

Unit 1AHEA: Introduction to health

The focus for Health Studies Course Unit 1AHEA is an **introduction to health**.

The unit introduces students to the basic concepts, models and frameworks used in describing the definitions and dimensions of health, characteristics necessary for good health, and explaining the relationships between beliefs, attitudes, values and health behaviour. Opportunities to identify the individual's responsibility for their own health and actions necessary for better health are provided.

Opportunities are provided to develop and practise the self-management skills needed to positively influence their own health, taking into account personal beliefs, attitudes and values. Communication skills and strategies for effective relationships are explored. Basic inquiry skills are developed and used to investigate and report on health issues.

This road safety support material must be read in conjunction with the Health Studies Course documentation (www.curriculumcouncil.wa.gov.au).

The information and activities have been designed to be used within the Health Studies Unit 1AHEA. They are intended to be used in conjunction with other learning activities and contexts and as such, do not cover all content areas outlined for Unit 1AHEA.

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

Health Studies Course: Scope and sequence

Context: Road safety education

Content organiser	Stage 1 Units			
	1AHEA Introduction to health	1BHEA Personal health	1CHEA Personal, peer and family health	1DHEA The health of groups and communities
An holistic/ social view of health	<ul style="list-style-type: none"> definitions of health and wellness dimensions of health (physical/biological, social, mental, emotional and spiritual) that promote an understanding of a holistic concept of health characteristics necessary for good health (for each dimension) 	<ul style="list-style-type: none"> measurement of personal health status for each dimension of health personal health influences personal factors that enable and reinforce behaviours that determine health i.e. predisposing, enabling and reinforcing factors 	<ul style="list-style-type: none"> determinants of health i.e. social, environmental and biological the influence of health determinants that support or detract from personal, peer and family health status 	<ul style="list-style-type: none"> relationships between social, environmental and biological determinants of health
Health principles, frameworks, models and theories	<ul style="list-style-type: none"> health and wellness continuums/dynamic nature of health 	<ul style="list-style-type: none"> introduction to health promotion individual approaches to improving health i.e. health education social responsibility of individuals for their own health models that enhance and promote personal health i.e. Stages of Change Model. 	<ul style="list-style-type: none"> models that enhance and promote health i.e. Health Promoting Schools Model 	<ul style="list-style-type: none"> public health with emphasis on prevention and health promotion characteristics of communities and groups e.g. common features, diversity health promotion in your community: agents and agencies and their role in promoting health e.g. local drug action groups, non-government organisations (NGOs), community action groups for special events - Leavers use of models to inform practical programs to promote health of groups and communities i.e., promoting health at school using Health Promoting Schools (HPS)
Actions and strategies for health	<ul style="list-style-type: none"> individual responsibility for health role of lifestyle factors actions to reduce the risk of lifestyle factors 	<ul style="list-style-type: none"> personal health risk assessment i.e. recognising constructive and destructive risks to health: calculating risks to health readiness for change strategies for building motivation to change behaviour personal action plans to protect and promote and optimise personal health i.e. aims/goals, developing strategies, SMART goal setting, identifying and overcoming barriers 	<ul style="list-style-type: none"> preventive actions to cope with influences on personal health behaviour and enhance health i.e. resilience, social competence, assertiveness 	<ul style="list-style-type: none"> assessment of the health and wellbeing of young Australians measures of health status in Australia i.e. life expectancy, morbidity and mortality, incidence and prevalence of disease current Australian health priorities strategies for improving life expectancy with focus on prevention, importance of intervention, healthy environments group techniques for health promotion e.g. developing personal skills, workshops, seminars, self-help groups

Health concepts

Content areas covered in the *Licensed* support materials are in **bold** and **lime green**.

Health Studies Course: Scope and sequence

Context: Road safety education

		Stage 1 Units		
Content organiser	1AHEA	1BHEA	1CHEA	1DHEA
	Introduction to health	Personal health	Personal, peer and family health	The health of groups and communities
Healthcare systems	<ul style="list-style-type: none"> range and types of health facilities and services selection of health products and services that meet personal needs and priorities criteria for selecting personal health products and services 	<ul style="list-style-type: none"> structure of current healthcare system i.e. two tiered system of state/federal private health insurance and how it fits into the system rights and responsibilities as a healthcare consumer criteria for choosing a healthcare professional 	<ul style="list-style-type: none"> importance of health care as prevention versus health care as treatment range and types of preventative health care options and access to alternative health care 	<ul style="list-style-type: none"> local, state and federal government responsibilities for health issues around responsibilities for health care in Australia e.g. workforce shortages, waiting lists, funding for health
Personal beliefs, attitudes and values influence health behaviour	<ul style="list-style-type: none"> defining personal beliefs, attitudes and values and their relationship to health behaviour differences in personal values and attitudes formation of personal beliefs, attitudes and values about health relationship between knowledge, beliefs, attitudes and health behaviour 	<ul style="list-style-type: none"> influence of personality, individual and situational factors on the formation of personal beliefs, attitudes and values influence of physical and structural factors on personal beliefs, attitudes and values towards health behaviour impact of personal beliefs about health on health behaviour 	<ul style="list-style-type: none"> peer and family influence on the formation of personal beliefs, attitudes and values towards health behaviour differences between adolescents' perceptions of physical and structural factors influencing behaviour and motivation of self and others relationship between beliefs, attitudes, values and health behaviour cognitive conflict/dissonance 	<ul style="list-style-type: none"> influence of groups and community upon personal beliefs and attitudes and ability to pursue values impact of multiple beliefs and attitudes of self and others on health behaviour
Social and cultural norms and expectations influence on health behaviours	<ul style="list-style-type: none"> definitions of social and cultural norms and expectations formation of social and cultural norms influence of general social and cultural norms on personal behaviour 	<ul style="list-style-type: none"> influence of peer-group and cultural norms and expectations on personal health behaviours 	<ul style="list-style-type: none"> influence of peer group, personal, cultural, school, parental and religious norms and expectations on health behaviour of self and others 	<ul style="list-style-type: none"> role of wider community in construction, transmission and promotion of beliefs, attitudes and values
Self management skills	<ul style="list-style-type: none"> self-assessment of strengths and challenges in health styles of decision-making in determining personal health priorities and goals e.g. impulsive, intuitive, rational factors affecting choice of decision-making style decision-making models 	<ul style="list-style-type: none"> skills for building self-confidence and personal motivation i.e. goal setting for short and longer term, resilience and coping with change impact of decisions and behaviours of the peer group on personal decision-making impact of values and cultural awareness on personal decision making. 	<ul style="list-style-type: none"> skills for seeking social support among peers and family for behaviour change i.e. self-confidence skills for monitoring and modifying health behaviour i.e. time management, decision-making, planning 	<ul style="list-style-type: none"> solution-focused approaches to decision-making prediction of barriers and enablers to healthy decision-making practical decision-making tools and strategies i.e. PMI, cost-benefit analysis, Six Thinking Hats

Content areas covered in the *Licensed* support materials are in **bold** and **lime green**.

Health Studies Course: Scope and sequence

Context: Road safety education

Content organiser	Stage 1 Units			
	1AHEA Introduction to health	1BHEA Personal health	1CHEA Personal, peer and family health	1DHEA The health of groups and communities
Interpersonal skills	<ul style="list-style-type: none"> importance of effective communication for better health and wellbeing non-verbal and verbal communication skills and strategies for effective relationships i.e. speaking, listening 	<ul style="list-style-type: none"> assertive, passive and aggressive communication use of 'you' and 'I' statements skills for working in pairs and groups i.e. cooperation, negotiation 	<ul style="list-style-type: none"> communication skills that build cooperation and collaboration in achieving group goals i.e. active listening, empathy, respect for others and compromise, managing conflict barriers to effective communication effective use of communication channels e.g. mobile phones, email, internet 	<ul style="list-style-type: none"> skills for effective communication in groups i.e. mediation, negotiation, supporting others, managing group dynamics codes of behaviour in groups
Health inquiry skills and processes	<ul style="list-style-type: none"> basic health terms/language identification of reliable sources of health information basic gathering and searching techniques i.e. defining and using keywords and effective use of internet search engines summarising information presentation of health information in simple report formats 	<ul style="list-style-type: none"> common health terminology identification of health issues and concerns criteria for choosing reliable sources of health information effective data collection techniques i.e. keywords and phrases that define the issue combination and summary of information techniques for drawing of general conclusions reporting of findings to others in simple ways 	<ul style="list-style-type: none"> identification of health concerns and issues effective searching techniques using a variety of reliable and accurate sources and perspectives combination of information and connecting similar ideas/information drawing of conclusions communication of findings in differing styles e.g. poster presentation, oral, PowerPoint 	<ul style="list-style-type: none"> development of health focus questions inquiry plans i.e. type of information to be collected, timeline and audience for inquiry tools for organising information e.g. mind and concept maps, grouping like information techniques for referencing combination, summary and analysis of information including identification of trends and patterns techniques for developing substantiated conclusions communication of findings using common health discourse and styles to suit different audiences

Content areas covered in the *Licensed* support materials are in **bold** and **lime green**.

