

Licensed TO DRIVE

School Drug Education and Road Aware

School Drug Education and Road Aware (SDERA) is the WA State Government's primary drug and road safety education strategy. SDERA works with schools and the wider community to provide prevention education aimed at keeping young people safer.

SDERA is a successful collaborative organisation of the Department of Education and Training, the Association of Independent Schools of WA and the Catholic Education Office and is funded by the Drug and Alcohol Office, the Insurance Commission of Western Australia and the Department of Education, Employment and Workplace Relations.

SDERA wishes to acknowledge the contribution of the teachers, academics and SDERA Consultants who have collaborated in the development of this resource.

Writers: Deb Jones, Anne Miller, Deb Zines

© Licensed to Drive, Government of Western Australia,
School Drug Education and Road Aware, 2009.



Helping to keep young people safer

151 Royal Street
EAST PERTH WA 6004
Telephone: (08) 9264 4743
Facsimile: (08) 9264 4903
Email: sdera.co@det.wa.edu.au
Internet: www.sdera.wa.edu.au

SCIS No: 1432691
ISBN: 978-0-7307-4335-4



9 780730 743354

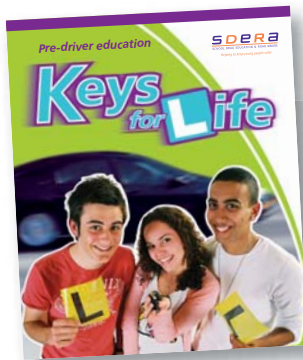
School Drug Education and Road Aware

SDERA offers a comprehensive range of resilience, drug and road safety education resources, programs and professional development.



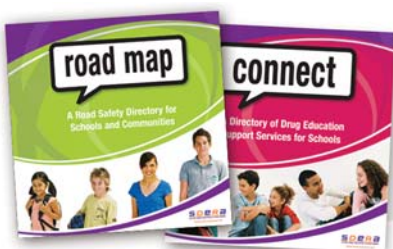
Choices: Alcohol and Other Drugs and Licensed to Drive are Health Studies Course support materials and are available in all WA schools. They can also be downloaded from our website. The materials include teacher notes, suggested activities, resource sheets, assessment tasks and marking keys. A CD-ROM provides a PDF copy of the support materials, resource sheets and assessment tasks for each unit.

Challenges and Choices is a resilience, drug and road safety education resource for Year 8 to 10 students and their parents/ carers, and is available in all WA schools. The teacher resource can be downloaded from our website. Professional development workshops are available for school staff.



Keys for Life is a pre-driver education program for Year 10 to 12 students and their parents/carers. Professional development workshops are available for school staff.

The Getting it Together resources assist schools to plan and implement whole school initiatives in drug and road safety education. Professional development workshops are available for school staff.



Road Map and Connect provide information about agencies who can help school communities implement road safety and drug education.

Further information about these SDERA resources and accompanying professional development workshops can be found at www.sdera.wa.edu.au

Contents

	Page
■ Introduction	
<i>Licensed to Drive</i>	4
Road safety in the context of other health issues	5
Units	5
Using the support materials	5
Teaching and learning strategies	6
Keys for Life: pre-driver education	6
Rationale for road safety education	6
Teaching and learning styles	7
Normative education	7
Health Promoting Schools Framework	8
Principles for School Road Safety Education	9
Effective School Road Safety Education Model	10
Guidelines for engaging a guest speaker	11
Class environment	11
■ Unit 1AHEA Introduction to health	
Unit overview	17–18
Teacher notes and activities	19–56
Assessment task and marking keys	57–71
■ Unit 1BHEA Personal health	
Unit overview	77–78
Teacher notes and activities	79–114
Assessment task and marking keys	115–122
■ Unit 1CHEA Personal, peer and family health	
Unit overview	127
Teacher notes and activities	128–138
Assessment task and marking keys	139–144
■ Unit 1DHEA The health of groups and communities	
Unit overview	149
Teacher notes and activities	150–164
Assessment task and marking keys	165–172
■ Appendix	
Background information	174–193
References	194
Websites	194

Licensed to Drive

Licensed to Drive (Licensed) is designed to support teachers delivering the Western Australian Curriculum Council’s Health Studies Course and should be read in conjunction with the Health Studies Course documentation at www.curriculum.wa.edu.au

The Licensed support materials use the context of road safety to cover unit content and to develop course outcomes.

