UNIT 3
WHY CRASHES HAPPEN

Why crashes happen
UNIT 3 WHY CRASHES HAPPEN

WA CURRICULUM YEAR 10 SYLLABUS

Activities in Unit 3 support student achievement of knowledge, understandings and skills from the Personal, Social and Community Health strand in the WA Curriculum Health and Physical Education Year 10 Syllabus, and the English, Science and Humanities and Social Sciences Year 10 Syllabus (refer below and page 9).

WA Curriculum Health and Physical Education Year 10 Syllabus content relevant to Unit 3.

**Being healthy, safe and active**
The impact of societal and cultural influences on personal identity and health behaviour (ACPPS089), such as:
- Attitudes and practises about the use of alcohol and other drugs whilst driving.

Skills and strategies to manage situations where risk is encouraged by others (ACPPS091), such as:
- Planning journeys, avoid fatigue and travel within the posted speed limit.
- Recognising 0.00% BAC as the legal blood alcohol concentration for learner and provision drivers.
- Recognising the importance of driving safely according to the road rules and to the prevailing conditions.

**Communicating and interacting for health and wellbeing**
Skills and strategies to promote respectful relationships (ACPPS093), such as:
- Rehearsing appropriate emotional responses in challenging driving and social situations.
- Identifying emotions that can have a negative impact on driver and passenger behaviour.

Critical health literacy skills and strategies (ACPPS095), such as:
- Applying knowledge about risks and road rules to risky driving situations.
- Exploring the legal responsibility for all vehicle occupants to wear a seat belt or child car restraint.

**Contributing to healthy and active communities**
Social, economic and environmental factors that influence health (ACPPS098), such as:
- Understanding the correct and consistent use of seat belts and child car restraints.
- Analysing the stopping distance and force of a moving vehicle at different speeds.

**General Capabilities relevant to Unit 3**
Activities in Unit 3 that support student achievement of the General Capabilities are identified with these symbols in the Unit 3 Index. A description of each capability is available on page 10.

For more information about the WA Curriculum refer to kloooutline.scsa.wa.edu.au
### UNIT 3 INDEX

The content and activities in this unit focus on:
- Road crash theory
- Common crash types for new drivers
- Factors that cause a road crash
- Young driver risks

**Support activities**
(special educational needs)

#### General Capabilities

Activities in this unit that support student achievement of the General Capabilities are identified with these symbols. Each capability is described on page 10.

- 📚 Literacy
- 🧮 Numeracy
- 🗣️ Information and communication technology
- 👨‍👩‍👧‍👦 Critical and creative thinking
- 🤝 Personal and social capability
- 🤖 Ethical understanding
- 🌍 Intercultural understanding

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<td>Large sheets of paper&lt;br&gt;FACT SHEET 3.1 Safety tips for avoiding crashes&lt;br&gt;ACTIVITY SHEET 3.1 Why crashes happen&lt;br&gt;ACTIVITY SHEET 3.1 Newspaper articles&lt;br&gt;Post-it notes or similar</td>
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The assessment task and additional activities listed below are available at:
www.sdera.wa.edu.au (resources > secondary resources)

3.9 **Seat belt effectiveness**
The force on vehicle occupants during a car crash and the effectiveness of seat belts.
*STRATEGIES - Circle talk; Think-pair-share; Role-play*

3.10 **Alcohol, other drugs and driving**
The four categories of psychoactive drugs and their effects on driving.
*STRATEGIES - One-minute challenge; Jigsaw*

3.11 **Attitudes about speeding**
Opinions about speeding, safe speed limits and the effects of speed in a crash.
*STRATEGIES - Fist of five; Values continuum*

3.12 **Distractions and braking**
A simulated activity where students test their reaction and braking time when distracted.

3.13 **What’s the risk?**
Driver, vehicle and environmental factors that contribute to a crash scenario and strategies to reduce harm.
*STRATEGY - Y chart*

**Assessment Task Activity 3**
**Road safety campaign**
Students develop a road safety campaign that targets young people and highlights one of the five major road risk issues.
TEACHER NOTES

Discussing safe and unsafe driving

Driving can give young people independence, freedom and greater control of their lives. It is important for young people to understand that responsible driving and compliance with the road rules will enable them to enjoy the privileges and freedom of having a driver’s licence. This includes planning trips and taking extra care in difficult or unknown traffic conditions. It is equally important to discuss the factors associated with unsafe driving and the consequences of this.

Specific messages that are known to resonate more strongly with young men and women are loss of licence and freedom, and injury to others, including family and friends. Other important messages to highlight include information about motor vehicle damage, increased insurance premiums and excess, personal incapacity, loss of life to themselves, their passengers and other road users, and driving convictions and penalties (ie fines, vehicle confiscation, imprisonment and loss of licence). 1 2

The short and long term consequences and costs associated with road crashes can be grouped under physical, social, emotional, financial and legal. These consequences are not only borne by the individuals involved in the crash, but witnesses of the crash, emergency workers, families, work colleagues, and the broader community.

It is important for teachers to recognise that there may be students within any group that have been directly or indirectly involved in road-related trauma. Talking about road trauma with young people can raise a range of issues, concerns and/or emotions. Students who feel uncomfortable or emotional should be provided with the option to pass or disengage from the activity, and if necessary, referred to Road Trauma Support WA (RTSWA), a free counselling and advice service available at: http://www.rtswa.org.au/

Learning will be enhanced and reinforced when students are regularly engaged in discussions to debrief activities and share their opinions, ideas and intentions 3.

Road crash theory (driving triangle)

Road crashes are the result of the interaction between the driver, vehicle and environment. Ninety percent of road crashes are caused by human factors alone, or in combination with vehicle or environmental factors. Environmental factors can be divided into the physical environment (eg road and weather conditions) and socio-cultural environment (eg societal attitudes and beliefs).

- **Driver**: the decisions the driver makes, risk taking such as speeding, drink or drug driving, driving tired or not wearing a restraint, and distractions both inside and outside the vehicle.
- **Vehicle**: the condition of the vehicle such as, brakes, foggy windscreen or faulty lights and the presence of safety features such as air bags and electronic stability control.
- **Environment**: features of the road and the area around it such as, weather conditions, road surface, available light and wildlife.

Applying this theory in the classroom is a useful way to demonstrate how a potential crash can be avoided and harm reduced. The theory can also be used to demonstrate ways to stay safer as a passenger or driver. Avoiding crashes involves the finely tuned skills of hazard perception, risk assessment and a safe approach to the driving task. Motivations for driving and emotional responses to situations can also affect the way people drive and can potentially affect the chances of having a crash.

Common crash types for young drivers

Drivers of all ages are involved in crashes. However young drivers in their first six months on P plates have more crashes than others and are more likely to be involved in the same types of crashes.

The three most common crash types for young drivers include single vehicle crashes veering off the road to the left; rear end crashes; and turning or driving straight ahead at intersections4.

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Errors made by new drivers are often a result of:

- Speeding or travelling too fast, both for the road conditions and level of experience
- Misjudging the speed of other vehicles, particularly oncoming cars
- Overestimating their ability and underestimating the risks
- Not scanning the traffic environment well
- Travelling too close behind other vehicles
- Inattentiveness, failure to anticipate, distraction and fatigue.

### Road crash involvement of young people

Crashes have definite and distinguishable causes, involve risky behaviours and attitudes, and are, in the main, preventable. Young drivers, particularly during their first six months on P plates, are over-represented in crashes because: they are inexperienced with less developed hazard perception skills; are over-confident in their own driving ability; and have a tendency to drive recklessly and take more risks than experienced drivers.\(^5\)\(^6\)\(^7\)

The following list of traits and factors contribute to the over-representation of young people in road crashes, with all of these being accentuated in males:

- Assert their individuality in various ways along with an increase in independence.
- Over-confident in their driving ability while underestimating the risks.
- Inexperienced with predicting and handling hazards and dangerous driving situations.
- Tendency to take more risks while driving, coupled with a fearless, adventurous attitude.
- Believe they are invincible, with an attitude that ‘it won’t happen to me’.
- Easily distracted when travelling with friends.
- Often travel with inexperienced drivers who at times can influence them in a negative way.
- Socialise regularly and more often at night than other age groups.

### Risk factors

The risk factors associated with driving, and in particular young drivers, are described in detail below.

#### Inexperience

Young drivers with limited driving experience, devote a greater proportion of their available attention to conscious decision making and monitoring of their driving. This leaves less time for them to devote to the cognitive and hazard perception skills required for safe driving.\(^8\)

Young drivers also have distinct skill deficits resulting from a lack of driving experience, particularly in the areas of:

- Hazard perception and hazard management skills
- Perception and interpretation of information such as curvature and gradient of the road
- Braking
- Steering
- Adjusting speed to compensate for changing road conditions and circumstances
- Maintaining proper lane position, accelerating and decelerating smoothly and changing speed.

