

### **Teacher Resource**

Episode 20 2<sup>nd</sup> August 2016

# Crash-proof



# **FOCUS QUESTIONS**

- 1. Discuss the BtN *Crash-proof* story in pairs and record the main points of your discussion.
- 2. Why was `Graham' created?
- 3. Who worked together to create `Graham'?
- 4. What was the message of the campaign?
- 5. Deaths on Australian roads have
  - a. Increased
  - b. Decreased
  - c. Stayed the same
- 6. Which part of the human body is most vulnerable in an accident?
- 7. Name three of `Graham's' design features.
- 8. Which modification do you think is the most interesting or important? Explain your answer.
- 9. Finish the following sentence: `Graham' is meant to remind drivers that...
- 10. Do you think the `Graham' is an effective way of getting the message across? Give reasons for your answer.



## **ACTIVITY**

After watching the BtN story, respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- · What does this video make your WONDER?
- What did you LEARN from this story?
- How did this story make you FEEL?
- What was SURPRISING about this story?

#### **Class Discussion**

Hold a class discussion about the issues raised in the BtN *Crash Proof* story. Use the following questions to help guide discussion:

- What is the aim of the `Graham' campaign?
- What is the message?
- Who do you think the target audience is?
- What are some of `Graham's' features that have been designed



### **KEY LEARNING**

Students will examine the motor accident campaign featuring Graham. They will also look at the artworks of Patricia Piccinini, the artist who created Graham.



### AUSTRALIAN CURRICULUM

### Health and Physical Education – Years 5

Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)

Plan and practise strategies to promote <u>health</u>, <u>safety</u> and <u>wellbeing</u> (ACPPS054)

### Health and Physical Education – Years 7 & 8

Plan and use <u>health</u> practices, behaviours and resources to <u>enhance</u> <u>health</u>, <u>safety</u> and <u>wellbeing</u> of their communities (ACPPS077)

### Science - Years 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083) (ACSHE100)

#### Science - Year 7

Solutions to contemporary issues that are found using science and <u>technology</u>, may impact on other areas of society and may involve ethical considerations (ACSHE120)

People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121)

### Visual Arts - Years 5 & 6

Explore ideas and <u>practices</u> used by <u>artists</u>, including <u>practices</u> of Aboriginal and Torres Strait Islander <u>artists</u>, to represent different views, beliefs and opinions (ACAVAM114)



to survive a crash?

• Do you think the `Graham' is an effective way of getting the message across? Give reasons for your answer.



#### **Meet Graham**

Students will look at the adaptations made to Graham's body that allow him to have a greater chance of surviving the forces involved in a crash. Using the <u>interactive of Graham</u>, students can see what's going on under the skin and watch a short video explaining the importance of each adaptation. They can then respond to the questions for each feature.

Look at Graham's <u>brain</u>
Why is the brain vulnerable?
How is Graham's brain different to ours?

Look at Graham's skull How has his skull been made to protect his brain?

In the video, how does the artist describe Graham's skull?

Look at Graham's face Why is Graham's face flat? Why does he have fatty tissue around his face?

Look at Graham's <u>neck</u>
Why doesn't Graham have a neck?
Which part of his body extends up to his skull?

Look at Graham's skin How is skin damaged in an accident? Describe Graham's skin.

Look at Graham's <u>ribs</u>
What do the ribs protect?
How are Graham's ribs different to ours?

Look at Graham's knees
What is a common injury to pedestrians?
What is the key design feature of Graham's knees?

Look at Graham's <u>Legs and feet</u>
Why has Graham got hoof-like legs?





### **Braking Distance**

The <u>Science of low-level speeding video</u> explains how speed impacts on reaction time and braking distance, therefore increasing the chance of an accident. After watching the animation, students can respond to the following questions:

- What is low-level speeding?
- What impact can travelling as little as 5km/hr have?
- Why does a small increase in speed increase the chance of a crash?
- What do you understand more clearly after watching this video?



#### Give Me a Brake Game

Students can play the <u>Give Me a Brake game</u> to learn more about the things that affect braking distance. They can test the effects of vehicle type, tyres, road surfuce and weather conditions. They can also record the results of the investigation. Ask students to respond to the following questions:

- What did you learn about braking distance in this investigation?
- What was surprising about the results?





### **Meet the Artist**

Students will find out more about the work of Patricia Piccinini, the artist who created *Graham*. In this <u>video</u> she talks more about working on the *Graham* project.

Look at Patricia Piccinini's <u>artworks</u>. Choose one piece that you are interested in and explore in detail.

- What is it? Describe what the artwork looks like using as much detail as possible.
- What materials are used to make this artwork?
- Draw a picture of the artwork.
- What do you like or find interesting about the artwork?
- Why do you think the artist created the artwork?









Towards Zero - Meet graham <a href="http://www.meetgraham.com.au">http://www.meetgraham.com.au</a>

Behind the News – Seat Belt Safety <a href="http://www.abc.net.au/btn/story/s3948861.htm">http://www.abc.net.au/btn/story/s3948861.htm</a>

ABC News – Victoria's TAC introduces human sculpture `Graham' to stress importance of road safety <a href="http://www.abc.net.au/news/2016-07-21/graham-sculpture-new-face-of-tac-victorian-road-safety-campaign/7648024">http://www.abc.net.au/news/2016-07-21/graham-sculpture-new-face-of-tac-victorian-road-safety-campaign/7648024</a>

