

PRE-DRIVER EDUCATION

SDERA  
EDUCATING FOR SMARTER CHOICES

# Keys for Life



# Lesson 6 Risk reduction part 1

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Lesson 6 is about factors that cause a road crash and young driver risks.

Additional activities and an optional assessment task are available for Lesson 6 at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). This lesson provides opportunities for students to develop personal and social capabilities, build upon their road safety knowledge and skills, and develop a range of strategies to prepare them to make safer decisions as passengers and drivers.

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

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

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












## Mapping to the General Capabilities

The suggested activities in Lesson 6 support student achievement of the following General Capabilities:

### Key

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

## Mapping to the Western Australian Curriculum Year 10 Syllabuses

The suggested activities in Lesson 6 support student achievement of knowledge, attitudes and skills from the following syllabuses:

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

**Sub-strand:** *Being healthy, safe and active*  
The impact of societal and cultural influences on personal identity and health behaviour.

Skills and strategies to manage situations where risk is encouraged by others.

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

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

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

**Sub-strand:** *Communicating and reflecting*  
Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action.

## Teacher's notes

### Risk-taking

Adolescence and early adulthood are times of conflicting emotions where risk-taking can be a way to gain new experiences. Risk-taking while driving, for example speeding, is extremely dangerous and many young people fail to perceive this. Being inexperienced also makes young drivers less able to anticipate hazards and manage the consequences of their risk taking (Palamara, Molnar, Eby, 2013; Palamara, Legge & Stevenson, 2001; Radalj & Sultana, 2009).

There are five major risks associated with road crashes for all drivers, including young drivers. These are sometimes referred to as the 'Big Five' and include speed, alcohol (and

other drugs), fatigue, distractions and non-use of restraints (seat belts). Empirical evidence, research and statistics clearly demonstrate that these five risk factors contribute to the majority of road crashes in Western Australia.

### Alcohol and other drugs

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

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

The blood alcohol concentration or BAC limit for Learner and Provisional drivers in Western Australia is 0.00%. The BAC limit for people on a full driver's licence is 0.05%. Non-compliance with these limits can result in fines, demerit points, loss of licence and imprisonment (Road Safety Commission, 2016).

### Distraction

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

Several studies (Young, Regan & Hammer, 2003), have found that using a hands-free phone while driving is no safer than using a hand-held phone, and that young drivers may be more at risk than the general population due to frequent phone use. It also suggests that both the physical and cognitive distraction caused by using mobile phones while driving can significantly impair a driver's reaction times, decision-making and visual search patterns, and their ability to maintain speed, control and position on the road.

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

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

### Fatigue

Fatigue is a factor in up to 30% of fatal crashes on WA roads, although the exact number of fatigue-related crashes is underestimated due to the difficulty of assessing driver fatigue. Drivers need to be aware that a long period of continuous wakefulness is as much a contributing factor, as the length of the driving task. Driving after being awake for between 17-19 hours produces performance levels similar to having a Blood Alcohol Concentration of 0.05% and the chances of being in a fatigue-related crash doubles after being awake for 17 hours (Road Safety Commission, 2016).

Young people need to be made aware that lifestyle patterns such as staying out late, not having enough sleep and driving late at night contributes to them being over-represented in

fatigue-related crashes. Another important message is that early warning signs of being in a daze and experiencing a feeling of lost time, are a sign to stop driving, and that yawning and blinking are considered late warning signs. Drivers should plan and share the driving on long trips, take regular rest stops every two hours, and avoid driving too far in one day.

### Non-use of restraints

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

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

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

### Other risks for drivers

#### Night and weekend driving

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

#### Driving with passengers including overloading vehicles

The presence of passengers lowers the driver's concentration and takes their attention from the road and what is happening ahead. Young drivers with passengers are slower to detect and act on hazards than more experienced drivers. This decreased hazard detection, in combination with peer pressure and risky driving behaviour, increases the possibility of a crash for young drivers (Road Safety Commission, 2016).

While some passengers, such as family members and small children, can be a positive influence on drivers other passengers will increase the risk of crashing as they can distract drivers and/or encourage them to take risks (Adams & Cercarelli, 2003).

#### Vehicle condition and overloading

Young people need to be made aware that driving safer vehicles with seat belts and vehicle protection devices such as airbags and electronic stability control, has been shown

to lessen the severity of road crash injuries. Worn tyres and suspension, and poor brakes can all contribute to making a vehicle more difficult to control, especially for a new driver. Overloading makes vehicles much more difficult to control (eg when steering and braking) and also more unstable and likely to roll over. Inexperienced drivers will find overloaded vehicles particularly difficult to control.

### Environmental conditions (weather, remote driving, gravel roads)

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

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

### Traffic offences, penalties and laws

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

Full details of traffic laws, offences and penalties are contained in the Road Traffic Code 2000 available at [http://www.slp.wa.gov.au/legislation/statutes.nsf/main\\_mrtitle\\_2007\\_homepage.html](http://www.slp.wa.gov.au/legislation/statutes.nsf/main_mrtitle_2007_homepage.html).

### Information about drugs, their effects and associated risks

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

The *Challenges and Choices* resources are available at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). The Mental Health Commission, the National Drug Research Institute at Curtin University (NDRI) and Drug and Alcohol Research and Training Australia (DARTA) also provide reliable information.

## Activity 6.1 Zero alcohol



### What you will need

- Activity sheet *What is a standard drink?* – photocopy one per student
- Activity sheet *Factors that affect a person's BAC* – photocopy one per student
- Activity sheet *BAC and standard drinks* – photocopy one per student
- Internet access to [www.rsc.wa.gov.au](http://www.rsc.wa.gov.au)
- Task 6 in *Behind the wheel* journal

### Procedure

1. Explain the following facts to students.
  - National Health and Medical Research Council (NHMRC) guidelines recommend that **no alcohol** is the safest option for children and young people under 18 years of age, and to delay the initiation of drinking for as long as possible.
  - Different types of alcoholic drinks have different amounts of alcohol content. By law, the strength of the drink and the number of standard drinks in the container must be written on the bottle or can.
  - A standard drink contains 10 grams of pure alcohol and it is used to help calculate the amount of alcohol in the blood stream or the Blood Alcohol Concentration (BAC). For example, a BAC of 0.05 means that a person has 0.05 grams of alcohol in his/her body for every 100ml of blood.
  - BAC is measured by a breathalyser or by analysing a blood sample. There are many factors that can affect BAC.
  - By law, learner and provisional drivers can only drive with a zero Blood Alcohol Concentration (0.0 BAC).
2. Place students in groups of four. Distribute the activity sheets so that within each group, two students read *What is a standard drink* and two students read *Factors that affect a person's BAC*.
3. Ask students to complete the questions on *BAC and standard drinks*, as a group. Conduct a **head talk** (refer to page 160) to hear students' responses.
4. Students can personally reflect on this activity by completing the following unfinished sentences.
  - *I learnt from the standards drink activity...*
  - *The factors that may affect my BAC level are ... therefore I intend to ...*
  - *I believe that drink driving is ...*



Students can play the online game 'drink driving quiz' from the Road Safety Commission website at [www.rsc.wa.gov.au](http://www.rsc.wa.gov.au)

### For students and parents at home

- Instruct students to complete Task 6 in their *Behind the wheel* journal with a parent/carer.
- Email or distribute a copy of *Factors that affect a person's BAC* to parents/carers.
- Encourage students to attempt an online practice test at [www.transport.wa.gov.au](http://www.transport.wa.gov.au) with a parent or adult at home.



# What is a standard drink?



Any alcoholic drink that contains 10 grams of pure alcohol is called a **standard drink**.

Different types of alcoholic drinks contain different amounts of pure alcohol.

<b>Mid-strength beer</b>	3-4% Alc/Vol	0.8 Standard drink per 285ml
<b>Mid-strength beer</b>	3-4% Alc/Vol	1 Standard drink per 375ml
<b>Wine</b>	10-14% Alc/Vol	1 Standard drink per 100ml
<b>Spirits</b>	37-43% Alc/Vol	1 Standard drink per 30ml
<b>Pre-mixed drinks</b>	5% Alc/Vol	1.5 Standard drink per 375ml
<b>Full strength beer</b>	4-6% Alc/Vol	1 Standard drink per 285ml
<b>Full strength beer</b>	4-6% Alc/Vol	1.5 Standard drink per 375ml

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

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



**These alcoholic drinks all contain MORE than one standard drink.**

One bottle (375 ml) of pre-mixed spirit  
*1.2–1.75 standard drinks*

A stubby (375 ml) of cider  
*1.5 standard drinks*

An average restaurant glass of champagne  
*1.5 standard drinks*

An average restaurant/bar glass of wine  
*1.5–1.75 standard drinks*

Bottle (750mls) of wine  
*7–8.8 standard drinks*

Bottle (700mls) of spirits  
*20–24 standard drinks*

National Health and Medical Research Council (NHMRC) guidelines recommend that not drinking alcohol is the safest option for children and young people under 18 years of age, and to delay the initiation of drinking for as long as possible.

(Source: National Health and Medical Research Council, 2009, *Australian Guidelines to Reduce Health Risks from Drinking Alcohol*. p57, Commonwealth of Australia, Canberra, ACT).



# Factors that affect a person's BAC

- **Whether the person is male or female** – women's bodies have less water and more fatty tissue than men's, so the alcohol in the water in their system is more concentrated. BAC is also likely to be higher just before a woman's menstruation than any other time. Men make more of the protective enzyme that breaks down alcohol before it enters the blood.
- **Metabolic rate** – which is affected by diet, digestion, fitness, emotional state, hormonal cycle.
- **Type of build** – small framed people may have a higher BAC than large framed people who have drunk the same amount.
- **Amount of body fat** – body fat does not absorb alcohol so alcohol is more concentrated in people with a high proportion of body fat.
- **Drinking on an empty stomach** – having food in the stomach slows down the rate at which alcohol passes into the bloodstream.
- **Drinking quickly** – the body can only metabolise one standard drink per hour.
- **Percentage of alcohol in a drink** – the higher the percentage the higher the BAC.
- **The type of alcohol** – fizzy drinks are absorbed more quickly.
- **The container size** – it is the number of standard drinks not the number of glasses that determines BAC. One glass may contain several standard drinks.
- **The time since last drink** – the body can only break down one standard drink per hour so the BAC may still be rising several hours after drinking has stopped because the alcohol takes time to be absorbed.
- **The use of other drugs** – this won't affect BAC but may 'mask' the effect of alcohol. Stimulants such as speed and ecstasy may make a person feel more sober than they really are and cause severe dehydration. Cannabis or other depressants such as analgesics and cold and flu tablets, combined with alcohol, decrease alertness and motor skills more than just consuming alcohol alone. Alcohol combined with some antibiotics may cause headaches, nausea and flushing and reduce the effectiveness of the antibiotics.

## Summary of national guidelines to reduce harm from alcohol use

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

### Children and young people:

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

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

### Adults:

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

Source: National Health and Medical Research Council (2009), Australian Guidelines to Reduce Health Risks from Drinking Alcohol (pages 39 and 57, 67, 85, 94)

BAC (or blood alcohol concentration) refers to the amount of alcohol in your bloodstream, and is measured as grams of alcohol per 100mls of blood. The more alcohol consumed, the higher the BAC.





# BAC and standard drinks



## Situation 1

What difference in effect might there be if Kate and Dan go to a party and both drink 4 standard drinks?

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

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

## Situation 2

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



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

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

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

Should **Kate** drive home? Why?

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Should **Dan** drive home? Why?

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Should **Mitch** drive home? Why?

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## Activity 6.2 Signs of fatigue



### What you will need

- Activity sheet *Fatigue, the silent killer* – photocopy one per student
- Fatigue advertisement at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)
- Fatigue game and quiz at [www.rsc.wa.gov.au](http://www.rsc.wa.gov.au)

### Procedure

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

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

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

2. Show students a fatigue driving advertisement and discuss the information presented.
3. In groups, have students complete the **Y chart** (refer to page 165) on *Fatigue, the silent killer*, by writing the signs of fatigue for each section. The following examples can be used to prompt students' thinking and added to those generated during the activity. Have students share their Y-chart responses.

looks like (include actions and driving behaviour)	feels like (include actions and behaviour)	sounds like (include thoughts and comments)
yawning	daydreaming	yawning
rubbing eyes	wandering thoughts	clunk from hitting kerb or audible edging strips
eyes closed	forgetting driving the last few kilometres	not talking
slumped in seat	missing a gear, road sign or exit	Have I passed the turn off yet?
resting head on hand	sleepy	What speed is it along here?
head back on head rest	relaxed	I'm okay. I can go a bit further.
nodding head	restless	I'll stop in another 10 minutes.
blinking	heavy body and/or head	I just want to get there.
car drifting between lanes	eyes closing for a moment or going out of focus	
car drifting off the road		
going faster		
slowing unintentionally		
braking late		

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

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

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

5. **Brainstorm** (refer to page 159) strategies that may reduce driver fatigue crashes. Examples may include:
  - get plenty of sleep the night before starting out
  - have a 10 minute 'power' nap after stopping at a rest area during the trip
  - avoid alcohol or medications that cause drowsiness
  - have a coffee stop
  - plan the trip into manageable distances and swap drivers every two hours
  - share the driving time
  - avoid driving at night when you would normally be asleep.
6. Have students write three of these strategies on their activity sheet and decide how drivers would put these into practice. For example, plan rest stops before getting behind the wheel of the car and stick to the plan. Discuss responses as a class. Ensure students have a clear understanding of how to manage fatigue for both short and long trips.



