UNIT 1
BECOMING A DRIVER
UNIT 1 BECOMING A DRIVER

WA CURRICULUM YEAR 10 SYLLABUS

Activities in Unit 1 support student achievement of knowledge, understandings and skills from the Personal, Social and Community Health strand in the WA Curriculum Health and Physical Education Year 10 Syllabus, and the Humanities and Social Science Year 10 Syllabus (refer below and page 9).

WA Curriculum Health and Physical Education Year 10 Syllabus content relevant to Unit 1.

Being healthy, safe and active
The impact of societal and cultural influences on personal identity and health behaviour (ACPPS089), such as:
• Consequences associated with safe and unsafe road use situations.
• Penalties associated with non-compliance of road rules and unsafe road use behaviour.

Communicating and interacting for health and wellbeing
Critical health literacy skills and strategies (ACPPS095), such as:
• Examining and understanding the WA Graduated Driver Training and Licensing system.
• Learning the road rules in preparation for the Learner’s Permit Test.

Contributing to healthy and active communities
Social, economic and environmental factors that influence health (ACPPS098), such as:
• Having a driver’s licence and the responsibilities associated with this.
• One’s beliefs and intentions about future driving behaviour.

General Capabilities relevant to Unit 1
Activities in Unit 1 that support student achievement of the General Capabilities are identified with these symbols in the Unit 1 Index. A description of each capability is available on page 10.

For more information about the WA Curriculum refer to k10outline.scsa.wa.edu.au
**UNIT 1 INDEX**

The content and activities in this unit focus on:
- Licensing system
- Road rules and penalties
- Consequences of risk-taking
- Making informed decisions
- Positive road safety attitudes

Support activities
(special educational needs)

<table>
<thead>
<tr>
<th>TIME</th>
<th>PAGE</th>
<th>ACTIVITY</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 30 mins | 33  | 1.1 What do I think? | ACTIVITY SHEET 1.1 What do I think?  
Behind the wheel Task 1 |
|       |      | Students' understandings and attitudes about road safety.  
STRATEGY - Circle talk | ACTIVITY SHEET 1.1 My attitude Behind the wheel  |
| 40 mins | 37  | 1.2 Graduated Driver Training and Licensing System | Set of L plates and P plates  
Drive Safe handbook - online access  
Let's practise booklet - class set (optional)  
ACTIVITY SHEET 1.2 Licensing Steps  
ACTIVITY SHEET 1.2 Graduated Driver Training and Licensing System  
ACTIVITY SHEET 1.2 How to get a driver’s licence in WA  
FACT SHEET 1.2 The WA Licensing System |
|       |      | Steps and conditions of the WA licensing system.  
STRATEGY - Rip and review; Brainstorm |  |
| 20 mins | 44  | 1.3 Road user responsibilities | ACTIVITY SHEET 1.3 Road user responsibilities  
Behind the wheel Task 2 (at home or in class) |
|       |      | Having a driver’s licence is a privilege not a right and comes with responsibilities.  
STRATEGIES - Rip and review; Brainstorm |  |
| 15 mins | 47  | 1.4 Responsibilities and consequences | A3 paper  
ACTIVITY SHEET 1.4 Grouping consequences  
ACTIVITY SHEET 1.4 Consequences  
ACTIVITY SHEET 1.4 Impact cards (optional)  
ACTIVITY SHEET 1.4 Storyboard  

drive safe handbook - online access  
Internet access |  |
|       |      | Road crash consequences that resonate strongly with young people.  
STRATEGY - T chart |  |
| 10 mins each | 57  | 1.5 Learning the road rules | Drive Safe handbook - online access  
Internet access  
ACTIVITY SHEET 1.5 Road map (and toy cars)  
ACTIVITY SHEET 1.5 Cryptic signs (optional)  
ACTIVITY SHEET 1.5 Intersection questions (optional)  
ACTIVITY SHEET 1.5 Intersection answers (optional)  
ACTIVITY SHEET 1.5 Turning questions (optional)  
ACTIVITY SHEET 1.5 Turning answers (optional)  
ACTIVITY SHEET 1.5 Overtaking (optional)  
ACTIVITY SHEET 1.5 Road signs (optional)  
ACTIVITY SHEET 1.5 Road sign explanations (optional)  
Behind the wheel quiz (choose one) |
|       |      | Road rules in the Learner’s Permit.  
STRATEGY - jigsaw |  |
<table>
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<tr>
<th>Task</th>
<th>Description</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6 Licensing questions</td>
<td>Steps and conditions of the driver licensing system.</td>
<td>ACTIVITY SHEET 1.6 Licensing questions</td>
</tr>
<tr>
<td>1.7 Advantages and disadvantages of getting a driver’s licence</td>
<td>Factors influencing a person’s decision to get a licence.</td>
<td>ACTIVITY SHEET 1.7 Advantages and disadvantages of getting a driver’s licence&lt;br&gt;Keys for Life DVD - Reality Bites (film clip)</td>
</tr>
<tr>
<td>1.8 What’s the law?</td>
<td>Road rules in the Learner’s Permit.</td>
<td>ACTIVITY SHEET 1.8 What’s the law?&lt;br&gt;STRATEGY SHEET 4 Values continuum</td>
</tr>
<tr>
<td>1.9 Getting a moped or motorcycle licence</td>
<td>Steps and conditions for getting a moped and motorcycle licence.</td>
<td>ACTIVITY SHEET 1.9 Moped or motorcycle BINGO</td>
</tr>
<tr>
<td>1.10 Young driver attitudes and influences</td>
<td>Influences that can affect a driver.</td>
<td>Internet access&lt;br&gt;Dice&lt;br&gt;Song lyrics and recordings to Untitled (by Simple Plan) or Last Kiss (by Pearl Jam) or similar&lt;br&gt;ACTIVITY SHEET 1.10 What influences the way young people drive?</td>
</tr>
<tr>
<td>Assessment Task 1</td>
<td>Students plan and conduct interviews with people about the licensing system and restrictions for young drivers.</td>
<td>ASSESSMENT SHEET 1 Young drivers&lt;br&gt;ASSESSMENT SHEET 1 Interview planning&lt;br&gt;MARKING KEY 1 Interviews</td>
</tr>
</tbody>
</table>
Graduated Driver Training and Licensing System

