

PRE-DRIVER EDUCATION

SDERA  
EDUCATING FOR SMARTER CHOICES

# Keys for Life



# Lesson 1 Becoming a Driver

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Lesson 1 is about the licensing system and road user responsibilities. Students are introduced to the *Drive Safe* book, *Behind the wheel* journal and their *Keys for Life* obligations.

Additional activities and an optional assessment task are available for lesson 1 at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). This lesson provides opportunities for students to develop personal and social capabilities, build upon their road safety knowledge and skills, and develop a range of strategies to prepare them to make safer decisions as passengers and drivers.

The suggested activities in this lesson can be modified and supplemented in order to support student needs and the local context. Additional resources, incursions, film clips, online learning tools and activities are available and many of these can be accessed at:








<http://www.sdera.wa.edu.au/programs/keys-for-life/keys-for-life-school-resources/>  
<http://www.sdera.wa.edu.au/resources/secondary-resources/keys-4-life-online/>  
<http://www.sdera.wa.edu.au/programs/keys-for-life/>

It is recommended that teachers preview films clips and talk to guest speakers prior to their presentation to determine suitability for different student groups and the overall *Keys for Life* program.



## Mapping to the General Capabilities

The suggested activities in Lesson 1 support student achievement of the following General Capabilities:

-  Literacy
-  Numeracy
-  Information and communication technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

## Mapping to the Western Australian Curriculum Year 10 Syllabuses

The suggested activities in Lesson 1 support student achievement of knowledge, attitudes and skills from the following syllabus:

### Health and Physical Education Year 10 Syllabus - Personal, Social and Community Health Strand

- Sub-stand:** *Being healthy, safe and active*  
The impact of societal and cultural influences on personal identity and health behaviour
- Sub-stand:** *Communicating and interacting for health and wellbeing*  
Critical health literacy skills and strategies
- Sub-stand:** *Contributing to healthy and active communities*  
Social, economic and environmental factors that influence health

## Teacher Notes

Before delivering this lesson refer to <http://www.transport.wa.gov.au/licensing/> for the most up to date information about road rules and licensing. (At the time of publication the following information was correct).

With an emphasis on safer driving, safer vehicles, responsibility and resilience, the *Keys for Life* program is as relevant for pre-drivers as it is for learner and provisional drivers, and those with a full licence, and as such can be delivered before, during or after a young person completes the WA Licensing System.

Maintaining a balanced and student-centred approach to teaching this program is important and will allow students to: explore the benefits and responsibilities of having a licence, develop positive road user attitudes and resilient skills, and appreciate that having a licence is a privilege not a right.

## Student obligations and understandings

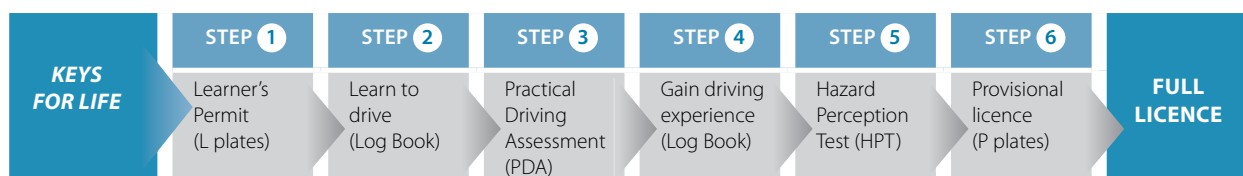
During Lesson 1, students must be provided with the following explicit information about their *Keys for Life* obligations and the links and incentives between this, and the licensing process.

- Student obligations and eligibility criteria before undertaking the Learner's Permit Test (test) at school:
  - **ATTENDANCE:** Students must attend all (or a minimum of 80%) of *Keys for Life* lessons.
  - **JOURNAL TASKS:** Students must complete the *Behind the wheel* journal (hard copy or online).
  - **AGE CRITERIA:** Students must be 15 years of age\* or older, when undertaking the test at school.
- Learner's Permit and licensing application process. Students must understand:
  - **IDENTITY:** Five forms of identity are required for a Learner's Permit.
  - **KEYS FOR LIFE CERTIFICATE:** The benefits associated with a certificate when gaining a Learner's Permit.
  - **PARENT INVOLVEMENT:** Identifying a trusted adult, parent or carer is vital for the learn to drive process.
- \* Younger students who are not yet 15 years of age on the day of the test (at school) and who complete all *Keys for Life* lessons and journal tasks, should be given the opportunity to sit the test at school at a later date (when they have turned 15), and with prior warning to prepare for the test.

## Graduated Driver Training and Licensing System

The Western Australian Graduated Driver Training and Licensing System (licensing system) was developed to ensure that before driving solo, learner drivers drive under supervision over a long period of time and in a wide range of conditions. The licensing system is based on extensive research that shows the longer the period of supervised learning, the safer the driver (Lenero & Mayhew, 2010; Palanara & Langford, 2012; Road Safety Council, 2010). In Western Australia learner drivers are legally required to undertake and record 50 hours of supervised driving, however, it is important they gain as much supervised driving experience as possible, in different road, weather, time of day, and traffic conditions.





## Step 1: Learner's Permit and Learner's Permit Test

The Learner's Permit Test (Test) includes a 30-question theory test based on the *Drive Safe* handbook. A minimum of 24 questions must be answered correctly to pass. The Test can be undertaken by (eligible) students at school, at the conclusion of the *Keys for Life* program, and under strict supervision by the *Keys for Life* teacher.

The *Drive Safe* handbook provides information about safe driving and road rules for WA drivers and is available at [www.transport.wa.gov.au/licensing/rules-of-the-road.asp](http://www.transport.wa.gov.au/licensing/rules-of-the-road.asp). This link also provides practice tests that students can use to prepare for the Test.

**Students who fail the test at school** on their second attempt, can undertake the test at a Transport DVS Centre, regional office or DVS agent when applying for their Learner's Permit at 16 years of age, or older.

**Students who pass the Test at school** will be issued with a *Keys for Life* Certificate that is valid for two years. It should be presented at a Transport DVS Centre, regional office, DVS agent or some Australia Post Offices when applying for a Learner's Permit at the age of 16 years (or older). Transport staff will authorise the following exemptions and associated with the Certificate.

The Learner's Permit application involves:

- a photograph
- paying a fee
- an eyesight test
- presenting five forms of identification; one of these can be the *Keys for Life* Certificate
- declaring any medical conditions and/or medication
- passing the Learner's Permit Test either at school or the DVS Centre

Following this, a Learner's Permit card and Log Book will be issued.

**The *Keys for Life* Certificate cannot be used as an authorisation to learn to drive or as a replacement for a Learner's Permit.**

A person who has not participated in the *Keys for Life* program and not in possession of a *Keys for Life* Certificate, can undertake the Learner's Permit Test as a Computerised Theory Test (CTT) at a Transport DVS Centre, regional office or DVS agent, when 16 years of age or older. If the person passes

the CTT, pays the Learner's Permit application fee and fulfils all other requirements for the Learner's Permit, they will be issued with a Learner's Permit card and a 50-hour Log Book.

## Step 2: Log Book and learn to Drive

A 50 hour Log Book is issued by the DVS Centre or agent when a person has gained a Learner's Permit. The learner driver is required to complete and record a minimum of 50 hours supervised driving experience in the Log Book. There are two sections in the Log Book that must be completed:

- **Pre PDA Log Book section:** A minimum 25 hours of supervised driving to be undertaken and recorded before the Practical Driving Assessment (PDA).
- **Post PDA Log Book section:** A minimum 25 hours of supervised driving to be undertaken and recorded after the Practical Driving Assessment (PDA).

Driving sessions (ie lessons or practise) of more than 10 minutes duration are recorded and signed by the supervising driver or professional driving instructor. Log Books are legal documents and if lost, the learner driver must commence a new Log Book and another 50 hours of supervised driving practice.

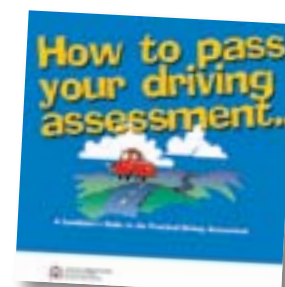
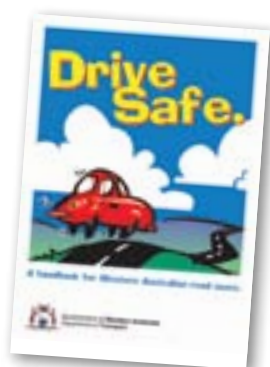
## Steps 3 and 4: Practical Driving Assessment and Gain Driving Experience

The Practical Driving Assessment (PDA) is conducted at DVS Centres as well as some police stations in regional Western Australia. It can be attempted when the learner driver is at least 16 years and 6 months of age, has completed and logged a minimum of 25 hours supervised driving experience, and is prepared in terms of their driving skills.

The book *How to pass your driving assessment* provides information about how to prepare for the PDA and is available at [www.transport.wa.gov.au/licensing/step-3-pass-practical-assessment.asp](http://www.transport.wa.gov.au/licensing/step-3-pass-practical-assessment.asp)

PDA bookings can be made in person at a DVS Centre, online at [www.transport.wa.gov.au/licensing/step-3-pass-practical-assessment.asp](http://www.transport.wa.gov.au/licensing/step-3-pass-practical-assessment.asp), or by phoning the Department of Transport on 13 11 56.

The PDA takes around 45 minutes and has five sections. In three of the sections, the learner driver will be asked to follow directions. In two of the sections, the learner driver



will be asked to perform set exercises. During each section the learner driver will receive a score which will determine whether they pass or fail. The assessor will look at how well the learner driver operates and guides the vehicle, puts road rules into practice, fits in with other traffic, and observes and responds to hazards.

The learner driver will be assessed on these aspects of driving:

- **Flow:** This is about combining driving skills which means starting, proceeding and completing a manoeuvre while complying with road rules and fitting in with other traffic.
- **Movement:** Moving the car smoothly when driving forwards or backwards.
- **Path:** Picking the best route and staying on track.
- **Responsiveness:** Being aware of hazards and responding to them appropriately.
- **Scanning:** Keeping an eye on what's happening behind and around while driving.
- **Signalling:** Letting other road users know what you are intending to do.
- **Vehicle management:** Keeping an eye on the vehicle's instruments whilst driving.

After the PDA, the assessor will go through the score sheet with the learner driver. If the applicant passes they will progress to Step 4 where they will need to record another 25 hours of supervised driving experience (post PDA section of the Log Book). A fail will incur a fee for re-sitting the PDA.

## Step 5 and 6: Hazard Perception Test and Provisional Licence

The Hazard Perception Test (HPT) is a computerised test undertaken at DVS Centres and attempted when the learner driver has: completed and logged a minimum of 50 hours supervised driving experience; is at least 17 years of age; and has ensured that at least six months has lapsed since passing the PDA. It requires the applicant to scan a series of moving traffic scenes and react to potential hazards. If successful, the applicant progresses to Step 6 as a Provisional driver, and is on red P plates for six months then green P plates for 18 months.

Some communities in Western Australia do not have Hazard Perception Test (HPT) facilities so an exemption may be granted by the Department of Transport, where it is proven that the applicant lives outside a radius of more than 100 kilometres from a HPT location where the HPT can be undertaken. Applicants can apply for an exemption by completing an 'Exemption from the Hazard Perception Test' form available at <http://www.transport.wa.gov.au/licensing/>

## Supervisor requirements

A driving supervisor is required to meet the following criteria:

- Has held a driver's licence continuously for 4 years. This can include two years on a Provisional licence.
- Can teach a learner driver in an automatic or manual vehicle if they hold a manual licence.

- Can only teach a learner in an automatic vehicle if that is the licence they hold.
- Must always be alert and in the front seat of the vehicle when supervising the learner driver's practice sessions.
- Sign the Log Book and declare it is a true record of the hours completed by the learner driver.

## Moped or motorcycle licence

At the time of publication the following information was correct. For information about gaining a licence to ride a moped or motorcycle refer to <http://www.transport.wa.gov.au/licensing/learning-to-drive-overview.asp>

As with all road users, riders must understand and comply with the road rules. It should be noted however, that the risk of being seriously injured or killed when riding a motorcycle or moped are greater than when driving a vehicle. During the *Keys for Life* program, the elevated risks associated with riding, as well as the importance of wearing protective gear, should be discussed and explored with far less emphasis placed on riding as a mode of transport. This is particularly important when teaching a group of students who have indicated a preference for gaining a moped or motorcycle licence.

Classes of moped and motorcycle licences are summarised as follows:

### • Moped or R-N licence

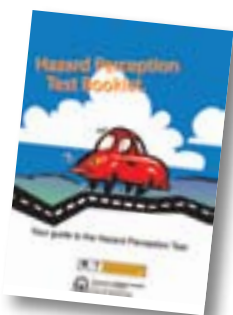
A moped is a motorcycle with a limited engine capacity, unable to exceed 50 km/h. A moped licence is referred to as an R-N licence. A learner's permit for a moped (R-N) licence can be applied at a minimum age of 15 years and 6 months. The applicant must undertake a 35-question theory test, and a minimum of 28 questions must be answered correctly to pass. The four steps for obtaining an R-N licence are described at <http://www.transport.wa.gov.au/licensing/licence-to-ride-a-mopedrn-class.asp>. A person that holds a WA driver's licence (not a Learner's Permit) is automatically able to ride a moped. Gaining a moped licence does not include the learner rider completing supervised riding practice and a Log Book.

### • LAMS\* Motorcycle licence or R-E licence (\*Learner Approved Motorcycle Scheme)

A motorcycle licence where the engine capacity does not exceed a power to weight ratio of 150 kw/t and 660cc, is referred to as a LAMS motorcycle or R-E licence. LAMS came into effect in January 2013. It describes the range of motorcycles that can be ridden on an R-E licence. A Learner's Permit for this type of licence can be applied for at a minimum age of 16 years. The applicant must undertake a 35-question theory test, and pass with a score of 28 or more correct answers. Unless the learner rider holds a driver's licence they will also need to complete and log a minimum of 50 hours of supervised riding experience. The six steps for obtaining a LAMS motorcycle or R-E licence are described at <http://www.transport.wa.gov.au/licensing/licence-to-ride-a-lams-approvedmotorcycle.asp>

### • R licence for a motorcycle exceeding 660cc or 150kw/t

A motorcycle R licence can only be obtained after having held an R-E licence for a minimum of 12 months. Details for obtaining an R licence are available at: [http://www.transport.wa.gov.au/mediaFiles/licensing/LBU\\_DL\\_B\\_Get\\_Motorcycle\\_Licence.pdf](http://www.transport.wa.gov.au/mediaFiles/licensing/LBU_DL_B_Get_Motorcycle_Licence.pdf)



## Road rules, enforcement and penalties

In Western Australia the road rules are governed by the Road Traffic Act 1974 and its subordinate legislation, the Road Traffic Code 2000. The WA Police enforces this legislation. Enforcement strategies for non-compliance with the road rules include, but are not limited to:

- Random breath testing (RBT)
- Speed and red light cameras, camera at lights, (hand-held radar and vehicle-based radar)
- Random vehicle checks
- Monitoring drivers for compliance with road rules
- Hooning laws for excessive speed, noise and reckless driving
- Driving while disqualified or under suspension.

Young drivers need a sound knowledge of the road rules in order to pass the Learner's Permit Test and to become safer road users. They also need to be aware of the consequences of not complying with the road rules including the increased risk of crashing, penalties and insurance implications.

Penalties for some common road rules are provided in the appendix of the *Drive Safe* handbook available at <http://www.transport.wa.gov.au/licensing/driver-rules-penalties-infringements.asp> and on the Office of Road Safety website at <http://www.ors.wa.gov.au/road-safety-topics/road-issues/road-rules-and-penalties>. Note that one Penalty Unit (PU) is equivalent to a \$50 fine.

Full details of traffic laws, offences and penalties are contained in the Road Traffic Code 2000 available at <http://www.police.wa.gov.au/Traffic/tabid/1077/Default.aspx>

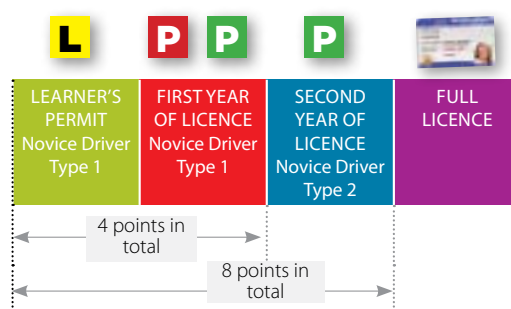
## Demerit point system for novice drivers

A Graduated Demerit Point System (demerit point system) was introduced for novice drivers in December 2010. It is based on research that shows novice driver infringements and convictions are reliable predictors of future crash involvement, and that the most effective time to motivate drivers to develop safer habits is when they first gain their Provisional licence. The system starts with less demerit points in the early stages of the licensing system and progressively lifts these restrictions as the novice driver becomes more experienced.