Students need to develop an understanding of how inexperience affects their safety as drivers, and how supervised driving practice provides the opportunity for them to gain experience and develop hazard management skills.

#### Overconfidence

Young drivers often have an inflated view of their own driving ability, which can result in them misjudging the risks present in the driving situation.

They often fail to appreciate that there is more to driving than just vehicle control which can result in an over-estimation of driving ability, an over-confidence in the approach to their driving; and an underestimation of the risks involved in driving.\(^9\)

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If learner drivers do not receive enough diverse, supervised driving experience, the 'safe mistakes' they make early in their learning to drive process, may result in a perception of their own ability being inaccurate10.

Risk-taking
Adolescence and early adulthood are times of conflicting emotions where risk-taking can be a way to gain new experiences. Risk-taking while driving, for example speeding, is extremely dangerous and many young people fail to perceive this. Being inexperienced also makes young drivers less able to anticipate hazards and manage the consequences of their risk taking11 12 13.

There are five major risks associated with road crashes for all drivers, including young drivers. These are sometimes referred to as the 'Big Five' or 'Fatal Five' and include speed, alcohol (and other drugs), fatigue, distractions and non-use of restraints (seat belts). Empirical evidence, research and statistics clearly demonstrate that these five risk factors contribute to the majority of road crashes in Western Australia.

Speed
Speed limits are enforced on all roads in WA including roads and streets that don’t have speed limit signs. On local roads where there are no signs, the speed limit is 50 km/h.

Slowing down is the single most effective and immediate way to reduce a large proportion of WA’s road crashes. While some young drivers perceive speed as socially acceptable and consider there to be ‘safe’ levels of speeding, it is clearly a major contributor to road crashes. It is imperative that young people receive road safety messages about the inherent dangers of speeding even 5 km/h over the posted speed limit14.

Driving above the posted speed limit is illegal and will incur a fine and demerit points. Speeding is extremely dangerous and must also be avoided, whether it is low level speeding, excessive and deliberate speeding or inappropriate speeding (ie driving too fast for the weather, light, traffic or road conditions).

Alcohol and other drugs
Driving whilst under the influence of alcohol and/or other drugs is dangerous and a major contributor to road crashes. Drugs like alcohol, illicit substances and some medications, impair concentration, perception, reaction time and driving ability, and can also increase the risk of crashing. WA Police have the authority to randomly stop motorists and motorcyclists, and test them for driving while impaired by alcohol and/or other drugs.

Young people need to be made aware that alcohol alone, or the combined use and effect of a number of drugs (ie poly-drug use), including alcohol, illicit drugs, as well as some over-the-counter and prescribed medications, will greatly increase the risk of crashing.

The blood alcohol concentration or BAC limit for Learner and Provisional drivers in Western Australia is 0.00%. The BAC limit for people on a full driver’s licence is 0.05%. Non-compliance with these limits can result in fines, demerit points, loss of licence and imprisonment15.

Distraction
Driving while using a mobile phone (ie text messaging and speaking) can increase the risk of being involved in a crash by up to four times. Sending a text message is even more distracting than talking on a mobile phone.

Several studies\textsuperscript{16} have found that using a hands-free phone while driving is no safer than using a hand-held phone, and that young drivers may be more at risk than the general population due to frequent phone use. It also suggests that both the physical and cognitive distraction caused by using mobile phones while driving can significantly impair a driver’s reaction times, decision-making and visual search patterns, and their ability to maintain speed, control and position on the road.

Young drivers need to be aware of the risks associated with mobile phone use and that distractions, inside and outside the vehicle (eg eating, drinking, changing a CD, pets or passengers, advertising signs, behaviour of other road users, poor road and weather conditions) can also impair driving ability.

Fines and demerit points are issued for using a hand-held mobile phone.

Fatigue
Fatigue is a factor in up to 30% of fatal crashes on WA roads, although the exact number of fatigue-related crashes is underestimated due to the difficulty of assessing driver fatigue. Drivers need to be aware that a long period of continuous wakefulness is as much a contributing factor, as the length of the driving task. Driving after being awake for between 17-19 hours produces performance levels similar to having a Blood Alcohol Concentration of 0.05% and the chances of being in a fatigue-related crash doubles after being awake for 17 hours\textsuperscript{17}.

Young people need to be made aware that lifestyle patterns such as staying out late, not having enough sleep and driving late at night contributes to them being over-represented in fatigue-related crashes. Another important message is that early warning signs of being in a daze and experiencing a feeling of lost time, are a sign to stop driving, and that yawning and blinking are considered late warning signs. Drivers should plan and share the driving on long trips, take regular rest stops every two hours, and avoid driving too far in one day.

Non-use of restraints
Seat belts, worn correctly, offer significant protection against injury and death in the event of a crash. A properly fitting seat belt is firm fitting and worn flat (without any twists). The sash section of a seat belt should cross the sternum (or bony section) of the chest and the lap section of the belt should be positioned across the hips (below the abdomen).

Children under the age of 7 must be restrained in an approved child car restraint in the rear seat of the vehicle. Children under 4 years of age are not allowed to be seated in the front seat of a vehicle unless the vehicle has only one row of seats (eg ute). Information about child car restraints is available at http://www.roadwise.asn.au/childcar-restraints.aspx and http://www.kidsafewa.com.au/childcarrestrainstservices.html

It is illegal to carry passengers in open load areas of vehicles that do not have seat belts (eg trucks, vans, utes, 4WD or station wagon). Drivers are responsible for ensuring that all vehicle occupants, regardless of age, are wearing a restraint. Fines apply for non-compliance. Insurance claims can be also affected and reduced, in the event that a vehicle occupant injured in a crash, is found not to be wearing a seat belt.

Other risks for drivers
Night and weekend driving
While many young people need to drive at night for work, study and leisure purposes, there is a need for young drivers to be acutely aware of the significant dangers night and weekend driving present and consider this in their trip planning and decision making. Provisional drivers on red P plates are restricted from driving between midnight and 5am.

Driving with passengers including overloading vehicles
The presence of passengers lowers the driver’s concentration and takes their attention from the road and what is happening ahead. Young drivers with passengers are slower to detect and act on hazards than more experienced drivers. This decreased hazard detection, in combination with peer pressure and risky driving behaviour, increases the possibility of a crash for young drivers\textsuperscript{19}.

While some passengers, such as family members and small children, can be a positive influence on drivers other passengers will increase the risk of crashing as they can distract drivers and/or encourage them to take risks.\textsuperscript{19}

Vehicle condition and overloading
Young people need to be made aware that driving safer vehicles with seat belts and vehicle protection devices such as airbags and electronic stability control, has been shown to lessen the severity of road crash injuries. Worn tyres and suspension, and poor brakes can all contribute to making a vehicle more difficult to control, especially for a new driver.

\textsuperscript{18} Newman, S., DiPietro, G., Taylor, R & Green, F. (2001). Audit of young driver educational resources - stages one and two. Published for New South Wales Road and Traffic Authority.

Overloading makes vehicles much more difficult to control (e.g., when steering and braking) and also more unstable and likely to roll over. Inexperienced drivers will find overloaded vehicles particularly difficult to control.

Environmental conditions (weather, remote driving, gravel roads)
Adjusting and lowering speed is one of the most important factors to consider in relation to different driving conditions. Conditions such as the weather, traffic, time of day and type of road can vary greatly and will impact on the driver’s ability to detect and react to hazards.

Driving in rural and remote areas requires special driving and planning skills, and an awareness of different road conditions. The vehicle must be in good working order, recently serviced and with a spare tyre, tools and water. When travelling to remote areas off major highways, local police should be made aware of the intended route. Careful planning is necessary, and extra food, water, fuel and tyres is required because of the large distances between towns and facilities.

Traffic offences, penalties and laws


Information about drugs, their effects and associated risks
SDERA’s Challenges and Choices resources provide information on alcohol, caffeine, medication and other drugs and their effects, and can be used as a reference when answering students’ questions.

The Challenges and Choices resources are available at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). Other sources of reliable information are listed below and include the Mental Health Commission, Drug Aware, the National Drug Research Institute at Curtin University (NDRI) and Drug and Alcohol Research and Training Australia (DARTA).

Websites

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<tr>
<td><a href="http://www.roadwise.asn.au/">http://www.roadwise.asn.au/</a></td>
<td>Road Trauma Support WA</td>
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Activity 3.1 Driving Triangle

What you will need

- Three large sheets of paper
- Fact sheet 3.1 Safety tips for avoiding crashes (refer to page 111) – photocopy one per student

1. Draw the ‘driving triangle’ on the board and label as shown.

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    DRIVER

    CRASH

    VEHICLE

    ENVIRONMENT
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2. Explain that road crashes are the result of the interaction of the driver, the vehicle and environment (both inside and outside the vehicle) and that the driver’s characteristics and actions contribute to over 90% of crashes. Very few crashes are the result of the vehicle’s condition or environment.