HEALTH STUDIES COURSE

Stage P		Stage 1				Stage 2		Stage 3	
Unit PAHEA	Unit PBHEA	Unit 1AHEA	Unit 1BHEA	Unit 1CHEA	Unit 1DHEA	Unit 2AHEA	Unit 2BHEA	Unit 3AHEA	Unit 3BHEA

CURRICULUM FRAMEWORK - OVERARCHING LEARNING OUTCOMES

COURSE OUTCOMES

Outcome 1:	Outcome 2:	Outcome 3:	Outcome 4:
Knowledge and understandings	Beliefs, attitudes and values	Self-management and interpersonal skills	Health inquiry

CONTENT AREAS

Health concepts	Attitudinal and environmental influences over health	Health skills and processes
<ul style="list-style-type: none"> • An holistic/social view of health • Health principles, frameworks, models and theories • Actions and strategies for health • Healthcare systems 	<ul style="list-style-type: none"> • Personal beliefs, attitudes and values influence health behaviour • Social and cultural norms and expectations influence health behaviour 	<ul style="list-style-type: none"> • Self-management skills • Interpersonal skills • Health inquiry skills and processes

Road safety in the context of other health issues

Health Studies focuses on the study of health as a quality of human life. Rational discussion and exploration of the course content, context and issues may be essential to enable students to gain skills in critical analysis and develop their capacity for understanding and responding to personal and social beliefs and values systems.

Given the diversity of beliefs and values in society, some discussions and issues arising from teaching the course content may be considered controversial especially in the area of drugs and sexuality.

Licensed to Drive encourages students to consider road safety issues and scenarios as they may be experienced in a social setting and a real world traffic setting, rather than in isolation i.e. within the context of alcohol and other drugs and relationships.

Units

Each unit in the *Licensed* support materials, aims to address a broad spectrum of key road safety issues facing young people. The units include suggestions for learning opportunities that will develop students' knowledge and understandings, skills, and attitudes and values.

The concepts, content and activities are intended to be used along with other learning activities and contexts and as such, do not cover all content areas outlined in the Scope and Sequence for the Health Studies Course.

Teachers' notes, resource sheets, assessment tasks, marking keys, references to websites and other credible and useful sources of information, and support agencies are also provided.

Using the support materials

An overview is provided at the beginning of each unit indicating the content areas and content organisers, the suggested activities, resources and assessment tasks.

Teachers should note that the suggested activities are not designed to be conducted in sequence, nor are they prescriptive.

Unit 1AHEA

Unit overview

The following table shows the links of the specific content areas to the content organisers, the suggested activities and strategies, and the assessment tasks covered in this unit.

	Content area	Suggested activities	Resources	Page		
Attitudinal and environmental influences over health	Personal beliefs, attitudes and values influence health behaviour <ul style="list-style-type: none"> formation of personal beliefs, attitudes and values about health relationship between knowledge, beliefs, attitudes and health behaviour defining personal beliefs, attitudes and values and their relationship to health behaviour differences in personal values and attitudes 	Activity: Road safety attitudes Focuses on various road safety issues to illustrate personal differences in attitudes and values; and what influences formation of beliefs, attitudes and values.	<ul style="list-style-type: none"> Teacher notes: <i>Beliefs, values and attitudes</i> Activity sheet: <i>Road safety attitudes</i> Resource sheet: <i>Values continuum signs</i> 	19		
				Activity: What do you think? Road safety issues are considered using a debate.	<ul style="list-style-type: none"> Activity sheet: <i>What do you think?</i> Resource sheet: <i>What do you think?</i> Number cards 1, 2 and 3 	22 26 28 29
Social and cultural norms and expectations influence on health behaviours	Social and cultural norms and expectations influence on health behaviours <ul style="list-style-type: none"> influence of general, social and cultural norms on personal behaviour 	Activity: My attitude, my actions Identifies ways in which people behave in varying situations, in particular, who and what may affect attitudes and behaviours as a driver.	<ul style="list-style-type: none"> Activity sheet: <i>My attitude, my actions</i> Resource sheet: <i>My attitude, my actions</i> Resource sheet: <i>Factors influencing behaviour</i> 	30		
						31 32
Health skills and processes	Self-management skills <ul style="list-style-type: none"> styles of decision-making in determining personal health priorities and goals factors affecting choice of decision-making style decision-making models 	Activity: Decision-making models Focuses on different styles of decision-making: impulsive, intuitive and rational. Scenarios are used to discuss how people use different decision-making models to make road safety decisions.	<ul style="list-style-type: none"> Teacher notes: <i>Decision-making</i> Activity sheet: <i>Decision-making models</i> Resource sheet: <i>Rational decision-making</i> Resource sheet: <i>Decision-making mode 1</i> Resource sheet: <i>Decision-making model 2</i> Resource sheet: <i>Decision-making model 3</i> Resource sheet: <i>Decision-making scenarios</i> 	33		
						35
						37
						38
						39
				40		
				41		
				42		
				43		
				44		
				45		
				46		
				47		
				48		