The demerit point system refers to learner and provisional drivers as novice drivers:

- **Novice Driver Type 1:** A person is a Novice Driver Type 1 from the time they obtain a Learner's Permit until they have held a driver's licence (Provisional licence) for at least one year.
- **Novice Driver Type 2:** A Novice Driver Type 2 is a person who has held a driver's licence (provisional licence) for more than one year but less than two years.

Further details are available at <http://www.transport.wa.gov.au/licensing/novice-drivers.asp>



*The Graduated Demerit Point System (demerit point system) for novice drivers*



## Activity 1.1

### Keys For Life - What's it all about?

#### What you will need

- *Behind the wheel* journal - one copy per student or internet access to [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)
- *Drive Safe* book – one copy per student or internet access to [www.transport.wa.gov.au](http://www.transport.wa.gov.au)
- One *Keys for Life Certificate* and one set of L plates (to display)
- Parent letter (page 13) - one copy per student (or email to parents/carers)
- Family information sheet *Before you start* - one copy per student (or email to parents/carers)

#### Procedure

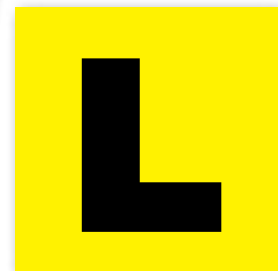
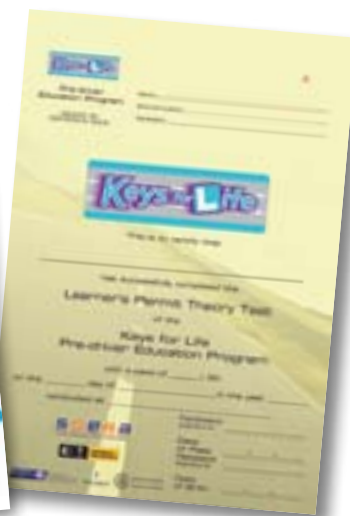
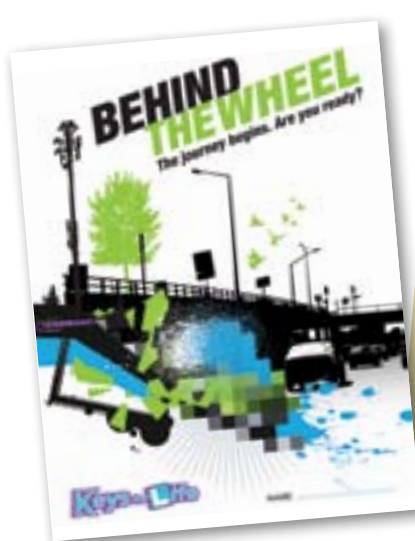
1. Display the *Keys for Life* Certificate and L plates. Explain the *Keys for Life* program - topics, number of lessons, assessment, incentives and obligations. Emphasise the following points:
  - **Student obligations** and eligibility criteria before undertaking the Learner's Permit Test (test) at school (ie lesson attendance, journal tasks and 15 years as the minimum age for the test).
  - **The benefits and incentives associated with the *Keys for Life* Certificate** when applying for a Learner's Permit (ie provides an exemption from the Computerised Theory Test at the DVS centre, saves money, and is recognised as a Category C form of identity).
  - **The importance of organising five forms of identity** for the Learner's Permit application process (ie a *Keys for Life* Certificate and four other forms of identity - refer <http://www.transport.wa.gov.au/licensing/>)
  - **Being able to identify and ask a parent or trusted adult to assist** in the learn to drive process and completion of the Log book, in order to gain a provisional (P plate) licence.

2. Briefly **brainstorm** (page 159) the advantages and disadvantages of having a driver's licence, or have students complete a **T-chart** (page 164) in small groups. Record student ideas on the board. Conclude with the message that having a licence is a privilege not a right, and that like the licensing system, the *Keys for Life* program has conditions and prerequisites that will prepare them for this process.
3. Distribute *Behind the wheel* journals - one per student, or have students register for the online *Behind the wheel e-journal* at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). Explain the purpose of the journal:
  - To involve and inform parents/carers about the learn-to-drive partnership.
  - To prepare students and parents/carers for the learn to drive process by completing tasks together.
  - To provide an assessment tool and a prerequisite for the school-based Learner's Permit Test.

Remind students that all tasks must be completed before the test can be undertaken at school.
4. Distribute the *Drive Safe* book – one per student.

#### For students and parents at home

1. Adapt the Parent letter (refer page 13) and copy it onto school letterhead. Distribute/email it to all parents/carers along with the Family information sheet *Before you start*.
2. Include an article about the *Keys for Life* program in the school newsletter informing parents about the *Keys for Life* lessons, *Behind the wheel* journal and these websites:
  - [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au) - *Keys for Life* support materials for parents, students and teachers
  - [www.transport.wa.gov.au](http://www.transport.wa.gov.au) - WA licensing system, *Drive Safe* book and online practice tests
  - [www.rsc.wa.gov.au](http://www.rsc.wa.gov.au) - road safety information, statistics, games and quizzes
  - [www.keys2drive.com.au](http://www.keys2drive.com.au) - teaching someone to drive, learning to drive and instructors
3. Instruct students to complete Task 1 in their *Behind the wheel* journal with a parent/carer.





## Before you start

So your teenager has decided that they want to learn to drive. Here are a few questions to ask yourself before you get started.



### **1** *Have you held a valid driver's licence for 4 consecutive years?*

You must meet this requirement to be a supervisor. The 4 years can include 2 years driving on P plates.

### **2** *Does your teenager have a current Learner's Permit and L plates?*

If not, they cannot legally drive. You can only teach someone with a current Learner's Permit.

### **3** *Does your insurance policy cover a learner driver and is your car roadworthy?*

Check with your insurer to find out if your policy can cover your learner driver. Ensure your car is suitable and roadworthy.

### **4** *Do you have a licence to drive a manual car?*

If not, you can only teach someone to drive in an automatic car.

### **5** *Do you know the current road rules and licensing system?*

Refer to the *Drive Safe* handbook at <http://www.transport.wa.gov.au/licensing/>

### **6** *Have you thought about what and how you will teach your teenager?*

Refer to [www.keys2drive.com.au](http://www.keys2drive.com.au)

### **7** *Will you be able to give your teenager the time they need to practise driving?*

Even though your teenager is only required to complete a minimum of 50 hours driving practice, getting more practice can reduce their crash risk as a P plate driver.

Just 4 hours a week over 6 months is all it takes to get over a 100 hours of driving practice.



## Activity 1.2 The Licensing System



### What you will need

- Activity sheet *Licensing steps* – photocopy to A3 size and cut out cards
- Activity sheet *Graduated Driver Training and Licensing System* – photocopy to A3 size and cut out cards
- Activity sheet *How to get a driver's licence in WA* – photocopy to A3 size and cut out cards
- L plate, red P plate and green P plate – one set
- *Drive Safe* handbook – one copy for reference
- Family information sheet *The WA Licensing System* – photocopy one per student or refer to the *Let's practise* booklet

### Procedure

1. Explain that the WA Licensing System (also known as the Graduated Driver Training and Licensing System or GDT&L) is a graduated system that begins with theory such as learning the road rules and proceeds through supervised driving practice to independent driving. Highlight to students that by participating in a *Keys for Life* pre-driver education program at school, they may be offered the opportunity to sit the Learner's Permit Test which, if passed, will commence their entry into the licensing system.
2. Set up a **circle talk** (page 159) and ask students to share their experiences and knowledge of the licensing system. Have the outside circle move two people to the right and ask students to share their opinion about why they want to be a safe driver.
3. Place *Licensing steps* cards in a line across the floor (ie Step 1, Step 2, Step 3, Step 4, Step 5 and Step 6) and distribute the L and P plates and the *Graduated Driver Training and Licensing System* cards to students while they are still standing.
4. Explain that each of the cards describes a prerequisite (eg age, passing of a test) or condition attached to the steps of the licensing system (eg drive with L plates or 0.00% BAC – blood alcohol concentration). Have students decide where their card, L plate or P plate fits within the licensing system and place it under the corresponding step. Remind students that each step has conditions. Encourage students to guess or ask another student for help if they don't know.
5. When all cards have been placed, give students a copy of *The WA Licensing System* Family information sheet or relevant pages in the *Let's practise* booklet. Discuss the prerequisites and conditions of each step of the licensing system.

6. Conclude each activity with the following processing questions or by further discussing questions generated by the students.
  - *Why do you think WA has introduced this licensing system?* (To increase the compulsory hours of supervised driving practice completed by learner drivers in an effort to reduce the number of young people involved in road crashes. Research shows that 120 hours of diverse, supervised driving practice can reduce a young driver's crash risk in the first 6 to 12 months of driving solo).
  - *Why might it be important to practise for the Practical Driving Assessment and the Hazard Perception Test?* (There is a cost attached when resitting tests).
  - *What conditions apply to a supervisor?* (The person must have held a valid driver's licence continuously for four years. This can include someone who has two years experience driving on a Provisional licence and two years as a fully licensed driver. If the supervisor holds a manual driver's licence they are eligible to teach someone learning to drive in a manual or an automatic vehicle. If the supervisor has an automatic driver's licence they are only eligible to teach someone learning to drive an automatic vehicle).
  - *Knowing that a supervisor has to meet certain requirements, who do you know that can meet these requirements and be your supervising driver?* (If students are unable to identify a driving supervisor, suggest that a friend's parent or maybe a relative could be their supervisor).
7. Encourage students to discuss driving and the licensing system with their families using *The WA Licensing System* Family information sheet and *Behind the wheel* journal.



As an alternative, distribute a set of cards from the Activity Sheet *How to Get a driver's licence in WA* - one set to each group of students.

Ask students to place cards in the correct order. discuss as a class and have students correct the order if the cards were placed incorrectly. Explain any licensing requirements that students do not understand, eg demerit point system.



## Licensing steps

**Step 1** Learner's Permit (L plates)

**Step 2** Learn to drive (Log Book)

**Step 3** Practical Driving Assessment (PDA)

**Step 4** Gain driving experience (Log Book)

**Step 5** Hazard Perception Test (HPT)

**Step 6** Provisional Licence (P plates)



# Graduated Driver Training and Licensing System

16 years (minimum age)	17 years (minimum age)
Present 5 Proof of Identity (POI) forms	16 years (minimum age)
0.00% BAC limit	Travel at the posted speed up to 110 km/h
0.00% BAC limit	0.00% BAC limit
16 ½ years (minimum age)	Sit and pass the Hazard Perception Test
Record the first 25 hours of supervised driving in your 50 hour Log Book	Sit and pass the Practical Driving Assessment (PDA)
Demerit point system	Sit and pass the Learner's Permit Test





# Graduated Driver Training and Licensing System

Receive a 50 hour  
Log Book and  
Learner's Permit card

Demerit point system

Demerit point system

Display L plates on  
the front and back of  
your car

Record the final 25 hours of  
supervised driving in the  
50 hour Log Book

Travel at posted  
speed up to 100 km/h  
(on freeway if competent)

Display red P plates on the  
front and back of your car  
for 6 months

Display green P plates on  
the front and back of your  
car for 18 months

Travel at posted speed  
up to 100 km/h

Ensure 6 months has lapsed between  
passing the Practical Driving Assessment  
(PDA) and attempting the Hazard  
Perception Test (HPT)

17 years (minimum age)

16 ½ years (minimum age)

Display L plates on the front  
and back of your car

Gain as much driving  
experience as possible, in  
different conditions



# How to get a driver's licence in WA

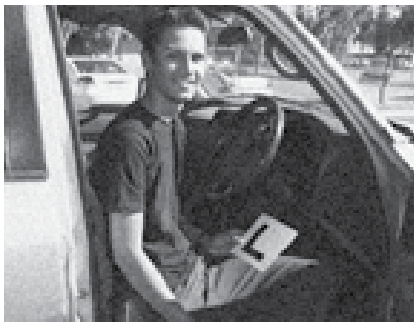
## CORRECT ORDER

1	2
3	4
5	6
7	8
9	10

**Sit the Learner's Permit Theory Test. If you pass you get your 50 hour Log Book and Learner's Permit card. You must be at least 16 years of age.**



**Start learning to drive with a supervisor and record this in your Log Book. 25 hours must be logged.**



**When driving, always display your L plates and carry your Learner's Permit card and Log Book.**



**After recording the first 25 hours in your log book, sit the Practical Driving Assessment (PDA). You must be at least 16½ years of age.**

**After passing the Practical Driving Assessment (PDA), you must record another 25 hours of supervised driving in your 50 hour Log Book.**



**When recording the second part of your Log Book, drive in different road, weather and time of day conditions for at least 6 months with a supervisor.**



**Take your completed 50 hour Log Book to the DVS centre and sit the Hazard Perception Test. If you pass, you get your red P plates.**



**Display your red P plates for 6 months. Do not drive between midnight and 5am while on red P plates.**







**Display your green P plates for 18 months.**



**After 2 years on P plates you move onto a full driver's licence.**



## The WA Licensing System

STEP 1 ▶	STEP 2 ▶	STEP 3 ▶	STEP 4 ▶	STEP 5 ▶	STEP 6
					
Learner's Permit (L plates)	Learn to drive (Log Book)	Practical Driving Test (PDA)	Gain driving experience (Log Book)	Hazard Perception Test (HPT)	Provisional Licence (P plates)
<p>16 years of age (minimum age)</p> <p>Pass the Learner's Permit Test as a Computerised Theory Test (CTT) at a Transport Driver and Vehicle Services (DVS) Centre, Transport regional office or DVS agent, or at school as part of the <i>Keys for Life</i> program.</p> <p>Apply and pay for a Learner's Permit and Log Book after declaring any medical conditions, presenting five Proof of Identity (POI) forms, and passing an eyesight test at a DVS Centre, regional office or DVS agent.</p> <p>A photo will be taken and a Learner's Permit (card) issued, which will remain valid for 3 years.</p>	<p>Undertake driving lessons with a supervisor (and where possible, a professional driving instructor).</p> <p>Display L plates and carry the Learner's Permit card at all times when driving.</p> <p>Progress at a rate suitable to the learner driver's skills and knowledge.</p> <p>Complete and record a minimum of 25 hours of supervised driving lessons in the the 50-hour Log Book.</p> <p>Record any driving lesson of 10 minutes duration or longer in the Log Book.</p> <p>Drive at or below the posted speed limit.</p> <p>When ready, learn to drive on a freeway, at or below 100km/h, even when the posted limit is 110km/h.</p> <p>Do not drive in Kings Park.</p> <p>Always drive with a 0.00 Blood Alcohol Concentration (0.00% BAC).</p> <p>Demerits points apply.</p>	<p>16 years and 6 months of age (minimum age)</p> <p>Present the Log Book with a completed record of the first 25 hours of supervised driving and proof of identity.</p> <p>Book and sit the Practical Driving Assessment at the DVS Centre, regional office or DVS agent.</p>	<p>Drive with a supervisor in different conditions for at least six months, and record an additional 25 hours of supervised driving in the 50-hour Log Book.</p> <p>Display L plates and carry the Learner's Permit card at all times when driving.</p> <p>Record any driving session of 10 minutes duration or longer in the Log Book.</p> <p>Drive at or below the posted speed limit.</p> <p>When driving on freeways or open roads drive at, or below, 100km/h even when the posted limit is 110km/h.</p> <p>Do not drive in Kings Park.</p> <p>Always drive with a 0.00 Blood Alcohol Concentration (0.00% BAC).</p> <p>Demerits points apply.</p>	<p>17 years of age (minimum age)</p> <p>Ensure six months has lapsed since passing the Practical Driving Assessment.</p> <p>Present the completed 50 hour Log book and proof of identity.</p> <p>Sit and pay for the Hazard Perception Test.</p>	<p>A Provisional driver's licence will be issued at a minimum age of 17 years.</p> <p>Drive unsupervised as a Provisional driver, displaying red P plates for the first 6 months followed by green P plates for the final 18 months. (A full licence can be issued at a minimum age of 19 years).</p> <p>Drive at, or below, the posted speed limit and to the prevailing conditions.</p> <p>Always drive with a 0.00 Blood Alcohol Concentration (0.00% BAC).</p> <p>Demerits points apply.</p> <p>Do not drive between midnight and 5am while on red P plates, unless an exemption has been granted.</p>



## Activity 1.3 Road user responsibilities



### What you will need

- Activity sheet *Road user responsibilities* – photocopy one per student or an A4 sheet of paper per student
- Task 1 *Keeping an eye on things – Behind the wheel* page 13
- Task 2 *Spot the errors – Behind the wheel* page 15
- *Drive Safe* book (or internet access for [www.transport.wa.gov.au/licensing](http://www.transport.wa.gov.au/licensing))

### Procedure

1. Distribute the *Drive Safe* books (one per student) or refer to [www.transport.wa.gov.au/licensing](http://www.transport.wa.gov.au/licensing). Explain the seven chapters of the book and ask students to read page 47 about speed limits.
2. Write the terms 'rights', 'privileges' and 'responsibilities' on the board. Discuss with students what these terms might mean. Reach a common understanding as a group. For example:
  - Right – having a just claim or title to something (eg voting at the age of 18, access to medical care or challenging a driving ticket)
  - Privilege – a special right enjoyed by a person that is given or earned (eg travelling overseas or a driver's licence)
  - Responsibility – a particular load of care placed on someone who is responsible (ie a teacher has a duty of care for their students or a driver is responsible for ensuring that all passengers are restrained).
3. Discuss with students if 'having a licence and being able to drive' would be a right or privilege. Ask students to explain and justify their responses.
4. Place students in groups of four and give each student a copy of *Road user responsibilities*.
5. Explain how students are to complete a **rip and review** (refer to page 162) using the questions on the sheet. Alternatively students can fold an A4 sheet of paper into quarters and write a question in each section of the sheet. Allow enough time for students to read the responses and present a summary to their group.