3. Write ‘driver’, ‘vehicle’ and ‘environment’ on separate sheets of paper and display these around the room. (There may need to be two or three sets depending on the number of students in the class.)

4. Place students in groups of three or four and direct them to one of the sheets of paper.

5. Explain that during the graffiti walk (refer to page 214 or the Keys for Life DVD) students are to write a list of factors, characteristics or behaviours that relate to the heading on each sheet of paper. It may help to give one or two examples using the lists provided.

**Driver**
- inexperienced
- overconfident
- risk taker
- angry
- drunk
- tired
- not wearing a seat belt
- using mobile
- drinking hot coffee
- changing a CD

**Vehicle**
- foggy windscreen
- faulty brakes
- V8 engine
- headlights not working
- no seat belts
- small car
- 4WD
- motorbike
- no rear or side mirrors

**Environment**
- wet weather
- road works
- night time
- peak hour traffic
- aggressive passenger
- faulty traffic signals
- corrugated road
- wildlife on road
- unsealed road
- sunset
6. After a specified time, ask groups to move to the next graffiti sheet where they should read the previous group’s listed responses, tick those they agree with, and add others of their own.

7. Repeat the procedure once more.

8. Groups return to their original graffiti sheet and summarise the responses.

9. Share and discuss responses, giving more time to driver characteristics and behaviours.

10. Select several driver characteristics or behaviours. Ask students to identify decisions that would change the outcome in a traffic situation. For example:
   • a tired driver – swap drivers every two hours or don’t get behind the wheel of a vehicle
   • a driver who has consumed alcohol – call a family member or friend for a lift
   • a driver changing a CD – pull over then change the CD or ask a passenger to do it.

11. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
   • Which vehicle factors would contribute to a crash?
   • What decisions can drivers make to reduce their crash risk?
   • Knowing that the driver is usually responsible for a crash occurring, how will this information influence your driving in the future?
   • What could a new driver do to reduce their crash risk? (Restrict number of passengers, don’t drink and drive, plan ahead and reduce distractions in the car. Participate in as many hours of supervised driving practice in a range of conditions prior to driving solo. 120 hours can reduce the crash risk for P plate drivers.)

12. Give each student a copy of the Fact sheet 3.1 Safety tips for avoiding crashes (refer to page 111) for avoiding crashes to take home and discuss with their family.

Extension

- Activity sheet 3.1 Newspaper articles – photocopy one per student

1. Give each student a copy of Newspaper articles.

2. Ask students to read the articles and identify the factors that contributed to each crash, then decide if the driver or passenger could have made a different decision that would have changed the outcome.

3. Have students share their responses in a small group.
Why crashes happen

1. Give each group a copy of Why crashes happen.

2. Ask groups to suggest what may have caused the crash and write these on the Post-it notes®. Only one reason should be written on each note.

3. Have groups stick their notes on the board using a card cluster (refer to page 214 or the Keys for Life DVD) with the headings – driver, environment and vehicle.

4. Discuss the reasons for the crash generated by the class.

5. Explain the driving triangle and highlight that the driver is the main contributor in over 90% of crashes.

6. Ask students to decide which of the crash reasons listed on the board could have been prevented. For example, if students listed ‘a tired driver’, the outcome may have been different if the driver had taken a break every two hours or swapped with another driver in the car.
ACTIVITY SHEET 3.1
WHY CRASHES HAPPEN
Jamie Stevens had never received a traffic infringement and was extremely conscientious about not speeding. Mr Stevens said Jamie had several part time jobs to save enough money to purchase his first car, a high-powered coupe.

The 18 year old’s life was cut short on Thursday night when his car slid into the path of an oncoming truck in Caversham.

His father Mike wanted people to know that Jamie was not a reckless teenager who was driving dangerously. “My son was a careful driver, he didn’t behave recklessly,” Mr Stevens said. “If you knew him you would know that this wasn’t something that should have happened. He was a hard worker, didn’t smoke and rarely drank alcohol.”

Police believe that Jamie was driving at the speed limit but as the roads were wet and slippery, he had lost control of the vehicle. The Police Commissioner said legislation could be introduced to restrict inexperienced drivers from powerful cars. He admitted that such laws would be difficult to formulate.

The Police Commissioner said, “No matter what shape or size the cars are, it ultimately comes down to the driver and their experience.”
The driver of a road train escaped uninjured after a collision with a vehicle, driven by a 17-year-old woman, on the Great Eastern Highway.

The vehicle’s passenger, an 18-year-old male and the woman were killed on impact. Names of the victims have not been released as relatives are still to be notified.

Police and emergency services attending the crash scene were visibly distressed.

Police chaplain, Drew Moore, who gave support to the emergency services personnel at the scene, said the deaths were tragic.

“As with most young kids, their day probably started off full of fun and adventure as they headed off into the country to perhaps see friends or family.

“Unfortunately many of our new drivers do not realise that country roads can be unpredictable and their inexperience of dealing with some situations has ultimate consequences.”

Sergeant Miller, from Northam police station, said the crash was most likely due to the driver swerving to avoid a kangaroo although a mobile phone was found near the body of the driver.

Investigations will be carried out to determine the cause of the crash. The deaths take the state’s road toll to 25 this year.
A parent’s worst nightmare became reality for a Leeming couple when their 15-year-old daughter was tragically killed in a car crash early Sunday morning. Struggling to find the words to describe the tragic waste of their daughter’s life, Mrs Caston said that Shannon’s death should send a clear message that more needs to be done to save young lives on Western Australian roads.

“Cars are a lethal weapon and we are putting them in the hands of our babies,” she said. “We wouldn’t give them a gun to play with, why do we let them drive high powered vehicles when they have only just started to experience being a driver.”

Shannon and her 17-year-old boyfriend were meant to be at an all-night movie marathon when their car hit a power pole on West Coast Highway in Marmion. Police suspect it was speeding and alcohol that were the cause of this tragic event.

Mr Caston said authorities had to play a greater role in introducing tougher laws for young drivers, including zero tolerance for P plate drivers. Mr Caston also said a mandatory and immediate licence suspension was needed for drivers in the wake of an accident which led to serious injury or death – particularly for young drivers. The 17-year-old driver, who was driving the car when Shannon died was back driving several days after the crash.

Statistics unfortunately show that young drivers are twice as likely to be involved in a crash as experienced drivers, with speed, night driving and alcohol among the contributing factors.

An Road Safety Commission representative suggested that more evidence was needed to show that the measure, as indicated by Mr Caston, would reduce deaths on WA roads. “There is no magic wand we can wave to help stop deaths on our roads – if there was we would implement it straight away.”

Shannon’s dream ends in tragedy
Safety tips for avoiding crashes

Driving allows young people freedom and independence. It also requires the driver to take on many responsibilities, including having a positive attitude towards safe driving and complying with the road rules.

Most young drivers stay safe, however, statistically they have more crashes than other drivers and make more errors, which can be the result of:

- being overconfident
- speeding or travelling too fast, for the road conditions and level of experience
- not scanning the road environment well
- misjudging the speed of other vehicles, particularly oncoming cars
- travelling too close to other vehicles
- inattentiveness and distractions
- the effects of alcohol, other drugs and fatigue.

Find time to talk with your pre-driver or learner driver about avoiding crashes and the safety tips listed below.

Safety tips for avoiding a single vehicle crash (or veering off the road to the left)

- Take note of and comply with danger signs and hazard signs.
- Stay on the road; don’t drive off the main part of the road, unless slowing down to stop.
- Stay alert; don’t drive when tired or becoming tired; and be aware of the early signs of fatigue.
- Travel at speeds suitable for traffic conditions and slow down on unfamiliar roads, in bad weather and at night.

Safety tips for avoiding impact with a pedestrian

- Where possible, make eye contact with pedestrians crossing the road.
- Remember pedestrians have no protection and are vulnerable on the road.
- Be aware of pedestrian crossings even when the road and roadsides are quiet.
- Slow down and check before driving through a pedestrian crossing even if you have right of way.
- Slow down near shopping centres, schools and busy pedestrian areas.
- Slow down and look for pedestrians across driveways and between parked cars.

Safety tips for avoiding rear end crashes

- Never travel too closely to the car in front even when driving slowly.
- Stay alert and do not lose concentration even when traffic is not moving or moving slowly.
- Concentrate and be fully attentive at all times.
- Avoid being distracted and ignore, or be assertive with, distracting passengers.