The Graduated Driver Training and Licensing System (licensing system) was developed to ensure that learner drivers get a wide range of supervised driving experience over a longer period of time and before driving solo. The licensing system is based on research that shows the longer the period of supervised learning, the safer the driver. In Western Australia learner drivers are legally required to undertake and record 50 hours of supervised driving, however, it is important that they gain as much supervised driving experience as possible in different road, weather and traffic conditions.

Keys for Life is a pre-driver education program that can be delivered before or while a young person completes the WA licensing system which comprises the following six steps.

1. Learner’s Permit (L plates)
2. Learn to drive (Log Book)
3. Practical Driving Assessment (PDA)
4. Gain driving experience (Log Book)
5. Hazard Perception Test (HPT)
6. Provisional licence (P plates)

Full Licence

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### GETTING A LICENCE IN WA

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

The Learner’s Permit Test (Test) includes a 30-question theory test. A minimum of 24 questions must be answered correctly to pass. The Test can be undertaken by eligible students at school, at the conclusion of the Keys for Life program, and under strict supervision by the Keys for Life teacher. In line with Department of Transport and SDERA guidelines for the Keys for Life program, students that are eligible to undertake the Test at school are those that: have participated in at least 80% of the Keys for Life lessons; have completed their Behind the wheel student journal; and are at least 15 years of age on the day the Test is conducted at school.

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

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

Students who pass the Test at school will be issued with a Keys for Life Certificate that should be presented at a Transport DVS Centre, regional office or DVS agent when applying for a Learner’s Permit at the age of 16 years (or older). Transport staff will authorise exemptions and licensing benefits associated with the Certificate. Refer to page 15 for a list of exemptions and benefits.

After paying the Learner’s Permit application fee and fulfilling all of the other requirements for the Learner’s Permit, the student will be issued with a Learner’s Permit card, L plates and a Log Book.

Log Book

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

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

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

Practical Driving Assessment

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

The book How to pass your driving assessment provides information about how to prepare for the PDA and is available at www.transport.wa.gov.au/licensing/step-3-pass-practical-assessment.asp. PDA bookings can be made in person at a DVS Centre, online at www.transport.wa.gov.au/licensing/step-3-pass-practical-assessment.asp, or by phoning the Department of Transport on 13 11 56.

The PDA takes around 45 minutes and has five sections. In three of the sections, the learner driver will be asked to follow directions. In two of the sections, the learner driver will be asked to perform set exercises. During each section the learner driver will receive a score which will determine whether they pass or fail. The assessor will look at how well the learner driver operates and guides the vehicle, puts road rules into practice, fits in with other traffic, and observes and responds to hazards.
The learner driver will be assessed on these aspects of driving:

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

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

**Hazard Perception Test**

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

Some communities in Western Australia do not have Hazard Perception Test (HPT) facilities so an exemption may be granted by the Department of Transport, where it is proven that the applicant lives outside a radius of more than 100 kilometres from an HPT location. Applicants can apply for an exemption by completing an ‘Exemption from the Hazard Perception Test’ form available at [http://www.transport.wa.gov.au/licensing/step-5-complete-hazard-perception-test.asp](http://www.transport.wa.gov.au/licensing/step-5-complete-hazard-perception-test.asp)

**Supervisor requirements**

A driving supervisor is required to meet the following criteria:

- Has held a driver’s licence continuously for 4 years. This can include two years on a Provisional licence.
- Can teach a learner driver in an automatic or manual vehicle if they hold a manual licence.
- Can only teach a learner in an automatic vehicle if that is the licence they hold.
- Must always be alert and in the front seat of the vehicle when supervising the learner driver’s practice sessions.
- Sign the Log Book and declare it is a true record of the hours completed by the learner driver.

**Moped or motorcycle licence**

At the time of publication the following information was correct. For information about gaining a licence to ride a moped or motorcycle refer to [http://www.transport.wa.gov.au/licensing/licence-to-ride-a-moped-motorcycle.asp](http://www.transport.wa.gov.au/licensing/licence-to-ride-a-moped-motorcycle.asp)

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

Classes of moped and motorcycle licences are summarised as follows:

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

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

- **R licence for a motorcycle exceeding 660cc or 150kw/t**
Road rules, enforcement and penalties

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

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

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


Demerit point system for novice drivers

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

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

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

### Websites

<table>
<thead>
<tr>
<th>URL</th>
<th>Description</th>
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<tbody>
<tr>
<td><a href="https://rsc.wa.gov.au/">https://rsc.wa.gov.au/</a></td>
<td>Road Safety Commission</td>
</tr>
</tbody>
</table>
Activity 1.1 What do I think?