1. What are your responsibilities as a passenger?

2. What are your responsibilities as a learner driver?

3. What are your responsibilities as a red and green P plate driver?

4. What are your responsibilities as a driver on a full licence?

6. Ask students to complete the following sentences then share their responses with a partner or the class.
  - *A driver should have their licence cancelled when...*
  - *Getting a licence is the same as entering a contract and means...*
  - *Young drivers view a licence as a ... because...*

7. Conclude with the following processing questions or by further discussing questions generated during the activity.
  - *The community believes that all road users have a responsibility for their own safety and the safety of others. Do you think that all young people believe this too? Why?*
  - *In some countries a driver's licence can only be obtained after paying thousands of dollars and adhering to a range of conditions such as only being able to practise with a registered driving teacher. Would this type of system be acceptable in Western Australia? Would it change drivers' attitudes to safe driving?*
  - *Some drivers believe it is their right to intimidate other drivers. The media refers to this as 'road rage'. Why do some drivers act in this way?*
  - *If you were a learner driver and another driver acted aggressively towards you while driving, how would you feel?*
  - *What would you do to make sure the incident didn't put you and other road users at risk? (Stay calm; pull over and allow the other driver to continue; if being physically threatened, stay in the car and call the police; if possible, record the other driver's registration and vehicle details and report this to the police).*
  - *What actions could you take to avoid aggressive drivers?*
  - *What actions could you take to become a tolerant and calm driver?*
  - *How can you control your own anger when faced with an annoying situation?*
  - *Is aggressive or abusive behaviour acceptable in any situation? Why?*
8. Distribute a *Behind the wheel* journal to each student or have students go online to [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au) and register for the *Behind the wheel* e-journal. Read pages 4-15 and instruct students to complete Tasks 1 and 2 at home. Explain that they must complete all tasks before being eligible to sit the test at the end of the *Keys for Life* program. Remind them of their responsibility to attend at least 80% of lessons to be eligible to sit the test. Clarify any questions.

### Extension

- A4 paper – one sheet per student
1. As a class, **brainstorm** (refer to page 159) characteristics of aggressive drivers and tolerant drivers.
  2. Students fold a sheet in half and develop a profile (or draw a picture) of an aggressive young driver on the top half, and a tolerant young driver at the bottom, emphasising the characteristics that could potentially make them more likely, and less likely, to be involved in a crash (eg angry, intolerant, rude, reckless, calm, tolerant, courteous, easy going).
  3. Share and discuss the pictures and conclude with students developing a profile (or picture) of themselves as a driver. Explain to students the importance of regulating their emotions and being calm, patient and courteous as a driver. Discuss ways to regulate emotions and regularly practice mindfulness techniques such as breathing exercises and simple meditation.



# Road user responsibilities

1. What are your responsibilities as a passenger?

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2. What are your responsibilities as a learner driver?

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FOLD  
AND  
TEAR

3. What are your responsibilities as a red and green P plate driver?

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4. What are your responsibilities as a driver on a full licence?

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FOLD  
AND  
TEAR

# Lesson 2

## Responsibilities and Consequences

Activity 2.1	Responsibilities and Consequences	page 35
Activity 2.2	Learning the Road Rules	page 42

Lesson 2 is about road user responsibilities, road crash consequences and road rules.

Additional activities and an optional assessment task are available for Lesson 2 at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). This lesson provides opportunities for students to develop personal and social capabilities, build upon their road safety knowledge and skills, and develop a range of strategies to prepare them to make safer decisions as passengers and drivers.

The suggested activities in this lesson can be modified and supplemented in order to support student needs and the local context. Additional resources, incursions, film clips, online learning tools and activities are available and many of these can be accessed at:

<http://www.sdera.wa.edu.au/programs/keys-for-life/keys-for-life-school-resources/>  
<http://www.sdera.wa.edu.au/resources/secondary-resources/keys-4-life-online/>  
<http://www.sdera.wa.edu.au/programs/keys-for-life/>

It is recommended that teachers preview films clips and talk to guest speakers prior to their presentation to determine suitability for different student groups and the overall *Keys for Life* program.












## Mapping to the General Capabilities

The suggested activities in Lesson 2 support student achievement of the following General Capabilities:

### Key

-  Literacy
-  Numeracy
-  Information and communication technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

## Mapping to the Western Australian Curriculum Year 10 Syllabuses

The suggested activities in Lesson 2 support student achievement of knowledge, attitudes and skills from the following syllabus:

### Health and Physical Education Year 10 Syllabus - Personal, Social and Community Health Strand

**Sub-strand:** *Being healthy, safe and active*

The impact of societal and cultural influences on personal identity and health behaviour.

**Sub-strand:** *Communicating and interacting for health and wellbeing*

Critical health literacy skills and strategies.

**Sub-strand:** *Contributing to healthy and active communities*

Social, economic and environmental factors that influence health

### Humanities and Social Science Year 10 Syllabus - Humanities and Social Science Skills Strand

**Sub-strand:** *Communicating and reflecting*

Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequence of the proposed action.

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) (Shapiro, Siegel, Scovill & Hays, 1999; Styles, Imberger & Catchpole, 2004).

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 (Evolve CDT Pty Ltd., 2013).

### Learning the road rules

All students participating in *Keys for Life* need to be encouraged to learn and review the road rules at home, and be provided with opportunities to learn them in class. Ensure students have online access to the *Drive Safe* book or order hard copies from Northside Logistics (refer page 10). Implement selected hands-on classroom learning experiences from Activity 2 in this lesson and other lessons.

For example begin or end a few lessons with either a brief quiz from the back of the *Behind the wheel* journal (refer pages 36 to 48), or by teaching one road rule to the class followed by a review of this rule in small groups using a road network and toy cars (refer page 44). In the weeks leading up to the test, encourage students to review the rules at home more often, using the online practice tests at [www.transport.wa.gov.au](http://www.transport.wa.gov.au) as well as the animated road rules handbook and quizzes at [www.rsc.wa.gov.au](http://www.rsc.wa.gov.au)

## Teacher Notes

### Messages that have a greater impact

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.

## Activity 2.1 Responsibilities and consequences



### What you will need

- A3 paper – one sheet per group
- Activity sheet *Grouping consequences* – A3 photocopy per group
- Activity sheet *Consequences* – photocopy and cut out one set of cards per group

### Procedure

1. Groups draw and label a **T chart** (refer to page 164) on a sheet of A3 paper with the headings shown below. Ask students to write a list of driver responsibilities in the corresponding column of the T chart. Some examples have been provided below. Students then discuss the possible consequences of not being responsible as a driver and write these in the corresponding column. Some examples have been provided.

Driver responsibilities	Consequences of not being responsible
learn and practise safe driving habits (eg travel at posted speed limit, wear a restraint)	loss of licence
legally obtain a driver's licence (eg pass all required tests and requirements)	demerit points and fines
obey the law (eg follow road rules and signs, don't drink and drive)	injuring self and others
avoid conflicts (eg show courtesy and 'forgive' other road users' errors)	criminal record
protect passengers and other road users (eg make sure all vehicle occupants are wearing a seat belt)	jail sentence
	not able to travel to some countries because of a criminal record
	relying on others for transport
	costs of resitting tests
	living with guilt
	'road rage' recipient

2. Suggest to the class that there are different types of consequences in relation to road crashes. These can be grouped under five headings – social, emotional, physical, legal and financial.

These consequences may be relevant to not only the drivers or passengers in the vehicles but also to those who either witness or attend the crash, and those related to each of the vehicle occupants.

3. Give each group a set of cards from Consequences and an A3 copy of Grouping consequences. Ask groups to read through the consequence cards and sort these into the groups listed on the A3 sheet. Discuss where groups placed the cards and the reasons behind their placements.

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

- Which consequences (ie physical, emotional, legal, social or financial) had the most cards?
- Why might opinions about consequences differ from person to person?
- Which consequences of road crashes do most young people think about? Why?
- Which of the possible consequences of a road crash would make you reconsider acting irresponsibly on the roads? Why?
- Has identifying the range of consequences challenged your thoughts about getting a driver's licence? Why?
- Do you think some of the legal consequences are a deterrent for irresponsible drivers? Why or why not?
- What changes would you need to make in your life if you no longer had the use of a vehicle? (Career may be affected, loss of freedom and independence, need to access public transport, depend on friends and family for transport).
- How would repaying thousands of dollars worth of expenses, not covered by insurance, impact on your life? (Have to take out a loan, not able to socialise until debt is paid, need another job to help pay a loan, increase in insurance premium, refusal to insure by some companies).
- Would knowing the legal and financial consequences of a crash change the way a young driver might use the roads? Why?
- The community wants young people to consider the consequences of poor driving decisions. How could this be achieved? (eg campaign advertisements designed by young people and delivered by young people).

### For students and parents at home

1. Email/distribute an invitation to parents and carers about the *Keys for Life* Parent-Student Workshop.
2. Instruct students to complete Task 2 in their *Behind the wheel* journal with a parent/carer.

## Extension

- Activity sheet *Impact cards* – photocopy one set per group
- Activity sheet *Consequences* – photocopy and cut out one set per group



## Procedure

1. Suggest to students that everyone responds differently when having to deal with the consequence of their actions and that some of these may have a great impact or little impact on the person.
2. Ask a student from each group to deal out the consequences cards and set out a continuum by placing the 'greatest impact' card at one side of the desk and the 'least impact' card at the other.
3. Read aloud the following scenario for students to consider.  
*You are a newly licensed driver and have been involved in a crash. The crash was your fault as you had been speeding and overtaking another vehicle when it wasn't safe to do so.*
4. Ask students to take turns to place and justify the positioning of their consequence cards along the continuum. For example, 'If someone was rejected by their mates they might get angry and start doing other risky things so I think that would have a great impact.' The group should not question each student's card placement at this stage.
5. Once all of the cards have been placed, ask students to discuss the placements and decide as a group, if any of the cards should be moved along the continuum in either direction.
6. Groups should then look at the cards to see if any particular group of consequences was ranked higher (ie social, emotional, physical, legal or financial) and discuss why.

1. Explain the pictorial representations of the five groups of consequences – social, emotional, physical, legal and financial – shown on Activity sheet *Grouping consequences*.
2. Give each student a copy of the activity sheet and read out the following scenario to consider and ask them to think about this scenario and either draw or write one or two consequences for each of the groups shown on the cards.

*You and your mates have had a few beers. Everyone gets in your car to go for a ride. Out on the road your mates get really loud and start to shout and muck around.*

*You try to concentrate but you've had too much to drink. Your car starts to skid on the gravel and you lose control. Two of your mates are killed.*

3. Discuss students' responses then talk about what a driver in this situation could have done to make sure the crash didn't happen.







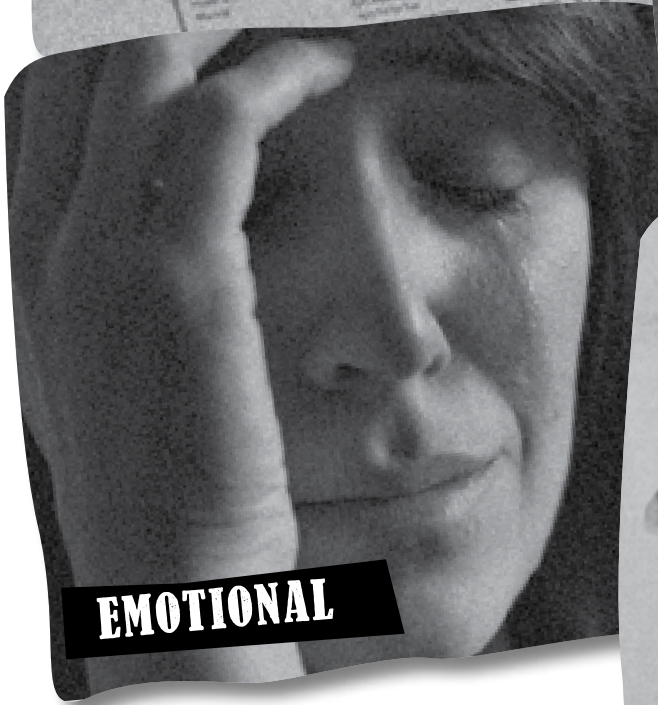
# Grouping consequences

When a crash happens there are always consequences for not only the driver and passengers but also others such as the paramedics, witnesses, police officers, tow truck drivers, your family and friends.

**SOCIAL**

**LEGAL**

**FINANCIAL**

**EMOTIONAL**

**PHYSICAL**




# Consequences

You lose your driver's  
licence for 6 years.

You have nightmares and  
can't stop thinking about  
the crash.

You get a traffic conviction.

You have to ask your parents  
to pick your girlfriend or  
boyfriend up when you want  
to go out on a date.

You have to go to court.

You have some bad scars  
on your face.

You lose your independence  
and have to rely on others  
to give you a lift or catch  
the bus.

You have to pay a lawyer to  
represent you in court.

Your get rejected  
by your family.

You love going to the  
beach but the scars on  
your legs are horrible.

You seriously injure  
yourself.

You can't deal with the  
crash and binge drink  
all the time.



# Consequences

A friend or family member has a spinal injury and can no longer walk.

You injure a friend or family member.

You have to attend the funeral of a friend or family member.

You critically injure someone you know.

Your long-time boyfriend/girlfriend drops you.

You get convicted and are sent to jail.

All of your personal goals can no longer be achieved.

Your mates don't want you in their group anymore.

You can no longer play the sport you love.

You lose your job.

You have to catch public transport.

Your car is a write-off and it won't get replaced because you were drunk when the crash happened and your insurance won't cover you.



# Consequences

You have critically injured a friend or family member.

Your footy team decides that you have broken their Code of Conduct and refuse your membership.

Due to your traffic conviction you are not able to travel overseas to some countries.

You have medical costs.

You have injured your spine and will never walk again.

You can't work because of your injuries.

Your vehicle insurance premium has increased.

You are feeling anxious and depressed.

You live in a small country town and most people have stopped speaking to you.

You don't know who to turn to for help and can't think straight.

You will always walk with a limp and won't be able to become a professional sportsperson as you planned.

Your car has been confiscated.





## Impact cards

**GREATEST  
IMPACT**

**LEAST  
IMPACT**

## Activity 2.2 Learning the road rules



### Drive Safe

#### What you will need

- *Drive Safe* handbook – one per student or at [www.transport.wa.gov.au/licensing/](http://www.transport.wa.gov.au/licensing/)
- Internet access to the Learner's Permit Test practice quizzes at <http://www.transport.wa.gov.au/licensing/learner-activities-and-resources.asp>
- Activity sheet *Road map* – photocopy one per group enlarged to A3 size
- Toy cars – two or three per group
- *Behind the wheel* – one per student or online e-journal at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)

The *Drive Safe* handbook provides a complete guide to safer driving and an interpretation of the law. It includes a simplified version of the road rules contained in the *Road Traffic Act 1974* and Regulations.