Safety tips for avoiding a crash by turning across another driver’s path, or driving straight ahead at an intersection

- Make eye contact with other drivers.
- Slow down before entering intersections and look out for turning vehicles.
- Avoid changing lanes near intersections and never assume that another driver will give way.
- Always stop at a red light.

Safety tips for avoiding a crash when another driver does something unexpected

- Drive defensively and be tolerant of all road users.
- Do not assume other drivers will always follow the law.
- Do not assume other drivers will give way when they should.
- Stay calm.
ACTIVITY 3.2 DRIVING RISKS

WHAT YOU WILL NEED

- Activity sheet 3.2 Driver cards – photocopy and cut into cards
- Activity sheet 3.2 Environment cards – photocopy and cut into cards
- Activity sheet 3.2 Vehicle cards – photocopy and cut into cards
- Activity sheet 3.2 Wild cards – photocopy and cut into cards
- Strategy sheet 3 Risk signs – photocopy and cut into one set of signs
- Internet access

It is suggested that the driver, environment, vehicle and wild cards are each photocopied on different coloured paper to help students, when forming driving triangle groups.

1. Revise the driving triangle and the three causal factors of road crashes (refer to Activity 3.1 on page 104). Show the film clip Social Death (or a choose a different MAFMAD advertisement) from the Make a Film Make a Difference (MAFMAD) website (http://www.mafmad.com.au/past-winners/2007/social-death) as an introduction to this activity.

2. Divide the class into groups of three. Give each group a driver, environment and vehicle card.

3. Groups then discuss the scenario created by their three cards to determine the:
   - associated risks
   - strategies that could reduce the level of risk to the driver, passengers and other road users.

4. Ask students holding the driver card to move onto the next group. This will form a new scenario for discussion.

5. Repeat this procedure several times to allow students to discuss a range of scenarios.

6. Keep students in groups. Set up a risk continuum (refer to page 218 or the Keys for Life DVD) by placing a ‘high risk’ sign at one end of the room and a ‘low risk’ sign at the other.

7. Ask groups to stand at a point along the continuum that represents the level of risk for their scenario.

8. Invite groups to share their scenario and provide reasons for their position on the continuum. This will allow students to consider their own opinion about risky behaviour and hear others’ opinions.
9. After sharing, allow groups to move on the continuum if they feel their scenario is of higher or lower risk behaviour than previously decided.

10. Give each group a ‘wild’ card. Explain the card describes a type and amount of alcohol or other drug.

11. Groups should decide if the wild card changes the level of risk for the driver and what strategies could be applied. Groups may also decide to change their position along the risk continuum.

12. Listen to one or two scenarios at various points along the continuum. Emphasise the need to describe a risk reduction strategy.

Conclude with the suggested processing questions or by further discussing questions generated during the activity.

- In the scenarios you discussed, which factor - driver, vehicle or environment - made the largest difference to the possible harm in each situation? Why
- Did the wild card increase the level of risk in all driving situations? Why? (The driver’s reaction times and ability to make safe decisions would be affected.)
- What else might affect a driver’s ability to make a safe decision? (Some examples - emotions, temperament, wanting to get home, use of alcohol or other drugs, friends, or the situation such as an emergency.)
- What are some ways drivers can stay safer? (Some include - plan ahead, don’t drive tired, intoxicated or under the influence of drugs, maintain the vehicle, limit passengers, and make sure everyone wears a seat belt.)
- How confident are you to make decisions that affect your safety in traffic?
- Do you have responses that you know would be effective when faced with negative influences from friends or peers?
- Can you assertively communicate concern about your safety in different traffic situations such as driving with someone who has been drinking alcohol or taken other drugs?

Variation

The ideas generated in the graffiti walk (refer to Activity 3.1 page 104) could be used for this activity instead of the cards provided on the activity sheet.
Crash story

- Activity sheet 3.2 Driver cards – photocopy and cut into cards
- Activity sheet 3.2 Environment cards – photocopy and cut into cards
- Activity sheet 3.2 Vehicle cards – photocopy and cut into cards

1. Select a driver, vehicle and environment card and read these to the class.

2. Ask students to identify what might be dangerous in the situation or ‘story’ created by the three cards.

3. Talk about what the driver could do to avoid having a crash.

4. Conduct a **snap decisions** (refer to page 221 or the Keys for Life DVD) with the driver in the ‘hot seat’ listening to one student prompting risky behaviour and the other student encouraging safer choices.

5. Listen to the driver’s decision based on the comments heard.

6. Discuss the impact of passenger and peer influence, and ways to resist negative influences.
<table>
<thead>
<tr>
<th>DRIVER</th>
<th>DRIVER</th>
<th>DRIVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>inexperienced</td>
<td>17 year old male</td>
<td>changing a CD</td>
</tr>
<tr>
<td>overconfident</td>
<td>18 year old female</td>
<td>over 0.05% BAC</td>
</tr>
<tr>
<td>risk taker</td>
<td>been driving for 10 hours</td>
<td>feeling angry</td>
</tr>
<tr>
<td>driving 10 km/h over the speed limit</td>
<td>just lost their job</td>
<td>P plater</td>
</tr>
<tr>
<td>talking on mobile phone</td>
<td>first time driving solo</td>
<td>not wearing a seat belt</td>
</tr>
</tbody>
</table>
Activity Sheet 3.2
Environment Cards

- **Environment**
  - heavy rain and strong winds
  - crying child passenger
  - corrugated road
  - kangaroo on road
  - winding road with trees close to the edge

- **Environment**
  - road works fixing pot holes
  - drunk passenger
  - long, straight road
  - local road, late at night
  - loud music playing

- **Environment**
  - busy city street
  - traffic lights not working
  - peak hour on freeway
  - unsealed road
  - driving into sun

- **Environment**
  - road works fixing pot holes
  - drunk passenger
  - long, straight road
  - local road, late at night
  - loud music playing

- **Environment**
  - busy city street
  - traffic lights not working
  - peak hour on freeway
  - unsealed road
  - driving into sun

- **Environment**
  - road works fixing pot holes
  - drunk passenger
  - long, straight road
  - local road, late at night
  - loud music playing

- **Environment**
  - busy city street
  - traffic lights not working
  - peak hour on freeway
  - unsealed road
  - driving into sun
**Activity Sheet 3.2**

**Vehicle Cards**

**Vehicle**
- Towing a trailer
- Faulty brakes
- Gears often stick
- Manual car
- Boot lid doesn’t close properly
- V8 station wagon
- Faulty indicators
- High powered engine
- Quad bike
- Four wheel drive
- Faulty seat belts
- Motorbike
- V6 ute
- Headlights not working
- Windscreen is fogged up
### Activity Sheet 3.2

**Wild Cards**

<table>
<thead>
<tr>
<th>Wild</th>
<th>Wild</th>
<th>Wild</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 vodka and lemonades</td>
<td>3 full strength beers</td>
<td>1 ecstasy pill</td>
</tr>
<tr>
<td>a joint</td>
<td>small bottle of cider (alcoholic)</td>
<td>2 mid-strength beers</td>
</tr>
<tr>
<td>3 glasses of wine</td>
<td>2 cold tablets</td>
<td>can of coke</td>
</tr>
<tr>
<td>a cappuccino</td>
<td>5 bourbon and cokes</td>
<td>3 shooters of vodka</td>
</tr>
<tr>
<td>2 analgesics</td>
<td>3 cans of pre-mixed drinks</td>
<td>2 cans of beer</td>
</tr>
</tbody>
</table>

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**

**WILD**
ACTIVITY 3.3
WHAT IS A STANDARD DRINK?

WHAT YOU WILL NEED
- Collection of alcohol containers – enough for one bottle or can between two students
- Activity sheet 3.3 What is a standard drink? – photocopy one per student
- Activity sheet 3.3 Factors that affect a person’s BAC – photocopy one per student
- Activity sheet 3.3 BAC and standard drinks – photocopy one per student

It is recommended that pre-mixed spirit cans and bottles are included in the collection as the consumption of these is more common among 12 to 17 year old females than males who are more likely to consume beer and spirits that are not pre-mixed.

1. Explain the following facts to students.
   - National Health and Medical Research Council (NHMRC) guidelines recommend that not drinking alcohol is the safest option for children and young people under 18 years of age, and to delay the initiation of drinking for as long as possible.¹
   - Different types of alcoholic drinks have different amounts of alcohol content. By law, the strength of the drink and the number of standard drinks in the container must be written on the bottle or can.
   - A standard drink contains 10 grams of pure alcohol and it is used to help calculate the amount of alcohol in the bloodstream or the Blood Alcohol Concentration (BAC). For example, a BAC of 0.05 means that a person has 0.05 grams of alcohol in his/her body for every 100ml of blood.
   - BAC is measured by a breathalyser or by analysing a blood sample.
   - There are many factors that can affect BAC.