What you will need

- Activity sheet 1.1 What do I think? – photocopy one per student
- Task 1 Keeping an eye on things – Behind the wheel page 13

1. Give each student a copy of What do I think?
2. Explain that the sentences on the sheet require students to identify what they already understand and believe about driving and road user behaviours.
3. Students read each sentence and tick the response on the ‘before’ side of the sheet that best matches their opinion. Remind students that responses are personal and should not be shared with others at this point.
4. Set up a circle talk (refer to page 214 or the Keys for Life DVD) to give students the opportunity to share their responses and listen to others’ opinions.
5. Nominate the number of the sentence to be discussed. Ask students standing in the inside circle to begin. After 30 seconds, signal the students standing in the outside circle to have their turn. Keep the discussion time brief so students stay on task and actively listen.
6. Move the outside circle on one or two places and repeat the procedure until all or most sentences have been discussed.
7. Conclude with the suggested processing questions or by further discussing questions generated during the circle talk.
   - Were your attitudes similar to, or challenged by, your peers?
   - What influences the way we feel about driving and staying safe in traffic? (Family, friends, experiences, media, age, culture).
   - Is it likely that a young person’s attitudes towards driving might change? Why?
   - Did your attitude about road use change after sharing your opinions with others in the class? Why?
8. Collect the activity sheets. Students can complete the ‘after’ column once they have participated in this unit or other units in the resource. This will give students the opportunity to compare their responses, talk about any changes to their attitudes and identify why they may have changed.
9. Introduce the on-road tasks in Behind the wheel. Ask students to complete Task 1 at home.
My attitude

Activity sheet 1.1 My attitude – photocopy one per student

1. Give each student a copy of My attitude.

2. Select some of the statements from What do I think? Keep a record of the statements selected so these can be revisited at the end of this unit or other units to compare any changes in students’ attitudes.

3. Explain that students are to listen to each statement and circle or tick the box that best matches their attitude.

4. Sharing of responses could be conducted using a circle talk (refer to page 214 or the Keys for Life DVD) as described in Step 4 of the previous activity.
### What Do I Think?

Everyone has different opinions about driving and road safety. Read each sentence and tick (✔) the box that best matches your opinion.

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

1. Drivers like my parents are more likely to have a road crash than a young person.
2. Female drivers have more road crashes than male drivers.
3. There are more road crashes in the country than the city.
4. I’m less likely to be injured if I wear a seat belt.
5. It’s okay to drink alcohol and drive.
6. It’s okay to use drugs and drive.
7. It’s safe to sit in the back of a car without a seat belt.
8. It’s okay to speed if there’s no other traffic around.
9. It’s safe to travel with a driver who has had two full mid-strength beers.
10. It’s important to tell the driver if I feel they are driving unsafely.
11. If I do 50 hours of supervised driving practice I will be a safe driver.
12. Random breath and drug testing stops people from driving under the influence.
13. I am only responsible for my own safety on the roads.
14. Drivers need to stop and have a break every two hours.
15. Speeding causes crashes.
16. The more driving practice I do when I’m on my L plates the safer I’ll be when I get my licence.
17. Speeding is okay on freeways and country roads.
18. You don’t need to wear a seat belt if you are driving in off-road areas.
19. Most crashes happen because drivers make mistakes.
20. I only need to wear a seat belt on long trips in the car.
21. Winding down the window or playing loud music will help a driver stay awake.
Listen to the statement your teacher reads to you.
Draw a circle around the face that ‘best fits’ how you feel about each statement.

<table>
<thead>
<tr>
<th>I agree</th>
<th>I don’t know</th>
<th>I disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Thumb Up" /></td>
<td><img src="image2" alt="Neutral" /></td>
<td><img src="image3" alt="Thumb Down" /></td>
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<tr>
<td><img src="image4" alt="Thumb Up" /></td>
<td><img src="image5" alt="Neutral" /></td>
<td><img src="image6" alt="Thumb Down" /></td>
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<td><img src="image7" alt="Thumb Up" /></td>
<td><img src="image8" alt="Neutral" /></td>
<td><img src="image9" alt="Thumb Down" /></td>
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<td><img src="image10" alt="Thumb Up" /></td>
<td><img src="image11" alt="Neutral" /></td>
<td><img src="image12" alt="Thumb Down" /></td>
</tr>
<tr>
<td><img src="image13" alt="Thumb Up" /></td>
<td><img src="image14" alt="Neutral" /></td>
<td><img src="image15" alt="Thumb Down" /></td>
</tr>
<tr>
<td><img src="image16" alt="Thumb Up" /></td>
<td><img src="image17" alt="Neutral" /></td>
<td><img src="image18" alt="Thumb Down" /></td>
</tr>
<tr>
<td><img src="image19" alt="Thumb Up" /></td>
<td><img src="image20" alt="Neutral" /></td>
<td><img src="image21" alt="Thumb Down" /></td>
</tr>
<tr>
<td><img src="image22" alt="Thumb Up" /></td>
<td><img src="image23" alt="Neutral" /></td>
<td><img src="image24" alt="Thumb Down" /></td>
</tr>
<tr>
<td><img src="image25" alt="Thumb Up" /></td>
<td><img src="image26" alt="Neutral" /></td>
<td><img src="image27" alt="Thumb Down" /></td>
</tr>
<tr>
<td><img src="image28" alt="Thumb Up" /></td>
<td><img src="image29" alt="Neutral" /></td>
<td><img src="image30" alt="Thumb Down" /></td>
</tr>
</tbody>
</table>
# Activity 1.2 Graduated Driver Training and Licensing System

## What You Will Need

- Activity sheet 1.2 Licensing steps – photocopy to A3 size and cut out cards
- Activity sheet 1.2 Graduated Driver Training and Licensing System – photocopy to A3 size and cut out cards
- L plate, red P plate and green P plate – one set
- Drive Safe handbook – one copy for reference
- Fact sheet 1.2 The WA Licensing System – photocopy one per student or refer to the Let’s practise booklet

1. Explain that the WA licensing system (also known as the Graduated Driver Training and Licensing System or GDT&L) is a graduated system that begins with theory such as learning the road rules and proceeds through supervised driving practice to independent driving.