All young people participating in *Keys for Life* will need access to a *Drive Safe* handbook. It can be ordered from Northside (refer page 10), and downloaded or viewed on the Department of Transport website [www.transport.wa.gov.au](http://www.transport.wa.gov.au)

#### Procedure

1. Explain that the Learner's Permit Test is based on information and road rules described in the *Drive Safe* handbook. The rules and regulations are those effective at the time of printing. It is not a legal document as not all traffic regulations are included.
2. Use a **jigsaw** (refer to page 160) to help students become familiar with the road rules. Form small groups and allocate a small section of the *Drive Safe* handbook to each group. Explain that groups are to become an 'expert' on their section as they will be sharing their knowledge with students in the other groups.
3. Allow enough time for groups to investigate their section and feel confident to share. Move students into new groups where an 'expert' for each section is present.
4. Each student then presents their section to the other group members. Where vehicle movement needs to be demonstrated, students can use the *Road map* (page 44) and either the cut out car shapes or, if available, use toy cars.
5. Conclude with the following processing questions or by further discussing questions generated during the activity.
  - What are some ways that might help you learn the road rules for the Learner's Permit Test? (Complete the practice tests at the Department of Transport website <http://www.transport.wa.gov.au/licensing/learner-activities-and-resources.asp>. As a passenger watch how drivers follow and comply with the road rules).
  - Why should you make sure that you are really ready to sit the Learner's Permit Test? (Sitting the test involves a cost that needs to be paid each time the test is attempted).

- What rules do you see commonly being ignored or broken on the road?
- How would those drivers try to justify breaking the rules?
- What could be the outcomes of breaking the road rules?

### Pop quiz

#### What you will need

- *Behind the wheel* – pages 36-47

#### Procedure

1. Have students complete the quizzes at the back of the *Behind the wheel* journal.
2. Hold a quiz about the road rules conducted in the same manner as a quiz night, with students in groups.

### Cryptic signs

#### What you will need

Activity sheet *Cryptic signs* – photocopy one per student  
*Drive Safe* handbook – one per student

#### Procedure

1. Distribute copies of *Cryptic signs* then ask students to identify the sign described using the clues.
2. Have students check the signs in the *Drive Safe* handbook. Provide the correct answers, if students do not decipher the clues.  
(Answers: 1. School zone; 2. Pedestrian crossing; 3. Roundabout; 4. Keep left; 5.T-junction; 6. Speed limit; 7. Slippery when wet; 8. Stop sign; 9. Winding road; 10. U turn).

### Intersections and turning situations

#### What you will need

- Activity sheet *Intersection questions* – photocopy and cut out one set per group
- Activity sheet *Intersection answers* – photocopy and cut out one set per group
- Activity sheet *Turning questions* – photocopy and cut out one set per group
- Activity sheet *Turning answers* – photocopy and cut out one set per group
- Activity sheet *Road map* – photocopy to A3 size or draw up a road scene on a large sheet of paper that includes intersections

#### Procedure

1. Select either the *Intersection* or *Turning* sheets. Divide the class into two groups. Students in Group 1 are each given a question card from the sheet. Students in Group 2 are each given an answer card. Students need to find their matching question or answer card.
2. Discuss each situation as a group. Ask students to demonstrate each situation using toy cars on a drawn road scene or on the A3 road map (refer to page 44).

## Traffic situations

### What you will need

Activity sheet *Road map* – A3 photocopy or draw up a road scene on a large sheet of paper that includes intersections

Toy cars – two or three per group

### Procedure

1. This activity is particularly effective for students with low literacy levels and visual learning preferences.
2. Use *Road Map* (refer to page 44) and toy cars to help students visualise and understand a range of road rules described in the *Drive Safe* handbook.
3. Teachers may utilise commercially produced traffic mats or have students design and make their own.

## Overtaking

### What you will need

Activity sheet *Overtaking* – photocopy one set of cards per group

*Drive Safe* handbook – one per group

### Procedure

1. Place students into groups with a set of overtaking cards.
2. Explain that there are five key steps when overtaking another car.
3. Ask each group to cut out the cards and place the steps in order. Alternatively, students can number the cards. The *Drive Safe* handbook can support students in their decisions.
4. Discuss the steps as a group. The correct order is:
  - Get a good view of the road ahead.
  - Look behind and to the side of you.
  - Signal before you overtake.
  - Keep to the speed limit while overtaking.
  - Move back into line.

## Road sign concentration

### What you will need

Activity sheet *Road signs* – photocopy and cut out two sets per group

Activity sheet *Road sign explanations* – photocopy one set per group

### Procedure

1. Students place all road sign cards face down on the desk. One student starts the game by selecting and turning over a card. If the cards match the student must explain what the sign means. Other group members must agree with the explanation before the student can have another turn. This can also be checked using *Road sign explanations*.  
  
If the cards do not match they are replaced on the desk.
2. The game continues with each student having a turn until all the cards have been matched. The winner is the player with the most pairs.

## Student cars

### What you will need

Set of markers such as witches' hats, ice cream containers, chairs

*Drive Safe* handbook – one per pair

### Procedure

1. Place students in pairs. Explain that students are to act as drivers and passengers in recreated traffic situations. The drivers will need to demonstrate safer driving behaviours such as adjusting speed, watching out for other traffic and indicating (refer to the *Drive Safe* handbook for instructions on hand signals) as well as comply with the road rules. Passengers need to move with the driver observing their driving to give feedback at the end of the manoeuvre.
2. Recreate a range of different traffic situations on a large area such as the school oval by marking out lanes and intersections using the markers. Some examples are provided.

**Merging** – mark out two lanes of traffic that merge into one. Drivers must move within the lanes, indicating and merging correctly.

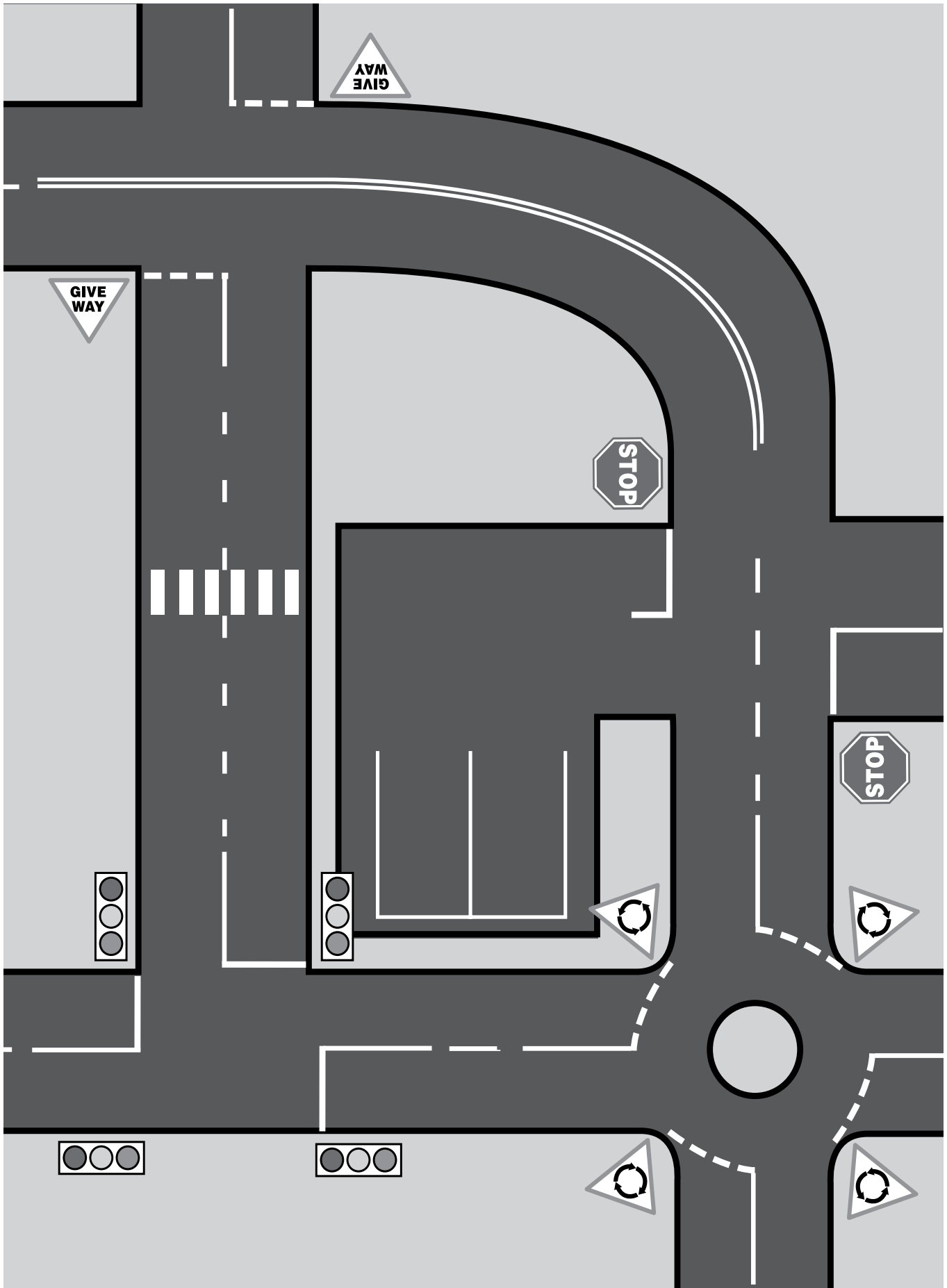
**Intersections** – mark out a T intersection, four-way intersection or roundabout. Have drivers move through the intersections giving way and indicating appropriately.

**Overtaking** – mark out two lanes of traffic. Identify some drivers to travel more slowly than others. Drivers move along the two lanes in opposite directions, overtaking the slower vehicles by identifying a safe time and indicating.



Cut out cars  
A, B and C  
(or use toy  
cars, small  
matchboxes  
or similar)

# Road map







# Cryptic signs

Read the cryptic clues and decide which road sign is described.

Answers at base of page.

1. I control traffic. I show a number inside a red circle. I am found in places where children are present. I must be obeyed between certain hours in the morning and afternoon. You can ignore me on weekends and on school holidays.

I am a

2. I warn of a possible danger ahead. I have a yellow background and am shaped like a diamond. My sign shows part of a person's body. Watch out for walkers when you see me.

I am a

3. I control traffic. I feel and look like I am going round in circles. You must give way to all traffic on your right when following my sign.

I am a

4. There are two words on my sign. Failure to follow me would mean that you had kept right.

I am a

5. The road travelled is coming to an end. Which way will you go, left or right? I am represented by a letter of the alphabet.

I am a

6. I can be found on main roads. My sign has a number in a circle. I must be obeyed at all times.

I am a

7. I warn drivers to slow down and drive carefully. Wet weather might increase my warning.

I am a

8. I am red and white. I am the only sign this shape. Make sure your car is behind the white line when you see me. Do not move on from this sign unless it is safe and there are no other cars coming.

I am a

9. I am yellow. I tell you that the road ahead isn't going to be straight. You need to check your speed and be prepared to slow down.

I am a

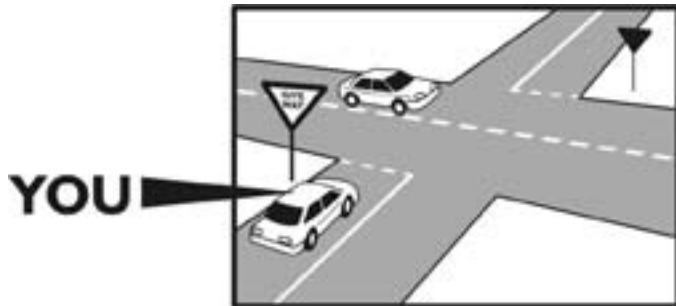
10. I am white, red and black. A letter from the alphabet is on me and it's the letter after 'T'. Check that it is safe and legal to do this turn.

I am a

Answers: 1. School zone; 2. Pedestrian crossing; 3. Roundabout; 4. Keep left; 5. T-junction; 6. Speed limit; 7. Slippery when wet; 8. Stop sign; 9. Winding road; 10. U turn).

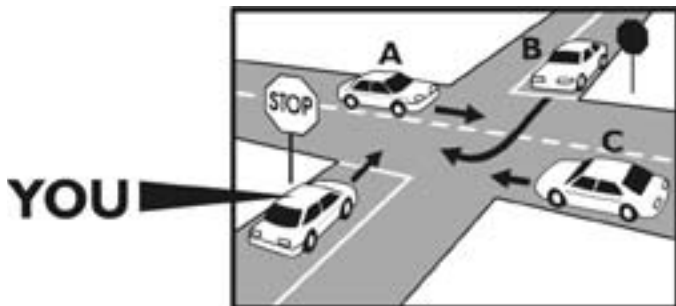


# Intersection questions



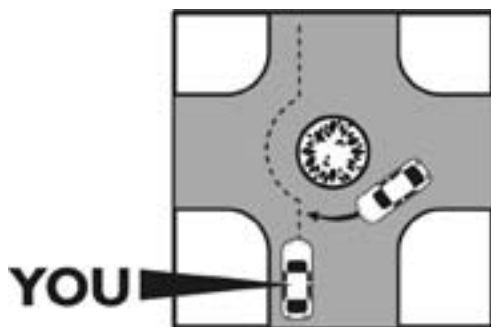
## Intersection question 1

You're at an intersection controlled by a GIVE WAY sign. You want to keep travelling straight ahead. Who would you give way to?



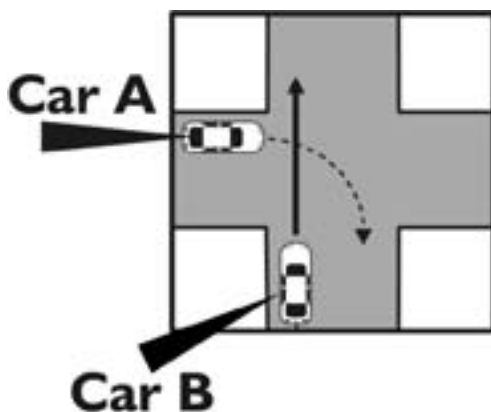
## Intersection question 2

You're at an intersection controlled by a STOP sign. You notice a white line on the road in front of your car. Where should you stop in relation to this line?



## Intersection question 3

You're about to enter a roundabout. Who should you give way to?

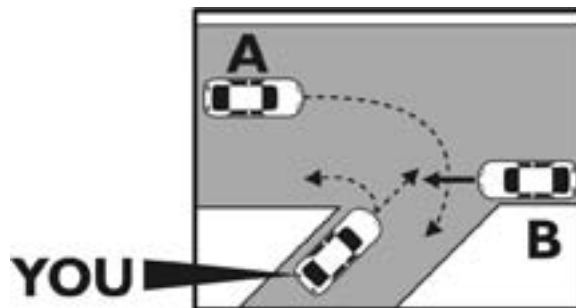


## Intersection question 4

Which car gives way in this situation?

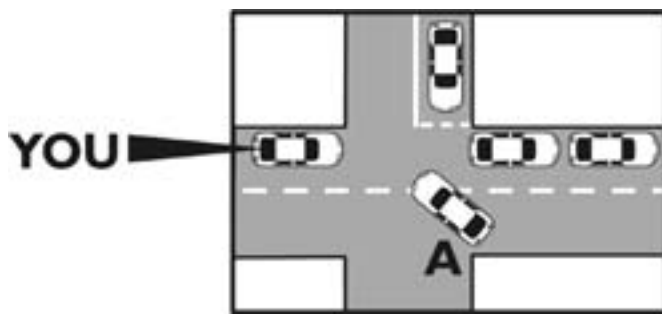


# Intersection questions



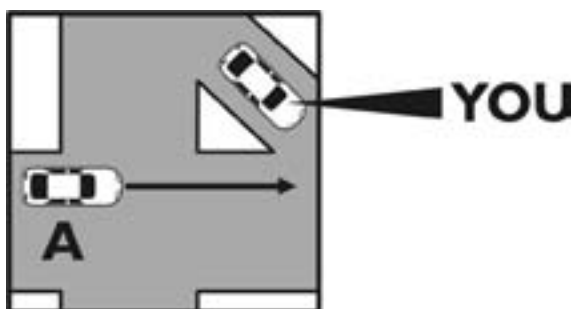
## Intersection question 5

You're travelling in the unlabelled car. Who would you give way to at this intersection?