2. Give each pair of students an empty bottle or can and ask them to guess the number of standard drinks it holds before finding the number of standard drinks marked on the side or bottom.

3. Mark a line on the floor and number it from one to eight.

4. Have students stand next to the number that indicates the standard drinks in their bottle or can.

5. Ask students to read out the following information from their bottle or can:
   - name
   - type of alcoholic drink
   - number of standard drinks
   - percentage of alcohol content.

¹National Health and Medical Research Council (NHMRC), (2009). Australian Guidelines to Reduce Health Risks from Drinking Alcohol. p57, Commonwealth of Australia, Canberra, ACT.
6. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
   • Are there any variations in alcohol content between spirits, pre-mixed spirits, beers etc? (Yes).
   • Why might alcoholic sodas and pre-mixed spirits be consumed in large quantities by young people? (These drinks have sweet fruity flavours that sometimes appeal to palates not yet accustomed to stronger alcohol tastes.)
   • Many young people drink alcohol straight from the bottle or can. How easy would it be to judge the number of standard drinks you’ve had if you drink alcohol this way?
   • What do you think alcohol companies do to encourage young people to drink? (Fruity tastes, bright and colourful packaging, competitive pricing, appealing advertising campaigns and marketing strategies.)

7. Place students in groups.

8. Ask students to read through What is a standard drink? and Factors that affect a person’s BAC then complete the questions on BAC and standard drinks.

9. Conduct a head talk (refer to page 216 or the Keys for Life DVD) to hear students’ responses.

10. To personally reflect on this activity, students complete the following unfinished sentences.
    • I learnt from the standards drink activity…
    • The factors that may affect my BAC level are … therefore I intend to …
    • I believe that drink driving is …

Variation

• Internet access

1. Students can play the online game ‘Get to know your standard drinks’ at https://rsc.wa.gov.au/App_Themes/ORS/games/drink-driving-game/drink_driving_bartender.swf?ext=.swf

Any alcoholic drink that contains 10 grams of pure alcohol is called a **standard drink**. Different types of alcoholic drinks contain different amounts of pure alcohol.

### Standard Drink Values

<table>
<thead>
<tr>
<th>Drink Type</th>
<th>Alcohol Content</th>
<th>Standard Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-strength beer</td>
<td>3-4% Alc/Vol</td>
<td>0.8 Standard drink per 285ml</td>
</tr>
<tr>
<td>Mid-strength beer</td>
<td>3-4% Alc/Vol</td>
<td>1 Standard drink per 375ml</td>
</tr>
<tr>
<td>Wine</td>
<td>10-14% Alc/Vol</td>
<td>1 Standard drink per 100ml</td>
</tr>
<tr>
<td>Spirits</td>
<td>37-43% Alc/Vol</td>
<td>1 Standard drink per 30ml</td>
</tr>
<tr>
<td>Pre-mixed drinks</td>
<td>5% Alc/Vol</td>
<td>1.5 Standard drink per 375ml</td>
</tr>
<tr>
<td>Full strength beer</td>
<td>4-6% Alc/Vol</td>
<td>1 Standard drink per 285ml</td>
</tr>
<tr>
<td>Full strength beer</td>
<td>4-6% Alc/Vol</td>
<td>1.5 Standard drink per 375ml</td>
</tr>
</tbody>
</table>

The use of standard drinks can help people to monitor their alcohol consumption and exercise control over the amount they drink. But keep in mind:

- The ‘standard’ size of drinks served in some hotels may be bigger than the standard drinks you are used to. Large wine glasses can hold two standard drinks or even more.
- Drinks served at home often contain more alcohol than a standard drink.
- Cocktails can contain as many as five or six standard drinks, depending on the recipe.

These alcoholic drinks all contain MORE than one standard drink.

- One bottle (375 ml) of pre-mixed spirit **1.2–1.75 standard drinks**
- A stubby (375 ml) of cider **1.5 standard drinks**
- An average restaurant glass of champagne **1.5 standard drinks**
- An average restaurant/bar glass of wine **1.5–1.75 standard drinks**
- Bottle (750mls) of wine **7–8.8 standard drinks**
- Bottle (700mls) of spirits **20–24 standard drinks**

National Health and Medical Research Council (NHMRC) guidelines recommend that not drinking alcohol is the safest option for children and young people under 18 years of age, and to delay the initiation of drinking for as long as possible.  
(Source: National Health and Medical Research Council, 2009, Australian Guidelines to Reduce Health Risks from Drinking Alcohol. p57, Commonwealth of Australia, Canberra, ACT.)
FACTORS THAT AFFECT A PERSON’S BAC

- Whether the person is male or female – women’s bodies have less water and more fatty tissue than men’s, so the alcohol in the water in their system is more concentrated. BAC is also likely to be higher just before a woman’s menstruation than any other time. Men make more of the protective enzyme that breaks down alcohol before it enters the blood.

- Metabolic rate – which is affected by diet, digestion, fitness, emotional state, hormonal cycle.

- Type of build – small framed people may have a higher BAC than large framed people who have drunk the same amount.

- Amount of body fat – body fat does not absorb alcohol so alcohol is more concentrated in people with a high proportion of body fat.

- Drinking on an empty stomach – having food in the stomach slows down the rate at which alcohol passes into the bloodstream.

- Drinking quickly – the body can only metabolise one standard drink per hour.

- Percentage of alcohol in a drink – the higher the percentage the higher the BAC.

- The type of alcohol – fizzy drinks are absorbed more quickly.

- The container size – it is the number of standard drinks not the number of glasses that determines BAC. One glass may contain several standard drinks.

- The time since last drink – the body can only break down one standard drink per hour so the BAC may still be rising several hours after drinking has stopped because the alcohol takes time to be absorbed.

- The use of other drugs – this won’t affect BAC but may ‘mask’ the effect of alcohol. Stimulants such as speed and ecstasy may make a person feel more sober than they really are and cause severe dehydration. Cannabis or other depressants such as analgesics and cold and flu tablets, combined with alcohol, decrease alertness and motor skills more than just consuming alcohol alone. Alcohol combined with some antibiotics may cause headaches, nausea and flushing and reduce the effectiveness of the antibiotics.

Summary of national guidelines to reduce harm from alcohol use

The following national guidelines are based on evidence about reducing risks to the developing brain, and reducing the risk of alcohol-related death, injury and chronic disease including but not limited to self-harm, violence, anti-social behaviour, road crashes, cancer, liver cirrhosis and foetal alcohol spectrum disorders.

Children and young people:
The safest option for children and young people is not to drink alcohol at all. This is especially important for children under 15 years of age.

For 15 to 17 year olds the safest option is not to drink and to delay the initiation of drinking for as long as possible. If drinking does occur it should be at a low-risk level and in a safe environment, supervised by adults.

Adults:
Adult drinkers should have at least 2 alcohol-free days a week and healthy men and women should consume no more than two standard drinks on any day. These guidelines are for adults only.

Source: National Health and Medical Research Council (2009), Australian Guidelines to Reduce Health Risks from Drinking Alcohol (pages 39 and 57, 67, 85, 94)
Situation 1
What difference in effect might there be if Kate and Dan go to a party and both drink 4 standard drinks?

Kate is small framed and has not eaten before coming to the party. Kate drinks champagne and has her 4 standard drinks in the first hour of the party.

Dan is large framed and ate a burger and chips on the way to the party. Dan drinks beer and has his 4 standard drinks over several hours.

Situation 2
Mitch has just got his P plates and knows he can’t drink at the party. He drinks lemonade most of the night but sips his girlfriend’s pre-mixed spirit throughout the night. If his sip size is 30mls, about how many sips would he need to take to have had a standard drink?

Which of these road safety messages do you think would make young people choose not to drink and drive?

Would they encourage you to not drink and drive? Why?

Should any of these three young people drive home? Write your answers.

Should Kate drive home? Why?

Should Dan drive home? Why?

Should Mitch drive home? Why?
**WHAT YOU WILL NEED**

- Activity sheet 3.4 *Fatigue, the silent killer* – photocopy one per student
- Fatigue advertisements – cue the *Keys for Life* DVD

1. Explain that a person’s ‘circadian’ or ‘body clock’ in the brain, affects energy levels. It programs people to feel very sleepy between 2am and 5am and to experience another peak in sleepiness between 2pm and 5pm.

   At these times people experience their worst physical and mental performance of the day and because of this, there is an increase of fatigue related crashes at these times.

   The obvious signs such as yawning and closing eyes are in fact the last signs of tiredness. A driver may drift in and out of sleep without knowing it. Sleep experts call this a ‘micro sleep’ which lasts between three to five seconds. These naps can be fatal and are the main cause of fatigue related crashes where the driver runs off the road. They are usually the most serious of crashes because the sleeping driver doesn’t brake before hitting a tree or another car.