Highlight to students that by participating in a Keys for Life pre-driver education program at school, they may be offered the opportunity to sit the Learner’s Permit Test which, if passed, will commence their entry into the licensing system.

2. Ask students to share their experiences and knowledge of the licensing system before conducting one or all of the activities described.

3. Place Licensing steps cards in a line across the floor (ie Step 1, Step 2, Step 3, Step 4, Step 5 and Step 6).


5. Explain that each of the cards describes a prerequisite (eg age, passing of a test) or condition attached to the steps of the licensing system (eg drive with L plates or 0.00% BAC – blood alcohol concentration).

6. Have students decide where their card, L plate or P plate fits within the licensing system and place it under the corresponding step. Remind students that each step has conditions. Encourage students to guess or ask another student for help if they don’t know.
7. When all cards have been placed, give students a copy of *Getting a driver’s licence* fact sheet or refer to relevant pages in the *Let’s practise* booklet. Discuss the prerequisites and conditions of each step of the licensing system.

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

9. Encourage students to discuss the licensing system with their families using Fact sheet 1.2 *The WA Licensing System* fact sheet.

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**How to get a driver’s licence**

- Activity sheet 1.2 *How to get a driver’s licence in WA* – photocopy to A3 size and cut into cards

1. Read aloud each of the statements and clarify these if required.

2. Have students discuss and place cards in order. The correct order is described at the top of the activity sheet or refer to Fact Sheet 1.2 on page 43.

3. Correct the order if the cards were placed incorrectly and discuss any of the licensing requirements that students do not understand.

4. Use the processing questions provided in the previous activity.
Activity Sheet 1.2
Licensing Steps

Step 1: Learner's Permit (L plates)

Step 2: Learn to drive (Log Book)

Step 3: Practical Driving Assessment (PDA)

Step 4: Gain driving experience (Log Book)

Step 5: Hazard Perception Test (HPT)

Step 6: Provisional Licence (P plates)
## Activity Sheet 1.2

**Graduated Driver Training and Licensing System**

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

Demerit point system

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

Display L plates on the front and back of your car

Travel at posted speed up to 100 km/h

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

17 years (minimum age)

Display L plates on the front and back of your car

16 ½ years (minimum age)

Gain as much driving experience as possible, in different conditions

Travel at posted speed up to 100 km/h (on freeway if competent)
Activity Sheet 1.2

How to Get a Driver’s Licence in WA

1. Sit the Learner’s Permit (road rules) test. If you pass you get your 50 hour Log Book and Learner’s Permit card. You must be at least 16 years of age.

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

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

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

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

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

7. Display your green P plates for 18 months.

8. After 2 years on P plates you move onto a full driver’s licence.

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

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

Correct Order:

1 2 3 4 5 6 7 8 9 10
The WA Licensing System

<table>
<thead>
<tr>
<th>STEP 1</th>
<th>STEP 2</th>
<th>STEP 3</th>
<th>STEP 4</th>
<th>STEP 5</th>
<th>STEP 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner’s Permit (L plates)</td>
<td>Learn to drive (Log Book)</td>
<td>Practical Driving Test (PDA)</td>
<td>Gain driving experience (Log Book)</td>
<td>Hazard Perception Test (HPT)</td>
<td>Provisional Licence (P plates)</td>
</tr>
<tr>
<td>16 years of age (minimum age)</td>
<td>Undertake driving lessons with a supervisor (and where possible, a professional driving instructor). Display L plates and carry the Learner’s Permit card at all times when driving. Progress at a rate suitable to the learner driver’s skills and knowledge. Complete and record a minimum of 25 hours of supervised driving lessons in the the 50-hour Log Book. Record any driving lesson of 10 minutes duration or longer in the Log Book. Drive at or below the posted speed limit. When ready, learn to drive on a freeway, at or below 100km/h, even when the posted limit is 110km/h. Do not drive in Kings Park. Always drive with a 0.00 Blood Alcohol Concentration (0.00% BAC). Demerits points apply.</td>
<td>16 years and 6 months of age (minimum age) Present the Log Book with a completed record of the first 25 hours of supervised driving. Book and sit the Practical Driving Assessment at the DVS Centre, regional office or DVS agent.</td>
<td>Drive with a supervisor in different conditions for at least six months, and record an additional 25 hours of supervised driving in the 50-hour Log Book. Display L plates and carry the Learner’s Permit card at all times when driving. Record any driving session of 10 minutes duration or longer in the Log Book. Drive at or below the posted speed limit. When driving on freeways or open roads drive at, or below, 100km/h even when the posted limit is 110km/h. Do not drive in Kings Park. Always drive with a 0.00 Blood Alcohol Concentration (0.00% BAC). Demerits points apply.</td>
<td>17 years of age (minimum age) Ensure six months has lapsed since passing the Practical Driving Assessment. Present the completed 50 hour Log book. Sit and pay for the Hazard Perception Test.</td>
<td>A Provisional driver’s licence will be issued at a minimum age of 17 years. Drive unsupervised as a Provisional driver, displaying red P plates for the first 6 months followed by green P plates for the final 18 months. (A full licence can be issued at a minimum age of 19 years.) Drive at, or below, the posted speed limit and to the prevailing conditions. Always drive with a 0.00 Blood Alcohol Concentration (0.00% BAC). Demerits points apply. Do not drive between midnight and 5am while on red P plates, unless an exemption has been granted.</td>
</tr>
</tbody>
</table>