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 22 26
		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 	28 29
Attitudinal and environmental influences over health	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>
		Activity: Decision time Identifies options in relation to positive and negative consequences for a variety of real case studies.	<ul style="list-style-type: none"> Activity sheet: <i>Decision time</i> Resource sheet: <i>More decision-making scenarios</i> Large sheets of paper Coloured markers 	42 43
		Activity: What are my choices? Uses the decision-making process to consider and identify the benefits, problems, risks and possible consequences.	<ul style="list-style-type: none"> Activity sheet: <i>What are my choices?</i> Resource sheet: <i>What are the choices?</i> Resource sheet: <i>Make a choice</i> 	44 45 46
		Activity: Better choices Discusses how stress can impact on decision-making.	<ul style="list-style-type: none"> Activity sheet: <i>Better choices</i> Resource sheet: <i>The better choice</i> 	47 48

	Content area	Suggested activities	Resources	Page
Health skills and processes	Health inquiry, skills and processes <ul style="list-style-type: none"> • basic health terms/language • identification of reliable sources of health information • basic gathering and searching techniques i.e. defining and using keywords and effective use of internet search engines • summarising information • presentation of health information in simple report formats 	Activity: Road safety research Evaluates websites to determine whether they are a reliable source of road safety information.	<ul style="list-style-type: none"> • Teacher notes: <i>Inquiry process</i> • Activity sheet: <i>Road safety research</i> • Resource sheet: <i>Questions and sources of information</i> • Resource sheet: <i>Criteria for evaluating information</i> 	49 51 52 53
		Activity: Young road users Uses the inquiry process to investigate the health issue: How can the incidence of road deaths among Western Australia's youth be reduced?	<ul style="list-style-type: none"> • Activity sheet: <i>Young road users</i> • Resource sheet: <i>Five step inquiry process</i> • Resource sheet: <i>Health inquiry planning template</i> 	54 55 56
	Assessment task 1: Inquiry (30 marks) <ul style="list-style-type: none"> • Students investigate a road safety issue facing young drivers and present a summary of the information in the form of a wall chart. Part A: Group planning template Part B: Interpersonal skills checklist Part C: Inquiry presentation		<ul style="list-style-type: none"> • Assessment task: <i>Inquiry</i> • Resource sheet: <i>Group planning template</i> • Part A Marking key: <i>Group planning template</i> • Part B Marking key: <i>Interpersonal skills checklist</i> • Part C Marking key: <i>Inquiry presentation</i> 	57 59 60 61 62
	Assessment task 2: Response (25 marks) <ul style="list-style-type: none"> • Using a journal format, students observe and record the behaviour of road users and consider their own thoughts, feelings and decisions regarding road safety. Part A: Attitudes and behaviours Part B: Decision-making		<ul style="list-style-type: none"> • Assessment task: <i>Response</i> • Journal activity 1: <i>Attitude to speed</i> • Journal activity 2: <i>Driver distractions</i> • Journal activity 3: <i>Driver behaviour</i> • Journal activity 4: <i>Decisions</i> • Part A Marking key: <i>Attitudes and behaviours</i> • Part B Marking key: <i>Decision-making</i> 	63 64 67 68 69 70 71

Teacher notes: Beliefs, attitudes and values

The information and activities are designed to cover the following content from Unit 1AHEA:

Personal beliefs, attitudes and values influence health behaviour

- defining personal beliefs, attitudes and values and their relationship to health behaviour
- differences in personal values and attitudes
- formation of personal beliefs, attitudes and values about health
- relationship between health knowledge, beliefs, attitudes and behaviour.

What is values education?

Values education provides a process whereby students can begin to understand what they value and why. Exploring attitudes and values enables student to gain insight into those beliefs that influence their own and others' decisions and behaviour.

In the area of road safety, values education provides students with opportunities to develop attitudes and values associated with safer road use. It assists students to become aware of others' similar and differing attitudes towards particular values and to describe the ways in which these are reflected in behaviour.

Fostering positive road-user attitudes and behaviours

The following activities are designed to develop attitudes and values consistent with a safe and healthy lifestyle within a road safety context. Students are provided with opportunities to develop an appreciation of the benefits of safe driving, and a positive attitude towards their responsibilities as drivers and passengers.

Road safety issues require students to consider beliefs, values, attitudes and behaviours. The relationship between these is described below.

Beliefs...	determine values...	which underlie attitudes...	and are reflected in behaviours.
Beliefs are assumptions or convictions you hold as true about some thing, concept or person.	Values are the deeply held views that act as our guiding principles; the rules we live by e.g. honesty, loyalty, equality.	Values are the deeply held views that act as our guiding principles; the rules we live by e.g. honesty, loyalty, equality.	Behaviours are actions that reflect beliefs, values and attitudes.
For example:			
<i>Lawyers overcharge.</i>	<i>Fairness.</i>	<i>I don't like lawyers.</i> <i>I believe in justice.</i>	<i>Reluctance to use a lawyer.</i>
<i>Most people speed.</i>	<i>Personal responsibility.</i>	<i>The speed limit is too low.</i> <i>It is okay for me to speed.</i>	<i>Speeding.</i>

An effective road safety program will support students to think, feel, decide, act and evaluate their values.

Think	Feel	Decide	Act	Evaluate
<ul style="list-style-type: none"> • Be aware that values exist. • Clarify the origins of values. • Know that an individual's commitment to values may vary. • Know that values determine behaviour. • Be aware of the consequences of actions. 	<ul style="list-style-type: none"> • Express feelings and attitudes towards a range of situations and/or issues. • Be aware of their personal degree of commitment to a value. • Actively listen and appreciate the values of others. 	<ul style="list-style-type: none"> • Decide what they value and as a consequence make choices and decisions about behaviours they will adopt. • Choose freely from alternatives. • Appreciate the value. 	<ul style="list-style-type: none"> • Act in a way that reflects the value. 	<ul style="list-style-type: none"> • Review values considering consequences and new information. • Justify values. • Compromise and/or change values. • Respect the new behaviour.

Facilitating values education

Teachers conducting values activities in a road safety education program should:

- remain as the 'facilitator' and be non-judgemental
- always start with simple, non-threatening values statements or activities to engage students in sharing and comparing opinions and ideas comfortably
- debrief during or immediately after a values learning experience to allow students to:
 - share feelings generated from the activity
 - clarify questions
 - summarise the important points covered
 - personalise the issues/dilemmas to real-life situations.

Classroom atmosphere

Teachers need to be mindful of creating a classroom atmosphere where students:

- feel comfortable about identifying their opinions and expressing them
- speak for themselves
- show respect by accepting, but not necessarily agreeing with others
- avoid verbal and nonverbal 'put-downs' of other people's values
- understand they have the right to pass and not share their beliefs on every issue
- take responsibility for their own learning and discuss what they have learnt after the values education process
- identify bias, prejudice and stereotype presented in arguments and resources
- seek to empathise with those whose attitudes differ from their own.

Teachers should also make students aware that:

- personal experiences often contribute to opinions
- there will usually be a cross-section of opinions within any group
- peers, family, society, religion, media and culture will influence values
- people's opinions can change after being informed on an issue
- sometimes people form opinions without being well informed.

The relationship between attitudes, intentions and behaviours

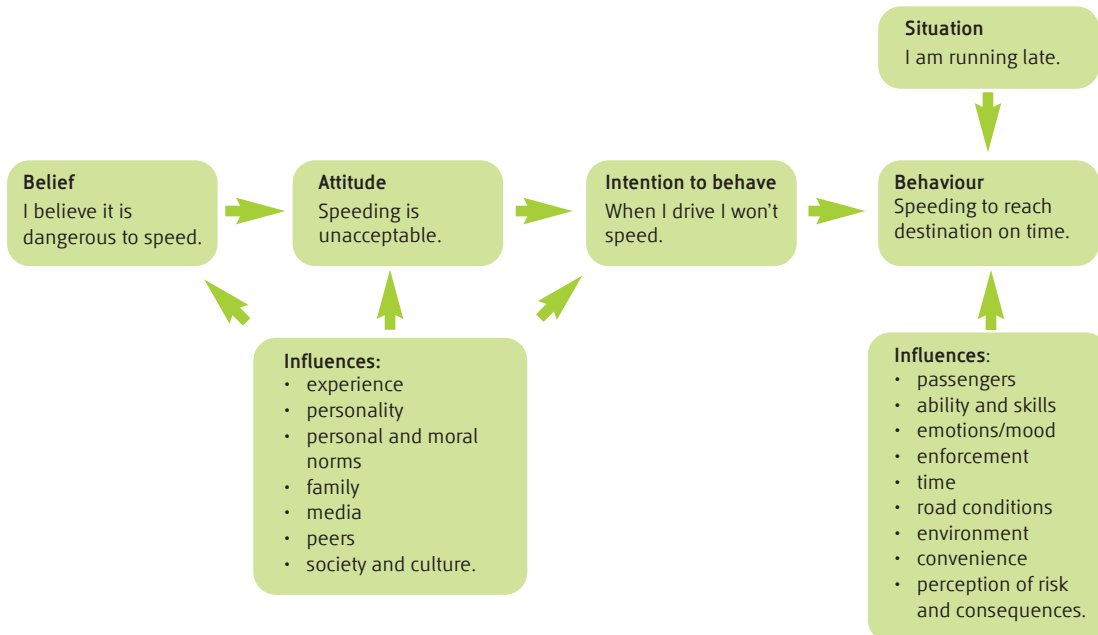
The correlation between an individual's attitudes and behaviour is not a straightforward one.

Although individuals may have a firm belief or attitude towards a particular road safety issue, their road user behaviour may not always reflect this attitude or their intention to behave in a particular way. This is because behaviours and actions are affected by a range of situational influences.

This relationship is highlighted in the following diagram using the example of speeding. The diagram is an adaptation of the Theorists' Workshop Model (1991).

The implications for pre-drivers are, that despite their intentions, the way they choose to behave in the road environment can be influenced by the situation with which they are faced. For example, although a young person may believe that speeding is dangerous, consider it unacceptable and intend not to speed, they may contradict this intention and speed in a given situation where they are running late.

The consequences and potential risks in a range of road safety scenarios can be explored using this model.