2. Show students the fatigue and driving ads.

3. Discuss the information presented in the ads.

4. In groups, have students complete the Y chart (refer to page 217 or the *Keys for Life* DVD) on *Fatigue, the silent killer*, by writing the signs of fatigue for each section.

   The following examples can be used to prompt students’ thinking and added to those generated during the activity.

   **looks like**
   (include actions and driving behaviour)
   - yawning
   - rubbing eyes
   - eyes closed
   - slumped in seat
   - resting head on hand
   - head back on head rest
   - nodding head
   - blinking
   - car drifting between lanes
   - car drifting off the road
   - going faster
   - slowing unintentionally
   - braking late

   **feels like**
   (include actions and behaviour)
   - daydreaming
   - wandering thoughts
   - forgetting driving the last few kilometres
   - missing a gear, road sign or exit
   - sleepy
   - relaxed
   - restless
   - heavy body and/or head
   - eyes closing for a moment or going out of focus

   **sounds like**
   (include thoughts and comments)
   - yawning
   - clunk from hitting kerb or audible edging strips
   - not talking
   - Have I passed the turn off yet?
   - What speed is it along here?
   - I’m okay. I can go a bit further.
   - I’ll stop in another 10 minutes.
   - I just want to get there.
5. Have groups share their Y chart responses.

6. Explain that the onset and effects of tiredness are different for everyone. Fatigue has no predictable level of impairment to driving ability, however, 17 hours of continuous wakefulness is known to impair driving performance to the same degree as a Blood Alcohol Concentration of 0.05%.

It is possible for drivers to be tired even when driving on short trips as it is not always the driving that makes the driver tired. It is often what happens before the drive that contributes to the driver becoming fatigued (e.g., studying late into the night, restless sleep, long hours at work or feeling unwell).

Some drivers believe they are immune to the effects of fatigue or have ‘quick fix’ remedies to combat fatigue, such as playing loud music, strong coffee or an energy drink or fresh air. These are not effective.

7. Brainstorm (refer to page 214 or the Keys for Life DVD) strategies that may reduce driver fatigue crashes. Examples may include:
   - get plenty of sleep the night before starting out
   - avoid alcohol or medications that cause drowsiness
   - take a coffee stop
   - plan the trip into manageable distances
   - share the driving time
   - swap drivers every two hours
   - have a ten minute ‘power nap’
   - avoid driving at night when you would normally be asleep.

8. Have students write three of these strategies on their activity sheet and decide how drivers would put these into practice. For example, plan rest stops before getting behind the wheel of the car and stick to the plan.

9. Discuss responses as a class. Ensure students have a clear understanding of how to manage fatigue for both short and long trips.

10. Students consider the reflection question and write their response on the activity sheet.

Extension
   - Internet access

Fatigue (or tiredness) is the silent killer on our roads and could be responsible for up to 30% of deaths and a bigger percentage of serious injury crashes.

Statistics show that most fatigue crashes happen between 1am and 6am and in the afternoon, when a driver’s alertness is low.

Fatigue road deaths and injuries happen on country and city roads. It’s not just people driving long distances who are at risk of having these crashes. Shift workers, people who work long days, students and those socialising into the early hours of the morning, can easily tune out for a fatal few seconds.

A TIRED DRIVER...

LOOKS LIKE

SOUNDS LIKE

FEELS LIKE

Write three things a driver can do to avoid driving tired.

1. ________________________________

2. ________________________________

3. ________________________________
WHAT YOU WILL NEED

- Activity sheet 3.5 How fast can you stop? – photocopy one per student
- Activity sheet 3.5 Speed signs – photocopy one set of signs
- Trundle wheel (or 100 metre tape measures)
- Witches hats or markers (eg ice cream container, duster or ruler)
- Area approximately 100 metres long
- Task 3 Getting ready to stop – Behind the wheel page 17
- Task 4 Keeping a safe distance – Behind the wheel page 18

If possible, organise enough trundle wheels or tape measures and markers for each group.

1. Explain that the time or distance it takes a vehicle to stop is the combination of both the driver’s reaction time and braking distance of the vehicle (eg stopping distance = reaction distance + braking distance) and the interaction of other factors such as those identified in Activity 3.1 and 3.2 of this unit. For example, if the driver has been drinking alcohol their reaction time will be slower.

2. Place students in groups and distribute copies of How fast can you stop?

3. Explain that groups are to guess the reaction, braking and stopping distances for each speed and record these on the activity sheet.

4. Take the markers, trundle wheels, and speed signs outside to an area that is at least 100 metres long. Groups should also take their activity sheet and a pen.

5. Indicate a line on the ground to represent the front of a car. Explain that the driver of the car, who is experienced, alert and not under the influence of alcohol or other drugs, has just seen a small child run out onto the road about 45 metres ahead. The driver’s car is in excellent condition and the weather is fine.

6. Give each group a speed sign. Explain that the signs are to be placed where each group thinks the car would stop once the driver has reacted to seeing the child and applied the brakes (ie the stopping distance written on their activity sheet).

7. Allow enough time for students to place their sign. At this stage no measuring devices are to be used.
8. When all signs have been placed, use the trundle wheel to measure the distances marked by groups. If the distances are more or less than the distance indicated on students’ sheets, discuss this discrepancy and point out that as a driver it is important to be able to judge distances accurately.

9. Provide groups with the correct stopping distances for each speed as listed in the table. Have groups remeasure the stopping distances and place the speed signs at the correct point. Listen to students’ observations.

<table>
<thead>
<tr>
<th>Speed (km/h)</th>
<th>20</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>100</th>
<th>110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction distance (m)</td>
<td>8</td>
<td>17</td>
<td>21</td>
<td>25</td>
<td>29</td>
<td>34</td>
<td>42</td>
<td>46</td>
</tr>
<tr>
<td>Braking distance (m)</td>
<td>2</td>
<td>9</td>
<td>14</td>
<td>20</td>
<td>27</td>
<td>35</td>
<td>54</td>
<td>66</td>
</tr>
<tr>
<td>Stopping distance (m)</td>
<td>10</td>
<td>26</td>
<td>35</td>
<td>45</td>
<td>56</td>
<td>69</td>
<td>96</td>
<td>112</td>
</tr>
</tbody>
</table>

(Source: Australian Transport Safety Bureau)

10. Conclude with the suggested processing questions or by further discussing questions generated during the activity.

   • What did you notice about your estimations and the correct stopping distances?
   • What might affect stopping distances? (Factors such as wet weather, different road surfaces, the size of the vehicle, the load being carried and driver reaction time are a few examples.)
   • If you were going to share this information about stopping distances with a learner driver, what tips would you give them? (Travel at the posted speed limit; leave at least a two second gap between your vehicle and the vehicle travelling in front; drive for the conditions; don’t drive impaired by alcohol, other drugs or fatigue).
   • What areas other than around schools would benefit from having a 40 km/h speed limit?

11. Back in the classroom, students complete the remaining questions on the activity sheet then complete a 3-2-1 reflect (refer to page 222 or the Keys for Life DVD) on speed and driving. Students should share their responses with a partner or group.

12. Have students complete both Task 3 and Task 4 in their Behind the wheel journal.
Extension

1. Explain it is recommended that drivers travelling at 60 km/h or lower leave at least a ‘two second gap’ between vehicles. This gap will enhance safety by allowing the driver to scan more of the driving environment, have more time to avoid hazards and distance to react and stop if the vehicle in front suddenly stops.

   The preferred gap between traffic in less than ideal conditions such as wet or foggy weather is at least four seconds.

2. The following ideas can be used to demonstrate the two second rule.
   - Take students to the roadside and stand next to a pole, tree or marker. Students choose a vehicle driving past and a vehicle following behind to check if there is a two second gap. When the vehicle in front passes the marker, students should count as follows: one thousand and one, one thousand and two. At the end of this two second period the vehicle following behind should pass the same marker.
   - Students, in groups of three or four, line up around the perimeter of a basketball court. Call out instructions such as walk, jog, run, slow down or sprint as students follow each other around the court. Randomly blow a whistle to indicate when students are to stop. Instruct them not to deliberately ‘crash’ into other students.

   Repeat the process with students trying to leave a two second gap between themselves and the person in front.


4. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
   - Does speed affect the distance required to stop?
   - Why is it difficult to maintain a two second gap?
   - How did the actions of the person in front and behind you affect your ability to keep a two second gap?
   - What factors other than speed may affect stopping distance? (In wet or foggy weather drivers need to increase the distance between their vehicle and the vehicle in front and leave a three or four second gap.)
   - Why is it important to know this information as a driver?
The crash risk associated with speeding is extremely frightening. For example, you are twice as likely to have a serious crash travelling at 65 km/h in a 60km/h zone.