Keys for Life is a pre-driver education program for young people and their parents that aims to develop positive attitudes towards driving.
Activity 1.3 Road User Responsibilities

**What You Will Need**

- Activity sheet 1.3 Road user responsibilities – photocopy one per student or an A4 sheet of paper per student
- Task 2 Spot the errors – Behind the wheel page 15

1. Give each student a copy of Road user responsibilities.

2. Write the terms ‘rights’, ‘privileges’ and ‘responsibilities’ on the board.

3. Discuss with students what these terms might mean. Reach a common understanding as a group. For example:
   - Right – having a just claim or title to something (eg voting at the age of 18, access to medical care or challenging a driving ticket)
   - Privilege – a special right enjoyed by a person that is given or earned (eg travelling overseas or a driver’s licence)
   - Responsibility – a particular load of care placed on someone who is responsible (ie a teacher has a duty of care for their students or a driver is responsible for ensuring that all passengers are restrained).

4. Discuss with students if ‘having a licence and being able to drive’ would be a right or privilege. Ask students to explain and justify their responses.

5. Place students in groups of four.

6. Explain how students are to complete a rip and review (refer to page 216 or the Keys for Life DVD) using the questions on the sheet. Alternatively students can fold an A4 sheet of paper into quarters and write a question in each section of the sheet.

7. Allow enough time for students to read the responses and present a summary to their group.

1. What are your responsibilities as a passenger?

2. What are your responsibilities as a learner driver?

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

4. What are your responsibilities as a driver on a full licence?
8. Ask students to complete the following sentences then share their responses with a partner or the class.
   • A driver should have their licence cancelled when…
   • Getting a licence is the same as entering a contract and means…
   • Young drivers view a licence as a … because …

9. Conclude with the following processing questions or by further discussing questions generated during the activity.
   • The community believes that all road users have a responsibility for their own safety and the safety of others. Do you think that all young people believe this too? Why?
   • In some countries a driver’s licence can only be obtained after paying thousands of dollars and adhering to a range of conditions such as only being able to practise with a registered driving teacher. Would this type of system be acceptable in Western Australia? Would it change drivers’ attitudes to safe driving?
   • Some drivers believe it is their right to intimidate other drivers. The media refers to this as ‘road rage’. Why do some drivers act in this way?
   • If you were a learner driver and another driver acted aggressively towards you while driving, how would you feel?
   • What would you do to make sure the incident didn’t put you and other road users at risk? (Stay calm; pull over and allow the other driver to continue; if being physically threatened, stay in the car and call the police; if possible, record the other driver’s registration and vehicle details and report this to the police.)
   • What actions could you take to avoid aggressive drivers?
   • What actions could you take to become a tolerant and calm driver?
   • How can you control your own anger when faced with an annoying situation?
   • Is aggressive or abusive behaviour acceptable in any situation? Why?

10. Read through Task 2 Spot the errors in Behind the wheel and clarify any questions.

Extension

- A4 paper – one sheet per student

1. As a class, brainstorm (refer to page 214 or the Keys for Life DVD) characteristics of aggressive drivers and tolerant drivers.

2. Students fold a sheet in half and develop a profile (or draw a picture) of an aggressive young driver on the top half, and a tolerant young driver at the bottom, emphasising the characteristics that could potentially make them more likely, and less likely, to be involved in a crash (eg angry, intolerant, rude, reckless, calm, tolerant, courteous, easy going).

3. Share and discuss the pictures and conclude with students developing a profile (or picture) of themselves as a driver.
1. What are your responsibilities as a passenger?  

2. What are your responsibilities as a learner driver?  

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

4. What are your responsibilities as a driver on a full licence?
## Activity 1.4
### Responsibilities and Consequences

**WHAT YOU WILL NEED**
- A3 paper – one sheet per group
- Activity sheet 1.4 *Grouping consequences* – A3 photocopy per group
- Activity sheet 1.4 *Consequences* – photocopy and cut out one set of cards per group

1. Groups draw and label a **T chart** (refer to page 217 or the *Keys for Life* DVD) on a sheet of A3 paper with the headings shown below.

2. Ask students to write a list of driver responsibilities in the corresponding column of the T chart. Some examples have been provided.

3. Students then discuss the possible consequences of not being responsible as a driver and write these in the corresponding column. Some examples have been provided.

<table>
<thead>
<tr>
<th>Driver responsibilities</th>
<th>Consequences of not being responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>• learn and practise safe driving habits (eg travel at posted speed limit, wear a restraint)</td>
<td>• loss of licence</td>
</tr>
<tr>
<td>• legally obtain a driver’s licence (eg pass all required tests and requirements)</td>
<td>• demerit points and fines</td>
</tr>
<tr>
<td>• obey the law (eg follow road rules and signs, don’t drink and drive)</td>
<td>• injuring self and others</td>
</tr>
<tr>
<td>• avoid conflicts (eg show courtesy and ‘forgive’ other road users’ errors)</td>
<td>• criminal record</td>
</tr>
<tr>
<td>• protect passengers and other road users (eg make sure all vehicle occupants are wearing a seat belt)</td>
<td>• jail sentence</td>
</tr>
</tbody>
</table>

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

These consequences may be relevant to not only the drivers or passengers in the vehicles but also to those who either witness or attend the crash, and those related to each of the vehicle occupants.
Give each group a set of cards from Consequences and an A3 copy of Grouping consequences.

Ask groups to read through the consequence cards and sort these into the groups listed on the A3 sheet.

Discuss where groups placed the cards and the reasons behind their placements.

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

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

1. Suggest to students that everyone responds differently when having to deal with the consequence of their actions and that some of these may have a great impact or little impact on the person.