L17

L17

Teaching and learning strategies

Many of the interactive and collaborative strategies used in these support materials are described in *Keys for Life: Pre-driver Education* (SDERA, 2004) and *Challenges and Choices: An Early Adolescence Resource for Resilience, Drug and Road Safety Education* (SDERA, 2007).

For more details on implementing specific strategies see the Teaching and learning strategies section of the Challenges and Choices resource at http://www.det.wa.edu.au/sdera/detcms/cms-service/stream/asset/?asset_id=1825949.

Keys for Life: Pre-driver education

Keys for Life is a pre-driver education program suitable for Yr 10 to 12 students. It was launched in 2004 by School Drug Education and Road Aware.

The *Licensed to Drive* support materials have been adapted from this resource so that teachers delivering the Health Studies Course can do so with a driver education and road safety focus.

Teachers may also choose to deliver the entire *Keys for Life* program within the Health Studies Course.

To be eligible to deliver *Keys for Life* in its entirety and access the materials, teachers must attend a one-day *Keys for Life* professional development workshop scheduled by SDERA at various times throughout the year.

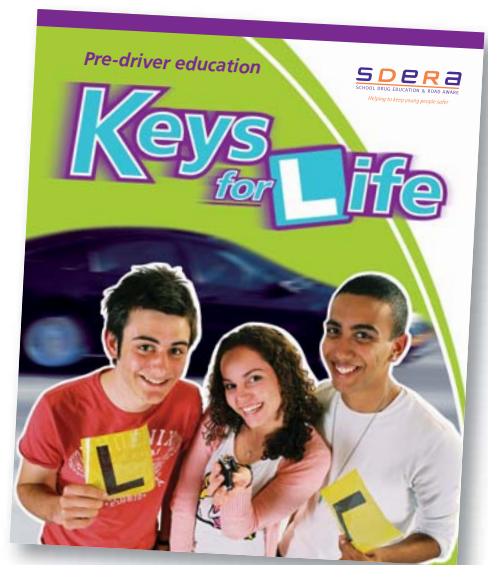
The professional development workshop and accompanying resources are provided free of charge by SDERA.

Having completed the workshop, teachers will be registered to order student materials and administer the Learner's Permit Theory Test for their students.

Students participating in *Keys for Life* can be offered the opportunity to sit the Learner's Permit Theory Test at school. In doing so, they will be exempt from having to undertake and pay for the Computerised Theory Test (road rules test) at a Licensing Centre, when applying for a Learner's Permit.

In addition, schools choosing to enrol students in *Keys for Life* as an endorsed program with the Curriculum Council will enable students to achieve one point towards their Certificate of Education (WACE). Refer to <http://www.curriculum.wa.edu.au/Apps/EP/display.aspx?type=4>

For more information about *Keys for Life* visit the website www.sdera.wa.edu.au.



Rationale for road safety education

While the majority of young drivers are not involved in road crashes, transport-related crashes remain the leading cause of death and serious injury for young people in Western Australia.

Young people aged 17 to 24 years make up 11% of licensed drivers in Western Australia yet account for 33% of road crash fatalities (Office of Road Safety, 2008).