You are 4 times more likely to have a serious crash travelling at 70km/h in a 60km/h zone and 32 times more likely travelling at 80 km/h in a 60km/h zone.

This is the distance a car will travel from when the driver sees a problem and hits the brakes. The time it will take a driver to react - if they’re alert and not playing with the radio or chatting with mates – is 1.5 seconds. But if the car is being driven at 60 km/h it will still travel 25 metres in the time it takes for the message to get from the driver’s brain to their foot.

This is the number of metres a car will travel between the driver hitting the brakes and coming to a complete stop. The car will cover another 20 metres before this happens, assuming the road is dry, and the car has good tyres and brakes. If the road is wet or the car is a bit dodgy things can change dramatically.

Select a landmark ahead and when the vehicle in front of you passes that landmark, start counting “1001 and 1002”

If you reach that point before you count 1002, you are too close. SLOW DOWN!
### Activity Sheet 3.5

**How Fast Can You Stop?**

<table>
<thead>
<tr>
<th>Speed (km/h)</th>
<th>Reaction Distance (m)</th>
<th>Braking Distance (m)</th>
<th>Total Stopping Distance (m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>40</td>
<td>17</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>50</td>
<td>21</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>110</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Keep in mind that reaction distance here is being measured with an experienced driver, who is healthy, unimpaired and regularly scanning the driving environment in good weather/driving conditions.*

Describe what you thought when you compared your guesses to the actual stopping distances.

________________________________________________________________________

________________________________________________________________________

In this activity we used an experienced and unimpaired driver travelling in a roadworthy vehicle in perfect conditions. What might happen to the stopping distance if the driver was tired, not concentrating or under the influence of alcohol or other drugs?

________________________________________________________________________

________________________________________________________________________

We’ve all heard the advertisements telling us that dropping 5 km/h can save lives. After completing this activity would you agree? Why?

________________________________________________________________________

________________________________________________________________________

How can knowing the distance it takes a vehicle to stop help you become a safer driver?

________________________________________________________________________

________________________________________________________________________

Has your attitude towards speeding changed after completing this activity? Why?

________________________________________________________________________

________________________________________________________________________
ACTIVITY SHEET 3.5
SPEED SIGNS

40

50
ACTIVITY SHEET 3.5
SPEED SIGNS

080

060
Activity Sheet 3.5
Speed Signs

110

100

100
**WHAT YOU WILL NEED**

- Activity sheet 3.6 Driver distractions – photocopy one per group
- Activity sheet 3.6 Driving with friends – photocopy one per student
- Activity sheet 3.6 Driving decisions – photocopy and cut into cards
- Task 7 Don’t be distracted – Behind the wheel page 24
- Distraction advertisement – cue the Keys for Life DVD to the road safety advertisements

1. Show the driver distraction advertisements as a trigger for this activity.

2. Discuss the advertisements. Explain that the likelihood of a distracted driver crashing their vehicle is high and that distractions can be categorised into predictable (ie know they are there) and unpredictable (ie unexpected). These types of distractions can occur both inside and outside of the vehicle.

3. Conduct a **rip and review** (refer to page 216 or the Keys for Life DVD) by placing students in groups of four and numbering each student (ie one to four).

4. Explain that students are going to be given five minutes to write a list of distractions for each heading on their Driver distractions sheet. Use one or two examples from below to help students get started.

1. **Inside the car**
   - unruly passengers
   - changing radio channels or a CD
   - lighting a cigarette
   - eating food or drinking
   - pets moving around
   - using a mobile phone
   - upset children
   - cleaning a foggy windscreen

2. **Outside the car**
   - roadside advertising
   - illuminated road works
   - warning signs
   - animals near road side
   - other road users
   - oncoming headlights
   - wet weather
   - detours

3. **Predictable**
   - pets moving around
   - unrestrained passenger noise
   - using the radio
   - reading a street directory

4. **Unpredictable**
   - mobile phone calls
   - animal running onto the road
   - other road users
   - dropping a cigarette, food or hot drink
   - passenger being sick or argumentative
5. When the allocated time has expired, ask students to rip their sheet into quarters.

6. Students then collect the lists that correspond with their number and review the responses written by members of their group.

7. Each student compiles a summary of the responses and shares this with their group.

8. Listen to some of the ideas generated by each group.

9. Explain that statistics show that young drivers are more likely to crash when they are travelling with friends due to the distractions they may cause. Discuss situations that students have experienced, as either a driver or passenger, where distractions have caused a driving distraction or situation.

10. Give students a copy of Driving with friends.

11. Ask students to discuss each of the driving situations and decide what the driver and passengers could do to reduce the risk. Answers should be written on the sheet.

12. Share and discuss the responses from each group.

13. In groups, students create a role-play (refer to page 220 or the Keys for Life DVD) that shows a situation where a driver is being distracted such as passengers shouting to pedestrian friends or a child crying in back seat. The role-play should show the decision the driver makes to reduce the risk.

   Alternatively students can select to role-play one of the scenarios provided on Driving with friends or Driving decisions.

14. Have students reflect on these activities by answering the following unfinished sentences and sharing their responses with a partner or small group.
   - I know that driver distractions include …
   - As a passenger I can reduce driver distractions by …
   - As a driver I can reduce distractions by …
   - As a driver, I feel … to tell my friends how they should behave to make our journey safer.

15. Students complete Task 7 Don’t be distracted in their copy of Behind the wheel. Clarify students’ understanding of the task.
Variation

Students can complete the rip and review using a sheet of A4 paper instead of the activity sheet. The paper should be divided into quarters and one heading written in each quarter (i.e., predictable, unpredictable, inside the car and outside the car).

The activity could also be conducted for motorcyclists.

Extension

1. Choose one group to perform their role-play to the class then use a hidden thoughts role-play (refer to page 220 or the Keys for Life DVD) to reveal what each character is thinking or feeling in the situation.

2. Assign a student to represent each character’s ‘brain’ or ‘alter ego’. The ‘brain’ stands behind their character and when asked a question by the teacher, reveals the character’s hidden thoughts or feelings that may not have been expressed.

3. Questions to elicit deeper thinking from the ‘brain’ include:
   - What is your character feeling?
   - What does your character really want to say or do?
   - What is stopping your character from doing what they know is right or necessary?
   - What would help your character get on and do this?
   - What might help your character to stand up to the other characters in this situation?
   - How would your character feel if they made the decision they know is right for them?
   - How would your character feel if they didn’t make the right decision?

4. Ask the class to decide what the characters could do to reduce driver distractions then repeat the role-play with each character using two or three of the suggested ideas.

5. Discuss which would be the most realistic or effective for a young person to use.
Activity Sheet 3.6
Driver Distractions

Write a list of driver distractions under each of these headings. Some of your ideas may fit under more than one heading.

1. Inside the car
2. Outside the car
3. Predictable (know they are there)
4. Unpredictable (unexpected)
**Activity Sheet 3.6**

**Driving with Friends**

Think about each of these driver distractions. Decide what the driver and passengers could do in each situation. Write your answers in the boxes.

<table>
<thead>
<tr>
<th>Driver’s mobile phone keeps ringing.</th>
<th>What can the driver do?</th>
<th>What can the passengers do?</th>
<th>What planning could prevent this from happening?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passenger is drunk and might be sick.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passengers are eating and passing food to the driver.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When you travel as a passenger in a car or bus, do you have a responsibility to make sure that the driver can drive safely? Why?
### Activity Sheet 3.6
**Driving with Friends**

<table>
<thead>
<tr>
<th>Two passengers are arguing.</th>
<th>What can the driver do?</th>
<th>What can the passengers do?</th>
<th>What planning could prevent this from happening?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passenger keeps playing loud music.</td>
<td>What can the driver do?</td>
<td>What can the passengers do?</td>
<td>What planning could prevent this from happening?</td>
</tr>
</tbody>
</table>

What responsibilities will you have to your passengers when you start to drive?

________________________________________________________________________________________
________________________________________________________________________________________

What would you say and do if your friend was distracting you while driving?

________________________________________________________________________________________
________________________________________________________________________________________

What would you say and do when you are a passenger with a newly licensed driver to avoid driver distractions?

________________________________________________________________________________________
A group of friends are travelling down south for a holiday. They start to get bored and decide to put on some music. A back seat passenger leans over and turns the music up really loud, increases the bass and starts playing air guitar.

A group of friends have been to a party. The driver hasn’t been drinking but everyone else has. One of the passengers in the back seat keeps on

A group of friends have bought a pizza to share on the way to the beach. The front seat passenger decides to ‘feed’ the driver so she doesn’t miss out.
A passenger feels scared because the driver is angry and it’s affecting her ability to drive safely. She asks the driver, who is her friend, to stop.