2. Ask a student from each group to deal out the consequences cards and set out a continuum by placing the ‘greatest impact’ card at one side of the desk and the ‘least impact’ card at the other.

3. Read aloud the following scenario for students to consider.

   You are a newly licensed driver and have been involved in a crash. The crash was your fault as you had been speeding and overtaking another vehicle when it wasn’t safe to do so.

4. Ask students to take turns to place and justify the positioning of their consequence cards along the continuum. For example, ‘If someone was rejected by their mates they might get angry and start doing other risky things so I think that would have a great impact.’ The group should not question each student’s card placement at this stage.

5. Once all of the cards have been placed, ask students to discuss the placements and decide as a group, if any of the cards should be moved along the continuum in either direction.

6. Groups should then look at the cards to see if any particular group of consequences was ranked higher (ie social, emotional, physical, legal or financial) and discuss why.
Crash consequences

1. Explain the pictorial representations of the five groups of consequences – social, emotional, physical, legal and financial – shown on Grouping consequences, page 51.

2. Give students the following scenario to consider or show the storyboard pictures on Storyboard (page 56).

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

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

3. Ask students to think about this scenario and either draw or write one or two consequences for each of the groups shown on the cards.

4. Discuss students’ responses then talk about what a driver in this situation could have done to make sure the crash didn’t happen.
When a crash happens there are always consequences for not only the driver and passengers but also others such as the ambulance officers, witnesses, police officers, tow truck drivers, your family and friends.
### Activity Sheet 1.4

**Consequences**

<table>
<thead>
<tr>
<th>You lose your driver’s licence for 6 years.</th>
<th>You have nightmares and can’t stop thinking about the crash.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You get a traffic conviction.</td>
<td>You have to ask your parents to pick your girlfriend or boyfriend up when you want to go out on a date.</td>
</tr>
<tr>
<td>You have to go to court.</td>
<td>You have some bad scars on your face.</td>
</tr>
<tr>
<td>You lose your independence and have to rely on others to give you a lift or catch the bus.</td>
<td>You have to pay a lawyer to represent you in court.</td>
</tr>
<tr>
<td>Your get rejected by your family.</td>
<td>You love going to the beach but the scars on your legs are horrible.</td>
</tr>
<tr>
<td>You seriously injure yourself.</td>
<td>You can’t deal with the crash and binge drink all the time.</td>
</tr>
</tbody>
</table>
A friend or family member has a spinal injury and can no longer walk.

You inject a friend or family member.

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

You critically injure someone you know.

Your long-time boyfriend or girlfriend drops you.

You get convicted and are sent to jail.

All of your personal goals can no longer be reached.

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

You can no longer play the sport you love.

You lose your job.

You have to catch public transport.

Your car is a write-off and it won’t get replaced because you were drunk when the crash happened and your insurance won’t cover you.
**ACTIVITY SHEET 1.4**

**CONSEQUENCES**

<table>
<thead>
<tr>
<th>You have critically injured a friend or family member.</th>
<th>Your footy team decides that you have broken their Code of Conduct and refuse your membership.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to your traffic conviction you are not able to travel overseas to some countries.</td>
<td>You critically injure someone you know.</td>
</tr>
<tr>
<td>You have injured your spine and will never walk again.</td>
<td>You get convicted and are sent to gaol.</td>
</tr>
<tr>
<td>Your vehicle insurance premium has increased.</td>
<td>Your mates don’t want you in their group anymore.</td>
</tr>
<tr>
<td>You live in a small country town and most people have stopped speaking to you.</td>
<td>You lose your job.</td>
</tr>
<tr>
<td>You will always walk with a limp and won’t be able to become a professional sportsperson as you planned.</td>
<td>Your car has been confiscated.</td>
</tr>
</tbody>
</table>
Activity Sheet 1.4
Impact Cards

Greatest Impact

Least Impact
ACTIVITY 1.5
LEARNING THE ROAD RULES

WHAT YOU WILL NEED

- Drive Safe handbook – one per student from a Transport DVS Centre, Transport regional office or DVS agent or alternatively access at www.transport.wa.gov.au/licensing/learner-activities-and-resources.asp
- Activity sheet 1.5 Road map – photocopy one per group
- Toy cars – two or three per group
- Behind the wheel – one per student

The Drive Safe handbook is available for all Western Australian road users from the Department of Transport, Driver and Vehicle Services Centres or agents in WA.

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

All young people participating in Keys for Life will need access to a Drive Safe handbook. It can be downloaded or viewed on the Department of Transport website www.transport.wa.gov.au. Students can also practise the Learner’s Permit Test and Hazard Perception Test on this website.

1. Explain that the Learner’s Permit Test is based on information and road rules described in the Drive Safe handbook. The rules and regulations are those effective at the time of printing. It is not a legal document as not all traffic regulations are included.

2. Use a jigsaw (refer to page 215 or the Keys for Life DVD) to help students become familiar with the road rules.

3. Form small groups and allocate a section of the Drive Safe handbook to each group.

4. Explain that groups are to become an ‘expert’ on their section as they will be sharing their knowledge with students in the other groups.

5. Allow enough time for groups to investigate their section and feel confident to share.

6. Move students into new groups where an ‘expert’ for each section is present.

7. Each student then presents their section to the other group members. Where vehicle movement needs to be demonstrated, students can use the road map and either the cut out car shapes or, if available, use toy cars.
8. Conclude with the following processing questions or by further discussing questions generated during the activity.

