



## TEACHERS GUIDE

RACT RoadSafe Online Resource for Grade 3 & 4 Classrooms

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**▲ For more information, please contact the RACT Community Manager on 03 6236 4308 or email [education@ract.com.au](mailto:education@ract.com.au)**



RACT RoadSafe is a learning tool which can be used to help teachers explore road safety issues with Grade 3 and 4 students.

Developed locally, it is unique to Tasmanian schools and explores road safety in more depth than any primary school resource previously available.

It provides a range of interactive and online resources for students to navigate individually, in small groups or as a class.

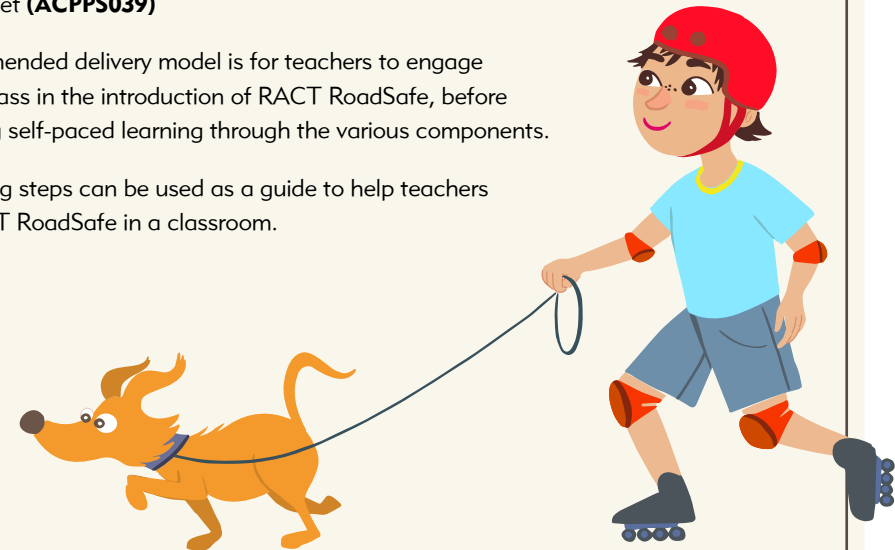
## Australian Curriculum Connections

RACT RoadSafe is designed to align with the Years 3 and 4 Band of the Australian Curriculum: Health and Physical Education. In particular, “students interpret health messages and discuss the influences on healthy and safe choices” and “identify local resources to support their health, wellbeing, safety and physical activity.” (Years 3 and 4 Achievement Standard, Australian Curriculum: Health and Physical Education, [australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/](http://australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/)) RACT RoadSafe specifically addresses the following content descriptors:

- Identify and practise strategies to promote health, safety and wellbeing **(ACPPS036)**
- Discuss and interpret health information and messages in the media and internet **(ACPPS039)**

The recommended delivery model is for teachers to engage the whole class in the introduction of RACT RoadSafe, before encouraging self-paced learning through the various components.

The following steps can be used as a guide to help teachers deliver RACT RoadSafe in a classroom.



## 1 Establish unique usernames

Individual logins are required to access the resource with each user having a unique identifier.

In order to create unique usernames for each user, teachers must complete a spreadsheet provided by RACT. Teachers are to create a username for each user (including students and other teachers/school staff) and the following username format is suggested:

(First name initial)(Surname).(school abbreviation)

For example, **John Smith** from **Hobart Primary School's** username would be **jsmith.hps**

It is also suggested that the password be made the same as the username, to avoid confusion for students. Given there is no sensitive data in each student account and most schools have strict online security guidelines, a basic password should not cause any problems.

However, decisions regarding the construction of usernames and passwords, for students and teachers, are entirely at the discretion of each school.

**⚠ It is important to note that no sensitive identifying student data, including emails, is ever requested or required to use RACT RoadSafe.**



## 2 Familiarise yourself with the resource

Once user accounts have been created, access to RACT RoadSafe will be possible. Teachers should take a moment to become familiar with the resource, prior to classroom use. This might include briefly navigating the resource to ensure it operates correctly on the student network. Logging in as a student provides an additional safeguard.



## 3 Ensure tablet devices and/or laptops are available

The website works best when there is a device available for individual use, given the fact that each student has a private login and their progress is tracked. However it operates perfectly well in small groups. The classroom session will also work best with a teacher controlled version on a big screen.





#### 4 Allocate 45-60 minutes to fully explore each core competency

While each core competency can be navigated in less time, 45-60 minutes provides an ideal amount of time for students to navigate all the relevant resources.



#### 5 Login

Once a brief explanation of road safety is provided to the classroom, teachers should explain the simple password construction to the class, before encouraging students to login on their device. First time users will have an opportunity to complete a tour.



#### 6 Tour

The brief tour guides the user through the structure of the website, including such support tools as the 'Glossary' and personalisation of accounts (eg. Changing profile picture).