(Reproduced in part from *Keys for Life* SDERA, 2004)

Activity: Road safety attitudes

This activity will help students to:

- identify and clarify thoughts and feelings about road safety issues
- consider others' thoughts and opinions on road safety issues.

Resources

- Resource sheet: *Values continuum signs* – one set

How is it implemented?

1. Prepare the values continuum signs and place these at opposite ends of the room. It may help to draw a line on the floor between the two signs to indicate the continuum.
2. Select one of the road safety topics provided. Each topic is presented with an introductory description followed by a brief statement (or statements) for students to consider before placing themselves along the values continuum.
3. Prior to reading the statement to the group, explain to the students that there are many places along the continuum that may represent their opinion about a road safety issue and that the position they choose is a personal decision.
4. Read the introductory description and one statement for the road safety topic.
5. Ask students to move to the point on the continuum that best represents their opinion.
6. Encourage students to discuss with others standing nearby the reason for placing themselves at that point on the continuum.
7. Invite students to share their responses with the class and encourage discussion around these responses.
8. Provide students with the option to reconsider their placement after the discussion and move to another position along the continuum.
9. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.

Processing questions

- *Why have you placed yourself in that position on the continuum?*
- *What experiences have you had that bring you to that conclusion?*
- *Would you feel differently if you had more information about this?*
- *Was it easy to choose your position on the continuum? Why or why not?*
- *How does it feel to share your opinions about road user behaviour with others?*
- *Has listening to others' opinions and thoughts changed how you think about these road safety issues?*

Activity: Road safety attitudes

Road safety topic: Supervised driving

In Western Australia the minimum number of supervised driving hours required for Learner Phase 2 is 25 hours. Research indicates that 100 to 120 hours of driving practice is optimal for improving the safety of young drivers.

Ask students to consider the following statement.

The minimum amount of supervised driving in Learner Phase 2 should be raised to 100 hours.

Conclude the activity by discussing the factors that may influence the students' opinions of supervised driving.

Road safety topic: Safe speeding – there is no such thing

Many young drivers believe that there is a safe level of speeding. However every 5km/h you travel over the speed limit doubles your chance of crashing. To gauge students' attitudes towards speeding, use the following statements.

- *Travelling in a car at high speed is exciting and a buzz.*
- *I don't think the police will catch me if I speed.*
- *People that drive slowly cause crashes.*
- *Everyone drives over the speed limit.*
- *It's okay to drive fast if you have a safe car.*

Discuss how students' attitudes towards speeding may affect their behaviour as drivers in the future.

Road safety topic: Fatigue myths

Fatigue is a contributor to road crashes. However there are many myths related to fatigue, its symptoms and 'quick' fix remedies. Ask students to consider the following statements and move to the sign that indicates their opinion.

- *It'll be safer if I make the trip overnight because I'll avoid the daytime traffic.*
- *Loud music will keep me awake.*
- *A flask of coffee or energy drink will keep me awake.*
- *Plenty of fresh air through the window will keep me awake.*
- *If I stop every 2 hours, have a walk and something to eat or drink I'll be able to stay awake.*

Ask students to reflect on what has helped form their attitudes towards driving when fatigued and if it has changed since participating in the continuum activity.

Activity: Road safety attitudes

Road safety topics: Laws and fines

There are a range of laws and fines aimed at reducing unsafe driving such as speeding and drink driving.

- *Speeding fines are not high enough to deter people from speeding.*
- *Double demerit points should occur every weekend not just on long weekends.*
- *P plate drivers should not be allowed to carry passengers.*
- *The 50km/h speed limit in residential areas is a good strategy for reducing crashes.*
- *P plate drivers should be allowed to have a BAC of 0.05.*

Ask students what information has helped to form their attitudes to driving related laws and what or who was the source of the information.

Road safety topic: Community attitudes

In 2000, the Office of Road Safety conducted a survey of community attitudes towards the Big 4 – speed, fatigue, seat belts and drink driving (www.officeofroadsafety.wa.gov.au) as these four factors have been shown to either cause road crashes or contribute to the level of injuries sustained by vehicle occupants involved in crashes.

Seat belts

- *I feel vulnerable when not wearing a seat belt.*
- *If you drive carefully seat belts are not necessary.*
- *Seat belts reduce risk of injury.*
- *Seat belts are not necessary when you are driving in the country.*
- *Seat belts can be dangerous because you get trapped in the car.*

Speed

- *Reducing the number of people who speed will improve road safety.*
- *The use of speed cameras can reduce speed related crashes.*
- *Most drivers often exceed the speed limit.*
- *In general it is okay to speed if you drive safely.*

Drink driving

- *You can be slightly over 0.05 BAC and still be a safe driver.*
- *It's very hard to socialise and still keep below the legal BAC limit.*
- *Random breath testing has little impact on the number of road crashes.*
- *If you drink and drive you will eventually get caught by police.*
- *I am more worried about RBT than I am of crashing.*

Fatigue

- *I can overcome fatigue while driving so I can keep going.*
- *Fatigue only happens on long distance trips.*

Activity: Road safety attitudes

Road safety topics: Risks

Some young drivers tend to underestimate risk, especially when they first start driving.

- *Sending text messages while driving is unsafe.*
- *Having two rest stops on a 15-hour journey is a safe thing to do.*
- *Changing CDs or radio stations in peak hour traffic are driver distractions that cause crashes.*
- *Bald tyres won't cause a crash.*
- *Completing the minimum 25 hours of supervised driving for Learner Phase 2 is all you need to do.*
- *Travelling 5km/h above the posted speed limit is okay.*

Variation – Human graph

1. Place the values continuum signs in a line across the room.
2. Pose one of the road safety topic statements then ask students to stand in a line behind the sign that best represents their opinion. Students then share their reasons with others standing in the same line.
3. The advantage of this variation is that it gives a more visual representation of how the class is 'voting'. Quantitative statements can be made by students to describe the voting. For example:
 - *Most of the class believe that road crash statistics would be reduced if the speed limits were lowered.*
 - *More males agreed that lowering speed limits wouldn't affect crash rates.*
 - *No-one disagreed that low speed limits reduce crashes.*



Agree

Disagree



Strongly
agree

Strongly
disagree

Activity: What do you think?

This activity will help students to:

- identify and clarify thoughts and feelings about road safety issues
- consider others' thoughts and opinions
- explain reasons for an opinion.

Resources

- Resource sheet: *What do you think?* – one card per speaker
- Number cards 1, 2 and 3 – one set

How is it implemented?

1. Prior to the lesson, place each number card in a different area of the room.
2. Select three students to act as 'speakers' and allocate a number to each (i.e. 1, 2 or 3). The speakers then stand next to the card with the corresponding number.
3. Explain to the class that they will be asked to consider three statements related to a road safety topic then choose the one that best reflects their attitude.
4. Give each speaker a road safety topic card from Resource sheet: *What do you think?*
5. Read the opening statement then invite each of the speakers to read the statement on the card that corresponds with their number.
6. Students make their choice and move. Students should remain silent until everyone has moved.
7. When students have gathered next to their chosen speaker they must formulate a group view indicating why they agree with the statement. The speaker records these responses on the card as these will be shared with the other two groups.
8. Ask each speaker to state the reason/s why their group agrees with the statement.
9. After hearing each group's rationale, students may then change their minds and move to another group.
10. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.

Processing questions

- *Did hearing other students' opinions change your attitude to this road safety issue? Why or why not?*
- *When or why might people's attitudes towards road safety issues change?*
- *How do you think the WA government could change drivers' attitudes towards risky behaviours such as drink driving?*

Variation

Students can develop their own road safety topics and statements. Ensure that the statements prompt analytical and evaluative thinking, and that the correct statement is not obvious.



What do you think?

When learning to drive it will be more beneficial if you...

1. know the road rules and always apply these
2. practise for more than the required 25 hours during Learner Phase 2
3. practise driving in a range of conditions such as wet weather and at night.

Group comments

The most important responsibility for all drivers is...

1. making sure that everyone in their vehicle wears a seat belt
2. to always drive within the posted speed limit
3. to keep their vehicle well maintained.

Group comments

A driver at most risk is ...

1. a driver who has been driving without a break for five hours
2. a driver who has a BAC over the legal limit of 0.05
3. a driver doing 20km/h over the posted speed limit.

Group comments

The distraction that would most likely cause a crash is...

1. loud passengers in the back seat telling the driver to go faster
2. talking on a mobile phone using a hands-free kit
3. changing a CD in peak hour traffic.

Group comments

Activity: My attitude, my actions

This activity will help students to:

- understand the factors that influence road safety attitudes
- identify influences that affect road safety behaviour in a range of situations
- identify their road safety attitudes.

Resources

- Resource sheet: *My attitude, my actions* – one per student
- Resource sheet: *Factors influencing behaviour* – one card per student

How is it implemented?

Despite the attitudes and intentions of young people, the way they choose to behave in the real-world can be influenced by the situation with which they are faced. The model on the Resource sheet: *My attitude, my actions* can be used to explore the consequences and potential risks in a range of scenarios.

1. Discuss who or what may influence a person's thoughts, opinions and behaviour (e.g. family, friends, culture, media, previous experiences, emotions).
2. Explain the model shown on the Resource sheet: *My attitude, my actions* to show how situations can affect a person's intention to behave using the example given in the teacher notes (page 19).
3. Give each student a road safety issue card from Resource sheet: *Factors influencing behaviour*.
4. Students identify their attitudes and intention to behave in relation to the given road safety issue (e.g. speed, fatigue, restraints or drink driving) and record these on the resource sheet.
5. Students then consider each of the three scenarios described on their card and record what they would do most likely do if they were involved in each situation.
6. Students then form groups with others who have been given the same road safety issue and discuss their responses.
7. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.