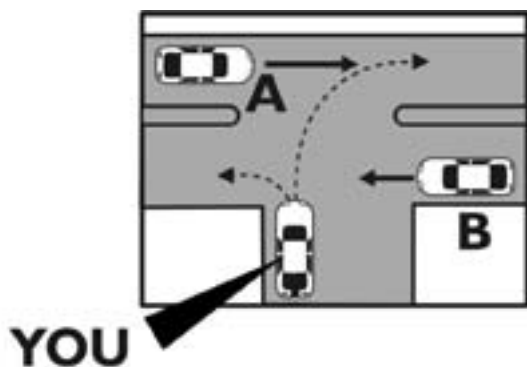
## Intersection question 6

The two cars ahead of YOU are in a stationary queue of traffic. Would you move forward across the intersection or remain where you are to allow Car A to turn?



## Intersection question 7

You must give way to Car A in this picture? Why?

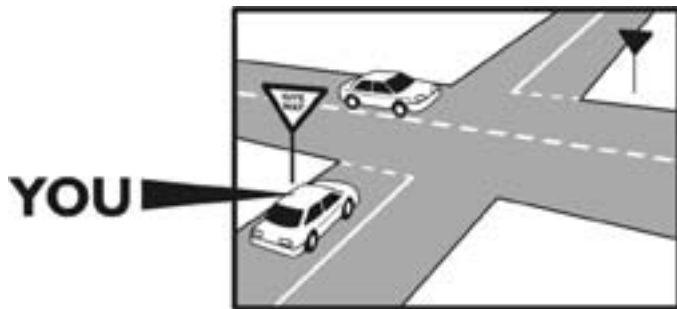


## Intersection question 8

You are travelling in the unlabelled car. Who would you give way to in this situation?



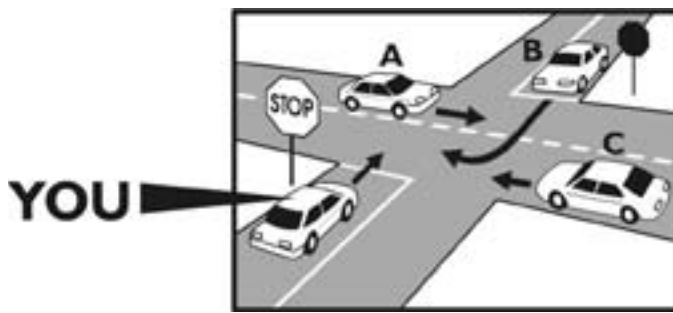
# Intersection answers



## Intersection answer 1

Give way to all traffic travelling along the intersecting road.

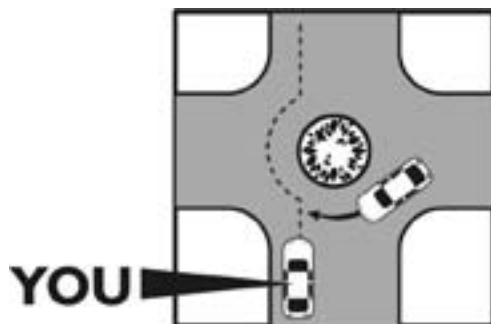
Give way to all traffic turning from the intersecting road.



## Intersection answer 2

You must stop within one metre of the white line at a STOP sign.

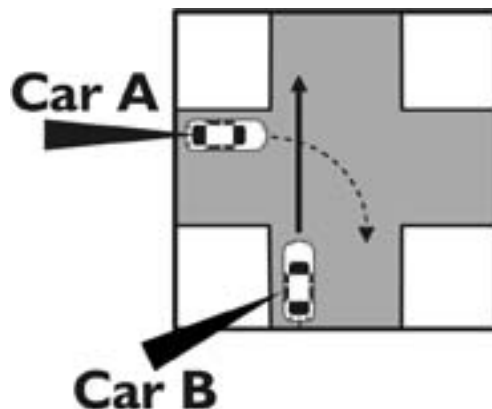
The front of your car must not be over the line.



## Intersection answer 3

You must give way to all traffic travelling on the roundabout to your right.

Enter only when there is an adequate and safe gap in the traffic.



## Intersection answer 4

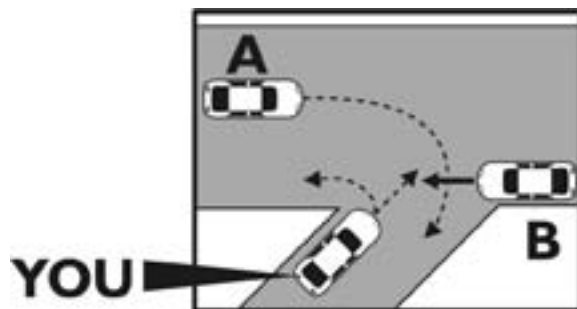
Car A would give way to Car B.

The 'give way to the right rule' applies here.





# Intersection answers



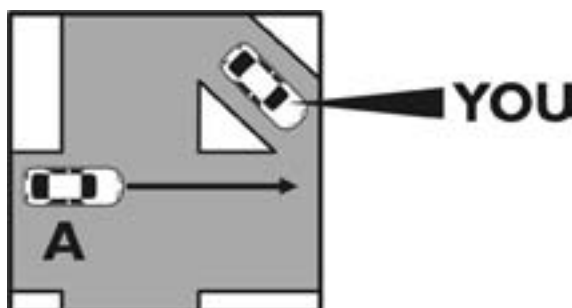
## Intersection answer 5

At this intersection you would give way to Car A because it is turning from the continuing road. You would also give way to Car B because it is travelling on the continuing road.



## Intersection answer 6

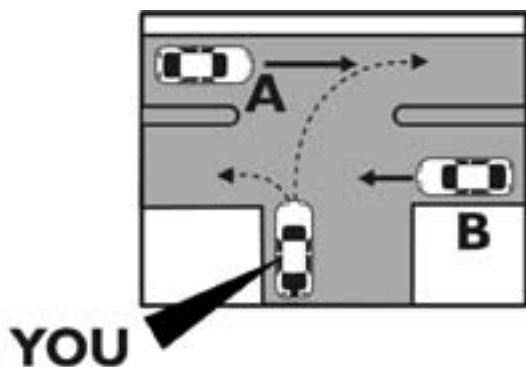
In built up traffic such as at traffic lights, you should stop before an intersection to allow vehicles such as Car A to turn.



## Intersection answer 7

You must give way to Car A because it is travelling on the continuing road.

The 'give way to the right rule' also applies in this situation.



## Intersection answer 8

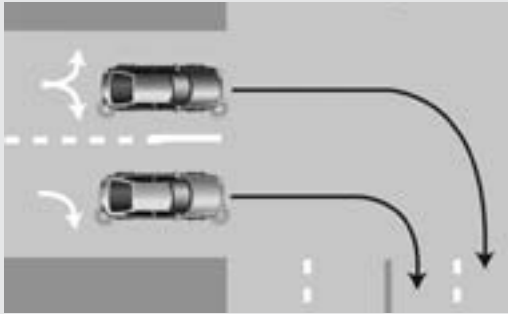
You would give way to Car A and Car B. They are both travelling on the continuing road.



# Turning questions

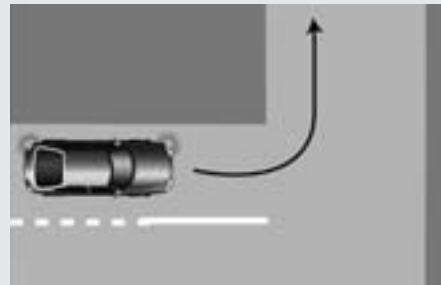
## Turning question 1

If turning, when should you indicate?



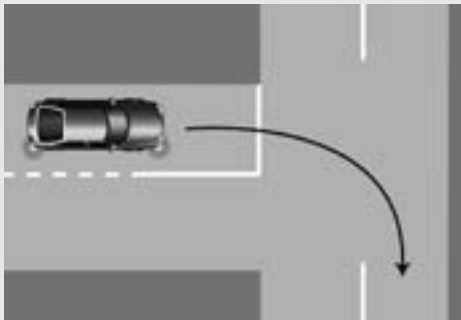
## Turning question 2

When turning left, where should you position your car?



## Turning question 3

When turning right, where should you position your car?



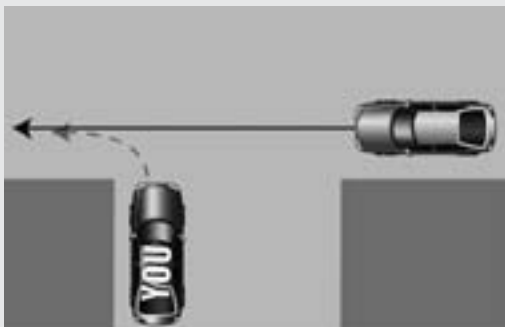
## Turning question 4

When should you not make a U turn?



## Turning question 5

You are turning left. What must you always do?



## Turning question 6

You are in the process of turning, there are no pedestrian crossings marked and a pedestrian starts to walk across the road. What should you do?





# Turning Answers

## Turning answer 1

Indicate at least 30 metres, or give sufficient warning to following drivers before turning.

## Turning answer 2

When turning left, move close to the left of the road.

## Turning answer 3

When turning right, move as close as possible to the left of the centre of the road.

## Turning answer 4

You must not make a U turn if:

- there is a NO U TURN sign
- on a freeway
- it is dangerous and will interfere with other traffic
- at traffic lights (unless there is a U TURN PERMITTED sign).

## Turning answer 5

When turning left you must always:

- signal 30 metres, or give sufficient warning to following drivers, before you turn and move close to the left hand side of the road
- use the lane marked (where marked) for left turns
- look out for cyclists
- give way to pedestrians
- keep close to the left of the road after turning.

## Turning answer 6

Always give way to pedestrians.



# Overtaking

Read each card and order the five overtaking steps correctly.

## Signal before you overtake the car ahead.

Signal your intention to overtake at least 30 metres or give sufficient warning before you pull out.



## Look behind and to the side of you.

Before overtaking check your mirrors and glance over your right shoulder (to check your blind spots). Another vehicle may be overtaking you.

## Get a good view of the road ahead.

Make sure you have plenty of time and space to return safely to the correct side of the road after overtaking.



## Keep to the speed limit.

You must not exceed the speed limit when you overtake another vehicle.

## Move back into line.

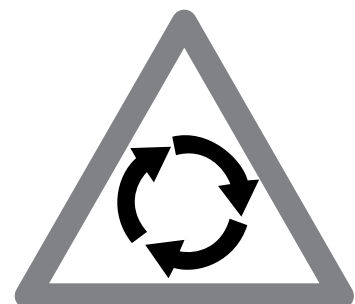
You must ensure you are safely clear of the vehicle/s you have overtaken and signal your intention to return to the correct side of the road 30 metres before you do so.





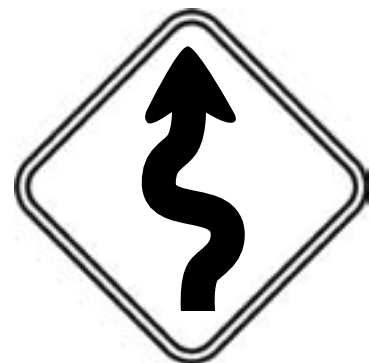
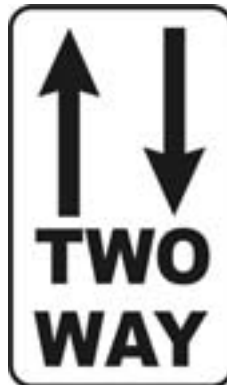
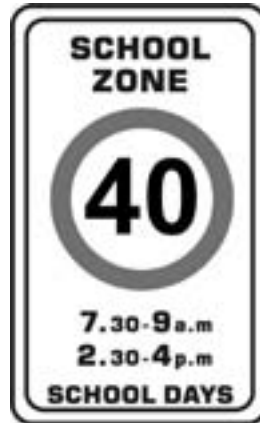


# Road signs





# Road signs





# Road sign explanations

Give way to traffic  
before driving on.

Stop at this sign.  
Make sure your  
vehicle is behind  
the white line. Do  
not proceed until  
it is safe.

This is the  
maximum  
speed a  
vehicle may  
travel in this  
area.

Do not  
turn right.

Do not make  
a U turn.

The traffic is  
travelling  
in both  
directions.

Slow down here  
and prepare to give  
way to traffic on  
the roundabout.

You have to  
stop and let  
pedestrians  
cross the  
road.

Where two roads  
intersect and  
continue.

You must travel at no  
more than 40 km/h  
in this area between  
7.30 – 9 am and  
2.30 – 4 pm on  
school days. (These  
times may differ in  
some areas of WA).

The road ahead  
is going to be  
winding. Check  
your speed and be  
prepared to slow  
down.

The road ahead  
is going to get  
narrower. Slow  
down and prepare  
to give way.



# Road sign explanations

Two roads meet. One continues and one ends.

Slow down because the road ahead is going to curve.

Slow down because there are signals ahead.

This road can be slippery. Slow down.

Railway crossings can be dangerous especially when there are no flashing lights. Stop and check that it is safe to cross.

There are repairs occurring on the road ahead. Slow down.

Stop at the railway crossing when the red lights are flashing.

All traffic must travel in the one direction indicated by the sign.

You cannot enter this road.

# Lesson 3 Road Safety Facts

Activity 3.1	Crash Statistics	page 61
Activity 2.2	Road Crash Effects	page 65

Lesson 3 is about road crash statistics and the impact of road crashes.

Additional activities and an optional assessment task are available for Lesson 3 at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). This lesson provides opportunities for students to develop personal and social capabilities, build upon their road safety knowledge and skills, and develop a range of strategies to prepare them to make safer decisions as passengers and drivers.

The suggested activities in this lesson can be modified and supplemented in order to support student needs and the local context. Additional resources, incursions, film clips, online learning tools and activities are available and many of these can be accessed at:

<http://www.sdera.wa.edu.au/programs/keys-for-life/keys-for-life-school-resources/>  
<http://www.sdera.wa.edu.au/resources/secondary-resources/keys-4-life-online/>  
<http://www.sdera.wa.edu.au/programs/keys-for-life/>

It is recommended that teachers preview films clips and talk to guest speakers prior to their presentation to determine suitability for different student groups and the overall *Keys for Life* program.












## Mapping to the General Capabilities

The suggested activities in Lesson 3 support student achievement of the following General Capabilities:

### Key

-  Literacy
-  Numeracy
-  Information and communication technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

## Mapping to the Western Australian Curriculum Year 10 Syllabuses

The suggested activities in Lesson 3 support student achievement of knowledge, attitudes and skills from the following syllabuses:

### Health and Physical Education Year 10 Syllabus - Personal, Social and Community Health Strand

**Sub-strand:** *Being healthy, safe and active*

The impact of societal and cultural influences on personal identity and health behaviour.

**Sub-strand:** *Communicating and interacting for health and wellbeing*

Critical health literacy skills and strategies.

### Mathematics Year 10 Syllabus - Statistics and Probability Strand

**Sub-strand:** *Data representation and interpretation*

Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data.

### Humanities and Social Science Year 10 Syllabus - Humanities and Social Science Skills Strand

**Sub-strand:** *Questioning and researching*

Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives.

## Teacher Notes

### Support and trust in the classroom and approaches that work

Discussing road trauma, serious injury and death, and criminal conviction may raise concerns and emotions among some young people.

It is important that teachers are aware of students who have been directly or indirectly involved with road-related trauma, and consider the following points before conducting activities that refer to serious injury and death.

- o Students who feel emotional discomfort should be offered the option to pass or disengage from the activity.
- o Provide regular opportunities for students to debrief and discuss their feelings.

- o Promote the benefits of coping and self-management skills so that students have the ability and confidence to seek help for themselves and others, if needed.
- o Establish a supportive and non-threatening classroom atmosphere where discussions about beliefs and values can be shared with respect and tolerance.
- o Remind students to avoid disclosing personal information and anecdotes.
- o Provide students with information about available support services in the school and community, such as:
  - The school chaplain, psychologist, nurse, year coordinator, pastoral care coordinator or form teacher.
  - Road Trauma Support WA  
A free state wide counselling service to reduce psychological and social distress for all people affected by road trauma.  
Phone: 08 9420 7262 Toll free: 1300 004 814  
Website: <http://www.rtswa.org.au/>
  - Legal Aid WA  
Free advice for young people facing large debts and bankruptcy in relation to purchasing a car, and information about loans, contracts legal rights and repossession.  
Phone: 1300 650 579  
Website: [www.legalaid.wa.gov.au/myCar](http://www.legalaid.wa.gov.au/myCar)

Teachers should also be aware of effective teaching and learning strategies included in the *Keys for Life* program, and other approaches that are less effective. Some of these are outlined below.