Students can try the 'fatigue simulator' game and the 'fatigue quiz' at the Road Safety Commission website [www.rsc.wa.gov.au](http://www.rsc.wa.gov.au)



# Fatigue, the silent killer

Fatigue (or tiredness) is the silent killer on our roads and could be responsible for up to 30% of deaths and a bigger percentage of serious injury crashes. Statistics show that most fatigue crashes happen between 1am and 6am and in the afternoon, when a driver's alertness is low.

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

## A TIRED DRIVER...

LOOKS  
LIKE

SOUNDS LIKE

FEELS LIKE

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Activity 6.3 Driver distractions



### What you will need

- Activity sheet *Driver distractions* – photocopy one per group
- Activity sheet *Driving with friends* – photocopy one per student
- Activity sheet *Driving decisions* – photocopy and cut into cards
- Task 7 *Don't be distracted* – *Behind the wheel* page 24
- Distraction advertisement at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)

### Procedure

1. Show a driver distraction advertisement as a trigger for this activity. Discuss the advertisements. Explain that the likelihood of a distracted driver crashing their vehicle is high and that distractions can be categorised into predictable (ie know they are there) and unpredictable (ie unexpected). These types of distractions can occur both inside and outside of the vehicle.
2. Conduct a **rip and review** (refer to page 162) by placing students in groups of four and numbering each student (ie one to four). Explain that students are going to be given five minutes to write a list of distractions for each heading on their *Driver distractions* sheet. Use one or two examples from below to help students get started.

<b>1 Inside the car</b> unruly passengers changing radio channels or a CD lighting a cigarette eating food or drinking pets moving around using a mobile phone upset children cleaning a foggy windscreen	<b>2 Outside the car</b> roadside advertising illuminated road works warning signs animals near road side other road users oncoming headlights wet weather detours
<b>3 Predictable</b> pets moving around unrestrained passenger noise using the radio reading a street directory	<b>4 Unpredictable</b> mobile phone calls animal running onto the road other road users dropping a cigarette, food or hot drink passenger being sick or argumentative

3. When the allocated time has expired, ask students to rip their sheet into quarters. Students then collect the lists that correspond with their number and review the responses written by members of their group. Each student compiles a summary of the responses and shares this with their group.
4. Listen to some of the ideas generated by each group and explain that statistics show young drivers are more likely to crash when they are travelling with friends due to the distractions they may cause. Discuss situations that students have experienced, as either a driver or passenger, where distractions have caused a driving distraction situation.

5. Give students a copy of *Driving with friends* and ask students to discuss each of the driving situations and decide what the driver and passengers could do to reduce the risk. Answers should be written on the sheet. Share and discuss the responses from each group.
6. In groups, students create a **role-play** (refer to page 163) that shows a situation where a driver is being distracted such as passengers shouting to pedestrian friends or a child crying in back seat. The role-play should show the decision the driver makes to reduce the risk.

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

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

### Extension

1. Choose one group to perform their role-play to the class then use a **hidden thoughts role-play** (refer to page 160) to reveal what each character is thinking or feeling in the situation. Assign a student to represent each character's 'brain' or 'alter ego'. The 'brain' stands behind their character and when asked a question by the teacher, reveals the character's hidden thoughts or feelings that may not have been expressed.
2. Questions to elicit deeper thinking from the 'brain' include:
  - *What is your character feeling?*
  - *What does your character really want to say or do?*
  - *What is stopping your character from doing what they know is right or necessary?*
  - *What would help your character get on and do this?*
  - *What might help your character to stand up to the other characters in this situation?*
  - *How would your character feel if they made the decision they know is right for them?*
  - *How would your character feel if they didn't make the right decision?*
3. Ask the class to decide what the characters could do to reduce driver distractions then repeat the role-play with each character using two or three of the suggested ideas. Discuss which would be the most realistic or effective for a young person to use.

### For students and parents at home

- Instruct students to complete Task 7 *Don't be distracted* in their *Behind the wheel* journal with a parent or adult.



# Driver distractions

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

1 Inside the car

2 Outside the car

3 Predictable  
(know they are there)

4 Unpredictable  
(unexpected)





# Driving with friends

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

	What can the driver do?	What can the passengers do?	What planning could prevent this from happening?
Driver's mobile phone keeps ringing.			
Passenger is drunk and might be sick.			
Passengers are eating and passing food to the driver.			

When you travel as a passenger in a car or bus, do you have a responsibility to make sure that the driver can drive safely? Why?

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# Driving with friends

	What can the driver do?	What can the passengers do?	What planning could prevent this from happening?
Two passengers are arguing.			
Passenger keeps playing loud music.			

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

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

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

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# Driving decisions

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

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

A group of friends have bought a pizza to share on the way to the beach. The front seat passenger decides to 'feed' the driver so she doesn't miss out.



# Driving decisions

A passenger feels scared because the driver is angry and it's affecting her ability to drive safely. She asks the driver, who is her friend, to stop.

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

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



# Lesson 7 Risk reduction part 2

Activity 7.1	Speed and stopping distances	page 103
Activity 7.2	Driving is a complex task	page 110

Lesson 7 is about speed, stopping distance, forces in a crash, seat belts and the complex nature of driving.

Additional activities and an optional assessment task are available for Lesson 7 at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). This lesson provides opportunities for students to develop personal and social capabilities, build upon their road safety knowledge and skills, and develop a range of strategies to prepare them to make safer decisions as passengers and drivers.

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

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








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



## Mapping to the General Capabilities

The suggested activities in Lesson 7 support student achievement of the following General Capabilities:

### Key

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

## Mapping to the Western Australian Curriculum Year 10 Syllabuses

The suggested activities in Lesson 7 support student achievement of knowledge, attitudes and skills from the following syllabuses:

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

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

**Sub-strand:** *Contributing to healthy and active communities*  
Social, economic and environmental factors that influence health.

### Science Year 10 Syllabus - Science Understanding Strand

**Sub-strand:** *Physical Science*  
Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data.

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

**Sub-strand:** *Questioning and researching*  
The motion of objects can be described and predicted using the laws of physics.

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

Research about effective road safety education (Harris, 2013) highlights the need for young people to understand these facts about speed:

- The human body is vulnerable and collision forces in a crash will result in serious injury and/or death
- Serious injury and trauma will occur at an impact speed over 40 km/h.
- The higher the speed in a crash, the greater the force on impact and severity of injuries to the human body
- Speeding is not just about driving faster than the speed limit, but also about driving too fast for the weather, time of day (visibility), traffic and road conditions.

Safe travel speeds for particular road types are as follows (Road Safety Commission, 2016):

Road type	Safe Speed
Roads with possible conflicts between car and unprotected road users	30 km/h
Intersections with possible side conflicts between cars	50 km/h
Roads with possible head-on conflicts between cars	70 km/h
Roads with no possible head-on or side conflicts between road users	>100 km/h

In 2001, a state-wide default speed limit of 50 km/h was implemented in built up areas. The success of this initiative was proven in 2004 when an evaluation indicated that a 20% reduction in all crashes on 50 km/h and 60 km/h roads was achieved in the Perth metropolitan area, together with a 16% reduction in crashes in regional Western Australia. The WA evaluation is consistent with the findings of evaluations of 50 km/h limits undertaken in other Australian jurisdictions (Road Safety Commission, 2016).

## Teacher's notes

### Speed

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

Slowing down is the single most effective and immediate way to reduce a large proportion of WA's road crashes. While some young drivers perceive speed as socially acceptable and consider there to be 'safe' levels of speeding, it is clearly a major contributor to road crashes. It is imperative that young people receive road safety messages about the inherent dangers of speeding even 5 km/h over the posted speed limit (Road Safety Commission, 2016).

## Activity 7.1 Speed and stopping distances



### What you will need

- Activity sheet *How fast can you stop?* – photocopy one per student
- Activity sheet *Speed signs* – photocopy one set of signs
- Trundle wheel (or 100 metre tape measures)
- Witches hats or markers (eg ice cream container, duster or ruler)
- Area approximately 100 metres long

### Procedure

1. Explain that the time or distance it takes a vehicle to stop is the combination of both the driver's reaction time and braking distance of the vehicle (eg stopping distance = reaction distance + braking distance). For example, if the driver has been drinking alcohol their reaction time will be slower. Other factors will impact a driver's ability to slow down, react, and stop a vehicle such as alcohol and other drugs, distractions, tyre tread, condition of the vehicle and brakes, wet and slippery roads, etc.
2. Place students in small groups and distribute copies of *How fast can you stop?*
3. Explain that groups are to guess the reaction, braking and stopping distances for each speed and record these on the activity sheet.
4. Take the markers, trundle wheels, and speed signs outside to an area that is at least 100 metres long. Groups should also take their activity sheet and a pen.
5. Indicate a line on the ground to represent the front of a car. Explain that the driver of the car, who is experienced, alert and not under the influence of alcohol or other drugs, has just seen a small child run out onto the road about 45 metres ahead. The driver's car is in excellent condition and the weather is fine.
6. Give each small group a speed sign. Explain that the signs are to be placed where each group thinks the car would stop once the driver has reacted to seeing the child and applied the brakes (ie the stopping distance written on their activity sheet).
7. Allow enough time for students to place their sign. At this stage no measuring devices are to be used.
8. When all signs have been placed, use the trundle wheel to measure the distances marked by groups. If the distances are more or less than the distance indicated on students' sheets, discuss this discrepancy and point out that as a driver is it important to be able to judge distances accurately.
9. Provide groups with the correct stopping distances for each speed as listed in the table below. Have groups remeasure the stopping distances and place the speed signs at the correct point. Listen to students' observations.
10. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
  - *What did you notice about your estimations and the correct stopping distances?*
  - *What might affect stopping distances?* (Factors such as wet weather, different road surfaces, the size of the vehicle, the load being carried and driver reaction time are a few examples).
  - *If you were going to share this information about stopping distances with a learner driver, what tips would you give them?* (Travel at the posted speed limit; leave at least a two second gap between your vehicle and the vehicle travelling in front; drive for the conditions; don't drive impaired by alcohol, other drugs or fatigue).
  - *What areas other than around schools would benefit from having a 40 km/h speed limit?*
11. Back in the classroom, students complete the remaining questions on the activity sheet then complete a **3-2-1 reflect** (refer to page 164) on speed and driving. Students should share their responses with a partner or group.

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

(Source: Australian Transport Safety Bureau)

### Extension

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

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



2. The following ideas can be used to demonstrate the two second rule.
  - Take students to the roadside and stand next to a pole, tree or marker. Students choose a vehicle driving past and a vehicle following behind to check if there is a two second gap. When the vehicle in front passes the marker, students should count as follows: one thousand and one, one thousand and two.  
At the end of this two second period the vehicle following behind should pass the same marker.
  - Students, in groups of three or four, line up around the perimeter of a basketball court. Call out instructions such as walk, jog, run, slow down or sprint as students follow each other around the court. Randomly blow a whistle to indicate when students are to stop. Instruct them not to deliberately 'crash' into other students.  
Repeat the process with students trying to leave a two second gap between themselves and the person in front.
3. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
  - Does speed affect the distance required to stop?
  - Why is it difficult to maintain a two second gap?
  - How did the actions of the person in front and behind you affect your ability to keep a two second gap?
  - What factors other than speed may affect stopping distance? (In wet or foggy weather drivers need to increase the distance between their vehicle and the vehicle in front and leave a three or four second gap).
  - Why is it important to know this information as a driver?

### For students and parents at home

1. Students can attempt the 'braking' game with a parent or adult at home or the 'speed' quiz at <https://rsc.wa.gov.au/> on the Road Safety Commission website.
2. Include a brief article in the school newsletter updating parents/carers about the topics that have been covered to date in the *Keys for Life* lessons, reminding them to help students complete their journal tasks in readiness for the school-based Learner's Permit Test.
3. Remind students to complete Tasks 1 to 7 in their *Behind the wheel* journal with a parent/carer.