Processing questions

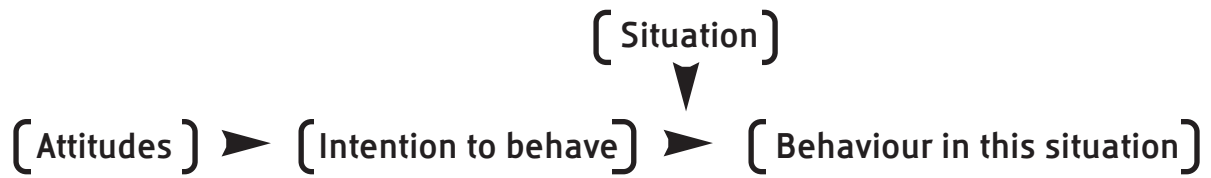
- Does your behaviour always match your intentions? Why or why not?
- Who/what may influence your behaviour as a driver? Why?
- Will knowing that your intention to behave can be changed due to certain situations make a difference to your behaviour in the future? Why or why not?



My attitude, my actions

Use this sheet to help identify what may influence your behaviour in a range of traffic related situations.

The road safety issue I am considering is _____



<i>What I think and feel</i>	<i>My intention is to ...</i>	<i>In this situation, I would....</i>
		Situation 1
		Situation 2
		Situation 3
		<div style="border: 1px solid gray; border-radius: 15px; padding: 5px; background-color: #f0f0f0;"> Who and what would influence my behaviour? (Passengers, skills, mood, enforcement, time, road conditions, environment, convenience) </div>

Who and what has **influenced** my thoughts and feelings? (Experience, personality, family, media, peers, society and culture)

The safest way to respond to each of these situations would be

1. _____
2. _____
3. _____



Factors influencing behaviour

Speed

Situation 1: You've been stuck behind a truck for over 20 minutes and you're late for your footy grand final.

Situation 2: You had a late night and have slept in. Your boss will sack you if you are late.

Situation 3: You and your friend have been camping out bush. Your friend has broken her leg and you need to get her to hospital.

Fatigue

Situation 1: You're driving home alone after a long weekend down south. You're tired but you want to beat the traffic jam that always happens close to the city.

Situation 2: After driving for three hours you are still 100 kms from home and are feeling sleepy. Your mother is asleep in the passenger seat and you don't want to disturb her.

Situation 3: You've offered to take your friends to a party because you are the only one with a driver's licence. You're very tired after studying all day but your friends are urging you to get there as quickly as possible.

Restraints

Situation 1: You can see that your dog has started chewing up your new sneakers on the back seat of the car. If you take your seat belt off for a minute you might be able to grab your dog.

Situation 2: Your mate has been seriously injured. You've put him in the back of the ute. You decide to get in the back to comfort him while your friend drives to the hospital.

Situation 3: You are in a vehicle with five other passengers. There isn't a seat belt available for you to wear.

Drink driving

Situation 1: You are on your way to a friend's house and realise that the designated driver has been drinking alcohol.

Situation 2: You had organised someone to drive you and your car home from a party but find out that they have left the party.

Situation 3: You get a phone call saying that there is an emergency at your home which is only two streets away but you've been drinking at the local sports club.

Teacher notes: Decision-making

The information and activities are designed to cover the following content from Unit 1AHEA:

Self-management skills

- styles of decision-making in determining personal health priorities and goals
- factors affecting choice of decision-making style
- decision-making models.

What is decision-making?

Decision-making is an important skill for maintaining personal health and safety. It involves being able to make informed decisions by considering the positive and negative consequences of actions and selecting the most appropriate option.

Decision-making

Young people will need to make many decisions about their own and others' safety on the road. In social situations, these decisions will often be made more complex because of the impact of influences such as passengers, peers and the use of alcohol and other drugs. Equipped with relevant facts and positive attitudes, young people are more likely to make informed and safer decisions about their road-user behaviour.

Self-efficacy will impact the decisions young people make, their ability to communicate assertively and their beliefs and attitudes. A young person with a strong sense of self-worth and self-efficacy is more likely to value safety and make decisions that will promote safety for themselves and others. They are also more likely to be able to communicate their decision or opinion assertively when negotiating with passengers and drivers.

Decision-making learning experiences provide the opportunity for students to examine alternatives, record and analyse information, use different decision-making models, select a course of action and reflect on the consequences of their actions.

Styles of decision-making

Decision-making styles can be classified as impulsive, intuitive or rational.

- **Impulsive** decision-making is to make a decision based on your first reaction. Impulsive decision makers spend little to no time considering their options. They simply react to the circumstances in front of them. Situations of emergency or crisis often require people to use an impulsive decision-making style to handle the situation. For example, jumping in a lake to save a drowning person would be an impulsive decision. There is no time for thinking over a decision and weighing all possible options in many emergency situations.
- **Rational** decision-making is the most common and when many people think of decision-making, they typically consider some kind of rational model. The general idea is to weigh up the pros and cons, and work out the most sensible, logical option.
- **Intuitive** models do not depend on reason and logic. The choice is reached usually by an intuitive 'knowing' of what the best answer is. Most people are accustomed to making intuitive decisions in their daily life. For example, typical examples where intuition can play a role in making decisions are selecting a meal when eating out, choosing a book to read or deciding how to dress for the day.

Some models that are included in the following lessons include:

- the **six step decision-making process** which is a rational decision-making process. This means that it is based upon thinking about, comparing and evaluating various alternatives. Six easy to follow steps are followed. Students will use various models provided on resource sheets to record this process.
- **Edward de Bono's Six Thinking Hats strategy** attempts to combine rational and intuitive aspects of decision-making. The idea is to consider a decision from multiple perspectives by wearing different hats to give a wiser, more rounded decision. Teachers may choose to use this strategy to enrich students' learning experiences about decision-making. The strategy is described on http://www.debonogroup.com/six_thinking_hats/php

Facilitating decision-making

As a facilitator in decision-making, explain that students need to:

- collect accurate information from many sources to inform their decision
- identify their feelings and values as these can influence options and choices
- realise that there is the potential for a decision to have positive and negative outcomes and that predicting outcomes is not always easy
- be responsible for their actions.

Activity: Decision-making models

This activity will help students to:

- explore the differences between impulsive, intuitive and rational decision-making
- use different decision-making models to select a course of action and reflect on the consequences of these actions.

Resources

- Resource sheet: *Rational decision-making* – one per student
- Resource sheet: *Decision-making model 1* – one per student
- Resource sheet: *Decision-making model 2* – one per student
- Resource sheet: *Decision-making model 3* – one per student
- Resource sheet: *Decision-making scenarios* – one per student

How is it implemented?

1. Explain to students that everyone makes decisions differently (e.g. off the top of their head, tossing a coin or after talking to others). Discuss impulsive, intuitive and rational decision-making giving examples of each (see teacher notes on page 33).
2. Explain to students that they will be using a variety of decision-making models to practise making decisions related to road safety.
3. Each of the following activities are conducted using Resource sheet: *Decision-making scenarios*.

Snap decisions

1. Select one student who becomes the 'character' facing the dilemma described in the scenario.
2. Two students should stand either side of the character and provide 'positive' and 'negative' ideas for the character to consider then make a snap decision. The character must not use their own thoughts only those provided as for and against arguments.

Processing questions

- *Was this a difficult or stressful position for the decision-maker to be in?*
- *After further discussion of the issue would your decision be the same?*
- *When might you need to make a 'snap decision? Why?*

Activity: Decision-making models

Rational decisions


1. Guide students through the Resource sheet: *Rational decision-making* using a decision-making scenario. Students can record their responses on the Resource sheet: *Decision-making model 1*.
2. After identifying the problem, encourage discussion to identify the range of possible options/choices. Remind students that going to others for information can assist their decision-making, especially when a difficult decision is to be made, however they need to balance their own views with the views of others.
3. When all possible options have been identified, students consider the consequences (both positive and negative) to evaluate each option. When considering the consequences, ensure students look at the different types of consequences (e.g. physical, social, emotional, financial and legal.) The impact of the consequences on self, family, friends and the community in the short and long term also need to be examined.
4. Students discuss the feelings associated with these consequences, make a decision and justify their choice. Remind students that an important part of decision-making is evaluation.
5. Repeat this process using decision-making models 2 and 3.
6. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.


Processing questions


- *What made it easy or difficult for you to make your decision?*
- *Which decision-making model did you prefer? Why?*
- *What process would you use to make these decisions in real life?*





Rational decision-making


- 1** Define the problem  *Identify the decision to be made in the particular situation.*

- 2** Gather the necessary information  *Identifying who and what are contributing to potential risk and the effects of risk-taking on individuals.*

- 3** Examine all possible options  *Identifying a range of alternative actions in a situation.*

- 4** Consider the consequences/risks and benefits of each option  *Evaluating options according to the outcome sought. This involves predicting and reflecting on the impact of decisions on oneself, others and wider community.*
Identifying 'safety nets' and harm reduction strategies.

- 5** Decide and communicate the decision  *Identify strategies for communicating the decision and dealing with negative peer (or other) influence (e.g. humour, assertiveness and redirection).*

- 6** Evaluate the outcome of the decision upon self and others  *Evaluate the decision.*



Decision-making model 1

Problem? What is the problem and how do I feel?	Choices?	Positive things that might happen?	Negative things that might happen?
<div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<div style="border: 1px solid black; height: 100%; width: 100%;"></div>	<div style="border: 1px solid black; height: 100%; width: 100%;"></div>	<div style="border: 1px solid black; height: 100%; width: 100%;"></div>
	<div style="border: 1px solid black; height: 100%; width: 100%;"></div>	<div style="border: 1px solid black; height: 100%; width: 100%;"></div>	<div style="border: 1px solid black; height: 100%; width: 100%;"></div>
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I would _____



Decision-making model 2

If this were the problem...