- Interactive programs that involve a discussion format to explore content and use different teaching and learning strategies, have been found to be more effective than non-interactive programs (Tobler & Stratton, 1997). This is also true for programs that engage students in the underlying motivations of risky behaviour, and program that address factors such as, the influence of social norms, beliefs, values and social skills (Nirenberg, Bird, Longabaugh & Mello, 2013).
- In general, images and messages arousing fear in students have not been proven to be effective and do not encourage positive behaviour change (Ruiter, Abraham and Kok, 2001; Lewis, Watson & Tay, 2007; Harris, 2013).
- Programs that primarily focus on providing information and do not include activities that develop attitudes and self-competencies, have little success in achieving positive behavioural change (Christie, 2001; Gottfredson, 1997).

### Young road users and crash involvement

Young drivers aged 17 to 24 years are significantly over-represented in serious injury and fatal road crashes (when analysed as a proportion of licensed drivers) in Western Australia and worldwide. They are at greatest risk of crashing within the first six months of gaining a licence, and overall, young males are at a much greater risk of fatality and injury than females (Palamara, Legge & Stevenson, 2001; Senserrick & Haworth, 2005). Young males living in rural and remote areas are particularly at risk. Young Aboriginal people also have higher rates of death and hospitalisation per population compared with young non-Aboriginal people (Cercarelli, 1999).

Statistically 17-24 year olds are more likely to die on WA roads than other age groups (Royal Automobile Club of Western Australia, 2012).

Research shows:

- Whilst 17 to 24 year olds make up only 14% of licence holders in WA, they make up 30% of fatalities. They also account for 31% of drivers admitted to hospital and 29% of drivers requiring medical attention (Palamara, Legge & Stevenson, 2001).
- Provisional drivers are up to 20 times more likely to crash than learner drivers.
- Young novice drivers aged 17 to 18 years are five times more likely to crash than older novice drivers. This is mainly due to inexperience (Forsyth, Maycock & Sexton, 1995).
- It is recognised that it usually takes about 5 years of driving experience to develop skills in a variety of conditions to reduce crash risk (Road Safety Council, 2005).
- Novice drivers are 30% more likely to crash in the first 6 months of driving compared to the second 6 months. They are also 2.3 times more likely to crash in the first year of driving compared to the fifth year (Gregerson, 1996).
- A passenger is 13 times more likely to be injured with a driver that has been licensed for 12 months or less, than a driver who has been licensed for more than 12 months (Adams & Cercarelli, 2003).

### Characteristics of young people that can contribute to their crash involvement

A number of factors may contribute to the over-representation of young people in road crashes, with all of these factors being accentuated in males.

- Increase in personal independence and less likely to be driven or accompanied to school or social events by parents.
- Socialise more often than younger or older people.
- Often travel with inexperienced drivers.
- Assert their individuality in various ways.
- Are highly influenced by their peers, at times in a negative way.
- Have a fearless attitude and tend to take more risks.

- Are easily distracted especially when travelling with friends.
- Are over-confident in their ability to drive.
- Believe that 'it won't happen to me'.

The crash rate for learner drivers is much closer to zero than for provisional drivers. This very low crash risk can be attributed to the learner driver being assisted and supervised while driving.

A thorough description of Western Australian and young driver crash statistics is available at the Road Safety Commission website at <https://rsc.wa.gov.au/Statistics/Annual-Crash-Statistics> and includes regional crash statistics, ten-year trend data and annual road crash statistics.

### Road crash statistics in Western Australia

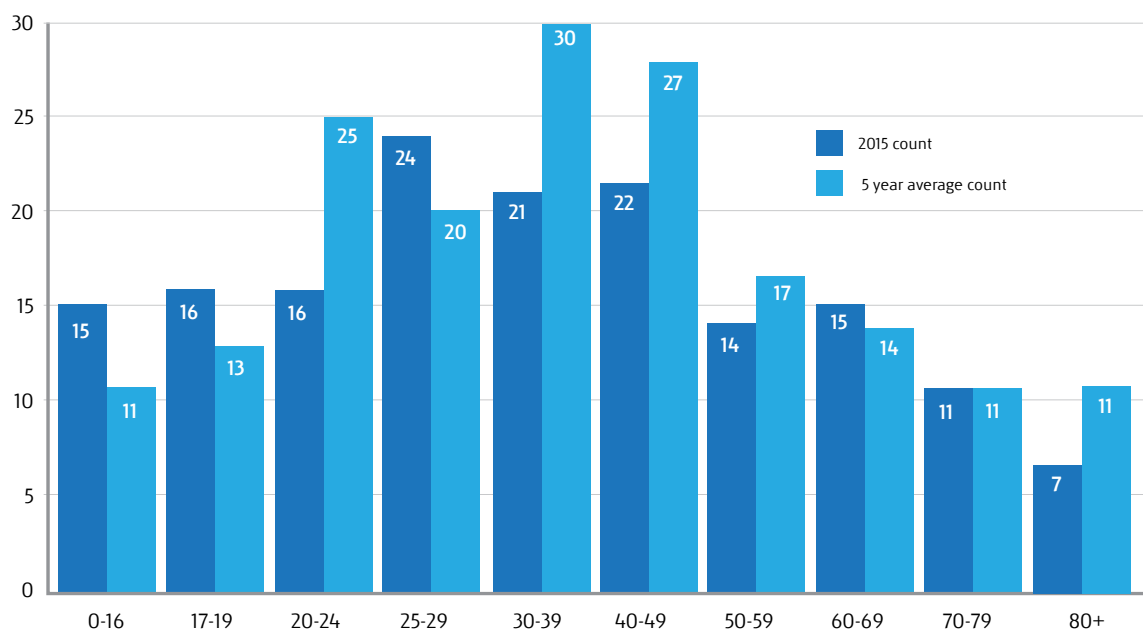
There are many ways to examine and investigate road crash statistics, such as financial impact, trends over time, the impact of road safety initiatives, regional and metropolitan comparisons, and the impact of risk factors such as age, gender, type of vehicle and time of day.

The Road Safety Commission publishes a report on the fatalities and serious injuries in Western Australia each year. The report provides road crash statistics using police data, which is maintained by Main Roads WA, and hospital admissions data from all public and private hospitals in WA. For a crash to be included in this data, it must have resulted in bodily injury or material damage. These publications can be viewed on the Road Safety Commission website at <https://rsc.wa.gov.au/Statistics/Annual-Crash-Statistics>

While the financial cost of crashes in Western Australia is on average over \$330 million per annum, this figure does not represent the enormous emotional, social and legal impact that these crashes have on the community, families and individuals.

Each year on average in WA these statistics are noted.

- Over 14,000 crashes are reported (including minor injuries, serious injuries and death)
- Over 5,000 crashes are attended by an ambulance



Fatalities by age groups, WA, five year average and 2015 Source: Road Safety Commission

- Over 4,000 personal injury claims are submitted to insurers
- Over 185 people are killed
- The 17 to 24 year age group are over-represented in crash statistics
- Approximately 30% of 17 to 24 year olds are found to be liable for a crash
- The next largest road user group found to be liable for a crash are the 30 to 39 year olds.

Adapted from a Department for Planning and Infrastructure presentation (2009). Perth, Western Australia.

## Trends in road crash data

### Western Australia

Since 2008 the rate of road trauma in Western Australia has dropped by 30%, from 9.4 fatalities per 100,000 population in 2008, to 6.4 fatalities per 100,000 population in 2013. This reduction has occurred despite ongoing increases in WA's population, number of registered vehicles and licensed drivers, and a growing road network (Government of Western Australia, 2014). It is a significant reduction which represents the results delivered by the implementation of the WA State Government's *Towards Zero* road safety strategy. Legislative changes, increased compliance, enforcement, regional and metropolitan road upgrades and ongoing improvements to vehicle standards, have all contributed to the reduction (Road Safety Council, 2008).

### Australia

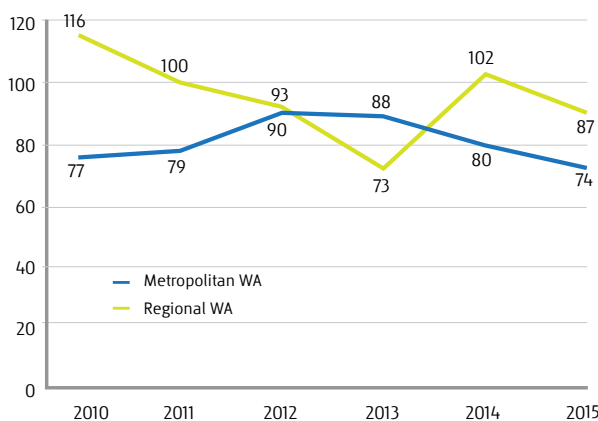
At a national level the annual economic cost of road crashes in Australia is estimated at \$27 billion per annum, with devastating social impacts.

This graph compares the WA and national fatality rates per 100,000 persons. WA's fatality rate has reduced significantly since 2001 despite it sitting above the national fatality rate and the expected target in the National Road Safety Strategy (NRSS Target).

Since record keeping commenced in 1925, there have been over 180,000 deaths on Australian roads. Road trauma levels have declined substantially over the last four decades, despite considerable population growth and a threefold increase in registered motor vehicles. During this period, the number of road deaths per year has fallen from 3,798 deaths in 1970 to 1,193 in 2013 road trauma (Australian Government Department of Infrastructure and Regional Development, 2014).

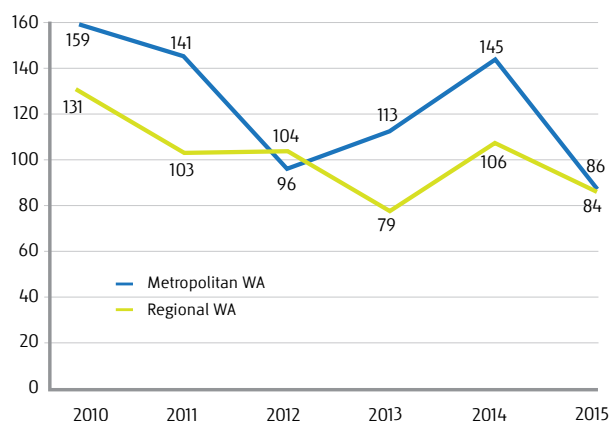
In terms of national trends for young drivers, each year on average, 17-25 year olds account for approximately one quarter (25%) of drivers killed on Australia's roads and yet, represent only 16 per cent of the adult population.

Australian road crash statistics are available on the Australian Government Department of Infrastructure and Regional Development website at <http://www.bitre.gov.au/statistics/safety/index.aspx>



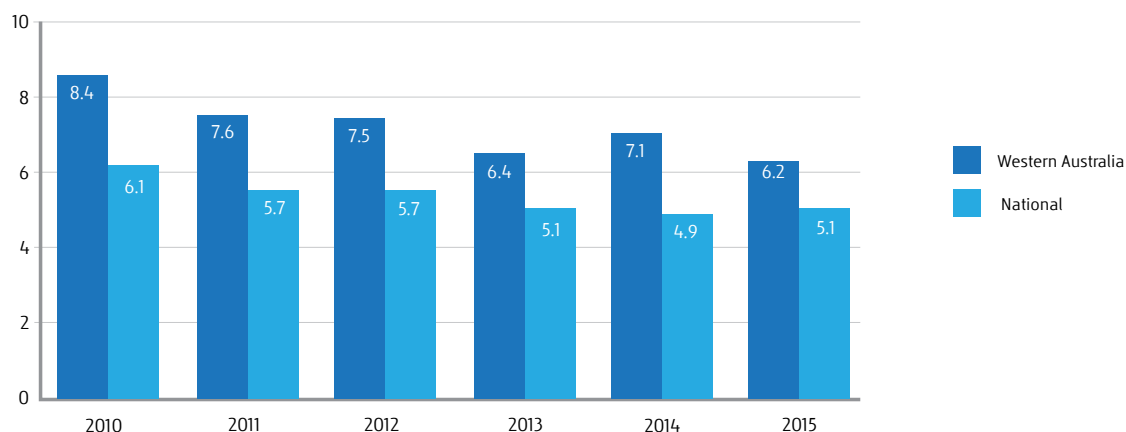
**Fatalities in Western Australia 2010-2015**

Source: Road Safety Commission



**Critical injuries in Western Australia 2010-2015**

Source: Road Safety Commission



**Fatalities per 100,000 persons for WA compared to Australia** Source: Road Safety Commission

### Activity 3.1 Crash statistics



#### What you will need

- Activity sheet *Who's at risk (A)* for different types of road users – photocopy one per student
- Activity sheet *Who's at risk (B)* for different types of road users – photocopy one per student
- Activity sheet *WA fatalities and injuries* – photocopy one per student

#### Procedure

1. Give each student a copy of *Who's at risk (A)* or *Who's at risk (B)*.
2. Explain that students are to predict which road user group was most represented in WA fatal crashes and injuries in 2013. Each road user group card should be cut out and ranked on the list, with 1 being the highest crash involvement to 10 being the least.
3. Students then share their rankings and give reasons for their placement of each road user group.
4. Give each student a copy of *WA fatalities and injuries*. Students interpret the graph, compare their rankings then answer the questions. Discuss students' responses to the questions.
5. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
  - *What guided your decisions when ranking the road user groups?*
  - *What did this activity illustrate to you?* (That young people are most at risk as a driver and passenger. Males are more likely to be involved in road crashes).
  - *Why do you think more males than females are involved in road crashes?* (Take more risks. More often the driver. Don't wear a seat belt).
  - *What factors do you think contribute to crashes involving young people?* (Alcohol, drugs, fatigue, speed, distractions, not wearing a seat belt, overcrowding vehicles, drivers who are inexperienced and overconfident).
  - *What can a young driver do to reduce the likelihood of being involved in a crash?* (Get as many hours of supervised driving practise as possible. Don't drive after consuming alcohol or using other drugs. Have a 'get home safely' plan. Always wear a seat belt).

#### For students and parents at home

1. Instruct students to complete Tasks 3 and 4 in their *Behind the wheel* journal with a parent/carer.
2. Encourage students to try one of the online practice tests at [www.transport.wa.gov.au](http://www.transport.wa.gov.au)

#### Answers for Activity Sheet *Who's At Risk (A)* (page 62)

Based on graph on page 64)

1	Male drivers
2	Female drivers
3	Male passengers
4	Female passengers
5	Male motorcyclists
6	Male pedestrians
7	Female pedestrians
8	Male cyclists
9	Female cyclists
10	Female motorcyclists

#### Answers for Activity Sheet *Who's At Risk (B)* (page 63)

Based on graph on page 64)

1	Drivers
2	Passengers
3	Pedestrians
4	Motorcyclists
5	Cyclists



# Who's at risk (A)

There are several different types of road users – drivers (male; female), passengers (male; female), motorcyclists (male; female), pedestrians (male; female) and cyclists (male; female).

Consider which road user group is most at risk of being killed or injured in a crash.  
Place them in order, from most at risk (1) to least at risk (10).

## Most at risk

1

2

3

4

5

6

7

8

9

10

Female drivers

Female passengers

Female pedestrians

Female cyclists

Female motorcyclists

Male drivers

Male passengers

Male pedestrians

Male cyclists

Male motorcyclists

## Least at risk





# Who's at risk (B)

Which group is most at risk of being killed or injured in a crash? Cut out the groups and place them in order from most at risk (1) to least at risk (5).