# How fast can you stop?



*The crash risk associated with speeding is extremely frightening. For example, you are twice as likely to have a serious crash travelling at 65 km/h in a 60km/h zone.*

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

## Stopping distance (metres)

Stopping distance is the combination of the reaction and braking distances

=

## Reaction distance (metres)

Reaction distance is the distance a car will travel from when the driver sees a problem and hits the brakes.

+

## Braking distance (metres)

Braking distance is the distance a car will travel between the driver hitting the brakes and coming to a complete stop.

The time it will take a driver to react – if they're alert and not playing with the radio or chatting with mates – is 1.5 seconds. If the car is being driven at 60 km/h, it will travel another 25 metres in the time it takes for the message to get from the driver's brain to their foot.

If the car is being driven at 60 km/h, it will cover another 20 metres before stopping, assuming the road is dry and the car has good tyres and brakes. If the road is wet or the car is a bit dodgy things can change dramatically.



## THE TWO SECOND RULE

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

"1001 and 1002"

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



# How fast can you stop?

	20 km/h	40 km/h	50 km/h	60 km/h	70 km/h	80 km/h	100 km/h	110 km/h
<b>Reaction distance</b>	8m	17m	21m			34m		46m
<b>Braking distance</b>	2m			20m	27m		54m	
<b>Total stopping distance</b>	10m			45m				

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

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

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

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

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

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

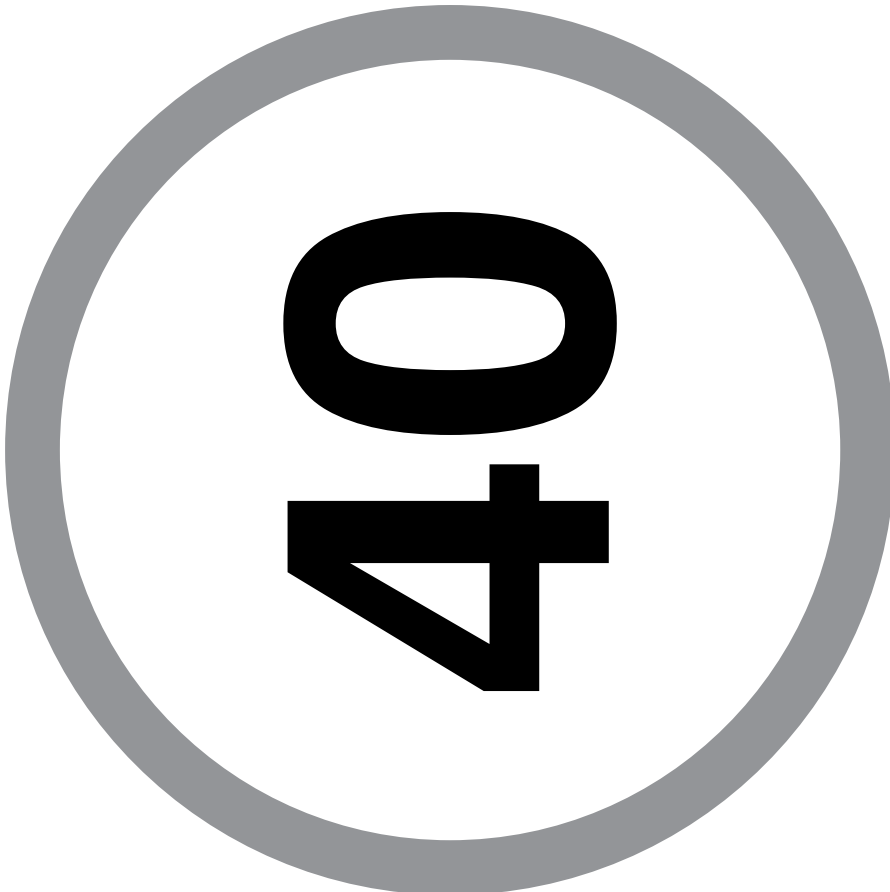
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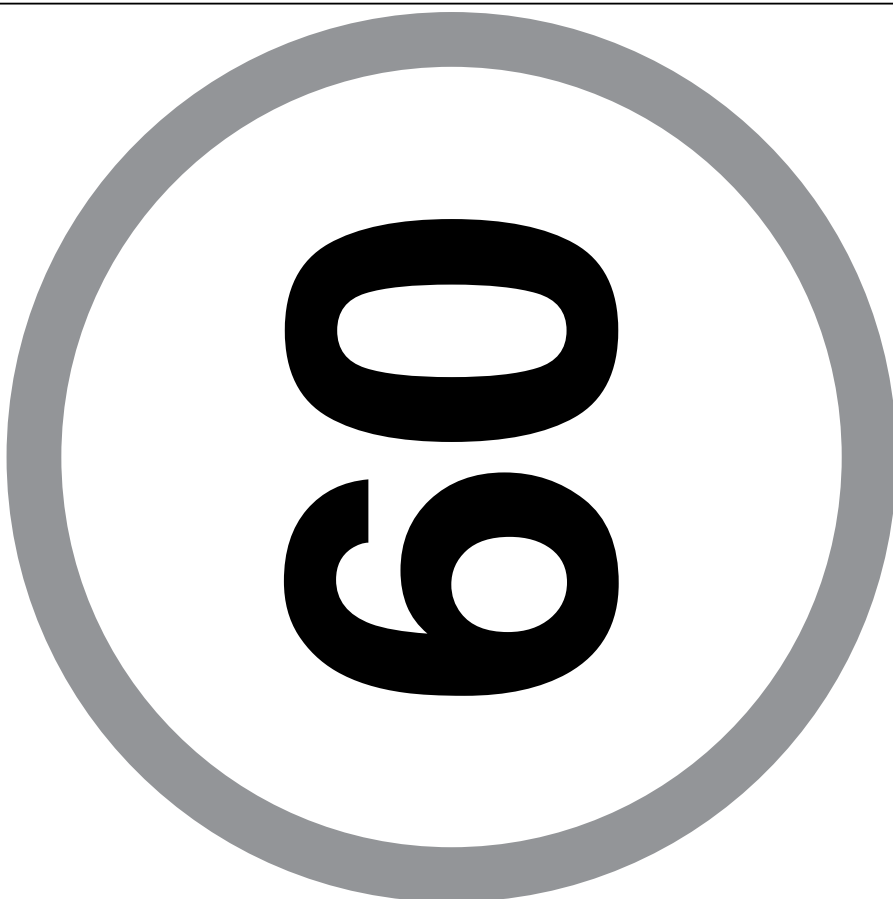
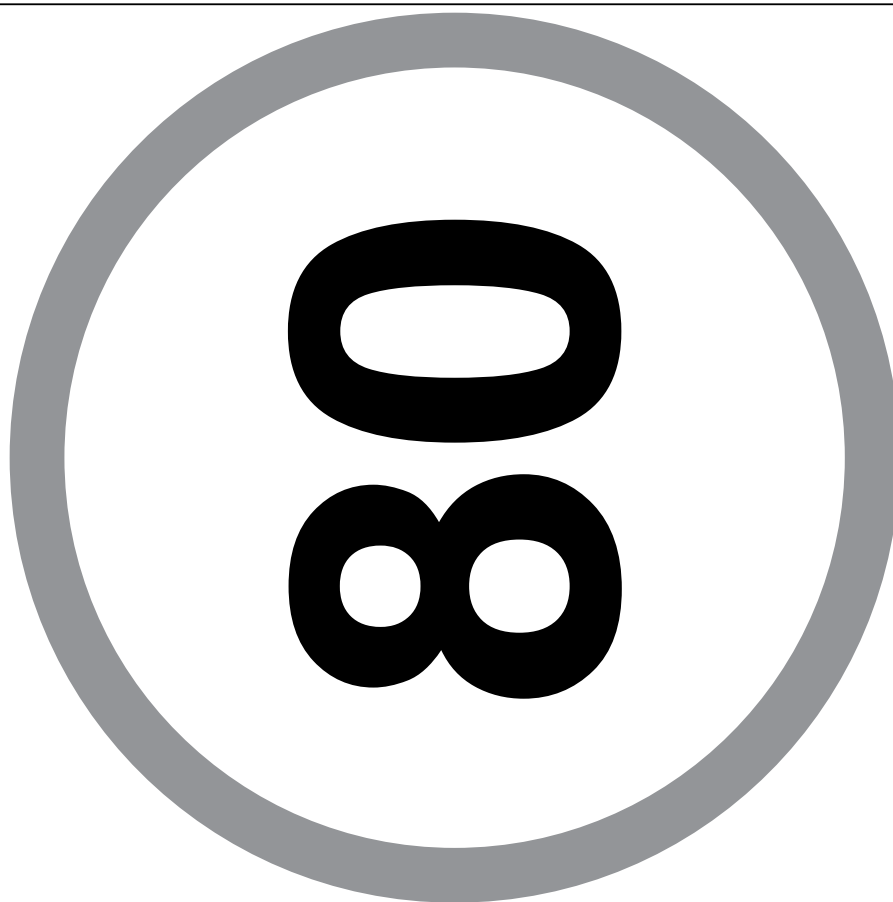


# Speed signs





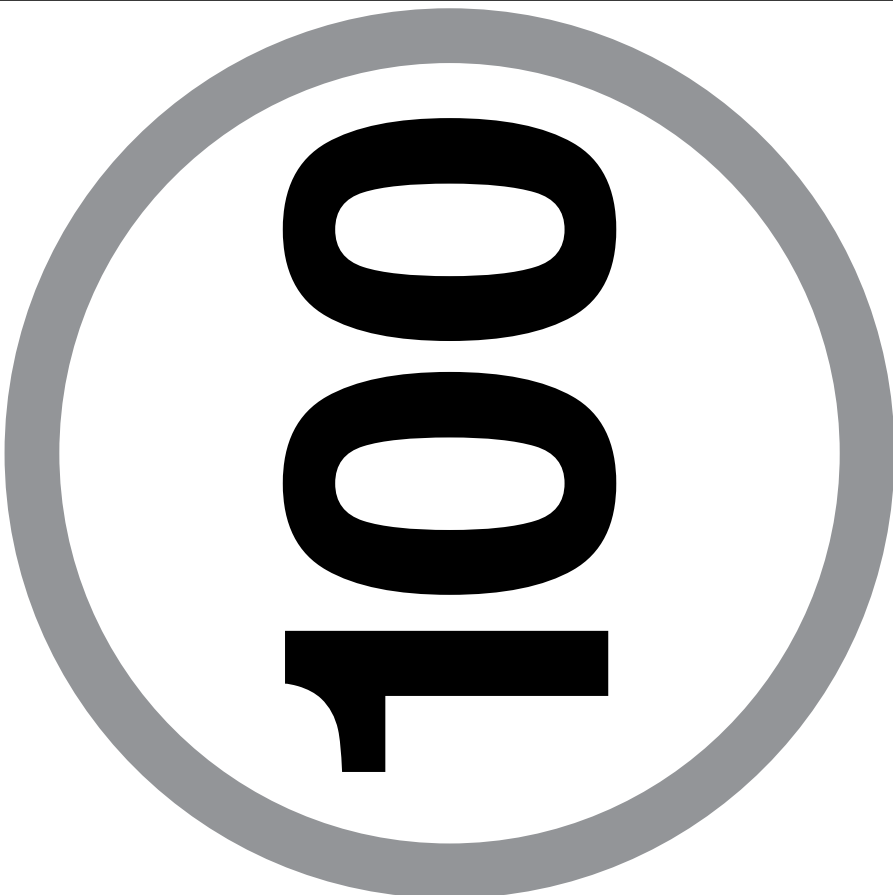
# Speed signs







# Speed signs



## Activity 7.2 Driving is a complex task



### What you will need

- Activity sheet *Driving is a complex task* – photocopy one per student
- Activity sheet *Passenger questions* – photocopy one per group
- Activity sheet *Skill cards* – photocopy and cut out one set per group
- Activity sheet *Hazard cards* – photocopy and cut out one set per group
- Playing cards – one deck per group
- One desk and four chairs per group

### Procedure

1. Place two chairs behind a desk and a chair either side of the desk. Give each student a copy of *Driving is a complex task*.
2. Select a group of four students and allocate the roles of driver, passenger, skill card manager and hazard card manager as described on the sheet. Demonstrate the activity using the group of students and explain the purpose of the activity is to draw attention to distractions as well as the importance of developing hazard perception by practising extensively as a learner driver.
3. Place other students in groups of four. Give each group their equipment – a set of hazard and skill cards, deck of playing cards and a copy of *Passenger questions*. Allow enough time so that all students experience being the driver. If time allows, let each student repeat the task so it becomes clear that practice can improve performance.

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



# Driving is a complex task

For this activity, you will need:

- Four chairs and a desk
- A deck of cards
- A set of hazard cards
- A set of skill cards

*Read the role descriptions and get ready to drive.*

## DRIVER



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

## PASSENGER



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

## SKILL CARD MANAGER



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

## HAZARD CARD MANAGER



- Sit to the left of the driver.
- At different intervals and for a few seconds show a hazard card to the driver.
- Keep track of the cards the driver fails to read out loud.