It’s raining and the windscreen has fogged up. The front seat passenger decides to keep wiping the windscreen so the driver can see.

A pillion passenger is pointing to interesting things along the side of the road. The motorcyclist keeps taking their eyes off the road to look at these.
Activity 3.7
Driving is a complex task

What you will need

- Activity sheet 3.7 Is driving a complex task? – photocopy one per student
- Activity sheet 3.7 Passenger questions – photocopy one per group
- Activity sheet 3.7 Skill cards – photocopy and cut out one set per group
- Activity sheet 3.7 Hazard cards – photocopy and cut out one set per group
- Playing cards – one deck per group
- One desk and four chairs per group

1. Place two chairs behind a desk and a chair either side of the desk.
2. Give each student a copy of Is driving a complex task?
3. Select a group of four students and allocate the roles of driver, passenger, skill card manager and hazard card manager as described on the sheet.
4. Demonstrate the activity using the group of students.
5. Place other students in groups of four. Give each group their equipment – a set of hazard and skill cards, deck of playing cards and a copy of Passenger questions.
6. Allow enough time so that all students experience being the driver. If time allows, let each student repeat the task so it becomes clear that practice can improve performance.
7. Have students individually complete the questions on Is driving a complex activity?
8. Conclude with the suggested processing questions or by further discussing questions generated during the activity.

Variation
To simulate driving under the influence of alcohol, fatal vision goggles (or beer goggles) can be used in this activity. The goggles should be used with caution as students may become dizzy and fall over. Also the seriousness of the effects of alcohol on driving ability should remain the focus rather than the novelty.

Processing questions

- What did you notice about your ability to concentrate and complete each activity accurately while being distracted? (Explain that different areas of the brain control different actions. Even though activities may be regularly carried out, when two are combined it becomes more difficult as the complexity is increased).
- Why do young drivers underestimate the number of things that must be managed to be a safer driver? (Lack of experience and overconfidence).
- What could assist young drivers to be able to manage the number of tasks involved in driving? (Extensive hours of driving practice before driving solo).
- Would the driver’s workload increase as the vehicle’s speed increases?
- As a passenger, why is it important that you understand the complexity of driving? (The passenger needs to understand that the driver has many things to concentrate on while driving and that distractions cause crashes).
Activity Sheet 3.7

Is driving a complex task?

Read the role descriptions and get ready to drive.

**Driver**
- Sit in the driver’s seat.
- Sort the cards into suits from lowest to highest.
- Read all of the skill and hazard cards shown to you.
- Answer your passenger’s questions.
- Don’t stop sorting the cards. If you stop sorting, you have stopped driving!

**Passenger**
- Sit in the passenger seat.
- Ask the driver each of the questions. The driver should answer you.
- Keep track of the questions not answered by the driver.
- Try to distract the driver as much as possible.

**Skill Card Manager**
- Sit to the right of the driver.
- At different intervals and for a few seconds, show a skill card to the driver.
- Keep track of the cards the driver fails to read out loud.

**Hazard Card Manager**
- Sit to the left of the driver.
- At different intervals and for a few seconds show a hazard card to the driver.
- Keep track of the cards the driver fails to read out loud.
How did you go? *Circle the face that best represents how you went with this activity.*

![ довольный](image)
This activity was very easy. I sorted the cards, read out loud most of the hazard and skill cards, answered all of the questions and didn’t make many mistakes.

![ улыбчивый](image)
This activity was okay. I sorted most of the cards, answered some of the questions and read out loud some of the hazard and skill cards. I made quite a few mistakes.

![ недовольный](image)
This activity was hard. I made lots of mistakes when sorting the cards. I missed reading out loud many of the hazard and skill cards, and didn’t answer all of the questions.

How did you feel ‘driving’ the car?

____________________________________________________________________________________________________________________________________________________________

Did this activity make you think about all of the things you have to do when you drive?

____________________________________________________________________________________________________________________________________________________________

Do you think driving is a complex activity? Why?

____________________________________________________________________________________________________________________________________________________________

What can you do to make driving easier and safer? (Before and after you have a licence)

____________________________________________________________________________________________________________________________________________________________
Activity Sheet 3.7
Passenger Questions

What is your name?
What’s your phone number?
When is your birthday?
What’s the best thing about being your age?
What’s the worst thing about being your age?
What animal do you like the most?
What did you do on the weekend?
What sports do you like playing?
What do you like about school?

What’s the best movie you’ve ever seen?
Who do you think will win the AFL this year?
What don’t you like about school?
What makes you happy?

What’s your favourite food?
What makes you sad?
Where would you like to go for a holiday?
Who’s your favourite group?
What music do you like listening to?

If you could meet a famous person, who would it be?
What do you want to do in the next five years?
<table>
<thead>
<tr>
<th>check mirrors</th>
<th>merge</th>
<th>turn on wipers</th>
</tr>
</thead>
<tbody>
<tr>
<td>turn right</td>
<td>slow down</td>
<td>turn left</td>
</tr>
<tr>
<td>give way</td>
<td>check speed</td>
<td>use horn</td>
</tr>
<tr>
<td>check over shoulder</td>
<td>change lanes</td>
<td>change gears</td>
</tr>
<tr>
<td>turn on lights</td>
<td>indicate</td>
<td>speed up</td>
</tr>
<tr>
<td>make U turn</td>
<td>pull down sun visor</td>
<td>check petrol</td>
</tr>
<tr>
<td>Hazard Cards</td>
<td>Activity Sheet 3.7</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Pot hole</strong></td>
<td>dog running onto road</td>
<td></td>
</tr>
<tr>
<td><strong>Traffic warden</strong> waving</td>
<td>road works ahead</td>
<td></td>
</tr>
<tr>
<td><strong>Waving crossing flag</strong></td>
<td>cyclist in left lane</td>
<td></td>
</tr>
<tr>
<td><strong>Passengers getting off bus</strong></td>
<td>young person on skateboard</td>
<td></td>
</tr>
<tr>
<td><strong>Ambulance coming</strong></td>
<td>car stalled at intersection</td>
<td></td>
</tr>
<tr>
<td><strong>Wet road</strong></td>
<td>traffic lights not working</td>
<td></td>
</tr>
<tr>
<td><strong>Motor bike overtaking</strong></td>
<td>hail storm</td>
<td></td>
</tr>
<tr>
<td><strong>Road train ahead</strong></td>
<td>birds flying across road</td>
<td></td>
</tr>
<tr>
<td><strong>Detour ahead</strong></td>
<td>corrugated dirt road</td>
<td></td>
</tr>
</tbody>
</table>
**Activity 3.8 Identifying Attitudes**

**WHAT YOU WILL NEED**

1. Activity sheet 3.8 *My opinion* – one set of questions per student
2. Die – one per group

1. Give students a copy of *My opinion* several days prior to conducting this activity to allow them to consider the questions and statements, and discuss these with their family and friends. Encourage students to write supporting notes as they will be sharing their opinion with others in the class.

2. Place students in groups of three or four. Give each group a die.

3. Explain that to conduct a **toss a die** (refer to page 222 or the *Keys for Life* DVD) one student should roll the die and respond to the corresponding question or statement on *My opinion*. Other group members listen to the student’s response then the person to the left of the speaker asks one question about what they have heard. The die is then given to that student who repeats the previous steps.

4. Allow enough time for each student to roll the die and respond to at least two or three of the questions or statements.

5. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
   - *How does it feel to share your opinions about road user behaviours with others?*
   - *What might influence your opinion about road user behaviour?*
   - *Has listening to others’ opinions and thoughts about road user behaviours changed how you think about these issues?*
   - *Do you think you will always have the same opinion about road use? Why or why not?*

6. To personally reflect on this activity students can complete the following unfinished sentences then share their responses with a partner or small group.
   - *My current risk of harm from the Big 4 is … (very high/high/moderate/low/very low) because…*
   - *If I was offered a lift in a car where a seat belt wasn't available for me to wear I would …*
   - *If I had a friend who often drank alcohol before driving, I would …*
   - *As a new driver, I can reduce my level of risk by …*
Most young people know about the dangers of drinking and driving however some still aren’t getting the message. How do you think this problem should be tackled?

Why should the legal BAC for fully licensed drivers be lowered to 0.00% the same as L and P plate drivers?

Random breath testing and mobile speed cameras won’t reduce the road toll.

Knowing about the risks of the Big 4 (drink driving, speed, fatigue and not wearing a seat belt) will influence me as a driver in the future.

Almost everyone in Australia wears a seat belt except the people who think they won’t ever be in a car crash.

Motorcyclists who don’t stick to the speed limit either don’t believe that the faster you go the harder you hit or just don’t care at all. They should have to attend a road safety education course.