**Most at risk**

**1**

**2**

**3**

**4**

**5**

Drivers

Motorcyclists

Passengers

Bicyclists

Pedestrians

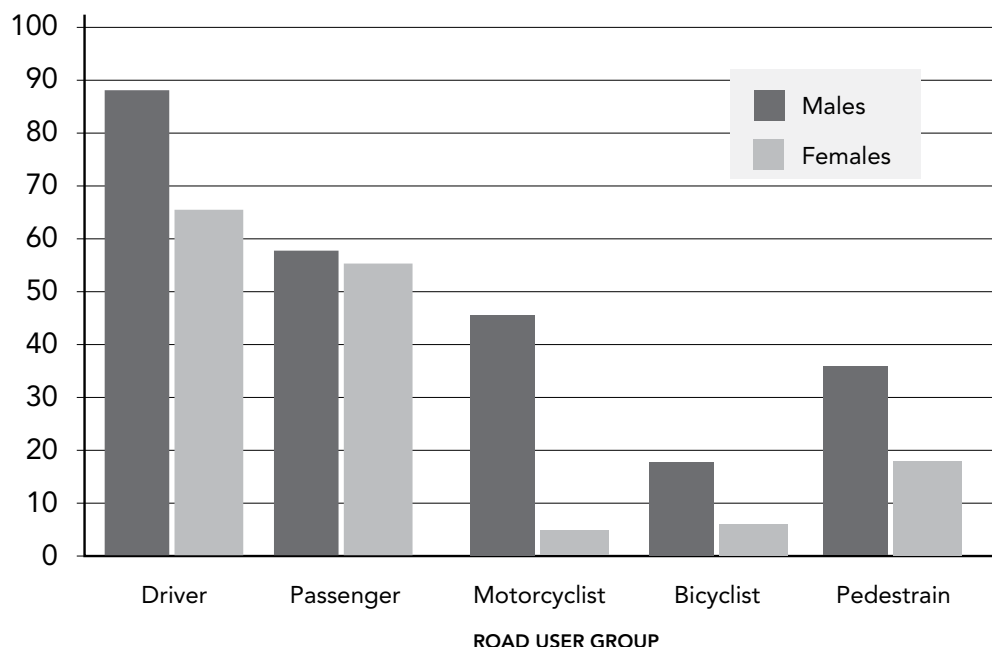
**Least at risk**



# WA fatalities and injuries

0 TO 20 YEAR OLDS, KILLED OR SERIOUSLY INJURED ON WA ROADS IN 2013

(Source: Road Safety Commission, 2014).



Which road user group had the highest crash involvement?

---

Which road user group had the least crash involvement?

---

In which road user group were females most involved?

---

Why do you think more males than females are involved in the crash statistics?

---



---

You probably belong to several of the road user groups shown in the graph. For example you may ride a bicycle, travel as a passenger in a car or bus, or walk to school. What can you do to reduce your level of risk when you use the road in these ways?

---



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## Activity 3.2 Road crash effects



### What you will need

- Activity sheet *Roll the die* – photocopy one per student
- Large sheet of paper – one per group
- Large Post-it notes® – one per student
- Die – one per group
- A4 paper – one sheet per student
- Different coloured pens or pencils – two per student

### Procedure

1. Place students in groups of four to six and give each group a large sheet of paper, Post-it notes® and copies of *Roll the die*.
2. Ask each group to draw an overhead view (ie birds eye view) of a car on the large sheet of paper. The drawing should fill the paper.
3. Explain that each student is to create the character of a young person up to the age of 25, by writing the answers to the questions listed on *Roll the die* (ie age, relationship with other people in the car, goals in life etc) on a Post-it note®. Allow time for students to write their answers on their Post-it note®.
4. Ask each student to place their Post-it note® inside the outline of the car. Each character should be in a different position of the car (ie driver, rear left passenger).
5. Tell students that only two people in the car are wearing seat belts. Each group must decide which two characters in their car is wearing a seat belt and place a tick on the corresponding Post-it notes®.
6. Explain to students that in a real-life crash, events will not follow a strict pattern as to who lives, dies or is injured. To simulate this element of chance, read the following crash scenario.

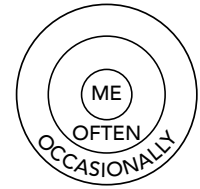
#### Crash scenario

*You're all on your way home after watching a sporting event. Everyone has had a great time especially since the team you all follow has won.*

*Some of you have been drinking and the music is up really loud. Only two of you are wearing a seat belt. There's a slow car in front and someone yells to the driver to overtake it. The driver starts to speed up and overtake but there's a curve ahead and suddenly a car's headlights appear. Crash!*

7. Students take turns throwing the die to determine the level of injury for their character (described on the activity sheet). Remind students to deduct one from the number thrown if their character was wearing a seat belt to reduce their injury (eg throw a four, go back to three). For those not wearing a seat belt, students must add one to the number thrown to increase their injury (eg throw a three, go forward to four). If one is rolled and the character was wearing a seat belt, they remain uninjured.
8. Each character's injuries should be written on the Post-it notes®. If the character was fatally injured, students should draw a cross through their Post-it note®.
9. Give groups time to process the activity by discussing the consequences of the crash for each occupant of their car. Have students discuss then write their answers to the questions listed on *Roll the die*.

### Extension



1. Draw three concentric circles on the board. Label the centre circle 'me', the second circle 'often' and the third 'occasionally'. Suggest to students that everyone has a 'circle of support' that includes people they talk to when faced with a problem or are feeling upset, and that the person they choose to talk to may depend on the problem or situation. Also confirm with students that not everyone feels comfortable sharing their problems with others and may not move out of the 'me' circle.
2. Use the example of 'being worried about failing an important exam' or 'having an argument with a friend' to show how the circles can be used to identify those who may offer support or advice in one of these situations. Ask students to give some examples and write these in the circles.
3. Ask students to draw and label their own 'circle of support' on a piece of paper then write the names of people who they always ask for advice or to listen to their problems, in the circle labelled 'often'. Students repeat this for the 'occasionally' circle.
4. In pairs, students should share and discuss why they have used these people to offer advice or support (eg a friend may be a good listener or someone to bounce ideas off on or a teacher who is always willing to help students who are struggling at school).
5. Suggest to students that how a person reacts to road trauma, either directly or indirectly, and who they seek help from, may be different to those people identified in the previous activity.
6. Read the following scenario to students.  
*Your mum is driving everyone home after the movies. She pulls up at a red light. All of a sudden a car speeds through the red light, crashes into another car and rolls it onto its side. You can hear people screaming and can see one person lying on the road. Your mum runs over to the rolled car to see if she can help and asks you to check the other car. When you look in the window you can see the driver is covered in blood and is not moving.*
7. Ask students how they might react to this situation both in the short and long term and who might help them deal with their reactions (eg a parent, doctor, friend, school counsellor, person with similar experience, church member).
8. Have students write these names on their sheet using a different colour pen. Ask students to tick the names of people previously identified.
9. Have students share their responses then discuss the following questions as a class.
  - What changes did you notice to your circle of support when faced with a road crash situation? Why?
  - Who would you ask for help if you were involved with a road crash?
  - Why is it important to talk to others about your feelings?
  - How could you help a friend or family member deal with their reaction to a crash?
  - If someone is sharing a problem with you, what can you do to show them that you are interested and sincere? (eg paraphrasing, eye contact, sitting face on, nodding head to confirm understanding or show empathy).
10. Advise students of the contact details for the free counselling and advice service provided by Road Trauma Support (Phone: 9420 7262, Freecall 1300 004 814, Website <http://www.rtswa.org.au/>).



# Roll the die

1. What is your name and how old are you?  
\_\_\_\_\_
2. Who is in your family? (Parents, siblings, aunts/uncles, grandparents,...)  
\_\_\_\_\_  
\_\_\_\_\_
3. How do you know the other people in the car? (Family, school mates, in the same sporting team,...)  
\_\_\_\_\_  
\_\_\_\_\_
4. What do you do? (Finishing high school, studying at uni, starting an apprenticeship, working, looking for a job, finished school and about to travel overseas,...)  
\_\_\_\_\_  
\_\_\_\_\_
5. What are your goals in life? (Finish Year 12, be a lawyer, play for an AFL team, have a family, ...)  
\_\_\_\_\_  
\_\_\_\_\_

## Roll the die to find out what happens to your character in the crash



Uninjured



Injured but not seriously enough to be hospitalised



Injured and hospitalised for several weeks



Suffered severe injuries and became a quadriplegic



Critically injured and on life support



Died on impact

**Deduct 1**  
from the  
number  
rolled if  
you were  
wearing a  
seat belt.

**Add 1**  
to the  
number  
rolled if  
you weren't  
wearing a  
seat belt.

Discuss and answer the following questions.

1. What caused the crash?
2. How might the crash have been prevented?
3. Who do you think was responsible for the crash? Why?
4. What would the consequences be for your character?
5. How would the other young people in the crash be affected by the crash?
6. How would the crash affect your character's friends, family and community?
7. If you were the driver in a crash similar to this, how might you feel?
8. Who could you talk to about your feelings and emotions?
9. What could help you to cope?

Adapted from WA School Road Safety Project, WA, 1997. RoadSmart Year 10

# Lesson 4 Make a decision

Activity 4.1	Make a Decision	page 69
Activity 4.2	Sharing the Road	page 71

Lesson 4 is about problem solving and risk-reduction strategies to stay safe and minimise harm.

Additional activities and an optional assessment task are available for Lesson 4 at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). This lesson provides opportunities for students to develop personal and social capabilities, build upon their road safety knowledge and skills, and develop a range of strategies to prepare them to make safer decisions as passengers and drivers.

The suggested activities in this lesson can be modified and supplemented in order to support student needs and the local context. Additional resources, incursions, film clips, online learning tools and activities are available and many of these can be accessed at:

<http://www.sdera.wa.edu.au/programs/keys-for-life/keys-for-life-school-resources/>  
<http://www.sdera.wa.edu.au/resources/secondary-resources/keys-4-life-online/>  
<http://www.sdera.wa.edu.au/programs/keys-for-life/>

It is recommended that teachers preview films clips and talk to guest speakers prior to their presentation to determine suitability for different student groups and the overall *Keys for Life* program.












## Mapping to the General Capabilities

The suggested activities in Lesson 4 support student achievement of the following General Capabilities:

### Key

-  Literacy
-  Numeracy
-  Information and communication technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

## Mapping to the Western Australian Curriculum Year 10 Syllabuses

The suggested activities in Lesson 4 support student achievement of knowledge, attitudes and skills from the following syllabuses:

### Health and Physical Education Year 10 Syllabus - Personal, Social and Community Health Strand

**Sub-strand:** *Being healthy, safe and active*

The impact of societal and cultural influences on personal identity and health behaviour.

### Humanities and Social Science Year 10 Syllabus - Humanities and Social Science Skills Strand

**Sub-strand:** *Questioning and researching*

Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives.

**Sub-strand:** *Analysing*

Account for different interpretations and points of view/perspectives in information and/or data (eg from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers).

**Sub-strand:** *Communicating and reflecting*

Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action.

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.

## 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) (Shapiro, Siegel, Scovill & Hays, 1999).

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 (Styles, Imberger & Catchpole, 2004).

### Decision-making and planning in relation to alcohol use

Decision-making can be complex and challenging in social situations, particularly when the decision relates to travelling with someone who is impaired, or affected by alcohol or other drugs. Inform students about the four 'decision points' and the importance of planning the safest option and whether or not alcohol will be consumed at the gathering or social event:

1. Plan the gathering and decide on transport
2. Plan and/or decide whether or not to drink
3. Engage in activities during the gathering
4. Decide when to leave and whether or not to drive.

Students need to be made aware that 'leaving the keys at home' is a safe and wise option when alcohol is being consumed.

## Activity 4.1 Make a decision



### What you will need

- Activity sheet *Make a decision* – photocopy one per student
- Strategy sheet 2 *Choose a corner* – photocopy and cut out cards.

### Procedure

1. Place a number card from the strategy sheet (refer to page 166) in each corner of the room before conducting the **choose a corner** strategy (refer to page 166).
2. Give each student a copy of *Make a decision* and nominate which situation students should read (ie A, B, C or D).
3. Explain that students are to decide which of the responses best represents their opinion and move to the corresponding corner of the room.
4. Students share reasons for choosing that response with others standing in the same group.
5. Open the floor for discussion by inviting students from all groups to share with the class why they chose their corner. Encourage students to agree with or debate comments made by others, using their knowledge of statistics to support their response.
6. After participating in the discussion, offer students the opportunity to move to another corner if a change has occurred in their opinion. Invite students to share their reasons for moving.
7. Repeat this procedure for the other situations (ie A, B, C or D).
8. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
  - *Why should we listen to other people's views about road safety?*
  - *What influences the way you feel about road safety?*
  - *How do you feel when your peers don't share the same opinion or attitude as yourself?*
  - *What are some ways you can help to keep yourself, and your mates, safe in a risky situation?*
  - *If a mate tried to help you and you refused their help, how would they feel?*
  - *Which of the strategies discussed for situation C would you use?*
  - *What are some of the positive consequences of making safer choices as a driver or passenger?*



### Procedure

1. Select one situation from *Make a decision*. Give a copy of the situation to each student along with a set of *Choose a corner* number cards.
2. Read the situation and choices for the group.
3. Ask students to decide and select the number that best represents their opinion.
4. Have students share their opinion, either with a partner, or by moving to the corner of the room and sharing with others in the same corner.
5. Process as above.

### Variation

Have students stand in lines to form a **human graph** (refer to page 160). This gives a visual representation of the class opinion as a whole and is easy to interpret and discuss using quantitative statements (eg 'most of our class thought that lowering speed limits would reduce the number of road crashes' or 'no-one thought stopping young drivers from driving high powered vehicles would reduce the number of road crashes').



# Make a decision

Everyone has a different opinion about road safety issues. Read each situation and decide which statement you agree with the most.

## SITUATION A

**There would be fewer road crashes if ...**

1. Speed limits were lowered
2. Young drivers were not allowed to drive high powered cars
3. Speeding and drink driving offenders visited an emergency or rehabilitation centre
4. The BAC limit was 0.00 for all drivers

## SITUATION B

**Some young people don't wear seat belts because ...**

1. They think it's not cool
2. The fine for not wearing one isn't high enough
3. They don't understand how it reduces car crash injuries
4. They often travel in cars that are overcrowded

## SITUATION C

**If my friend offered me a lift home and I thought they had been drinking alcohol or using other drugs, I would ...**

1. Say I've already organised a lift home
2. Take their car keys off them
3. Take the lift and keep checking their driving before saying anything
4. Ask my friend not to drive and arrange a lift for both of us

## SITUATION D

**If I could talk to road safety experts, I would tell them to ...**

1. Make it harder to get a driver's licence
2. Build better roads with more safety features
3. Make it compulsory for schools to have road safety education programs
4. Run advertising campaigns designed by young people for young drivers

## Activity 4.2 Sharing the road



### What you will need

- Activity sheet *Staying safe* – photocopy one per student
- Family information sheet *Sharing the road* (refer to page 73) – photocopy one per student
- *Behind the wheel* Tasks 4 and 5

### Procedure

1. Provide each student with a copy of the Family information sheet *Sharing the road*.
2. Ask students to read the tips and emphasise the importance of drivers being courteous and patient when sharing the road with heavy vehicles and trucks.
3. Place students in small groups to discuss the importance of being a courteous driver and the negative effect of road rage, or driving while emotional.
4. Use the following suggested processing questions.
  - *Why is it important to understand how to share the road with trucks and heavy vehicles?*
  - *Why is it important to always remain calm, courteous and patient whilst driving?*

Students further reflect on the activities covered in this unit by completing *Staying safe* and then share their reflections with a partner or small group.

5. Have students complete *Behind the wheel* Tasks 4 and 5 at home.

### Extension

1. Students work in small groups to develop a Code of Conduct for one road user type (ie drivers, public transport users, truck and heavy vehicle drivers, motorcycle and moped riders, bicycle and scooter riders, or pedestrians). Explain that the different types of road travel need to be considered for the code to encourage an attitude of shared responsibility.
2. Allocate one road user type to each group.
3. Write the following points on the board and explain that groups are to include these in their Code of Conduct along with strategies to support each point.
  - Appropriate conduct and behaviour
  - Understanding of and compliance with road rules
  - Rights and responsibilities
  - Supporting and helping other road users
  - Tolerance and courtesy
  - Managing and avoiding risks
  - Laws and penalties.

4. Have groups share their Code of Conduct with the class.
5. Discuss the merits of a shared understanding and everyone working toward a safer road network using these suggested processing questions.
  - *Why is it important to be clear about your rights and responsibilities as a road user?*
  - *Is it fair to expect all road users to have a positive attitude to road safety and saving lives? Why?*
  - *Would having all drivers and riders sign a Code of Conduct before being issued with a licence, develop positive attitudes to safer road use? Why?*

### For students and parents at home

1. Remind students about completing Tasks 1, 2, 3 and 4 in their *Behind the wheel* journal.
2. Instruct students to do an online practice test at home with a parent/carer, at [www.transport.wa.gov.au](http://www.transport.wa.gov.au)



# Staying safe



In the first year of holding a driver's licence, 17 to 18 year olds have a crash rate up to five times higher than more experienced drivers over 19.

What do you intend doing to keep your mates and yourself safe?

To stay safe while travelling as a passenger, I can ...

1.

2.

As a new driver, I intend to stay safe by ...

1.

2.