And I did this

This might happen

I would feel

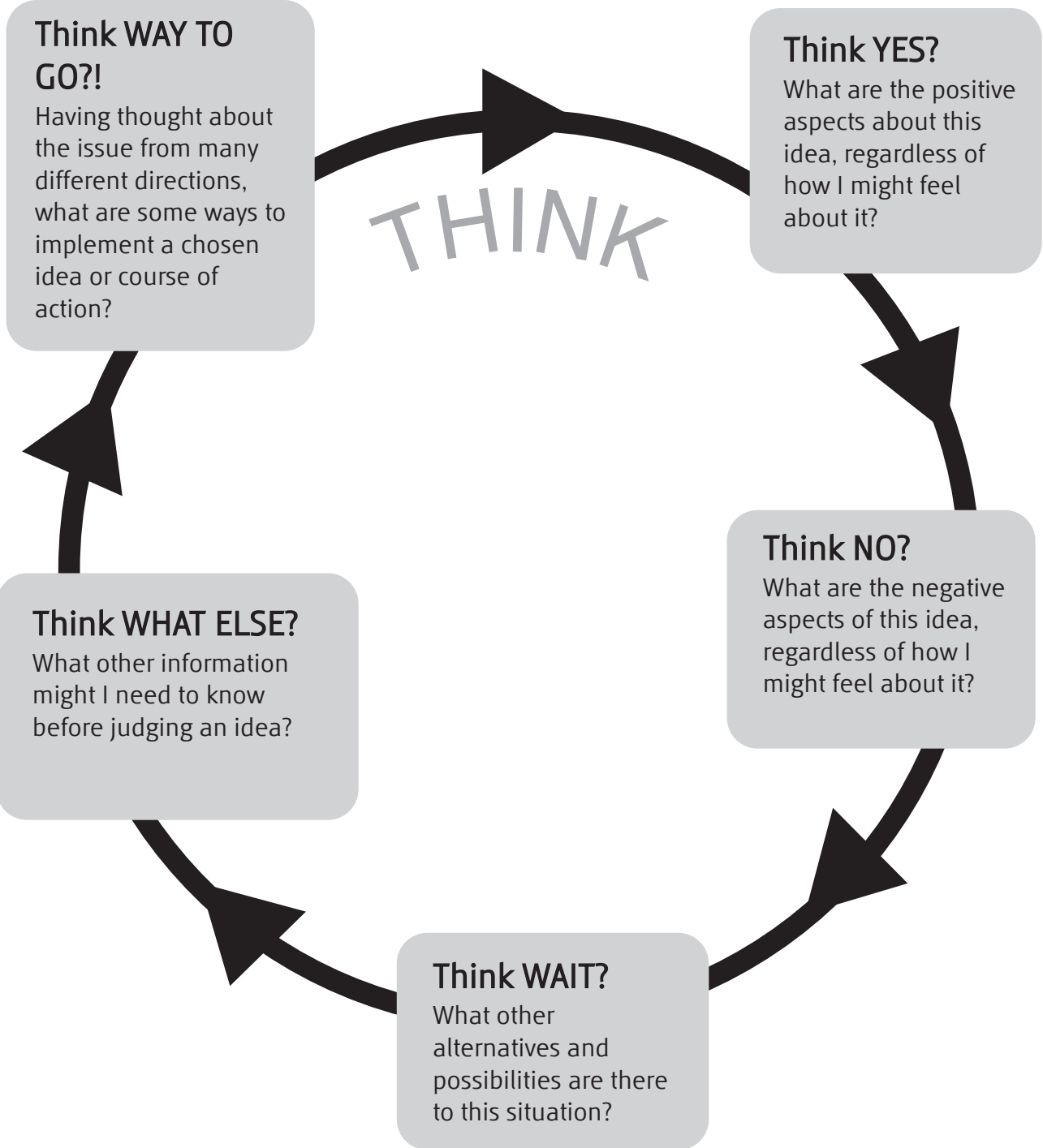
This might happen

I would feel

I would _____



Decision-making model 3





Decision-making scenarios

It's Friday night and you and a friend have been drinking at your place. You both decide to visit another mate who lives a couple of blocks away. You're not sure if you should drive.

You're driving your friends back to the city after a great weekend down south. Your friends have had a few drinks and are encouraging you to drive faster. You're finding the shouting and loud music very distracting.

You've been asked to pick up your brother and some friends from school then take them to a football game. You get to the school and realise that there are five of them and you only have seat belts for four passengers. The game starts in thirty minutes.

You've been at a party with your friends. It's time to go home but you notice that your skipper is having difficulty putting the keys in the ignition. You can't catch a taxi because you've run out of money.

Activity: Decision time

This activity will help students to:

- examine alternatives for a road safety scenario and the possible positive and negative consequences before deciding on an appropriate option
- recognise that others have different attitudes towards road safety issues
- practise decision-making skills.

Resources

- Resource sheet: *More decision-making scenarios* – one per group
- Large sheets of paper – one per group
- Coloured markers – different colour for each group

How is it implemented?

1. Give each group large sheets of paper, a coloured marker and a copy of Resource sheet: *More decision-making scenarios*.
2. Allocate one of the scenarios to each group.
3. Groups then decide the options the character in their scenario could choose. Each option should be written at the top of a large sheet of paper. Groups then work together to identify the positive and negative consequences for each option.
4. Display each group's sheets of paper around the room.
5. Invite groups to move around the room to read the options and consequences identified by other groups. Have students write their own ideas on other groups' paper using a different colour marker pen. This makes it easy to see which group has responded on the sheets.
6. Discuss each of the scenarios and decide as a group which action would be the most appropriate and why. Ask students to provide a rationale for their decision.
7. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.

Processing questions

- *Did looking at a wider range of options help you to make your decision?*
- *Were there options that you would not normally have considered?*
- *Were some of the consequences a surprise to you?*
- *Were the consequences an important part of your decision-making?*
- *What made it easy or difficult for you to make your decision?*
- *Did you take into consideration other people's feelings as well as your own?*
- *Do you think you would have acted this way if this were a real-life situation? Why? Why not?*



More decision-making scenarios

After training you discover your bike has a punctured tyre. Your friend's brother, who has been sitting in his car drinking alcohol while waiting for the training session to end, offers to give you a lift home. What will you do?

You were at a party last night and didn't get home until 4 am. You are still feeling drunk but you have to get to work by 8am. How will you get there?

You've passed your Learner's Permit Theory Test and want to start supervised driving practice. Your family has one car and it isn't always available. What will you do?

It's a hot summer's day. You and your five friends decide to head off to the beach. Your friend offers to driver her car but there aren't enough seat belts for everyone. What will you do?

All your mates are going to race their cars in a back street of town. They want you to do it too. What will you do?

Activity: What are my choices?

This activity will help students to:

- consider alternatives, the risks associated with them and the positive and negative consequences for themselves and others when making decisions
- apply strategies to improve the quality of personal decision-making.

Resources

- Resource sheet: *What are the choices?* – one per student
- Resource sheet: *Make a choice* – one per student

How is it implemented?

1. Introduce the concept that drivers and passengers are constantly making decisions concerning their own safety and the safety of others.
2. Provide students with a scenario from Resource sheet: *What are the choices?*
3. Working in small groups, students identify the choices their character could make. Explain that students should consider the benefits and negatives of these choices, the associated risks and possible consequences before deciding what the character should do.
4. Groups share their scenarios, their decision and the reasons for making that decision.
5. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.

Processing questions

- *Was it easier to make a decision after investigating each option thoroughly?*
- *Would you make the same decision if you were involved in this scenario? Why or why not?*
- *Knowing that you might be influenced to change your intention to behave, what strategies could you use to reduce your risk if these decisions are made in a traffic-related situation?*



What are the choices?

Danny, a P plater, has borrowed his parents' car for the night and agreed to be the designated driver. He drives his friend Sam to a party. At the party Sam sees Danny drinking a beer. *What are Sam's choices?*

Georgina planned on getting a lift home from school with her best friend's sister. When she got to the car she saw that the car was overcrowded with people sitting on laps and not wearing seat belts. *What are Georgina's choices?*

Sally and Tina have been to a concert in Perth and have been waiting almost an hour for a taxi home. A group of girls they recognise from uni are walking to their car. They offer Sally and Tina a lift home. Tina notices that several of the girls are slurring their words and are having difficulty walking. One claims to be the driver. *What choices do Sally and Tina have?*

Angus and Jack plan on going dirt bike riding in a vacant lot by Jack's place. When getting ready to leave, Angus puts his helmet on. Jack laughs and says, "What are you putting that on for? Only losers wear helmets." *What choices does Angus have?*

Sara is travelling at the 60 km/h limit. Out of her rear view mirror she sees a driver approaching, speeding and passing other cars. The car comes up right behind her and tailgates so close she can't even see the headlights in her rear-view mirror. The driver starts flashing his headlights and raising a fist out of the window. *What choices does Sara have?*

Tran is having a small party at his place. He notices that several of his friends, who drove their cars to the party, are now drinking beer. *What choices does Tran have?*



Make a choice

Scenario _____

	Action	Benefits	Problems	Risks	Possible Consequences
Choice 1	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
Choice 2	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
Choice 3	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
Choice 4	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>

Activity: Better choices

This activity will help students to:

- identify the effects of stress on decision-making
- take into consideration a range of factors that may contribute to stress in road situations.

Resources

- Resource sheet: *The better choice* – one per student

How is it implemented?