#### 7 Present core competencies

Once the tour is completed, the user will arrive at the homepage. This page is the first introduction to the core competencies:

- Walk this way – pedestrian safety
- Buckle up for the ride – passenger safety
- Sign up for safety – street signs
- Right riding – safety on wheels (bikes/scooters/skateboards)

It is recommended that students do not progress beyond this point until the whole class has caught up. Following this, a brief description of each core competency may be beneficial to assist with student understanding.



## 8 Explore first core competency

Learning is more detailed when competencies are explored individually and in sequence.

### 8.1 Videos

It is recommended that teachers first access the 'Videos' section and then choose the preferred core competency (eg. Right Riding). Each core competency is broken into learning areas, with a total of 35 across the four sections of the site. There is a short video for each learning area.

It is recommended that a small number of videos are watched by the class, before students are encouraged to navigate this section individually (or in small groups – depending on the availability of devices).

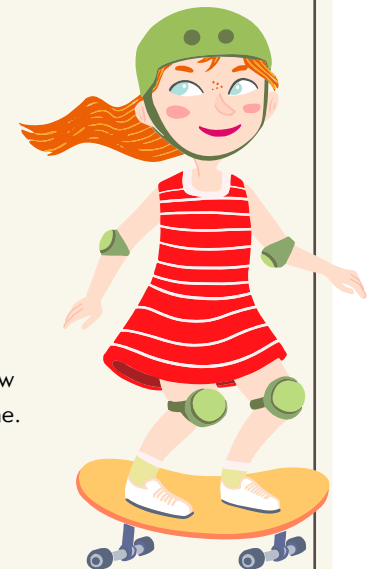
**▲ Teachers may wish to allocate an amount of time to video navigation (eg. 5 minutes)**

### 8.2 Resources

Within the same core competency (eg. Right Riding) teachers can now access 'Resources' and demonstrate this to the class. 'Resources' contains a range of third party road safety games and activities which can be navigated by the students.

Prior to the lesson, teachers may want to become familiar with one of the available resources to show the class; however, this section works best when students are encouraged to explore in their own time.

**▲ Teachers may wish to allocate an amount of time to 'Resources' navigation (eg. 10 minutes).**



## 8 Explore first core competency continued

Learning is more detailed when competencies are explored individually and in sequence.



### 8.3 Quizzes

Once students have explored the resources contained with this core competency, they should be ready to attempt the quiz questions. There are a different number of quiz questions within each competency, determined by the number of learning areas.

Students are required to complete each question and submit their answers once all are attempted. At this point students will receive a pop-up detailing their performance (eg. 'You scored 7/8 for this quiz').

The quiz should be reattempted if any questions are answered incorrectly; however, the next attempt will only include these learning areas.

For example, if two of 13 questions in 'Right Riding' were answered incorrectly, the next attempt of this quiz will only contain two questions.

However, questions type, order and content are randomised so a student will not be answering exactly the same question on the second attempt.

Students will not achieve 100% completion until all questions are answered correctly – there is no limit to the number of attempts this can take. It is strongly encouraged that students persevere until 100% completion is achieved.





## 9 Explore other core competencies

Teachers are encouraged to follow the above process for each of the core competencies, until students achieve 100% for all quiz sets.



## 11 Status

Students can track their progress and access previous quiz attempts in the 'Status' tab on the left hand side.



## 10 Checklists

Students can also access checklists to assess their knowledge of the relevant learning area. These checklists are not tracked – they are simply an opportunity for students to further consider their behaviour around the road.



## 12 Student certificates

Students who complete the whole resource by achieving 100% for each quiz set should be provided with an RACT RoadSafe certificate. Blank copies of this certificate will be provided to each teacher/school to be filled in and awarded upon completion.



## 13 Teacher Dashboard

The Teacher Dashboard allows teachers to track student progress and generates valuable data in the process. Teachers can track all quiz question attempts by students and the following information is available for further review:

- The percentage of each core competency completed
- The percentage of questions answered correctly on the first attempt
- Class overview

- Class overview when compared to rest of the school
- Granular detail of every student quiz attempt

Reviewing this data can provide teachers with an opportunity to identify gaps in individual/collective knowledge thereby facilitating future learning activities.

**▲ Additional reporting can be made available by RACT upon request. The Teacher Dashboard can be found under 'Account' and then 'My Dashboard'.**







## 14 Support

Further resources, including some lesson plans, can be found in the 'Support' top on the left hand side of the main screen.

While onsite IT support will need to be provided by each individual school, RACT is very available to provide support specific to the functionality and use of the website.

Furthermore, while not the preferred delivery model, RACT may be available to conduct facilitated road safety classroom sessions, which also act as an introduction to and launching pad for RACT RoadSafe.



## 15 Video access

**⚠ While it should not be necessary, some schools may have disabled all video streaming by students, which will impact upon the performance of RACT RoadSafe. If this is the case, schools need to allow the following domains:**

- [player.vimeo.com](https://player.vimeo.com)
- [vimeocdn.com](https://vimeo.com)
- [\\*,vimeocdn.com](https://vimeo.com)

This should be a straightforward process and will only allow access to RACT RoadSafe, rather than the main Vimeo channel. It is recommended that the school's IT department is consulted prior to classroom use.