# Driving is a complex task

**How did you go?** Circle the face that best represents how you went with this activity.



This activity was very easy. I sorted the cards, read out loud most of the hazard and skill cards, answered all of the questions and didn't make many mistakes.



This activity was okay. I sorted most of the cards, answered some of the questions and read out loud some of the hazard and skill cards. I made quite a few mistakes.



This activity was hard. I made lots of mistakes when sorting the cards. I missed reading out loud many of the hazard and skill cards, and didn't answer all of the questions.



How did you feel 'driving' the car?

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

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Do you think driving is a complex activity? Why?

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

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# Passenger questions

What is your name?

What's your phone number?

When is your birthday?

What's the best thing about being your age?

What's the worst thing about being your age?

What animal do you like the most?

What did you do on the weekend?

What sports do you like playing?

What do you like about school?

What's the best movie you've ever seen?

Who do you think will win the AFL this year?

What don't you like about school?

What makes you happy?

What's your favourite food?

What makes you sad?

Where would you like to go for a holiday?

What music do you like listening to?

Who's your favourite group?

If you could meet a famous person, who would it be?

What do you want to do in the next five years?





# Skill cards

check  
mirrors

merge

turn on  
wipers

turn  
right

slow  
down

turn  
left

give  
way

check  
speed

use horn

check  
over  
shoulder

change  
lanes

change  
gears

turn on  
lights

indicate

speed up

make  
U turn

pull down  
sun visor

check  
petrol



# Hazard cards

pot hole

dog running  
onto road

child playing  
on side of  
road

traffic warden  
waving  
crossing flag

road works  
ahead

cyclist in  
left lane

passengers  
getting  
off bus

young person  
on skateboard

car stalled at  
intersection

ambulance  
coming

traffic lights  
not working

hail storm

wet road

motor bike  
overtaking

detour  
ahead

road train  
ahead

birds flying  
across road

corrugated  
dirt road

# Lesson 8 Driving practice

Activity 8.1	Why Practise?	page 120
Activity 8.2	Straight Talking	page 125

Lesson 8 is about the role of the supervisor and the benefits of driving practice and effective communication.

Additional activities and an optional assessment task are available for Lesson 8 at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). This lesson provides opportunities for students to develop personal and social capabilities, build upon their road safety knowledge and skills, and develop a range of strategies to prepare them to make safer decisions as passengers and drivers.

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

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



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



## Mapping to the General Capabilities

The suggested activities in Lesson 8 support student achievement of the following General Capabilities:

### Key

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

## Mapping to the Western Australian Curriculum Year 10 Syllabuses

The suggested activities in Lesson 8 support student achievement of knowledge, attitudes and skills from the following syllabuses:

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

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

### English Year 10 Syllabus - Expressing and Developing Ideas Strand

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

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

**Sub-strand:** *Communicating and reflecting*  
Generate a range of viable options in response to an issue or event to recommend and justify a course of action and predict the potential consequences of the proposed action.

## Teacher's notes

### Good practice in road safety education

When delivering lessons based on the activities in this lesson, teachers should be aware of the following principles underlying the *Keys for Life* program.

- *Keys for Life* does not include an on-road driver training component.
- *Keys for Life* adopts a strength-based teaching model that emphasises the development of knowledge, resilience and a range of social competencies.
- *Keys for Life* does not support emergency driver training skills such as skid training. The literature is clear that crisis evasion driving courses can result in more risk taking due to overconfidence of the young driver, leading to greater involvement in crashes (International Road Federation, 2013).
- *Keys for Life* does not encourage or facilitate earlier licensing nor lead to a reduction in the age at which a licence can be obtained. It is however, linked to the WA licensing system and supports compliance with road rules and safer driving techniques, which has been shown to be beneficial in terms of educating pre-drivers (Williams, Tefft & Grabowski, 2012).

At the time of publication the following information about the WA licensing system was correct. To access current information about the licensing system, refer to <http://www.transport.wa.gov.au/licensing/my-drivers-licence.asp>

### Supervised driving practice and the licensing system

Supervised driving practice is a requirement of learner drivers. The term 'supervised driving practice' refers to the situation where a learner driver is being supervised in the vehicle by an experienced and eligible driver (refer to page 21). The main purpose of supervised driving practice is to guide and assist the learner driver in developing and practising the skills needed for safer driving. Extensive driving practice has been identified in the research as the single most important factor for reducing P plate driver crashes (Gregerson, Nyberg & Berg, 2003).

While there is no 'quick fix' solution to the problem of novice drivers being killed and injured on our roads, a large body of research has guided licensing reforms in Australia and WA to create a system where young drivers learn to handle hazards and distractions under supervision, before driving solo. This provides them with the necessary skills and experience to safely drive a vehicle in many different conditions.

The research is clear that the ability to identify, respond to and manage hazards is fundamental to safe driving. Hazard management is not easily taught in a controlled environment. All evidence shows that the best preparation for new drivers is 100 to 120 hours of driving practice under supervision, and in all types of traffic, weather, road and driving conditions (Langford, 2009).

The research also indicates that the best licensing system is one which allows young drivers to develop the necessary skills for handling a vehicle and gives them the experience to cope with potential hazards and distractions.

Provisional drivers face a very high risk during the first six to 12 months on P plates. In their first year of holding a Provisional licence, those aged 17 to 18 have a crash rate up to five times higher than those over the age of 19 (Adams, 2003; Forsyth, Maycock & Sexton, 1995; Palamara, 2005).

### Graduated Driver Training and Licensing System

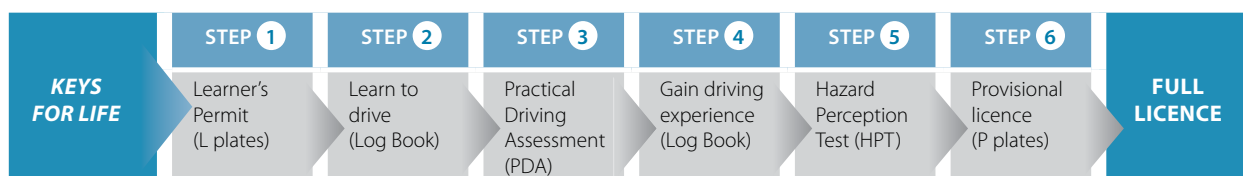
The WA licensing system is based on extensive research that shows the longer the period of supervised learning,

the safer the driver (Senserrick & Haworth, 2004). It includes the following six steps, described in detail at <http://www.transport.wa.gov.au/licensing/learn-to-drive-my-first-licence.asp> and on page 30 of this resource.

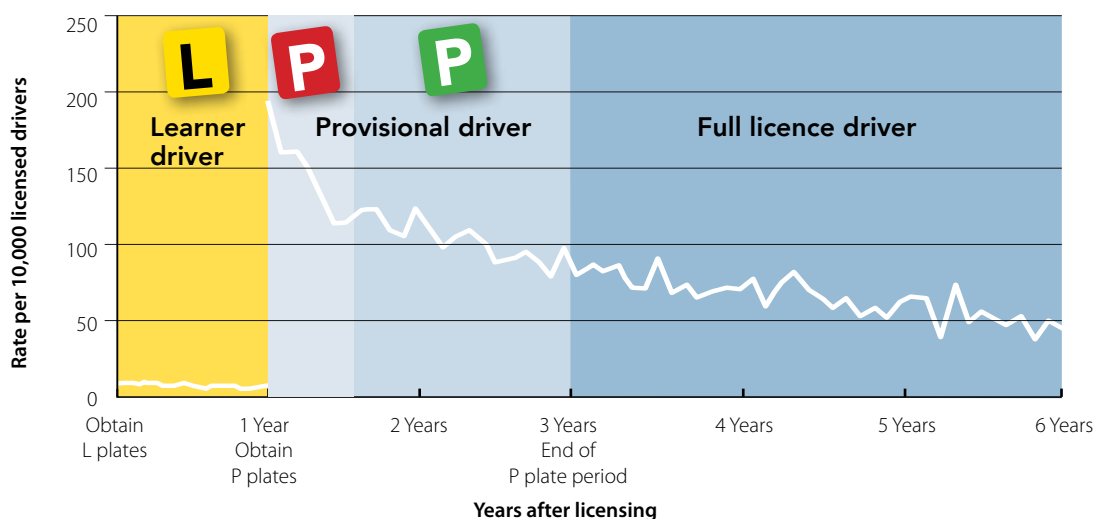
### Log Book

Learner drivers are required to complete a minimum of 50 hours supervised driving practice. This practice is achieved by completing a minimum 25 hours before the Practical Driving Assessment and a minimum 25 hours after the Practical Driving Assessment. All supervised driving of 10 minutes or more duration is to be recorded in a Log Book provided by a Transport Driver and Vehicle Services (DVS) Centre, Transport regional office or DVS agent, and signed by a supervising driver or professional driving instructor.

Learner drivers should understand the importance of the Log Book. If a Log Book is lost, the learner driver must purchase a new one from the DVS Centre and complete and record another 50 hours of supervised driving practice.



A key message for young people is that extensive and varied driving experience while under supervision will assist in reducing their crash risk as a Provisional driver, particularly in their first six months on P plates. Although the legal requirement is for learner drivers to complete 50 hours under supervision, they should aim to undertake 100 to 120 hours of supervised driving practice.



This graph is a representation of crash risk for L and P plate drivers, based on crash statistics from WA and Victoria.



## Supervisor requirements

A person is eligible to be a driving supervisor if they meet the following requirements.

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

A supervisor is required to:

- Be seated next to the learner when supervising during lessons and practice sessions.
- Sign the Log Book and declare that it is a true record of the duration of the lesson or practice session, and distances travelled.

There are currently no Blood Alcohol Concentration (BAC) limits in WA for supervisory drivers. However, because of the supervisor's role as an exemplar, mentor and instructor, and because situations may arise when the supervisor may have to take over the driving, it is strongly recommended that supervisors are not alcohol-impaired when instructing a learner driver in the car (Road Safety Council, 2005).

## Planning driving sessions

It is recommended that the learner driver and supervisor plan formal and informal driving sessions together (eg teaching and practising skills when travelling to and from school). These sessions should include a range of conditions so that the learner driver becomes familiar with driving on different types of roads and in different levels of traffic, all types of weather, and at

various times of the day including at night. Driving to school, sports training, part-time work, going out or shopping are all daily opportunities that can be used for informal driving practice where skills are consolidated.

## Stages of learning to drive

The following stages of learning to drive are explained in detail in the *Let's practice* booklet (see ordering instructions on page 10). The *Let's practise* booklet provides additional detail such as, suggested lesson duration, where to hold the lesson, and a list of skills to practise and consolidate.

## Driving skills

Vehicle control skills are usually the first type of skills to be learnt. These are physical and operational skills such as starting the engine, steering and turning, slowing down and stopping, using mirrors, changing gears and for riders, balancing motorcycles. However, other skills and competencies related to decision-making, safety and managing hazardous situations are also very important.

Examples of these advanced safety skills include:

- Scanning and hazard perception
- Not driving too close to others
- Adjusting to conditions such as weather and amount of traffic
- Understanding road rules
- Identifying and assessing a risk
- Making safe decisions
- Dealing with negative peer influence.

## LEARNER'S PERMIT TEST

25 hours  
recorded  
in the 50  
hour Log  
Book

### Stage 1: Learn basic skills and how to control the car

Driving lessons should take place in areas such as a large empty car park, a quiet residential street or sealed country road. Skill development should focus on basic controls (ie acceleration, braking and steering), clutch release, steering techniques, road positioning, stopping the car, using rear and side mirrors, checking blind spots, turning at intersections and entering traffic. All these skills should be practised before moving to the next stage.

### Stage 2: Learn how to scan the road for hazards and make safe decisions

Driving lessons should take place in quiet and busy suburban streets with low to moderate traffic. Skill development should focus on three-point turns, parking, changing and merging lanes, obeying traffic signs and lights, identifying road hazards, reversing and looking ahead. All these skills should be practised before moving to the next stage.

### Stage 3: Learn how to control the car in different road and traffic conditions

In this stage, learner drivers should learn to manage driving in low, medium and heavy traffic including freeways and highways. Skills from previous stages should be consolidated and skill development should focus on moving through roundabouts, multi-lane driving, smooth vehicle control and lane changing, along with set exercises being completed in preparation for the Practical Driving Assessment. It is recommended that learner drivers stay in this stage until they are ready to undertake the Practical Driving Assessment.

## PRACTICAL DRIVING ASSESSMENT

25 hours  
recorded  
in the 50  
hour Log  
Book

### Stage 4: Practice under supervision

After passing the Practical Driving Assessment, learner drivers have at least six months to practice all driving skills under supervision. Skill development at this stage is about developing and refining advanced safety skills such as hazard perception and management. Where possible, the driving experiences should be varied, taking advantage of different road, traffic, weather and time of day conditions. After six months the learner driver is eligible to sit the Hazard Perception Test.