1. Explain that stress can affect people's decisions. Ask students to brainstorm some of the stresses that might face a motorist. For example: busy traffic, running late, heat, car problems, fatigue, unsure of directions or noisy passengers.
2. Further explore how these stress factors may affect a driver's behaviour and decision-making. For example, running late may cause the driver to feel frustrated and subsequently behave aggressively by tailgating another car or speeding.
3. In groups, students discuss the road safety scenarios described on Resource sheet: *The better choice* to identify the contributing factors that may cause the driver stress.
4. Students identify two choices that the individual could make, and then assess the problems, benefits and risks of each. After considering these, students should decide which choice they would use and why.
5. As a class, discuss the factors which contributed to stress in each situation and the strategies that could be used to manage these. Emphasise successful strategies for managing stress in general and when driving. For example:
 - good time management in order to set off on the journey with time to spare
 - good organisation such as checking the car before starting a journey to avoid running out of petrol
 - getting rid of tension by unclenching teeth/breathing out with a loud sigh/letting your shoulders drop
 - setting some time in the day to relax or meditate
 - telling yourself that it won't be the end of the world if you are late.
7. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.

Processing questions

- *What strategies did you use to decide the better choice?*
- *Was this decision always easy?*
- *Did the stress factors make the decision-making process more difficult? Why or why not?*



The better choice

Scenario	Factors contributing to stress	Choice 1	Problems and/or benefits of this choice	Choice 2	Problems and/or benefits of this choice	Which choice? Why?
<i>You're driving on the freeway keeping to the speed limit and notice that the car behind is tailgating your car.</i>						
<i>You had difficulty starting your car and are now running late for a job interview.</i>						
<i>It's 11pm and you're driving a friend home after a party. You've never been to their house before and are having difficulty finding it. Your friend had too much to drink and is feeling sick.</i>						
<i>You're in peak hour traffic and realise that you're in the wrong lane. The cars in the next lane won't let you in.</i>						

Teacher notes: Inquiry process

These activities are designed to cover the following content from the Health Studies Unit 1AHEA:

Health inquiry skills and processes

- identification of reliable sources of health information
- summarising information
- presentation of health information in simple report formats.

What is a health inquiry?

The Health Studies Course promotes a health inquiry process where students draw on their knowledge and understandings of health concepts and inquire into health issues of interest.

The inquiry process provides students with the opportunity to:

- experience and acquire processes through which they can gather and appraise information about a particular health issue
- promote independent learning through self-initiated investigation
- build on prior knowledge and skills
- develop concepts, skills and values through authentic tasks.

The inquiry process is open-ended and content free and allows students to work at their own level so they can achieve success. An inquiry may be completed in one lesson or occur over several lessons. The teacher acts as facilitator in the inquiry process as students take responsibility for selecting the inquiry topic and directing their own learning.

The inquiry process is effective for students working on their own, in pairs or in groups. Students take on roles during the inquiry to become the 'expert' in their field and share information gathered with their group. It is crucial that students have the skills to effectively search and gather information before undertaking an inquiry.

1. Students and the teacher negotiate a task for the inquiry. Ensure that the task is authentic and provides purpose for learning. An authentic task has relevance and practical application to 'real-world' issues, situations or problems. For example, an authentic task may involve students investigating the documentation required to obtain a driver's licence.
2. Provide students with a planning framework to help them undertake the inquiry. Use scaffolding or prompting to facilitate advanced thinking.
3. Break the task into meaningful chunks and ask students to undertake specific sub-tasks.
4. Ensure that students are aware of the assessment criteria before commencing the process as this may impact on the content and presentation of their inquiry.

The following table indicates how students may be involved in each step of the inquiry process.

THE INQUIRY PROCESS	Students may be involved in:
Step 1 Problem / question <i>What is the problem or issue?</i>	Tuning in – discussions, videos, guest speakers or excursions, books, internet sites, music, drama, literature, graffiti activities, CD ROMs, interviews, contact with relevant agencies
Step 2 Hypothesis <i>What do we think the answer might be?</i>	Deciding directions – brainstorming, open and closed questions, writing lists, making suggestions, placemats, mind mapping Organising themselves – identifying the purpose, allocating tasks, designing action plans, collecting resources and information
Step 3 Data collection <i>Where and how can we find reliable data and information?</i>	Finding out – reading, listening, observing, viewing, talking, searching websites, surveys, writing letters
Step 4 Data analysis <i>What have we found out?</i>	Sorting out – classifying, categorising, sorting, charting, graphing, comparing, contrasting
Step 5 Conclusion and application <i>What conclusions have we made and what will we do with the information we have found?</i> <i>Who can we tell about our inquiry and finding?</i>	Drawing conclusions – summarising, generalising, relating, identifying trends Demonstrating learning – through videos, plays, songs, artwork, wall charts, poetry, models, writing, graphs Considering social action – communicating findings, making decisions, making recommendations, identifying further action, proposing change, planning for action Reflection and evaluation – celebrating learning, asking new questions, applying the learning to a new context, self-reflection, peer reflection, assessment, identifying areas for improvement, identifying new directions for learning, setting new goals

The inquiry process, as with all information tasks, requires:

- a well defined purpose
- clear assessment criteria
- a relevant real-world challenge
- access to a variety of engaging resources
- feedback to students throughout the process
- opportunities to work collaboratively
- a repertoire of information literacy skills
- access to information technologies
- scaffolding (visual and graphic organisers)
- opportunities to demonstrate understanding in a variety of different ways to reflect the range of multiple intelligences
- opportunities to self-assess and set goals for improvement
- collaboration with a teacher/media specialist/library teacher.

Activity: Road safety research

This activity will help students to:

- become familiar with road safety websites and other reliable sources of information
- investigate road safety questions using reliable sources of information
- analyse road safety websites and other sources of information to determine reliability.

Resources

- Access to the internet
- Resource sheet: *Questions and sources of information* – one per student
- Resource sheet: *Criteria for evaluating information* – one per student

How is it implemented?

1. Explain that students will be conducting a research inquiry into a road safety issue facing young people.
2. Students develop a list of questions for the research activity. This may be done as a class, in small groups or individually. The questions should be written on Resource sheet: *Questions and sources of information*.
3. Discuss sources of information available to the students and methods to determine whether information is valid and reliable. Use the Resource sheet: *Criteria for evaluating information* to provide some guidelines in determining the reliability of the information.
4. Use the list of websites and other road safety references included on the resource sheet and in the Appendix (page 194), as a starting point to determine the sources of information students may need to access to answer their questions.
5. Students use the internet (and other resource material) to answer the road safety questions. Use the Resource sheet: *Criteria for evaluating information* to determine whether the resource used was valid and reliable.
6. Share research answers with others in the class.
7. Conclude with a range of the suggested processing questions or others that may have arisen during the activity.

Processing questions

- ***Why should young people access reliable and current information about road safety issues?***
- ***Are these sources well known to young people? If not, what strategy could be used to increase their awareness?***



Questions and sources of information

Questions

I would like to know

I would like to know if reducing the speed limit to 50km/h in built up areas has had an impact on road crashes in W.A.

I would like to know the key focus areas of the National Road Safety Strategy.

I would like to know about the road statistics of Indigenous Australians and how these compare to non-Indigenous Australians.

Sources of information

I may find this information.....

*I am likely to find this information on one of the W.A. road safety websites or by speaking to the local police.
www.officeofroadsafety.wa.gov.au (Office of Road Safety)*

*I am likely to find this information on Australian Government websites.
www.infrastructure.gov.au (Department of Infrastructure, Transport, Regional Development and Local Government)
www.atsb.gov.au (Australian Transport Safety Bureau)
www.atcouncil.gov.au (Australian Transport Council)*

I am likely to find this information on www.healthinfo.ecu.edu.au (Australian Indigenous Healthinfo net).



Criteria for evaluating information

Rate each of the criteria

- 1 = Excellent
- 2 = Very good
- 3 = Good
- 4 = Okay
- 5 = Not suitable

Source of information	Who was the site/ publication created by?	Are the aims of the site/publication clear?	Is it clear what sources of information were used to compile the site/publication e.g. research, opinion?	Is the information provided relevant?	Is the information current?	Overall rating

Activity: Young road users

This activity will help students to:

- investigate a road safety issue affecting young road users
- find reliable websites and sources of information about road safety
- present findings in a clear manner.

Resources

- Access to the internet
- Resource sheet: *Five step inquiry process* – one per student
- Resource sheet: *Health inquiry planning template* – one per student

How is it implemented?

1. Use the Resource sheet: *Five step inquiry process* and Resource sheet: *Health inquiry planning template* to guide students through and model an investigation on the following road safety issue.
 - *How can the incidence of road deaths among Western Australia's youth be reduced?*
2. Discuss each stage to ensure students are able to conduct their own inquiry process.
3. Use the processing questions to enable students to reflect on this activity.

Processing questions

- *What did you learn from this inquiry?*
- *How has your study of this issue affected your actions, beliefs, values and attitudes?*
- *What are your options for the future in terms of this issue?*
- *What decision-making and problem-solving strategies may you need to use in the future?*



Five step inquiry process

Topic: Youth road safety

Issue: How can the incidence of road deaths among WA's youth be reduced?

Step 1

Identify the problem or question

Investigate the issue (see above).

- **Identify** what is already known about the issue.
- **Determine** what is necessary to know about the issue and write some focus questions.
- **Brainstorm available sources of information** (i.e. texts, reference material, internet, newspapers, DVD's, health professionals).

Step 2

Hypothesis

Brainstorm possible solutions and answers to the question.

Step 3

Data collection

Gather information about the issue.

Find reliable sources of information

Identify reliable sources of information by asking health professionals, teachers and librarians. Examples of information include: certain internet sites and reference material, library, census and statistics, newspapers, DVDs etc.