## Sharing the road

### 1. Safety first

Minimise distractions by not driving with your mobile phone turned on, even if it is hands free. Don't drive during the time you would normally be asleep or if you have not slept in the last 18 hours. Increase space and following distance – aim to keep a minimum 2 second gap from the vehicle in front. Never exceed the speed limit – it takes longer to stop than you might think. Practice slowing down to a potential hazardous situation. Do not drive after drinking or taking drugs. Always ensure you and all of your passengers are wearing a seat belt.



### 2. Drive slowly and sensibly near all road users

Watch out for pedestrians, mobility scooters and bike riders at intersections and roundabouts. Drive slowly in residential streets, and check behind before opening your car door. Use your mirrors as well as checking over your shoulder.

### 3. Be patient and calm around bike riders

Be patient and give bike riders a clearance of at least one metre when passing them, more if travelling over 60km/h. If this clearance is not possible do not overtake until it is safe to do so. After overtaking, make sure you are well clear of the bicycle before moving back. Do not drive in bicycle lanes and always give way to bike riders in bicycle lanes if you are turning across the lane. Indicate when pulling out, changing lanes or turning, so bike riders know your intentions.

### 4. Don't cut in and drive with care around trucks

It's dangerous to cut into a gap in front of a moving truck because they need almost twice as much room to brake as a car needs. If you cut in front it may not have enough room to stop. A truck is longer than a car, so you'll need more road to pass a moving truck. Stay well back and when you're sure it's safe, signal, move out and pass sensibly.

### 5. Do not overtake a truck that is turning

Trucks simply need more room than cars do to get around corners. So the sign 'Do not overtake turning vehicle' on the back of trucks warns you about this. Trucks can legally turn from the centre lane. Don't move into the truck's blind. Sit back until the truck has gone around the corner. Another good tip: if you can't see the driver's face in their mirrors, they can't see you.

# Lesson 5 Why crashes happen

Activity 5.1	Driving Risks	page 77
Activity 5.2	Driving Triangle	page 81

Lesson 5 is about road crash theory and common crash types for new drivers.

Additional activities and an optional assessment task are available for Lesson 5 at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). This lesson provides opportunities for students to develop personal and social capabilities, build upon their road safety knowledge and skills, and develop a range of strategies to prepare them to make safer decisions as passengers and drivers.

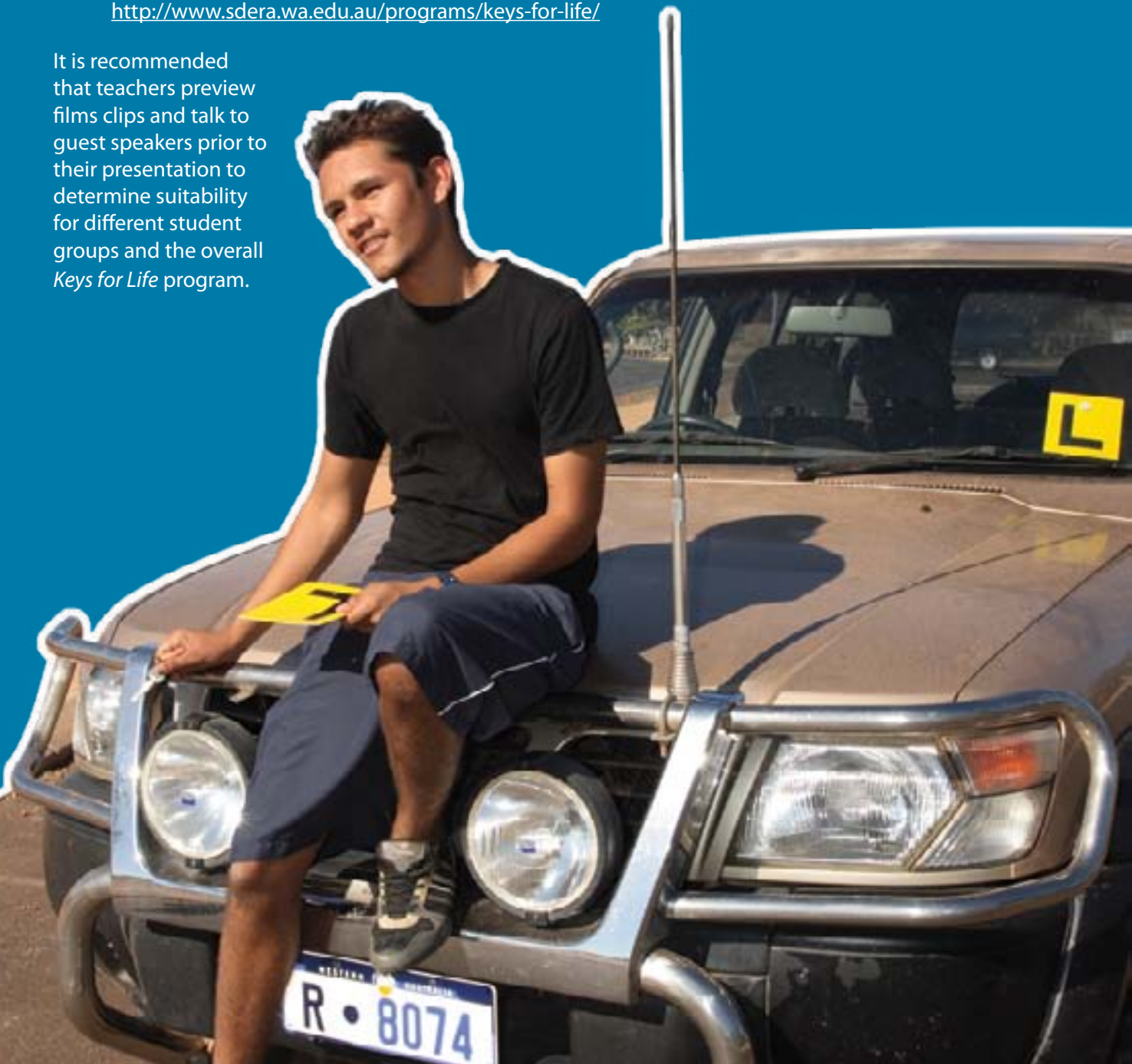
The suggested activities in this lesson can be modified and supplemented in order to support student needs and the local context. Additional resources, incursions, film clips, online learning tools and activities are available and many of these can be accessed at:

<http://www.sdera.wa.edu.au/programs/keys-for-life/keys-for-life-school-resources/>

<http://www.sdera.wa.edu.au/resources/secondary-resources/keys-4-life-online/>

<http://www.sdera.wa.edu.au/programs/keys-for-life/>








It is recommended that teachers preview films clips and talk to guest speakers prior to their presentation to determine suitability for different student groups and the overall *Keys for Life* program.



## Mapping to the General Capabilities

The suggested activities in Lesson 5 support student achievement of the following General Capabilities:

### Key

-  Literacy
-  Numeracy
-  Information and communication technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

## Mapping to the Western Australian Curriculum Year 10 Syllabuses

The suggested activities in Lesson 5 support student achievement of knowledge, attitudes and skills from the following syllabuses:

### Health and Physical Education Year 10 Syllabus - Personal, Social and Community Health Strand

**Sub-strand:** *Communicating and interacting for health and wellbeing*  
Critical health literacy skills and strategies.

### Humanities and Social Science Year 10 Syllabus - Humanities and Social Science Skills Strand

**Sub-strand:** *Questioning and researching*  
Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives.

### English Year 10 Syllabus - Language Strand

**Sub-strand:** *Expressing and developing ideas*  
Evaluate the impact on audiences of different choices in the representation of still and moving images.

## Teacher's notes

### 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.

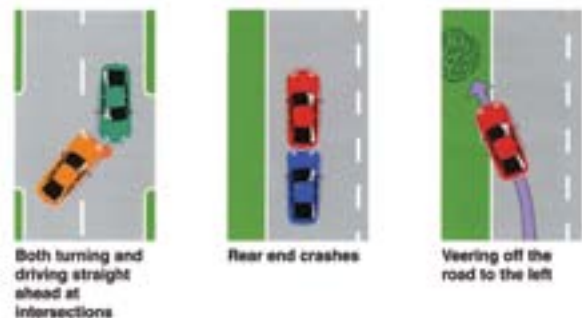
- **Vehicle:** the condition of the vehicle such as, brakes, foggy windscreen or faulty lights and the presence of safety features such as air bags and electronic stability control.
- **Environment:** features of the road and the area around it such as, weather conditions, road surface, available light 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 intersections (Monash Injury Research Institute, 2011).



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 (Catchpole, Cairney and MacDonald, 1994).

### 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 (Mayhew, 1995; McKnight, Langton, McKnight, Resnick & Lange, 1995; Catchpole, Cairney & MacDonald, 1994).



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 (Catchpole, Cairney & MacDonald, 1994).

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 (Road Safety Council, 2005).

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 inaccurate (Newman, DiPietro, Taylor & Green, 2001)



## Activity 5.1 Driving risks

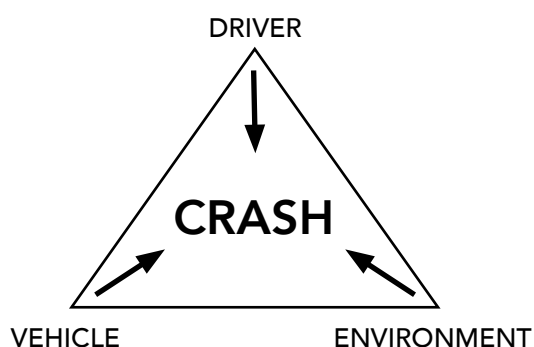


### What you will need

- Activity sheets *Newspaper article* (A and B)
- Family information sheet *Safety tips for avoiding crashes* – photocopy one per student

### Procedure

1. Read out one of the newspaper articles (A or B) as a stimulus for this activity or show a road safety advertisement from [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)
2. Draw the 'driving triangle' on the board and label as shown.



3. 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.
4. Write 'driver', 'vehicle' and 'environment' on the board and conduct a **brainstorm** (refer page 159), or use three sheets of paper around the room to conduct a **graffiti walk** (refer page 160). Use either strategy to collect a list of factors and behaviours that relate to each heading. Examples are provided below.

Driver	Vehicle	Environment
inexperienced	foggy	wet weather
overconfident	windscreen	road works
risk taker	faulty brakes	night time
angry	V8 engine	peak hour traffic
drunk	headlights not working	aggressive passenger
tired	no seat belts	faulty traffic signals
not wearing a seat belt	small car	corrugated road
using mobile	4WD	wildlife on road
drinking hot coffee	motorbike	unsealed road
changing a CD	no rear or side mirrors	sunset

5. Share and discuss responses, giving more time to driver characteristics and behaviours. Select several driver characteristics or behaviours and 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.
6. 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).

### Adaptation

Conduct a modified version of this activity by explaining the words: crash, risk and danger. Select one or two driving risks typically seen by students and discuss ways to reduce these risks (refer to points 5 and 6 above).

### For students and parents at home

1. Advertise the *Keys for Life* Parent-Student Workshop in the school newsletter.
2. Instruct students to complete Task 5 in their *Behind the wheel* journal with a parent/carer.
3. Give each student a copy of the Family information sheet *Safety tips for avoiding crashes* to take home and discuss with their family.





# Newspaper article A



## My son was not reckless

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."



## Newspaper article B

# Shannon's dream ends in tragedy

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."

## 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.

Talk with your teenager about avoiding crashes and these safety tips:

### **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.

### **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.

### **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.

### **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.

## Activity 5.2 Driving triangle



### What you will need

- Activity sheet *Driver cards* – photocopy and cut into cards
- Activity sheet *Environment cards* – photocopy and cut into cards
- Activity sheet *Vehicle cards* – photocopy and cut into cards
- Activity sheet *Wild cards* – photocopy and cut into cards
- Strategy sheet *High and low risk* – photocopy and cut into one set of signs
- Strategy sheet *Decision-making model* - photocopy (enlarge to A3), one per group
- Internet access to [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)

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.

### Procedure

1. Revise driving risks and three causal factors of road crashes identified in Activity 5.1 *Driving risk*. Show a road safety advertisement from [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au) as an introduction to this activity.
2. Divide the class into groups of three. Give each group a driver, environment and vehicle card. 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.
3. Ask students holding the driver card to move onto the next group. This will form a new scenario for discussion. Repeat this procedure several times to allow students to discuss a range of scenarios.
4. Keep students in groups. Set up a high and low **risk continuum** (refer to page 162) by placing a 'high risk' sign at one end of the room and a 'low risk' sign at the other and ask groups to stand at a point along the continuum that represents the level of risk for their scenario. 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.
5. After sharing, allow groups to move on the continuum if they feel their scenario is of higher or lower risk behaviour than previously decided.
6. Give each group a 'wild' card. Explain the card describes a type and amount of alcohol or other drug. 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.
7. Listen to one or two scenarios at various points along the continuum. Emphasise the need to describe a risk reduction strategy. Discuss some or all of these processing questions:
  - *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?*
8. Conclude the activity by instructing students to stay in their small groups and to use the scenario created by the four cards to work through the **Decision-making model** (refer page 159). Ensure students select a safe outcome for their scenario. If students are unfamiliar with how to complete the decision-making process, explain the steps (ie generate options, consequences for each option, and select the safest option) and why it is important to use this process in challenging social and traffic situations in terms of their own and other's safety. Listen to one or two of the decision-making models, the options, consequences and the choice that was made.



1. Using the same four activity sheets, select one of each card and read these to the class as a story.
2. Ask students to identify what might be dangerous in this 'story' created by the four cards. Talk about what the driver could do to avoid having a crash.
3. Conduct a **snap decisions** strategy (refer to page 163) with the driver in the 'hot seat' listening to one student prompting risky behaviour and the other student encouraging safer choices. Listen to the driver's decision based on the comments heard. Discuss the impact of passenger and peer influence, and ways to resist negative influences.





# Driver cards

**DRIVER**

inexperienced

**DRIVER**17 year old  
male**DRIVER**

changing a CD

**DRIVER**

overconfident

**DRIVER**18 year old  
female**DRIVER**over 0.05%  
BAC**DRIVER**

risk taker

**DRIVER**been driving  
for 10 hours**DRIVER**

feeling angry

**DRIVER**driving  
10 km/h over  
the speed limit**DRIVER**just lost  
their job**DRIVER**

P plater

**DRIVER**talking on  
mobile phone**DRIVER**first time  
driving solo**DRIVER**not wearing a  
seat belt





# Environment cards

**ENVIRONMENT**

heavy rain and  
strong winds

**ENVIRONMENT**

road works to  
fix pot holes

**ENVIRONMENT**

busy city  
street

**ENVIRONMENT**

crying child  
passenger

**ENVIRONMENT**

drunk  
passenger

**ENVIRONMENT**

traffic lights  
not working

**ENVIRONMENT**

corrugated  
road

**ENVIRONMENT**

long, straight  
road

**ENVIRONMENT**

peak hour on  
freeway

**ENVIRONMENT**

kangaroo on  
road

**ENVIRONMENT**

local road, late  
at night

**ENVIRONMENT**

unsealed  
road

**ENVIRONMENT**

winding road  
with trees near  
to the edge

**ENVIRONMENT**

loud music  
playing

**ENVIRONMENT**

driving  
into  
the sun



# Vehicle cards

**VEHICLE**

towing a  
trailer

**VEHICLE**

faulty brakes

**VEHICLE**

engine  
overheating

**VEHICLE**

flat tyre

**VEHICLE**

boot lid doesn't  
close properly

**VEHICLE**

dirty  
windscreen  
with no fluid  
for cleaning

**VEHICLE**

faulty  
indicators

**VEHICLE**

high powered  
engine

**VEHICLE**

bald tyres

**VEHICLE**

brake lights  
not working

**VEHICLE**

broken  
tail lights

**VEHICLE**

engine  
cuts out  
intermittently

**VEHICLE**

tyres at low  
pressure

**VEHICLE**

headlights not  
working

**VEHICLE**

windscreen is  
fogged up



# Wild cards

**WILD**2 vodka and  
lemonades**WILD****WILD**3 full strength  
beers**WILD****WILD**

water

**WILD****WILD**

a joint

**WILD****WILD**small bottle  
of cider  
(alcoholic)**WILD****WILD**2  
mid-strength  
beers**WILD****WILD**3 glasses  
of wine**WILD****WILD**

2 cold tablets

**WILD****WILD**

can of coke

**WILD****WILD**

a cappuccino

**WILD****WILD**5 bourbon  
and cokes**WILD****WILD**3 shots  
of vodka**WILD****WILD**

2 analgesics

**WILD****WILD**3 cans of pre-  
mixed drinks**WILD****WILD**2 cans  
of beer**WILD**