## HAZARD PERCEPTION TEST

## Activity 8.1 Why practise?



### What you will need

- Markers – enough for one per group and 4 large sheets of paper
- *Let's practise* booklet – one per student (optional)
- Family information sheet *Young drivers* – photocopy one per student
- Tasks 8 and 9 in the *Behind the wheel* journal

### Procedure

1. **Brainstorm** (refer to page 159) a list of situations where students have had to learn and master new skills (eg learning to play a sport, musical instrument, piece of equipment or new computer game). Use the following questions to discuss the range of factors that contributed to their learning such as having a good coach or teacher, the number of hours they practised, and progressing from easy to more difficult tasks.
  - *What happened when you first started to learn the new skills?*
  - *Who helped you to learn the skills?*
  - *What skills or characteristics did the person helping you possess?*
  - *How did you improve?*
  - *What did you do when you had difficulty in mastering the skills?*
2. Explain that the process of learning to drive is like learning any other skill. It requires the learner to get advice from an experienced driver, practise as much as possible and progress from easy to more difficult tasks. Review the licensing system (Lesson 1 or the *Let's practise* booklet) and remind students that learner drivers must undertake and record a minimum of 50 hours of supervised driving in a Log Book provided during the learner's permit application process at Transport Driver and Vehicle Services (DVS) Centres, Transport regional offices, DVS agents or selected Australia Post offices.

3. Conduct a **graffiti walk** (refer to page 160) using a different heading on each sheet of paper (examples below). Ask students to consider each heading and write their thoughts about each.
4. After a nominated time, discuss some of the points raised on each of the graffiti sheets. If issues have been raised such as accessing a supervisor or finding time to practise, discuss these as a class with the aim to offer solutions.

#### Benefits of supervised driving practice

- More experience
- Better skills
- 
- 
- 

#### Choosing a supervisor

- Don't know anyone who can teach me
- Not sure if parents know the road rules or want to teach me
- 
- 
- 

#### Problems of supervised driving practice

- Finding time
- Getting parents to do the lessons when they said they would
- 
- 
- 

#### How can you get your hours of supervised driving practice?

- Ask to drive to footy practice
- Plan weekend lessons when we have more time
- 
- 
-



### What you will need

- Activity sheet *My driving supervisor* – one A3 copy per group
- Activity sheet *Supervisor qualities* – one per student

### Procedure

1. Discuss as a group what a driving supervisor needs to be able to do (eg know how to drive, explains things well). Write these ideas on an A3 copy of *My driving supervisor*. Ask students to consider the list and decide if their selected supervisor will be suitable.
2. Ask students to identify qualities of a good supervisor that are important to them and write these on their copy of *Supervisor qualities*. With a supervisor that they know in mind, have students rate their driving supervisor using the 1 – 5 scale. If students discover that their supervisor rates poorly, allow time to discuss other options (eg asking a relative, family friend or using a professional driving school).
3. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
  - *What are some of the things you will need to discuss with your supervisor before you start learning to drive?* (What will happen if a dangerous situation arises? When should the supervisor tell you what you did wrong? Who will plan the lessons? Will you be able to talk to your supervisor if you want to discuss something that is concerning you about driving?)
  - *What plans have you already made to help you start the learning to drive process?* (Talked to my supervisor about scheduling lessons, booked a driving school, made sure my supervisor knows what they have to do, found websites with learning to drive tips).

- *If you are able to use a driving school, when do you think you should book some lessons?* (It is not a requirement of the licensing system to have lessons with a registered driving school however an experienced driving instructor can help learner drivers recognise the skills that require practise and provide insight into the testing procedures. Some driving schools will also allow the supervisor to sit on lessons and learn how to teach certain skills. A lesson with a driving school when first starting to learn will give the learner and supervisor correct information and skills to practise. Lessons closer to sitting the Practical Driving Assessment are also recommended as the instructor will check that the learner has mastered the skills required to pass the assessment).

### For students and parents at home

- Distribute or email the Family information sheet *Young drivers* to parents/carers.
- Instruct students to complete Tasks 8 and 9 in their *Behind the wheel* journal with a parent or adult.

## Young drivers



Each year we hear about many young people who have been injured or killed in a road crash.

These crashes are caused by many different factors. Some are simply due to the young driver being inexperienced and overconfident.

- Young drivers can reduce their crash risk by about 30% if they practise for 100 hours with a supervisor before driving solo on P plates.
- The main factors causing P plate drivers to crash are overconfidence and inexperience. Every novice driver needs to be reminded of this.
- P plate drivers are more likely to be involved in a fatal crash at night due to their inexperience and reduced visibility. Limiting night time driving when drivers first start on their P plates is an effective way to reduce their crash risk.
- Limiting the number of passengers is another safety strategy, because as the number of peer passengers increases, so does the risk of serious crashes.
- Occasionally having a parent as a passenger with a new P plate driver is a good way to gain more experience and can ensure good driving habits.
- Teenagers watch their parents drive for many years. Parents are powerful role models and can influence the way their teenager follows the road rules and drives.



### What can you do to help your teenager become a safer driver?

Our licensing system is designed to give young drivers more time behind the wheel practising with a driving supervisor. In fact, learner drivers are required to log at least 50 hours of driving practice.

If your teenager is learning to drive:

- Set a target for supervised driving hours – remember research says 100 - 120 hours reduces their risk
- Plan lessons at different times of the day and night and when they feel ready, in busy traffic
- Talk about the skills they need to practise
- Give them lots of encouragement and talk about things that they need to work on
- Talk about being a responsible driver
- Make sure there are no distractions in the car. Turn off all mobile phones.

***Remember learner drivers very rarely have a crash, so enjoy the experience.***



# Supervisor qualities

Learning how to drive is an exciting time but finding the right driving supervisor might be a challenge.

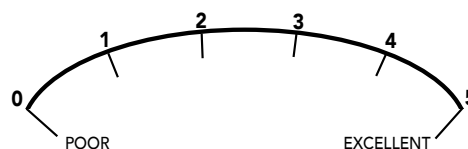


Choose 5 qualities that you think a driving supervisor should have and write these in the table below. To help you get started we've listed the first one.

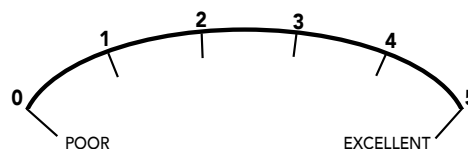
With your supervisor in mind, rate that person for each quality you've listed.

## MY DRIVING SUPERVISOR SHOULD:

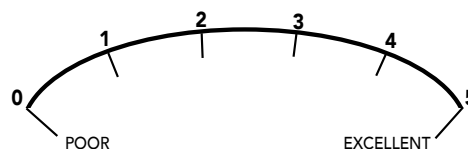
- 1** Have held a valid driver's licence for 4 concurrent years.



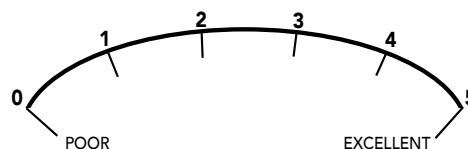
**2**



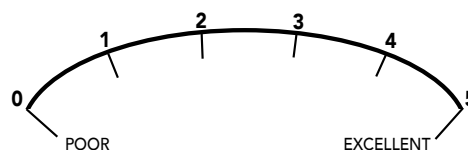
**3**



**4**



**5**



Add up the numbers to see how your driving supervisor rates.

- 0 – 10** This person might not be the best choice for you. Who else could be your supervisor?
- 10 – 20** Sounds like this person might be right for you.
- 20 – 30** Congratulations! This looks like a great match.





# My driving supervisor



## Activity 8.2 Straight talking



### What you will need

- Activity sheet *Assertive and effective communication* – photocopy one per student
- Activity sheet *Aggressive and passive communication* – photocopy one per student
- Activity sheet *What are you saying?* – photocopy one per student

### Procedure

1. Explain that verbal communication can be categorised into three styles – aggressive, assertive and passive. Each style is demonstrated in various ways and has different outcomes in mind for the communicator. Ensure students understand that assertive communication is the preferred style because it builds mutual respect, reflects the rights, feelings and needs of others, and involves active listening.
2. Give students a copy of each activity sheet and discuss the three styles of communication, emphasising the importance and benefits of practising assertive communication as a lifelong skill.
3. Give each student a copy of *What are you saying?* Ask students to decide which style of communication is being demonstrated then write the corresponding letter in each box (ie Ag – aggressive, As – assertive and P – passive). Check answers and discuss any statements where opposing styles were chosen by students.
4. Have students identify situations when assertive communication would be necessary. For example:
  - refusing a cigarette but still wanting to be part of the group
  - declining a lift from a stranger
  - refusing to go in a car with someone who has been drinking alcohol/using drugs
  - insisting that a mate not drive their motorbike after drinking alcohol/using drugs
  - declining an alcoholic drink
  - refusing entry to your car if all seats are full are being used and there are no spare seat belts.
5. Conduct **snap decisions** (refer to page 163) for the following situations that may arise during driving lessons. Remind the student that is chosen to make the decision, to only listen to the aggressive or passive statements provided by the student on their left, and the assertive statements given by the student on their right.
  - Your supervisor has been trying to teach you how to reverse park the car. You have had at least six goes but can't get it right and now you are frustrated. Your supervisor says, 'Oh for goodness sake. Just get it right and do it!'
  - You live on a farm outside of town. Your supervisor thinks that driving your family into town will be good practice but you have to drive on a busy highway and don't feel ready to do this just yet. Your supervisor says, 'If you can't drive on that road now you'll never be able to.' What should you say?
  - A little kid has suddenly run out onto the road in front of your car. Your supervisor grabs the steering wheel and yells at you, 'Stop the car. You'll kill us all.' What should you say?

Provide opportunities for students to practise using statements in pairs that would provide a positive outcome for both the learner driver and the supervisor. Have students **role-play** (refer to page 163) each situation to let students practise using statements that would provide a positive outcome for both the learner driver and the supervisor. Debrief the role-plays.
6. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
  - *What can you do to make sure that you and your supervisor feel comfortable to talk about driving lesson issues if they arise?*
  - *When might be the best time to talk through problems that happen during driving lessons?*



# Assertive and effective communication

Assertive communication involves telling others how you feel and what you want. You also need to respect the other person's opinion and be an active listener. This means following what is being said instead of guessing, mind reading or interrupting when the other person is speaking.

## What you might hear

So what **you're saying** is...

We would **both feel better** about this if ...

I think... I feel...  
**I believe that...**

I can see that this is important to you and it is also important to me. Perhaps we can **talk more respectfully** and try to solve the problem.

I would **appreciate it** if you...

## Are you being assertive?

Ask yourself, when I am communicating do I...

- Look confident?
- Use a firm and clear voice?
- Keep eye contact?
- Stand still and face the other person?
- Express a message that is what I really mean?
- Respond convincingly?
- Look and feel calm and relaxed?

## Reasons why people use assertive communication

- Express a view in a considerate, thoughtful, direct and appropriate way.
- Reflect the rights, feelings and needs of others.
- Leads to getting what they want while others get what they want.
- Be respected and appreciated by others.
- Develop strong and respectful relationships.
- Build mutual respect.
- Achieve personal goals.
- Minimise hurting others.
- Feel in control of situations.
- Honest to self and others.

## Possible results of assertive communication

- Unpopular for expressing feelings.
- Labelled pushy and independent.
- Could threaten or strengthen relationships.
- Perceived as in control and decisive.
- Others more likely to respect and appreciate you.
- Develop strong and respectful relationships.
- **It's a win-win situation.**



# Aggressive and passive communication

## Aggressive communication

### Reasons why people use aggressive communication

- Want to dominate or humiliate others.
- Don't want to be dominated or humiliated by others.
- Express feelings of anger or superiority.
- Achieves what they want although it may be followed by feelings of guilt and embarrassment.
- Afraid of failure.
- Lack of confidence.
- Success in the past with aggression.
- Releases anger.
- Manipulate others.
- Don't consider the feelings of others.

### Possible results of aggressive communication

- Conflict in relationships.
- Loss of self-respect.
- Lose respect of others.
- Increased stress.
- Violence from other person.
- Does not achieve desired results.
- May achieve what you want but may be followed by feelings of guilt and embarrassment.
- Others may feel hurt and resentful.
- **It's a win-lose situation.**

You're **crazy** if you think that will work.

It's going to be **my way** or not at all.

That kind of logic is **ridiculous**.

**Who cares** what you feel. We're talking about making things work here.

You can't seriously think that it will work that way?



You have more experience than I do. **You decide.**

Nobody cares about my opinion.

I just don't know.