Decide what to research

Write focus questions to investigate what research you will conduct. Examples of what the focus questions could include:

- How does this issue affect young people? (i.e. consider physical, social, mental, spiritual, environmental and emotional dimensions of health)
- What is the extent of this problem?
- Where can current Western Australia statistics be accessed?
- What present attempts and initiatives are being employed to reduce this problem in Western Australia?
- What attempts to reduce this problem have been used in other states and countries?

Step 4

Data analysis

Interpret the information gathered to determine the response to the issue. Consider the following questions when you interpret your information.

- What specific actions and strategies are necessary to address this issue?
- What effect might changes have on individuals, groups and communities?
- Who could/would accept control of this responsibility?

Step 5

Conclusion and application

Choose a method of reporting findings from the following three options.

- **Formal report**
Use a formal report format to present your findings and include these key elements:
 - cover page
 - contents page
 - introduction
 - body of text
 - conclusion
 - bibliography
- **Letter**
Communicate your response to the issue in the form of a letter to the local Member of Parliament describing the action you believe should be taken to reduce the road toll among Australia's youth. Make sure you support your suggestions by including a summary of the information found in your research.
- **PowerPoint presentation**
Use a PowerPoint presentation to present findings to a group of local council members. Include a summary of the research information gathered and describe, in detail, the action you believe should be taken to reduce the road toll among Australia's youth.



Health inquiry planning template

Health issue: _____

1. Explain the health issue.

2. What do you think the answer might be?

3. What do you already know about the issue?

4. Describe the type of information you will collect to investigate the issue. Write three focus questions which will help you in your research.

5. List at least three sources you will use to collect information. Describe why you chose this source of information (consider reliability and relevance).

Sources of information

Why did you choose this source of information?

_____	_____
_____	_____
_____	_____
_____	_____



Type of assessment

Inquiry

Students plan, conduct and communicate the findings of a health inquiry.

At the end of this unit you will be required to demonstrate how you work in a small group and apply your knowledge to investigate a road safety issue relevant to young drivers. You will be required to present the work as a plan on a wall chart.

This assessment task is worth 30 marks.

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

Content: Attitudinal and environmental influences over health; Health skills and processes

Context: Road safety.

**Task 1: Investigate a health issue related to road safety and young drivers.
(30 marks)**
What you need to do

Complete Part A, B and C of the assessment task described below.

Part A:**Group planning template**

Working in a small group or pair, use the template provided to prepare a group plan for a health inquiry related to road safety and young driver issues.

10 marks

Part B:**Interpersonal skills checklist**

Demonstrate your interpersonal skills while working in a group.

5 marks

Part C:**Inquiry presentation**

Prepare a wall chart based on the group plan.

15 marks

Part A: Group planning template

- Form pairs or small groups and complete the group planning template as you work through the following.
- Choose from one of these road safety issues relevant to young drivers:
 - the high level of alcohol related driving incidences
 - speed as a major contributor to road crashes
 - fatigue related crashes
 - buying a safer car.



3. Collect and record information about the chosen road safety issue, as follows:
 - brainstorm some possible solutions to the problem
 - consider what you already know about the issue
 - think about the type of information you will need in order to investigate the issue
 - attach an explosion chart, mind map or other tool to list the information you will collect. *(4 marks)*

4. Write three focus questions which will help you in your research. *(3 marks)*

5. List at least three sources you will use to collect information. Describe why you chose these sources. Consider how reliable the source is and how relevant is the information. *(3 marks)*

Part B: Interpersonal skills checklist (5 marks)

1. Work through the questions in Part A to complete the planning template. Your teacher will use a checklist to assess your interpersonal skills in a group situation. The following criteria will be used.
 - active listening during group interactions *(1 mark)*
 - appropriate use of non verbal behaviour e.g. facial expressions and body; language that shows interest; and respect for group members *(1 mark)*
 - respect for others by waiting turn before speaking *(1 mark)*
 - uses questions to better understand or to clarify points and ideas *(1 mark)*
 - contribution to group discussions in a positive manner. *(1 mark)*

Part C: Inquiry presentation (15 marks)

1. Use a wall chart to present a summary of the information you have investigated.

2. Present your work demonstrating the following.
 - an understanding of the health issue by including:
 - key issues *(4 marks)*
 - trends relevant to the issue. *(3 marks)*
 - actions that could be taken to reduce the impact of this issue *(5 marks)*
 - a clear and easy to follow format including appropriate use of health language. *(3 marks)*



Group planning template (10 marks)

Name of group members _____

1. Explain the health issue.

2. What do you think the answer might be?

3. What do you already know about the issue?

4. Think about the type of information you will need to investigate the issue. Attach an explosion chart, mind map or other tool to list the information you will collect.

5. Write three focus questions which will help you in your research. (3 marks)

6. List at least three sources you will use to collect information. Provide a detailed explanation of why you chose this source of information. Consider reliability and relevance when choosing the sources. (3 marks)

Sources of information	Why did you choose this source of information?
------------------------	--

_____	_____
_____	_____
_____	_____

Part A Marking key: Group planning template (10 marks)

Name: _____

Criteria		Marks allocated (circle score)	
Information to be collected [4 marks]	Prediction of possible solutions/answers is: <ul style="list-style-type: none"> realistic. 	1	
	Prior knowledge is: <ul style="list-style-type: none"> clear and relevant to issue. 	1	
	Explosion chart, mind map is: <ul style="list-style-type: none"> detailed; relevant research areas; addresses the key areas satisfactory and generally relevant. 	2 1	
Focus questions [3 marks]	Focus questions for research are: <ul style="list-style-type: none"> relevant, specific and clear; at least three focus questions are provided generally clear; or two focus questions are specific and clear basic, limited; or one focus question is specific and clear. 	3 2 1	
	Sources of information used [3 marks]	Description of three resources is: <ul style="list-style-type: none"> comprehensive; includes a clear explanation of reliability and relevance mostly clear; reasonable explanation of reliability and relevance; or only two resources are explained satisfactory; limited explanation of reliability and relevance; or only one resource explained. 	3 2 1
		Total mark	

Teacher feedback:

Part B Marking key: Interpersonal skills checklist (5 Marks)

Name: _____

Interpersonal skills	Evidence Evidence could include observations of the following:	Rating			
		Never (0 marks)	Sometimes (1/2 mark)	Consistently/always (1 marks)	Total mark
<ul style="list-style-type: none"> • non-verbal and verbal communication skills and strategies for effective relationships • effective communication for better health and wellbeing. 	active listening during group interactions				
	appropriate use of non-verbal behaviour e.g. facial expressions and body language				
	waiting for turn before speaking				
	uses questions to better understand or to clarify points and ideas				
	contributes to group discussions in a positive manner.				
Total mark					/5

Teacher feedback:

Part C Marking key: Inquiry presentation (15 marks)

Name: _____

Criteria		Marks allocated (circle score)
Understanding of health issue (4 marks)	Description of health issue is:	
	• clear and detailed; includes at least two key issues; uses appropriate health language	4
	• satisfactory and clear; includes one key issue; uses appropriate language	3
	• limited; little or no explanation of key issues	2
Understanding of trends (3 marks)	• poor or unclear.	1
	Description of trends is:	
	• clear, accurate and relevant to the issue	3
• clear and mostly accurate	2	
• unclear link between issue and trends.	1	
Suggested actions (5 marks)	Suggested actions are:	
	• comprehensive, detailed and clear; all actions are aimed at reducing this risk factor	5
	• mostly accurate, clear and relevant	4
	• satisfactory and generally relevant	3
• basic, limited or unclear; not relevant.	2	
Presentation (3 marks)	Presentation is:	
	• clear and logical; easy to read	3
	• satisfactory and clear	2
	• difficult to follow.	1
Total mark		/15

Teacher feedback:

Part A	Part B	Part C	Total assessment mark
/10	/5	/15	/30



Type of assessment

Response

Students apply their knowledge and skills in analysing and responding to stimuli or prompts.

At the end of this unit you will be required to demonstrate how you apply your knowledge and skills in analysing and responding to stimuli or prompts relevant to road safety issue and young drivers. You will be required to present the work as a journal.

This assessment task is worth 25 marks.

Outcomes: Outcome 1: Knowledge and Understandings; Outcome 2: Beliefs, attitudes and values; Outcome 3: Self-management and Interpersonal skills

Content: Health concepts; Attitudinal and environmental influences over health; Health skills and processes

Context: Road safety.

Task 2: Using a journal format, observe and record the behaviour of road users and consider your own thoughts, feelings and decisions about being a safer road user.

What you need to do

Complete Part A and B of the assessment task described below.

Part A: Attitudes and behaviours

Use the tasks in your student journal to record your observations of the attitudes and behaviours of road users.

15 marks

Part B: Decision-making

Describe a road safety situation and the decision-making process you took to protect your health.

10 marks

Part A: Attitudes and behaviours (15 marks)

1. Complete all three of the following activities in a journal style:

- Journal activity 1: *Attitude to speed*
- Journal activity 2: *Driver distractions*
- Journal activity 3: *Driver behaviour.*

To complete these three journal activities you will need to travel as a passenger in a motor vehicle and observe other motorists' behaviours.

The activities will encourage you to reflect on your observations and record your own thoughts and feelings about being a safer road user.

Part B: Decision-making (10 marks)

1. Complete Journal activity 4: *Decisions.*

This activity requires you to:

- describe a road safety situation where you took personal responsibility for your health. (e.g. not accepting a lift with a driver who had been drinking alcohol; refusing to get into a car where a seat belt wasn't available for you to use)
- outline the decision-making style and process you used, including options that were available to you, and the positive and negative consequences of each option
- discuss the importance of taking responsibility for your health.