- What are some ways that might help you learn the road rules for the Learner's Permit Test? (Complete the practice tests at the Department of Transport website http://www.transport.wa.gov.au/licensing/learner-activities-and-resources.asp. Refer to online road rule driving animations at the RAC website http://rac.com.au/news-community/community-education/learn-to-drive/driving-animations#. As a passenger watch how drivers follow and comply with the road rules.
- Why should you make sure that you are really ready to sit the Learner's Permit Test? (Sitting the test involves a cost that needs to be paid each time the test is attempted.)
- What rules do you see commonly being ignored or broken on the road?
- How would those drivers try to justify breaking the rules?
- What could be the outcomes of breaking the road rules?

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

OTHER ROAD RULES ACTIVITIES

CRYPTIC SIGNS

WHAT YOU WILL NEED

- Activity sheet 1.5 Cryptic signs – photocopy one per student
- Drive Safe handbook – one per student

1. Distribute copies of Cryptic signs then ask students to identify the sign described using the clues.


Extension

- Drive Safe handbook – one per student

1. Suggest students refer to the Drive Safe handbook, select a sign then write a cryptic clue to give to the class to solve.
**INTERSECTIONS AND TURNING SITUATIONS**

**WHAT YOU WILL NEED**

- Activity sheet 1.5 *Intersection questions* – photocopy and cut out one set per group
- Activity sheet 1.5 *Intersection answers* – photocopy and cut out one set per group
- Activity sheet 1.5 *Turning questions* – photocopy and cut out one set per group
- Activity sheet 1.5 *Turning answers* – photocopy and cut out one set per group
- Activity sheet 1.5 *Road map* – photocopy to A3 size or draw up a road scene on a large sheet of paper that includes intersections

1. Select either the *Intersection* or *Turning* sheets.

2. Divide the class into two groups. Students in Group 1 are each given a question card from the sheet. Students in Group 2 are each given an answer card. Students need to find their matching question or answer card.

3. Discuss each situation as a group. Ask students to demonstrate each situation using toy cars on a drawn road scene or on the A3 road map (refer to page 72).

**TRAFFIC SITUATIONS**

**WHAT YOU WILL NEED**

- Activity sheet 1.5 *Road map* – A3 photocopy or draw up a road scene on a large sheet of paper that includes intersections
- Toy cars – two or three per group

1. This activity is particularly effective for students with low literacy levels and visual learning preferences.

2. Use *Road Map* (refer to page 72) and toy cars to help students visualise and understand a range of road rules described in the *Drive Safe* handbook.

3. Teachers may utilise commercially produced traffic mats or have students design and make their own.
OVERTAKING
WHAT YOU WILL NEED

- Activity sheet 1.5 Overtaking – photocopy one set of cards per group
- Drive Safe handbook – one per group

1. Place students into groups with a set of overtaking cards.

2. Explain that there are five key steps when overtaking another car.

3. Ask each group to cut out the cards and place the steps in order. Alternatively, students can number the cards. The Drive Safe handbook can support students in their decisions.

4. Discuss the steps as a group. The correct order is:
   - Get a good view of the road ahead.
   - Look behind and to the side of you.
   - Signal before you overtake.
   - Keep to the speed limit while overtaking.
   - Move back into line.

ROAD SIGN CONCENTRATION
WHAT YOU WILL NEED

- Activity sheet 1.5 Road signs – photocopy and cut out two sets per group
- Activity sheet 1.5 Road sign explanations – photocopy one set per group

1. Students place all road sign cards face down on the desk. One student starts the game by selecting and turning over a card. If the cards match the student must explain what the sign means. Other group members must agree with the explanation before the student can have another turn. This can also be checked using Road sign explanations.

   If the cards do not match they are replaced on the desk.

2. The game continues with each student having a turn until all the cards have been matched. The winner is the player with the most pairs.
**STUDENT CARS**

**WHAT YOU WILL NEED**

- Set of markers such as witches’ hats, ice cream containers, chairs
- *Drive Safe* handbook – one per pair

1. Place students in pairs. Explain that students are to act as drivers and passengers in recreated traffic situations. The drivers will need to demonstrate safer driving behaviours such as adjusting speed, watching out for other traffic and indicating (refer to the *Drive Safe* handbook for instructions on hand signals) as well as comply with the road rules. Passengers need to move with the driver observing their driving to give feedback at the end of the manoeuvre.

2. Recreate a range of different traffic situations on a large area such as the school oval by marking out lanes and intersections using the markers. Some examples are provided.
   - **Merging** – mark out two lanes of traffic that merge into one. Drivers must move within the lanes, indicating and merging correctly.
   - **Intersections** – mark out a T intersection, four-way intersection or roundabout. Have drivers move through the intersections giving way and indicating appropriately.
   - **Overtaking** – mark out two lanes of traffic. Identify some drivers to travel more slowly than others. Drivers move along the two lanes in opposite directions, overtaking the slower vehicles by identifying a safe time and indicating.

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**ROAD RULE QUizzes**

**WHAT YOU WILL NEED**

- *Behind the wheel* – one per student
- *Drive Safe* handbook – one per student

1. Have students complete the quizzes in *Behind the wheel* (pages 36 to 45) either with a partner or as an at-home task. Remind students that these questions have been taken from the *Drive Safe* handbook.

2. Mark the quizzes and clarify any questions raised by students. Answers are provided on pages 46 to 47 in *Behind the wheel*. 
Activity Sheet 1.5

Road Map

Cut out cars A, B and C (or use toy cars, small matchboxes or similar)
Read the cryptic clues and decide which road sign is described.

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

I am a ___________________________

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

I am a ___________________________

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

I am a ___________________________

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

I am a ___________________________

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

I am a ___________________________

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

I am a ___________________________

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

I am a ___________________________

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

I am a ___________________________

I am white and red and black. The letter before V is on my sign. Check that it is safe and legal to do this turn.