## Passive communication

### Reasons why people use passive communication

- Not wanting to upset or hurt others.
- Avoid expressing their opinion.
- Keep others happy and on side.
- Fear of disapproval or criticism.
- Out of politeness.
- Wanting to avoid an unpleasant situation or decision.
- Manipulate others.
- Unskilled in being assertive.
- Not confident.
- No opinion either way.

### Possible results of aggressive communication

- Loss of confidence and feeling of low self-worth.
- Feel angry.
- May lead to aggressive responses.
- Lose control in relationships.
- Never get own way and feel frustrated.
- Not expressing yourself as you would really like to.
- May lead to feelings of anxiety, frustration, disappointment or resentment because you didn't get what you wanted.
- **It's a lose-win situation.**



# What are you saying?

There are three styles of verbal communication – aggressive (Ag), passive (P) and assertive (As).

Decide the style that each of these ideas represent. Write the corresponding letter in the box.

☐

Uses 'I' statements - 'I think', 'I feel'

☐

Speaks in a soft voice or mumbles

☐

Does not hesitate to express feelings or beliefs

☐

Remains calm

☐

Says 'No, thank you!'

☐

Shakes, has a quivering lip, looks as if they are going to cry

☐

Says 'Well, maybe ...'

☐

Has trouble making up their mind

☐

Agrees with everything others say

☐

Hesitates to say what they mean

☐

Maintains eye contact

☐

Shouts loudly

☐

Uses a direct approach when stating their beliefs

☐

Is pleasant but has a firm look on their face

☐

Has fast, nervous speech

☐

Is firm and in control, not aggressive

☐

Uses a strong, confident voice

☐

Points or shakes their fist

☐

Stands up for their beliefs

☐

Slouches, has poor posture and downcast eyes

☐

Beats around the bush

☐

Has steady, well-paced speech

☐

Uses threatening language

☐

Acknowledges others' opinions and feelings. For example: 'This could work better for us both if...'

☐

Doesn't look at the other person

☐

Does not use negative or abusive comments

☐

Looks and sounds confident

☐

Is positive and honest

☐

Agrees with others' opinions

☐

Uses evasive comments

☐

Sneers or snarls

☐

Does not respond directly to others

# Lesson 9 Drive safe

Activity 9.1	My Safe Dream Car	page 132
Activity 9.2	Making Plans	page 135
Activity 9.3	Risky Situations	page 138

Lesson 9 is about safer vehicles, safer socialising, insurance and planning ahead.

Additional activities and an optional assessment task are available for Lesson 9 at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). This lesson provides opportunities for students to develop personal and social capabilities, build upon their road safety knowledge and skills, and develop a range of strategies to prepare them to make safer decisions as passengers and drivers.

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

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

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












## Mapping to the General Capabilities

The suggested activities in Lesson 9 support student achievement of the following General Capabilities:

### Key

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

## Mapping to the Western Australian Curriculum Year 10 Syllabuses

The suggested activities in Lesson 9 support student achievement of knowledge, attitudes and skills from the following syllabuses:

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

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

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

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

Skills and strategies to promote respectful relationships.  
Critical health literacy skills and strategies.

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

Social, economic and environmental factors that influence health.

### English Year 10 Syllabus - Expressing and Developing Ideas Strand

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

Evaluate the impact on audiences of different choices in the representation of still and moving images.

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

**Sub-strand:** *Analysing*

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

## Teacher's notes

**It is recommended that activities from Lessons 1 to 8 have been conducted before commencing this lesson.**

### Risk management strategies for young drivers

Young road users are significantly over-represented in serious injury and fatal road crashes.

The following risk management strategies are particularly relevant for young drivers.

- Undertake diverse and extensive driving practice with a supervisor and/or instructor.

- Travel at or below the posted speed limit, and at a speed that suits the conditions (ie weather, road and time-of-day).
- Avoid driving unrestrained, distracted or impaired due to alcohol, other drugs or fatigue.
- Plan trips, in particular when travelling in unfamiliar areas and before long journeys.
- Understand and comply with road rules and in particular, be alert at intersections and give correct signals.
- Understand and comply with the restrictions on learner and provisional drivers.
- Maintain safe and appropriate following distances.
- Drive defensively, courteously and patiently.
- Limit distractions and passengers.
- Avoid late night driving with friends and extensive weekend driving attention.
- Recognise and manage the effect of negative emotions on driving.
- Purchase safer vehicles and maintain vehicle condition.
- Implement strategies to get home safely from planned and impromptu events.
- Plan driving moves well in advance and slow down when approaching hazards.
- Learn to anticipate hazards by slowing down, and when in doubt, do not proceed.

### Vehicle safety

Buying and using vehicles with a high safety rating (ie a minimum of four stars) is highly recommended as an effective road safety strategy. Vehicles with a high safety rating will not necessarily cost more. The star rating indicates how well a vehicle protects its occupants in a crash based on internationally recognised crash tests. The higher the star rating the less likely the driver's errors will result in serious injury or death. This applies to both new cars, via the Australasian New Car Assessment Program (ANCAP), and used cars via the Used Car Safety Ratings (UCSR). New and used car safety ratings are available at <http://rsc.wa.gov.au/Road-Safety-Topics/Road-Issues/Vehicles>.

The following key safety features have been designed to reduce the likelihood of fatalities and injuries in a crash.

- Properly worn seat belts and correctly fitted and installed child car restraints are essential for protecting vehicle occupants in a crash. Seat belt reminder systems alert occupants to wear a seat belt.
- Side and curtain airbags protect occupants in a side impact crash.
- Braking systems such as electronic stability, anti-lock braking (ABS) and emergency brake assist (EBA) help maintain control of the vehicle in emergency situations, prevent the wheels from locking while braking, and ensure maximum braking power in an emergency stop.
- Reversing sensors and cameras alert the driver to objects in the vehicle's path.
- Colours such as white are recommended to increase vehicle visibility.
- Head restraints limit backward movement of the head during a crash, reducing neck injury.
- Daytime Running Lights (DRLs) are headlights that make vehicles more visible during the day.



### Buying a vehicle

Young people should consider the following when purchasing a vehicle (Department of Commerce website).

- Decide the type of vehicle based on personal and work needs, safety ratings and features, and fuel consumption.
- Set a budget that includes stamp duty, transfer fees and running costs such as fuel, insurance, registration, servicing and maintenance.
- If a loan is required, get quotes and have the loan approved before starting to look for a vehicle.
- Research online and in newspapers, the price of a vehicle and its likely trade-in value.
- Find out availability and cost of spare parts and maintenance, particularly for imported and older vehicles.
- Organise a mechanic to inspect the vehicle or ask for a current independent mechanical report.

**Legal information about buying vehicles**, including contracts, loans, repossession, avoiding bankruptcy, and free financial advice and counselling, is available at: <http://www.legalaid.wa.gov.au/myCar/>

### Insurance

In Australia, there are four (4) types of motor vehicle insurance options available. These are:

- Compulsory third party (CTP)
- Third party property damage
- Third party property damage – fire and theft
- Full cover (comprehensive insurance).

In Western Australia, all owners of registered vehicles must pay Compulsory Third Party (CTP) Insurance. This is combined with every Motor Vehicle Registration Licence invoice. The Insurance Commission of Western Australia (ICWA) is the sole CTP insurer for motor vehicle personal injury in Western Australia. ICWA deals with all personal and fatal injury claims resulting from motor vehicle crashes that involve a Western Australian registered vehicle.

The other three motor vehicle insurance options listed above are supplied and administered by various private insurance companies.

Young people need to be aware that unsafe driver or passenger behaviour (such as speeding, drink/drug driving, not wearing a seat belt, driving an unregistered vehicle or driving without a current licence) may result in negative implications for private and CTP insurance, such as a personal liability, increased excesses or premiums, and refusal or reduction of claims. For example, any vehicle occupant injured in a crash and not wearing a seat belt, can lose up to 25% of their injury claim.

### Catastrophic injury support cover

People catastrophically injured in a crash need extensive and specialised care and support. Because of this, the Western Australian Government passed legislation in July 2016 to expand motor injury insurance whereby road users that are catastrophically injured in a crash, can be assured of receiving lifetime treatment, care and support. The Insurance Commission manages these insurance claims which are covered by the Motor Vehicle (Catastrophic Injuries) Fund.

Catastrophic injuries include spinal cord injuries, traumatic brain injuries, multiple amputations, severe burns and permanent traumatic blindness. The care provided includes medical treatment, rehabilitation, attendant care, aids, appliances as well as modifications to homes and/or vehicles. Further information about catastrophic injury support cover is available at <https://www.icwa.wa.gov.au/catastrophic-injury-support> and <https://www.icwa.wa.gov.au/catastrophic-injury-support/frequently-asked-questions>

### Towards Zero: Getting there together 2008 – 2020

The *Towards Zero* road safety strategy is based on scientific research about the best solutions to WA's unique road safety problems and can be viewed at <http://rsc.wa.gov.au/Research/Strategies>. The strategy incorporates the Safe System Approach to road safety which aims to save 11,000 people from being killed or seriously injured in WA by the year 2020. It is based on the four cornerstones of: Safe road use; Safe roads and roadsides; Safe speeds; and Safe vehicles, and the following underlying principles:



#### • Human limitations and a forgiving road system

A paradigm that acknowledges 'human error' and fallibility is essential. In a crash, there are physical limits to the amount of force a body can take before being injured. A Safe System is one in which vehicles, roads and roadsides are 'forgiving' and designed to protect all road users.

#### • Shared responsibility

All road users are expected to share responsibility for road safety and this includes road users, engineers and system designers, vehicle manufacturers, policy makers, workplaces, and the government.

#### • Increased use of public transport

Buses and trains are safer modes of transport. Fewer people driving and riding on the road will result in fewer death and serious injury crashes. Increasing the use of alternative modes of transport will also reduce congestion and vehicle emissions.

## Activity 9.1 My safe dream car



### What you will need

- Activity sheet *Safety ratings* – photocopy one per student
- Strategy sheet 4 *Values continuum* (refer to page 167) – one set of signs
- Activity sheet *Protective gear* – one copy per student

### Procedure

1. Explain to students that manufacturers now produce vehicles with safety features to achieve a five star safety rating. Safety ratings for new vehicles are awarded using a star system by the Australasian New Car Assessment Program (ANCAP), available at [www.rac.com.au](http://www.rac.com.au) and <http://rsc.wa.gov.au>. Equally as important, there is also a star rating system for used cars known as the Used Car Safety Rating (UCSR) system, available at <https://rsc.wa.gov.au/Topics/Safer-Vehicles>
2. Ask students to imagine that they have won a car of their choice in a competition run by the WA Road Safety Commission. However the rules of the competition state that the vehicle chosen by the winner must have a four or five star safety rating, and cannot cost more than \$18,000.
3. Give each student a copy of *Safety ratings*. Ask students to decide which five cars they would choose and write these on their sheet. Students then use the suggested websites to check the price, safety ratings and other safety features of each of the five cars listed on their sheet.
4. Discuss students' findings then process the activity using the following questions.
  - *Were you surprised about the safety ratings of the cars you chose? Why?*
  - *What safety features do manufacturers usually include as standard items? (Seat belts, air bags, braking systems, crumple zones).*
  - *Which car do you think provides the best price and safety?*
5. Conduct a **values continuum** (refer to page 165) using the following statements and the agree and disagree cards (refer to 167).
  - Safety ratings and features will influence young people when buying a vehicle.
  - Safety features should be standard in all vehicles and not considered as 'extras'.
  - Young people will always look at the price before anything else when buying a vehicle.
  - Young drivers should only be allowed to drive vehicles that have a minimum 4 star rating.
  - Your first car is always your worst car.
6. Ask students to write and share their responses to the following statement.
  - *Now I know that some cars are safer than others, I intend to ...*

### Variations

1. Students work in pairs to choose a car under \$10,000 from an online car sales website. They must use the Used Car Safety Ratings at [www.rsc.wa.gov.au](http://www.rsc.wa.gov.au) to decide on the most suitable car in terms of safety features, make, model, year, etc.
2. Give each student a copy of *Protective gear* and use this to discuss the benefits of motorcyclists and scooter riders wearing protective clothing. In pairs, ask students to consider and list the advantages and disadvantages of riding a motorcycle or scooter as opposed to a car with inbuilt protection (eg air bags, seat belts, advanced braking systems).



Have students draw the 'car of their dreams'. Ask students to circle or label the safety features included in their drawings. If these were not included, ask students why. Have students add other safety features to their drawings, labelling these and providing an explanation of the protection each feature offers the vehicle occupants. Conduct a **values continuum** as previously described in point 5 on this page.



# Safety ratings

**You've won a car of your choice to the value of \$15,000.**

However, you have to convince the judges that it's one of the safest cars available in Australia.

