety portfolio demonstrates some understanding of the topics and some level of creativity in its presentation. The work is limited in demonstrating how technology can support collaboration, learning and productivity. Communication is reasonably clear with limited knowledge of the subject throughout the work.

Not Achieved (0-39%)

The road safety portfolio demonstrates little understanding of the topics and lacks creativity in its presentation. The work lacks in demonstrating how technology that supports collaboration, learning and productivity. Communication is unclear and unconvincing and shows little knowledge of the subject throughout the work.

SECTION 8. RESOURCES

- Computer access in class or a media lab
- Projector facility
- Tablet facility (optional)

- Rules of The Road
- RSA Short Course Work Folder
- RSA Short Course Teacher's manual
- RSA Short Course PowerPoint Presentations
- RSA Short Course extended lesson plans (online)
  - ➤ Apparatus for scientific experiments to include but not limited to:
  - ➤ Bunsen burner/hot plate
  - ➤ Beakers
  - ➤ Thermometer
  - ➤ Gauze
  - ➤ Tripod
  - ➤ Test Tubes
  - ➤ Conical Flasks
  - ➤ Meter stick/ruler
  - ➤ Microscope

APPENDIX 1: Level 3 Certificate (NFQ Level 3 – major award)

The Level 3 Certificate[3] enables learners to gain recognition for, specific personal skills, practical skills and knowledge, basic transferable skills, the enhancement of individual talents and qualities and achievements and learning relevant to a variety of progression options.

Title	Level 3 Certificate
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level	3
Volume	Large
Knowledge - breadth	Knowledge moderately broad in range

Knowledge - kind	Mainly concrete in reference and with some comprehension of relationship between knowledge elements
Know-how and skill - range	Demonstrate a limited range of practical and cognitive skills and tools
Know-how and skill - selectivity	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
Competence - context	Act within a limited range of contexts
Competence - role	Act under direction with limited autonomy; function within familiar, homogeneous groups
Competence – learning to learn	Learn to learn within a managed environment
Competence - insight	Assume limited responsibility for consistency of self- understanding and behaviour
Progression & Transfer	Progression to programme leading to a Level 4 Certificate, or at a higher level if appropriate

FOOTNOTES

[1] WEB: Road Safety Strategy 2013 – 2020
http://www.rsa.ie/Documents/About%20Us/RSA_STRATEGY_2013-2020%20.pdf

[2] See p.10 Guidelines for Schools, 1996

[3] WEB: National Framework of Qualifications
http://www.nfq.ie.webhosting.heanet.ie/nfq/en/documents/Level3Certificate.pdf

Version 2.0

25th August 2015