The *National Injury Prevention and Safety Promotion Plan: 2004-2014* estimates that from 1991 to 2001, approximately 1,100 injury deaths and 27,000 injury hospitalisations per year in Australia were attributed to alcohol, with about half of these deaths involving road crashes. Alcohol is not only associated with an increased risk of injury whilst driving a motor vehicle, but also being a pedestrian and cycling.

Young people aged 15 to 24 years are estimated to account for over half of serious road crashes due to alcohol in Australia. Therefore alcohol and its relationship with road safety should be included in road safety education for this age group.

Students in this phase of development are beginning to learn how to drive and, as new drivers, typically have higher crash rates than any other age group. Driver training programs usually aim to encourage the development of safe driving techniques also including road law knowledge tuition and in car components. Learning to drive safely is a new skill associated with the road environment and therefore requires practice and modeling by professional and parents alike.

By investigating and participating in road safety education, students will be provided with opportunities to develop knowledge and understandings about road safety factors, laws and policies; attitudes and values for a healthy, active lifestyle and demonstrate values consistent with safe road use; and self-management and interpersonal skills that may allow students to take social action either individually or as members of a group, advocating for safer road user practices.

As young adults, students may already be making decisions as drivers or passengers in vehicles. Knowing about the factors and actions that influence personal safety, and how values and skills develop, can help them to make informed choices in traffic-related situations.

Preparing to drive, examining related issues and practising self-management skills provide relevant opportunities for young people to develop the knowledge and skills to positively influence their own and others' personal health.

Teaching and learning styles

Students in this phase are developing a sense of self including their own interests, strengths and goals. More formal assessment methods influence curriculum and study options, with students achieving outcomes in school, vocational education and training, or in the workplace.

Learning programs should extend students' knowledge and skills in chosen interest areas, as well as investigate the implications for, and the applications of, knowledge and skills, focusing on ethical issues and on how changing values and society can affect their learning.

Students exert increasing responsibility in a range of tasks and own learning experiences and should be provided with opportunities to plan and manage complex tasks and to show initiative, creativity and problem-solving skills. Students' learning experiences should encourage attainment of a high level of competence and confidence in the use of language for a range of complex and relatively sophisticated purposes. They should be involved in tasks which require them to clarify goals and approaches in relation to the information they need, show initiative and perseverance in accessing appropriate information, compare and evaluate information and ideas from different sources, and critically select and synthesise information in ways relevant to different purposes.

Young adults have the ability to act independently and take increasing responsibility for their own learning, thus, learning situations should focus on reviewing and reflecting on decisions made and actions taken (Curriculum Council, 1998. *Curriculum framework: for Kindergarten to Year 12 education in Western Australia*. Osborne Park: Curriculum Council).

Normative education

The most important normative education message for students is that most young people do drive safely and stay safe on our roads. The assumption that everyone chooses to drive unsafely by speeding or drink/drug driving can put pressure on students to take up such activities in order to fit into a perceived norm.

It is therefore important to provide students with statistics and opportunities to hear other's attitudes and opinions about road safety so this perceived norm is challenged.

Health Promoting Schools Framework

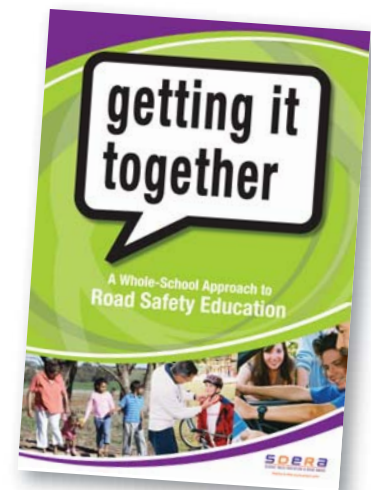
The *Health Promoting Schools Framework* offers a practical model within which schools can foster and promote road safety education. The model uses a comprehensive approach to school health education incorporating:

- a safe and supportive school ethos and environment
- engagement with parents and community
- meaningful, student-centred and interactive curriculum.



*Health Promoting Schools Framework
(World Health Organisation, 1986)*

The *Getting it Together: A Whole-School Approach to Road Safety Education* resource (SDERA, 2009) promotes effective school road safety education through consideration of the *Principles for School Road Safety Education* and how they sit within the *Health Promoting Schools Framework*.