1. Write the name of five cars that you would like to buy in the table below.
2. Use these websites and others to find out the price, safety rating and safety features of each car on your list.  
[www.choice.com.au](http://www.choice.com.au) (Search Cars and Vehicle safety)  
<http://www.mynrma.com.au/motoring.htm> (ANCAP crash test)  
[www.howsafeisyourcar.com.au](http://www.howsafeisyourcar.com.au) (safety features)
3. Write two or three other things that you would consider before buying each car (eg looks, practicality, running costs, safety, off-road ability, re-sale value).

Car up to value of \$15,000	Safety features (active - protect occupants in a road crash; passive - prevent a vehicle having a road crash)	Other factors that would influence your decision
_____ Car 1 (model and make) _____ Price                      Safety rating		
_____ Car 2 (model and make) _____ Price                      Safety rating		
_____ Car 3 (model and make) _____ Price                      Safety rating		
_____ Car 4 (model and make) _____ Price                      Safety rating		
_____ Car 5 (model and make) _____ Price                      Safety rating		

The car I would choose is a \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Protective gear



- Helmets - A securely fitted helmet will last 1-5 years, depending on use. They are designed to absorb only ONE impact or drop.
- Eye protection - Ensure you wear quality glasses with open-faced helmets or when riding without a visor.
- Gloves - Should fit securely but comfortably, be reinforced, padded and able to improve your grip.
- Jackets - Choose either leather or non-leather alternative. Select a jacket with built-in shoulder, elbow and back protection that is abrasion-resistant.
- Boots - Buy boots that are light, secure and reinforced.
- Pants - Choose pants that are comfortable and have built-in reinforcement.

Illustration provided by Road Safety Commission  
<http://rsc.wa.gov.au/Road-Safety-Topics/Road-Users/Motorcyclists-Scooter-Riders>

## Activity 9.2 Making plans



### What you will need

- Activity sheet *Making plans* – photocopy one per student
- Family information sheet *P plate drivers* – photocopy one per student

### Procedure

1. Ask students to define 'planned' and 'impromptu' in terms of events, parties and gatherings. Planned could include Year 12 balls, graduation ceremonies, weddings and 21st birthday parties. Impromptu could include celebrating winning a grand final and friends dropping over.
2. Suggest that young people should have strategies in place to ensure they socialise safely and get home safely, for both planned and impromptu events.
3. Give each student a copy of *Making plans*. Have students identify a planned and impromptu event then write a list of strategies that will help them socialise safely and arrive home safely. These could include:
  - Staying together
  - Looking after an unwell person until help arrives
  - Taking a charged mobile phone
  - Having a 'pick up' plan with parents (eg their parents will pick them up at any time or will pay for a taxi when they can't).
4. Place students in groups to share and discuss their ideas. Decide as a group the strategies that can be used to ensure that a young person does not drink and drive (eg leaving car keys at home, having a designated driver) or travel as a passenger with a person who has been drinking alcohol or using other drugs (eg having a 'get home safely' agreement with parents).

5. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
  - *Have you and your parents talked about what you will do and what they will do, to make sure you get home safely?*
  - *Do you feel confident to 'stick' to your plan and not be influenced by others?*
  - *What could you do if a mate tried to talk you into driving under the influence of alcohol or other drugs?*
  - *What could you do if a mate tried to drive their car under the influence of alcohol or other drugs?*
  - *How would you feel if you didn't try to stop a mate from driving after drinking alcohol and they were involved in a crash?*

### For students and parents at home

1. Distribute or email a copy of Family information sheet *P plate drivers* to parents/carers.
2. Encourage students to try several online practice tests at [www.transport.wa.gov.au](http://www.transport.wa.gov.au) on their own or with a parent.
3. Instruct students to complete Task 10 in their *Behind the wheel* journal with a parent/carers.





# Making plans

Some strategies can be planned well before an event but others might need to be in your head, ready to use in an emergency.

What plans will you need to stay safe while socialising? What plans will you need to have in place to get home safely?

- Think of one planned and one impromptu event where you would need to have strategies in place to stay safe and get home safely. Tick the ideas in your list that are useful for both planned and impromptu events.



## PLANNED EVENT

### PLANS TO STAY SAFE WHILE SOCIALISING

☐  
☐  
☐  
☐  
☐  
☐  
☐

### PLANS IN PLACE TO GET HOME SAFELY

☐  
☐  
☐  
☐  
☐  
☐  
☐

## IMPROMPTU EVENT

### PLANS TO STAY SAFE WHILE SOCIALISING

☐  
☐  
☐  
☐  
☐  
☐  
☐

### PLANS IN PLACE TO GET HOME SAFELY

☐  
☐  
☐  
☐  
☐  
☐  
☐

Was it easier to decide on ways to get home safely from planned events? Why?

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Which ideas will require you to have a conversation with your family or friends?

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Often young people intend to not drink and drive, however an impromptu event may challenge this intention. What can you do to make sure that you do not and drive, or do not travel with a driver who has been drinking alcohol?

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## P plate drivers

P plate drivers are still very new to driving so continue encouraging their safe driving.



- P plate drivers must plan ahead.
- P plate drivers must drive below or to the posted speed limit, and adapt to driving conditions such as heavy traffic, rain and corrugated roads.
- Be aware that night time is when many young driver crashes occur.
- Gradually increase the number of passengers in the car when on green P plates.

**Stay calm and drive safely**

### Getting home safely

**Before going out and particularly when partying, spend some time talking with your teenager about options for getting home safely.**

**Some ideas:**

- Leave the car at home.
- Take enough money to pay for a bus, train or taxi fare.
- Catch a train or bus. Check timetables to avoid waiting at stations or bus stops.
- Share a taxi with a friend.
- Stay overnight with a friend.
- Arrange to be dropped off and picked up by a parent or other responsible adult.
- Take a mobile phone and make sure it is charged.
- Have a list of emergency phone numbers in either a mobile phone or wallet.

**Talk about ways your teenager can deal with pressure from friends to drive unsafely or to get into a car with a driver who has been drinking alcohol or using other drugs.**

Adapted from Parent Family information sheet: *Helping teenagers become safer drivers*, Youthsafe, NSW (2007)

## Activity 9.3 Risky situations



### What you will need

- Activity sheet *Risky situations* – photocopy one card per group
- Strategy sheet 5 *Decision-making model* (refer to page 168) – photocopy one per group

### Procedure

1. Suggest to students that in many socialising situations, young people will be forced to make decisions related to the health and safety of themselves and others.

Explain that sometimes these decisions will need to be made quickly or 'on the spot'. For example, 'Do I get a lift home with my brother who I know has been drinking?' In this situation the young person may not have the time to consider the consequences of their decision.

Other situations may give the young person time to weigh up their options and the outcomes of making a choice such as 'How am I going to get home from the party next Friday?'

2. Distribute activity sheets *Risky situations*. Have students choose one of these situations or develop their own risky situation. The situations may have been previously encountered by students or situations that students predict may happen in the future. (Remind students of the 'no name' rule when they are referring to situations that have occurred). Explain that in each situation, the decision can be influenced by:
  - **Social factors** such as pressure from peers to go to a party or stay at a party, pressure from family not to go or return home on time and to act responsibly, and the behaviour of peers and friends at the party
  - **Cultural factors** such as family and/or religious values and attitudes about alcohol and other drugs and sexuality
  - **Environmental factors** such as road and weather conditions, vehicle conditions, availability of phones or money, time of night or day.

3. In groups of four, students work through the **decision-making model** (refer to pages 159 and 168) to identify the choices available and the possible health and safety consequences for a character described in one of the situations. Allow time for students to share the reasons behind the decision they made for the character in their situation.

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

- *What factors would support this decision (enablers)?*
- *What factors would restrict this decision (barriers)?*
- *What social, cultural and environmental factors may have influenced your decision for the character in this situation?*
- *What can young people do to prevent someone who has been drinking or using other drugs, such as cannabis or amphetamines, from driving?*
- *What can young people do to prevent themselves and others from getting into a car with a driver who has been drinking or using other drugs such as cannabis or methamphetamines?*



# Risky situations

Use a **decision-making model** to decide what the young people in these situations could do to stay safe.

**Billy and his older brother Tom** are at a party about ten kilometres from their house. Their parents allowed Tom to drive the farm ute because he promised they would be home before midnight.

When it's time to go, Billy realises that Tom has been drinking. Tom says he is okay and that if he doesn't get the ute back in time he'll be banned from using it for life! Billy and Tom don't know anyone else at the party who is going home their way. Both boys are worried about their parents' response to this situation.

*What could Billy and Tom do?*

**Shan** has driven herself to a party.

Some of her friends start passing a bong around and drinking from a bottle of spirits. They offer the bong to Shan.

Shan has never used a bong before and doesn't really want to, but she doesn't want her friends to think she is a loser.

*What could Shan do?*

**Charlie** has driven to the beach to meet up with some old high school mates.

They all decide to go to the nearby hotel for a beer. Charlie hasn't seen these friends for ages, so she agrees to go with them.

Before she knows it, someone has bought Charlie a beer and is saying 'skoll'.

*What could Charlie do?*



# Risky situations

Use a **decision-making model** to decide what the young people in these situations could do to stay safe.

**It's Rani's 18th birthday** and some of her friends have taken her to a party at a nightclub.

Everyone starts buying Rani shots and before long she is having trouble focusing and wants to go home. It's still quite early so none of her friends want to leave.

*What could Rani do?*

**Gino and his friends** like hanging out together in their cars.

A few times Gino has seen some of his friends standing up on the roof or on the front of a car while it's been driven around on the road. He saw one guy fall off last week and break his leg.

Gino is really worried that someone might get killed or really injured. He doesn't want that to happen but he doesn't know what to say or do.

*What could Gino do?*

**Charlie has driven to the beach** to meet up with some old high school mates.

They all decide to go to the nearby hotel for a beer. Charlie hasn't seen these friends for ages, so she agrees to go with them.

Before she knows it, someone has bought Charlie a beer and is saying 'skoll'.

*What could Charlie do?*



# Risky situations

Use a **decision-making model** to decide what the young people in these situations could do to stay safe.

**Josh and his friends** like to hang out on the salt lakes just out of town or go for a cruise around the streets late at night. Josh drives a V8 that he did up with his Dad. Josh thinks that he is a pretty safe and responsible driver.

Some of the guys that he hangs out with are real rev-heads and like to race each other. They've asked Josh to race but so far he has managed to say 'no' but it's getting harder each time. Josh knows that his car could beat some of the other guys' cars and he would love to show them what it can do.

**What could Josh do?**

**Minnie's friend Saxon** has been caught before for speeding and drink driving. Saxon has told Minnie that he has started using cannabis and thinks he won't get done for drug driving. Minnie knows that drugs affect you when you are driving, but Saxon won't listen to her.

Minnie doesn't have a driver's licence so she often gets a lift to work with Saxon. She knows that Saxon is frequently still affected by cannabis in the morning when he picks her up but she needs to get to work. She doesn't feel safe.

**What could Minnie do?**

**Some of Tiko's friends have started taking ecstasy.**

They tell Tiko that he should try it but he doesn't want to. Tiko's really worried about his friends using ecstasy and then driving.

**What could Tiko do?**



# Lesson 10 On the road

Activity 10.1	Comebacks	page 146
Activity 10.2	Before Other Help Arrives	page 150
Activity 10.3	Test preparation	page 155

Lesson 10 is about safer driving, assertive communication, what to do in a crash and first aid.

Additional activities and an optional assessment task are available for Lesson 10 at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). This lesson provides opportunities for students to develop personal and social capabilities, build upon their road safety knowledge and skills, and develop a range of strategies to prepare them to make safer decisions as passengers and drivers.

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

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








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



## Mapping to the General Capabilities

The suggested activities in Lesson 10 support student achievement of the following General Capabilities:

### Key

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

## Mapping to the Western Australian Curriculum Year 10 Syllabuses

The suggested activities in Lesson 10 support student achievement of knowledge, attitudes and skills from the following syllabuses:

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

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

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

**Content:** *Communicating and interacting for health and wellbeing.*

Skills and strategies to promote respectful relationships.

Critical health literacy skills and strategies.

## Teacher's notes

**It is recommended that activities from Lessons 1 to 9 have been conducted before commencing this lesson.**

### Rehearsing responses to promote safety

It is important for students to be motivated and capable of protecting their health and safety. A skills-based approach to road safety education provides opportunities for young people to develop the knowledge, attitudes and skills that will empower and motivate them to plan well, and make safer decisions. When this approach includes modelling and rehearsal of socially acceptable responses, it is more likely that the positive responses will be remembered and used in the real world (Bandura, 1977).

It is widely recognised that knowledge alone is generally insufficient for young people to adopt and maintain behaviours that promote safety and wellbeing, particularly when faced with pressures, social acceptance and temptations that may compromise health (eg binge drinking, using drugs or driving dangerously).