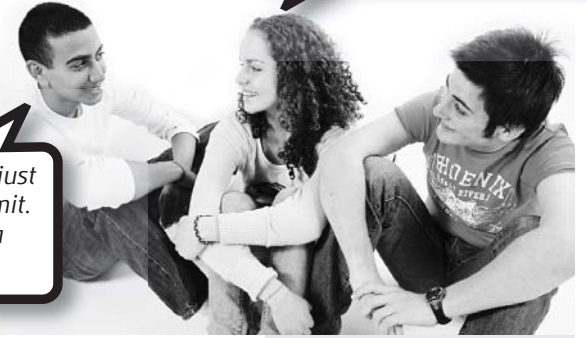
Journal activity 1: Attitude to speed

DID YOU KNOW?

1. Speeding is illegal and is a factor in one in every three road deaths.
2. You're twice as likely to have a serious crash travelling at 65km/h in a 60km/h zone.
3. You're four times as likely to have a serious crash travelling at 70km/h in a 60km/h zone.

Yeh, well that doesn't mean it's OK. Every 5 k's over the speed limit doubles your chances of having a crash.

Mum always sits just over the speed limit. She's never had a crash.



Record your observations

- Are most drivers travelling within the posted speed limit?

- Is there a noticeable change in speed in built up areas or around schools?

- The posted speed limit varies according to type of road and the amount of traffic. Start to notice the speed limits on the roads on which you regularly travel. Can you spot any speed cameras? Are they located in high risk areas such as school areas or pedestrian crossings?

- What features of cars help drivers to control their speed?

- From your observations, are speed cameras effective in slowing down traffic? Why or why not?

- List at least two reasons drivers might give for speeding.

Attitudes towards speeding

In a Queensland survey on attitudes to speeding, **two thirds of participants agreed that exceeding the speed limit is not worth the risk** nor is it okay to exceed the posted limit.

Despite this, **more than half (58.4%) of the participants reported a preference to exceed the 100km/h speed limit**, with one third preferring to do so by 10 to 20 km/h.

(The speed paradox: the misalignment between driver attitudes and speeding behaviour, Judy Fleiter and Dr Barry Watson, Centre for Accident Research and Road Safety – Queensland)



Journal activity 1: Attitude to speed

Drivers' attitudes can affect how safely they drive and interact with other traffic.

Have you considered how you feel about speeding?

Tick ✓ your response to the statements below and give a reason for your response.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
It is okay to break the speed limit when the road is empty.					

Give reasons for your response.

Car advertising and some motoring programs encourage fast, aggressive driving.					
---	--	--	--	--	--

Give reasons for your response.

Most people break the speed limit.					
---	--	--	--	--	--

Give reasons for your response.

It is okay to travel 5km/h above the speed limit.					
--	--	--	--	--	--

Give reasons for your response.

It is important to be able to handle a car well at high speed.					
---	--	--	--	--	--

Give reasons for your response.



Journal activity 1: *Attitude to speed*

Speeding is not just exceeding the posted speed limit. It is also driving within the limit but too fast for the conditions such as in foggy weather or where road works are in progress.

Describe at least two situations you observed, where it was not safe to drive as fast as the speed limit.

Collect at least two articles about road crashes from local or national newspapers. Write a brief report on each of the articles including information about the type of crash, what may have caused the crash, which road users were involved (i.e. cyclists, pedestrians, drivers...) and if exceeding the speed limit or driving too fast for the conditions was a causal factor.

In your opinion, are speed limits necessary? Why/ why not?

What would happen if drivers were allowed to choose their driving speed?



Journal activity 2: *Driver distractions*

DID YOU KNOW?

Recent research suggests that driver distractions contribute significantly to serious road crashes.

Using a hand-held mobile phone, while driving a motor vehicle, has been illegal in Western Australia since 2001. However, it is still legal to use a hands-free mobile.

Although it may seem straight forward, driving is actually a complex task. To anticipate and avoid hazards on the road, drivers must give driving their full attention. However it is very easy for drivers to become distracted.

Distractions can be inside the vehicle (e.g. mobile phones, noisy or drunk passengers, pets, navigation systems, eating or drinking) or outside the vehicle (e.g. road signage or other crashes).

Observations

While you are travelling as a passenger, observe the drivers of other motor vehicles and tally the distracting behaviours in the table. Record any distracting behaviours, not listed in the table, in the blank space.

Distracting behaviour	Tally	Total
Talking on mobile phone		
Talking on phone using a hands-free kit		
Changing the radio or CD		
Reading a road map/directory/paper		
Eating or drinking		
Talking to passengers		

Ask a driver you know to identify things that distract them while driving. Write at least three examples.

- _____
- _____
- _____

In your opinion, what driver distractions are most likely to cause a road crash?

Do you think the public are aware that using a mobile phone while driving is a high risk behaviour? Why or why not?

If you were driving, what things do you think would distract you most?

As a new driver, identify measures that you might take to reduce distractions.



Journal activity 3: Driver behaviour

Drivers need to be careful, alert and considerate as they move and interact with other traffic. But sometimes people's moods and emotions can change the way they behave as a driver.

During your next trip as passenger, observe how your driver and other drivers show courtesy and tolerance. Some examples may include - letting other drivers into traffic queues, leaving a gap when traffic is banked across an intersection, keeping in the left-hand lane to allow traffic to overtake or allowing buses to enter back into the traffic flow.

Also look out for aggressive or intolerant drivers. Decide what these drivers do that puts themselves and other road users at risk.

I got hassled by some guys the other day when I was out doing supervised driving. It was in really busy traffic – I didn't know what to do.



Yeh, you just have to stay in the left lane or turn off the road and have a break. You can't let it stress you or you'll panic and make a mistake.

Describe at least two examples of tolerance and courtesy you observed while travelling as a passenger.

1. _____
2. _____
3. _____

Tick any of the aggressive or intolerant driving behaviours you observed.

- | | | |
|--|---|--|
| <input type="checkbox"/> tailgating or following too close | <input type="checkbox"/> making an insulting gesture | <input type="checkbox"/> yelling or name calling |
| <input type="checkbox"/> going through a red light | <input type="checkbox"/> weaving through the traffic | <input type="checkbox"/> revving the engine |
| <input type="checkbox"/> making an illegal U-turn | <input type="checkbox"/> pushing in ahead of another driver | |

Ask an experienced driver if being tailgated by another motor vehicle has any affect on their driving, how it makes them feel and what they do in that situation to stay calm. Record the driver's responses.

What strategies do you think might help to keep a driver calm in a difficult situation?

Here are some driving slogans to encourage courteous driving. Try writing one of your own.

Drive smart. Put a smile in your heart.

Try life in the left lane. It's slower, safer and smarter.

They made a mistake. Give them a break!

Take things in your stride – enjoy the ride.



Journal activity 4: Decisions

1. Describe a road safety situation where you took personal responsibility for your health (e.g. not accepting a lift with a driver who had been drinking alcohol or refusing to get into a car where a seat belt was not available for your use). **(2 marks)**

2. Outline the decision-making style and process you used in the road safety situation. Be sure to include the options that were available to you and the positive and negative consequences of each option that lead to your decision. **(5 marks)**

3. Discuss the importance of taking responsibility for your health. **(3 marks)**

Part A Marking key: Attitudes and behaviours (15 marks)

Name: _____

Criteria		Marks allocated (circle score)
Journal activity 1: Attitude to speed		
Observations, opinions and understanding facts (6 marks)	Your observations Observations are: <ul style="list-style-type: none"> • clear and detailed; all questions have been answered • generally clear; or questions only partly answered. 	2 1
	Your opinions Reasons for the responses to the values continuum are: <ul style="list-style-type: none"> • well explained, logical and relevant • satisfactory; some explanation has been provided. 	2 1
	Understanding the facts Description of situations are: <ul style="list-style-type: none"> • well explained; realistic; at least two situations are given • generally well explained; or only one situation is given. 	2 1
Report (4 marks)	Report The report includes: <ul style="list-style-type: none"> • a summary of the number of crashes, what road users were involved and how many were speeding • limited details have been included. Opinion on the need for speed limits is: <ul style="list-style-type: none"> • clear; reasons are well explained • generally clear; reasons are provided. 	2 1 2 1
Journal activity 2: Driver distractions		
Observations and opinions (3 marks)	Your observations Observations are: <ul style="list-style-type: none"> • recorded clearly. 	1
	Your attitudes and behaviours Responses to all questions are: <ul style="list-style-type: none"> • detailed and realistic • satisfactory; only two or three questions were answered. 	2 1
Journal activity 3: Driver behaviour		
Understanding facts (2 marks)	Understanding the facts Responses to all questions are: <ul style="list-style-type: none"> • well explained and realistic • generally well explained; or only two or three questions were answered. 	2 1
Total mark		/15

Part B Marking key: Decision-making (10 marks)

Name: _____

Criteria	Marks allocated (circle score)
Journal activity 4: Decisions	
Description of situation is: <ul style="list-style-type: none"> • clear and detailed; realistic • generally clear. 	2 1
The description of the decision-making process is: <ul style="list-style-type: none"> • clear, detailed and relevant • satisfactory and clear. 	2 1
Explanation of decision-making process includes: <ul style="list-style-type: none"> • detailed explanation of two or more options; realistic consequences (positive and negative) of each option are clear • clear explanation of two or more options; consequences of each option are clear • satisfactory explanation; options are discussed; limited details are given on consequences. 	3 2 1
Discussion on the importance of taking personal responsibility for health is: <ul style="list-style-type: none"> • comprehensive, detailed and clear; relevant to the issue • generally well explained and clear • satisfactory and mostly clear. 	3 2 1
Total mark	/10

Teacher feedback:

Part A	Part B	Total assessment mark
/15	/10	/25

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