Principles for School Road Safety Education

The Principles for School Road Safety Education (SDERA, 2009) reflect best practice and should be considered when planning whole-school road safety education strategies.

OVERARCHING PRINCIPLE

1. Implement evidence-based road safety education programs and initiatives in schools and include local research and current legislation where available.

CURRICULUM

2. Embed road safety education programs within a curriculum framework thereby providing timely, developmentally appropriate and ongoing road safety education for all year levels.
3. School management supports teachers to effectively implement road safety education by ensuring access to available resources and professional learning opportunities.
4. Use student-centred, interactive strategies to develop students' utility knowledge, skills, attitudes, motivation and behaviours regarding road safety.
5. Actively engage students in developing skills that focus on identifying and responding safely to risk situations.
6. Provide information to parents/carers that will encourage them to reinforce and practise road safety skills developed in the classroom, in the real road environment.
7. Encourage students to support and influence their peers positively as a way of improving road safety behaviour.

ETHOS AND ENVIRONMENT

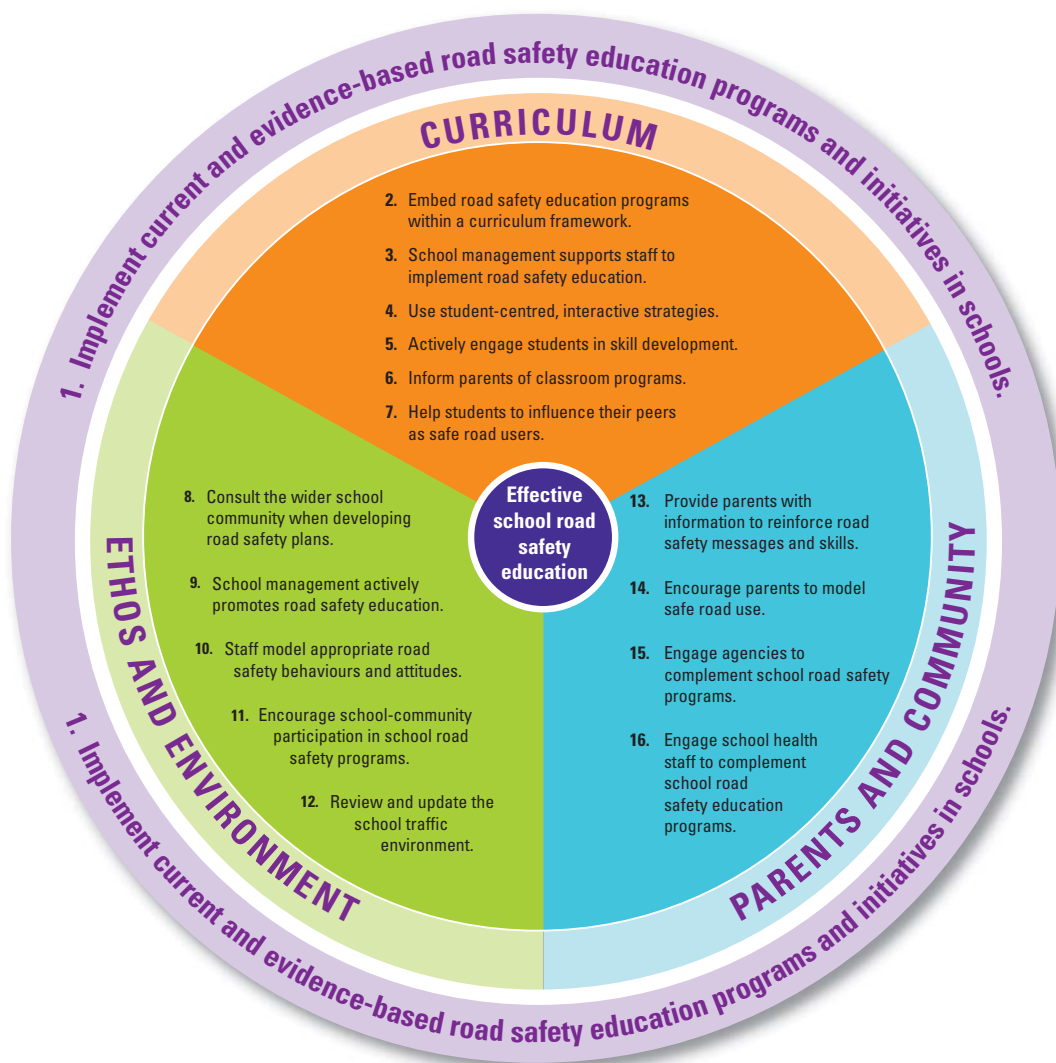
8. Consult the wider school community when developing road safety guidelines and policies and then disseminate this information to families and monitor implementation.
9. School management actively promotes road safety education by supporting staff to plan and implement road safety education within the curriculum and other school programs and initiatives.
10. School management actively encourages staff to model appropriate road safety behaviour and attitudes consistent with the school's road safety guidelines.
11. Encourage and promote school-community participation in school road safety programs.
12. Review and update where necessary, in partnership with external authorities, the school road environment to encourage and support parents and carers to practise safer road safety skills.