I am a ___________________________
**Activity Sheet 1.5**

**Intersection Questions**

**Intersection question 1**
You’re at an intersection controlled by a GIVE WAY sign. You want to keep travelling straight ahead. Who would you give way to?

**Intersection question 2**
You’re at an intersection controlled by a STOP sign. You notice a white line on the road in front of your car. Where should you stop in relation to this line?

**Intersection question 3**
You’re about to enter a roundabout. Who should you give way to?

**Intersection question 4**
Which car gives way in this situation?
Activity Sheet 1.5
Intersection Questions

Intersection question 5
You’re travelling in the unlabelled car. Who would you give way to at this intersection?

Intersection question 6
The two cars ahead of YOU are in a stationary queue of traffic. Would you move forward across the intersection or remain where you are to allow Car A to turn?

Intersection question 7
You must give way to Car A in this picture? Why?

Intersection question 8
You are travelling in the unlabelled car. Who would you give way to in this situation?
Intersection answer 1
Give way to all traffic travelling along the intersecting road.

Give way to all traffic turning from the intersecting road.

Intersection answer 2
You must stop within one metre of the white line at a STOP sign.

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

Intersection answer 3
You must give way to all traffic travelling on the roundabout to your right.

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

Intersection answer 4
Car A would give way to Car B.

The ‘give way to the right rule’ applies here.
**Activity Sheet 1.5**

**Intersection Answers**

**Intersection answer 5**
At this intersection you would give way to Car A because it is turning from the continuing road. You would also give way to Car B because it is travelling on the continuing road.

**Intersection answer 6**
In built up traffic such as at traffic lights, you should stop before an intersection to allow vehicles such as Car A to turn.

**Intersection answer 7**
You must give way to Car A because it is travelling on the continuing road.

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

**Intersection answer 8**
You would give way to Car A and Car B. They are both travelling on the continuing road.
Activity Sheet 1.5
Turning Questions

Turning question 1
If turning, when should you indicate?

Turning question 2
When turning left, where should you position your car?

Turning question 3
When turning right, where should you position your car?

Turning question 4
When should you not make a U turn?

Turning question 5
You are turning left. What must you always do?

Turning question 6
You are in the process of turning, there are no pedestrian crossings marked and a pedestrian starts to walk across the road. What should you do?
**Activity Sheet 1.5**

**Turning Answers**

**Turning answer 1**
Indicate at least 30 metres, or give sufficient warning to following drivers before turning.

**Turning answer 2**
When turning left, move close to the left of the road.

**Turning answer 3**
When turning right, move as close as possible to the left of the centre of the road.

**Turning answer 4**
You must not make a U turn if:
- there is a NO U TURN sign
- on a freeway
- it is dangerous and will interfere with other traffic
- at traffic lights (unless there is a U TURN PERMITTED sign).

**Turning answer 5**
When turning left you must always:
- signal 30 metres, or give sufficient warning to following drivers, before you turn and move close to the left hand side of the road
- use the lane marked (where marked) for left turns
- look out for cyclists
- give way to pedestrians
- keep close to the left of the road after turning.

**Turning answer 6**
Always give way to pedestrians.
Activity Sheet 1.5

Overtaking

Read each card and order the five overtaking steps correctly.

Signal before you overtake the car ahead.

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

Look behind and to the side of you.

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

Get a good view of the road ahead.

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

Keep to the speed limit.

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

Move back into line.

You must ensure you are safely clear of the vehicle/s you have overtaken and signal your intention to return to the correct side of the road 30 metres before you do so.
Activity sheet 1.5

Road Signs

- Crossing 2 tracks
- School zone
- 40 km/h
- 7:30-9 a.m.
- 2:30-4 p.m.
- School days
- School days
- Speed limit 60 km/h
- Stop sign
- T-intersection
- Two-way traffic
- U-turn
**Activity Sheet 1.5**

**Road Sign Explanations**

<table>
<thead>
<tr>
<th>Sign Description</th>
<th>Action Required</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give way to traffic before driving on.</td>
<td>Stop at this sign. Make sure your vehicle is behind the white line. Do not proceed until it is safe.</td>
<td>This is the maximum speed a vehicle may travel in this area.</td>
</tr>
<tr>
<td>Slow down here and prepare to give way to traffic on the roundabout.</td>
<td>Do not make a U turn.</td>
<td>The traffic is travelling in both directions.</td>
</tr>
<tr>
<td>Do not turn right.</td>
<td>You have to stop and let pedestrians cross the road.</td>
<td>Where two roads intersect and continue.</td>
</tr>
<tr>
<td>You must travel at no more than 40 km/h in this area between 7.30 – 9 am and 2.30 – 4 pm on school days. (These times may differ in some areas of WA.)</td>
<td>The road ahead is going to be winding. Check your speed and be prepared to slow down.</td>
<td>The road ahead is going to get narrower. Slow down and prepare to give way.</td>
</tr>
<tr>
<td>Two roads meet. One continues and one ends.</td>
<td>Slow down because the road ahead is going to curve.</td>
<td>Slow down because there are signals ahead.</td>
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<td>------------------------------------------------</td>
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<tr>
<td>This road can be slippery. Slow down.</td>
<td>Railway crossings can be dangerous especially when there are no flashing lights. Stop and check that it is safe to cross.</td>
<td>There are repairs occurring on the road ahead. Slow down.</td>
</tr>
<tr>
<td>Stop at the railway crossing when the red lights are flashing.</td>
<td>All traffic must travel in the one direction indicated by the sign.</td>
<td>You cannot enter this road.</td>
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</tbody>
</table>