

Learning Stations activity

Learning stations allow students to have the opportunity to express their emotions and opinions through the use of different mediums. Activities can be spread throughout the classroom, encouraging students to work in groups or individually on a range of tasks.

Requirements

- » Clear instructions of the activities for students to follow at each learning station
- » The materials required in order to complete the task e.g. paint, paper, music, computer etc.

Approximate time requirements:

- » 10 minutes introduction + 'wordle' activity (linked to key learnings from RAC bstreetsmart)
- » 20 minutes Reflection activity - learning stations
- » 20 minutes 'I am powerful' activity - learning stations
- » 10 minutes 'I have the solution' conclusion + activity

Introduction (10 minutes)

- » Ask students to suggest what they took away from the RAC bstreetsmart event?
- » Ask students to write down 5 words they associate with ROAD TRAUMA.
- » Teacher opens <http://www.wordle.net/create>
- » Create new 'wordle' from website using the words students have expressed about road trauma.
- » Ask one student to read a word from their list, ask the rest of the class if they also had this word.
- » Count how many students have the same word and repeat in the 'wordle' box (the more times a words appears, the bigger the word gets when the 'wordle' is finished).

Activities

Using the Reflection activities below, the teacher will set a number of different learning stations around the classroom. Each station should have the task clearly outlined and the accompanying materials required for the students to complete. Some activities can be completed as a group while others are individual activities. However the teacher should encourage the students to share their responses with others at the same learning station.

It is up to the teacher if they wish to select groups and learning stations for the students or if the students are to select their own learning station activity and group.

a. Reflection activities (20 minutes at 1 learning station)

The following activities have been designed for students to reflect on the RAC bstreetsmart event:

- › Dance learning station: You are to create a contemporary dance using the RAC bstreetsmart re-enactment, depicting the emotions of people involved in the car e.g. before the crash (happy), while crashing (frightened/helpless) and after the crash (saddened/confused).
- › Art learning station: Using colours, create a storyline (timeline) of the different moods (emotions) from the RAC bstreetsmart event e.g. at the party (yellows, bright pinks and purples), riding in the car, crashing the car (deep reds), post-crash (dark gloomy colours).
- › English learning station: The following activity can be completed as a group or individually. Click on the [link](#). Read the poem 'I went to a party mum' and reflect on the stories of the guest speakers that you saw at RAC bstreetsmart to create a poem. This poem can be in any format haiku, shape poem, ballad (rhyming), acrostic etc. The poem can be from anyone's perspective e.g. a driver, a mother, a friend, a person that has been critically injured as a result of a crash etc.
- › Music learning station: Research music that mirrors the pain of loss when someone is killed in a car crash. Discuss which parts of the RAC bstreetsmart re-enactment reflect different aspects of the song (words, instruments etc.). How did you personally connect with the song? This task will be completed individually however students should share, analyse and evaluate other student responses.
- › English learning station: Discussion/debate about the consequences/ punishment of the driver. At RAC bstreetsmart it indicated that Andrew (the driver) was given strict bail conditions, and instructed to attend court. The maximum penalty for dangerous driving occasioning death is 14 years imprisonment. He will also lose his driver's license, normally for at least two years. Do you think this punishment fits the crime?

b. 'I am powerful' activities (20 minutes at 1 learning station)

The following activities have been designed for students to suggest and evaluate different strategies of getting home safely and possibly preventing a crash from occurring.

Similar process to the Reflection activities (see above), the teacher is to hand out the 'I am powerful' activity outlines and materials. It is up to teacher if they choose to change the group dynamics within the class. Below is a sample of activities to create a learning station classroom:

- › English learning station: Do you agree with the following statement, use the RAC bstreetsmart re-enactment to help you express why/why not.
Before a crash = endless choice, total control on your life.
After a crash = limited choices, little control on your life.
Make suggestions on how you have the control in preventing this crash from happening e.g. organise to stay the night at the party.
- › English learning station: Write a letter to a loved one (mum, dad, grandparent, friend etc.) about the strategies you could have used to leave the (RAC bstreetsmart) party? Be sure to have a plan B, C, D and E, in case your original plan does not work out. Include reason as to why you are making these decisions e.g. I choose to have control over how I get home safely.
- › Art learning station: Draw the factors that you can control as a driver, passenger or bystander? Reflect on the RAC bstreetsmart crash re-enactment, in particular before the crash occurred e.g. driver had control of - if he chose to drink and drive, the passenger had control of - if he chooses to wear a seatbelt, the bystander had control of - encouraging the driver (who had been drinking) not to drive.
- › Drama learning station: Create a short 'sliding doors' skit demonstrating how the RAC bstreetsmart event might have ended if people were making positive choices. Showcase how a crash can be prevented and how you choose to get home safely from a party.

Conclusion - 'I have the solution' (10 minutes):

- › Give the students an opportunity to share their activities
- › Write the word SOLUTION on the board
- › Students are to come up with words/phrase that are the solutions to stop road trauma, using each letter as a prompt
- › See attached example