PARENTS AND COMMUNITY

13. Provide parents and carers with information that will assist them to reinforce appropriate road safety messages and skills (including school guidelines and policies) at home.
14. Provide parents and carers with practical, opportunistic and planned, on-road training for modelling of appropriate behaviours to their children.
15. Establish and maintain links and involve community agencies and local government in the delivery of road safety messages that complement and support existing school road safety programs.
16. Engage, train and resource school health service staff to complement and support road safety education programs and other initiatives in schools.

Effective School Road Safety Education Model

The 16 evidence-based *Principles for School Road Safety Education* and how they sit within the *Health Promoting Schools Framework* are represented in the *Effective School Road Safety Education Model* (SDERA, 2009). The model is further explained in the *Getting it Together: A Whole-School Approach to Road Safety Education* resource.



Note: Only the key aspects of each Principle are shown in the *Effective School Road Safety Education Model*.

© Government of Western Australia, School Drug Education and Road Aware. Western Australia, 2009

Guidelines for engaging a guest speaker

First and foremost, teachers are the best placed to deliver effective road safety education to their students. In order to enrich and complement road safety education conducted in schools, some schools may engage community agencies and guest speakers.

School staff should consider the *Principles for School Road Safety Education* and the following key points when using guest speakers.

- Identify the potential benefit of an external consultant conducting a session with students, in preference to a teacher conducting a session.
- Determine the potential learning outcomes resulting from a presentation by an external consultant.
- Always meet with the external consultant and preview their materials.
- Determine whether the external consultant's presentation and approach align with school guidelines, system practices, government policy and the *Principles for School Road Safety Education*.
- Determine whether the external consultant's presentation can be included as part of a planned road safety program rather than as a one-off presentation.
- Investigate whether the presentation will:
 - be interactive
 - emphasise strategies for avoiding risks
 - be relevant to students' interests and developmental needs
 - be based on current information and relevant to the local area.
- Inform parents and carers of the presentation.

Class environment

Sensitive issues relating to serious injury, death and criminal convictions may arise in a classroom, when teaching road safety.

In order to establish a safe and supportive class environment, teachers need to:

- set ground rules to ensure the classroom provides an avenue for tolerance and for students to participate in discussions in a safe and non-threatening way
- provide opportunities for students to communicate their values, beliefs and understandings
- provide an avenue for students to debrief and discuss their feelings
- examine activities and modify where necessary to meet students' needs.
- be receptive to the individual needs of students including cultural sensitivities
- be aware of students' backgrounds and experiences and any serious road crashes that have occurred in the local area that may have an impact on the student group
- ensure students are aware of appropriate support and referral processes in the school and community to help address personal or distressing issues outside the classroom (e.g. Road Trauma Counselling Service - 131 114, school counsellor, school psychologist).

Protective interruption is a strategy that teachers can use to prevent students from disclosing inappropriate personal information. This approach helps to minimise negative consequences. It requires teachers to:

- remind students not to reveal personal information and discuss information in the third person
- use redirecting statements, should a student become distressed or begin to disclose personal information.

This page has been left blank intentionally.