The goal of skills-based education is to increase knowledge and to translate that knowledge into positive behaviours. Some of the skills include:

- Clear and assertive communication
- Decision-making, planning and problem-solving.
- Critical and creative thinking.

The teaching and learning strategies in this unit include role-plays, debates, scenarios and situation analysis, and small group work. It is through this participation that young people learn how to better manage themselves, their relationships and their decisions.

The foundation of this pedagogy is based on a wide body of research which has found that people learn what to do and how to act by observing others, and that their behaviours are reinforced by the positive or negative consequences which result from these observations. In addition, many examples from research show that retention of behaviours can be enhanced by rehearsal (Youthsafe, 2009).

### Safer driving habits

Safer driving habits include being knowledgeable, competent, unimpaired, courteous and responsible. Encouraging and motivating young people to engage in safer driving habits is the focus of the activities in this lesson and the *Keys for Life* program.

The following messages can help young people to develop positive attitudes towards safer driving (Styles, Imberger & Catchpole, 2004):

- Emphasise the potential consequences of risky driving such as harming others (ie friends and family).
- Raise awareness about enforcement and penalties.
- Provide realistic information about crash risk to avoid overconfidence.
- Emphasise the need for planning safe transport home and a back-up plan that involves a responsible adult.
- Reinforce refusal of a lift with an alcohol or drug affected driver.
- Emphasise avoiding dangerous driving situations due to driving skill limitations.
- Encourage drivers to switch off their mobile phones and avoid other distractions.
- Avoid 'blaming' other drivers and road users, and encourage responsibility and compliance.

**A skills-based approach to road safety education provides opportunities for young people to develop the knowledge, attitudes and skills that will empower and motivate them to plan well and make safer decisions.**

## Decision-making

Young people are more likely to make informed, safer decisions if they are equipped with relevant facts, positive attitudes, knowledge of the decision-making process, and provided with opportunities to apply the process in a range of scenarios. The decision-making process includes these steps:

- Identify the problem or issue
- Examine options and consider the consequences of each option
- Choose the safest option and make a decision.

## Negotiation and assertive communication

**Effective negotiation** helps individuals to resolve situations where the end result is agreeable to all. Negotiation is about compromise, active listening, assertive communication and understanding the negotiation process. It is an important skill when learning to drive and in social situations.

Successful negotiation involves these steps:

- **Plan:** Understand the reasons behind both parties' interests and determine the best time and place to negotiate (eg not during a driving lesson).
- **Propose:** State the position and suggest a course of action that is stated clearly and assertively, not aggressively.
- **Bargain:** Consider the other person's interests and point of view and work toward an outcome that you both agree on. This relies on the principles of 'give and take' and 'win-win'.
- **Agree:** The final step is to agree on a course of action and to state the outcome eg 'So just to confirm, you're going to give me a driving lesson tomorrow at 9am.'

**Assertive communication** is part of the art of negotiating. It requires sound communication skills and being forthright without being angry, aggressive or passive. Being assertive means asking for what you want but not necessarily getting it all the time. It starts with confident body language and a belief in what you bring to the process. It also requires self-confidence and respect for oneself and the other person.

## Drivers involved in a road crash

If a driver is involved in a crash there are several things they must do:

- Stop immediately
- Help anyone who has been injured but before doing so, check that their actions do not put themselves or others in danger
- Send someone for help if required
- Give details to the owner or driver of the other vehicle.

If a driver is involved in a crash where someone has been injured, **they must stop immediately and help**. If they do not stop, the penalties are severe eg imprisonment, loss of licence, fines or allocation of demerit points.

**If someone has been injured, the crash must be reported to the Insurance Commission of Western Australia (ICWA)** by calling (08) 9264 3333 or in country areas 1800 643 338. If any injury has occurred or if there is more than \$1,000 damage done to vehicles and/or property (in total), or if the owner of the damaged property is present, the crash must be reported to the police.

More information on emergencies and crashes is included in Part 4 of the *Drive Safe* handbook at <http://www.transport.wa.gov.au/licensing/learner-activities-and-resources.asp>.

## First aid

**Offering assistance when someone is injured in a road crash is vital as 5 to 15% of road crash victims can be saved by unblocking an airway or stopping bleeding until an ambulance arrives.** It takes only 4 minutes for an unconscious road crash victim, with no other serious injury, to die from a blocked airway.

## DECISION-MAKING

Young people are more likely to make informed, safer decisions if they are equipped with relevant facts, positive attitudes, knowledge of the decision-making process, and provided with opportunities to apply the process in a range of scenarios.

# DRSABCD Action Plan

In an emergency call **triple zero (000)**

<b>D</b>	<b>DANGER</b>	Ensure the area is safe for yourself, others and the casualty
<b>R</b>	<b>RESPONSE</b>	<p>Check for response—ask name—squeeze shoulders</p> <p><b>No response</b> → Send for help</p> <p><b>Response</b> → Make comfortable, monitor response and check for injuries</p>
<b>S</b>	<b>SEND</b>	Call triple zero (000) for an ambulance or ask another person to make the call
<b>A</b>	<b>AIRWAY</b>	<p>Open mouth – check for foreign material</p> <p><b>No foreign material</b> → Leave on back. Open airway by tilting head with chin lift.</p> <p><b>Foreign material in mouth</b> → Place casualty in recovery position, mouth slightly downward clear airway with fingers</p>
<b>B</b>	<b>BREATHING</b>	<p>Check for breathing—Look and feel for chest movement, listen for air escaping from mouth and nose (an occasional gasp is not adequate for normal breathing)</p> <p><b>Not breathing normally and no response</b> → place on back and commence CPR.</p> <p><b>Normal breathing</b> → Place in recovery position, monitor breathing and responsiveness.</p>
<b>C</b>	<b>CPR</b>	<p>Start CPR <b>30 compressions, 2 breaths</b></p> <p>→ Place heel of hand on the lower half of breastbone in centre of chest with other hand on top of first.</p> <p>→ Press down 1/3 of depth of chest and give 30 compressions.</p> <p>→ Open casualty's airway (head tilt with chin lift) → Blow steadily into mouth for up to 1 second, watch for chest to rise and fall. Take another breath and repeat.</p> <p>→ Pinch soft part of the nose to seal.</p> <p>→ Aim for approximately 100 compressions per minute. Continue CPR (30:2) until ambulance arrives or casualty recovers.</p>
<b>D</b>	<b>DEFIBRILLATION</b>	Apply defibrillator as soon as possible (if available) and follow voice prompts



## Activity 10.1 Comebacks



### What you will need

- Activity sheet *Comebacks* – photocopy one per student
- Activity sheet *Tips for a safe night out* – photocopy one per student

### Procedure

1. Explain to students that peer pressure can be both positive and negative (eg influencing someone to do the right or wrong thing). Give each student a copy of *Comebacks* and discuss the three types of negative peer pressure described – rejection, bullying and put downs, and reasoning and false authority.
2. With a partner, students discuss the two situations shown on the activity sheet and write a 'comeback' that is assertive. With the same partner, students then choose one of the situations and plan a **role-play** (refer to page 163). The role-play should convey an assertive response and last no longer than two minutes. Students perform their role-play and explain why the assertive response was the safer option and the risks that could be reduced by responding assertively. Ask students to share any road safety situations they have previously faced that required a 'comeback' or assertive response. Discuss how confident students feel to act assertively in situations where they feel unsafe.
3. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
  - *Would you use some of the comebacks presented in the role-plays?*
  - *Do you now feel confident to respond assertively if faced with a similar situation where you felt unsafe?*
  - *How can you become more confident to give a 'comeback'?* (Students need to have a repertoire of rehearsed comebacks and strategies so they are confident to use these in a traffic-related situation).



# Comebacks

## REJECTION

*Worrying about others, leaving you out or not wanting you around if you refuse to go along with what they are doing.*

### Rejection sounds like

None of the other guys have a problem with it.

You can get home by yourself if you've got a problem with my driving.

Catch the bus if you want but you'll be on your own.

### Comeback responses sound like

Are you really sure about that?

Your driving is fine. It's your drinking that's a problem.

You'll be catching the bus too if you lose your licence.

## BULLYING & PUT DOWNS

*Calling a person names or insulting them for refusing to go along with what the rest of the group is doing.*

### Bullying and put downs sounds like

You love bringing everyone down don't you?

You're so boring!

You sound exactly like my Mum.

### Comeback responses sound like

It brings me down when I think about us all getting killed.

Oh for goodness sake! Boring will be when you get grounded!

I really like your Mum. She's great.

## REASONING OR FALSE AUTHORITY

*Giving some reasons why they should or should not do something even if the reasons are wrong or don't make sense.*

### Reasoning or false authority sounds like

Nobody will have any fun if your dad and uncle are around.

Don't worry about invitations. Things won't get out of hand.

We don't need any security. We can handle it if gatecrashers show up.

### Comeback responses sound like

Don't worry. My dad and uncle are really cool guys.

My parents said the deal is no invite, no entry.

Maybe we could but I don't want to spend my 18th party fighting a bunch of gatecrashers!





# Comebacks

- Write an assertive comeback for these two situations.

## Situation 1

Buddy's friend Joss has been taking ecstasy and thinks that he can drive home. Buddy says, 'I think we should call a taxi to get home.' 'Look Buddy, ecstasy's not like alcohol. I can drive perfectly well and at this time of night we'll never get a taxi,' says Joss.

## Situation 2

Judy has been going out with Max for a few months. Max has just got his P plates and a brand new V8 ute. Max has picked Judy up and is showing her how fast his new car can go. When Judy tells Max that he should slow down, Max says, 'I never realised you were such a loser. Get over it if you want to stay my girlfriend!'



# Tips for a safe night out

## Plan your trip home ahead of time

Make a decision ahead of time about getting home. Always take enough money to get home and always have a back-up plan such as phone numbers in your wallet, just in case your mobile phone is down. Carry emergency contacts in case one of your mates gets sick or hurt.

Talk about your plans for getting home with your friends or parents.

## Look out for each other and look after yourself

Stick together and agree that no one gets into a car with a driver who has been drinking, or walks home alone. Do not get separated from your friends and do not let one of your friends become separated from the group.

Agree that if you don't feel safe at a party, you will tell each other and leave.

If your friend is drunk and wants to drive, do something to stop them.

## Don't drink and drive and do not take drugs (prescribed medication or any other type) and drive

If you are going out and need to drive, do not drink alcohol. Change plans and leave the keys at home.

If you are driving, be aware that some prescribed medications can affect your ability to control a car, react and see things quickly, and make safe decisions.



## Help someone if they are in trouble or sick

If a friend is affected by alcohol or drugs, don't leave them alone. If they pass out or are about to, contact a doctor or call an ambulance immediately and get help from an adult.

While waiting for help, lie your friend on their side and stay with them.

## An unconscious person needs an ambulance immediately

If your friend is unconscious, call an ambulance. They need help immediately!

You don't need to be afraid to tell ambulance officers if your friend has taken an illicit drug. The ambulance officers need accurate information to help your friend.

The police won't be called unless that person dies or if the situation is violent and ambulance officers feel they or other people around them are in danger.

## Activity 10.2 Before other help arrives



### What you will need

- Activity sheet *Before other help arrives* – photocopy one per student
- Activity sheet *Basic life support guidelines* – photocopy one per student
- Strategy sheet 8 *PNI* (refer to page 169) – one photocopy per group
- Large sheet of paper – one per group
- Strategy sheet 4 *Values continuum* (refer to page 167) – one set of cards

### Procedure

1. This activity is designed to encourage young people to know what to do in the event of an emergency and a procedure to follow if they or others are involved in a road crash.

Ask students to **brainstorm** (refer to page 159) what they should do at the scene of a road crash (eg check for injuries, call emergency services or give a witness report to police, if required).

2. Discuss the ideas generated by students and as a class sequence these according to priority. Check against the information provided on *Before other help arrives*.

Stress the importance of students always checking for their own safety before assisting victims (eg not touching a car or person when electrical wires are nearby, or when fuel is escaping from an overturned vehicle with the motor still running).

3. Use *Basic life support guidelines* to briefly explain the DRSABCD procedure. More in depth information about first aid could be presented by a St John Ambulance guest speaker who will give students information about first aid that is suitable for crash victims.

4. Suggest to students that people are often reluctant to offer help at a crash scene as they are concerned about doing the wrong thing or further injuring the victim.

Discuss the following questions and ask students to share any concerns they may have about offering first aid assistance at a road crash.

- *Why do bystanders sometimes choose to not get involved in providing first aid?* (Lack of first aid knowledge or concern about legal implications).
- *What factors may affect a potential helper's decision whether or not to assist with first aid?* (Shock, previous experiences with a road crash, victims are aggressive, location of the crash).
- *Do you have a responsibility to offer road crash victims assistance? Why?* (If you are the driver of a vehicle involved in a crash, you must stop the vehicle and offer assistance to victims. Failure to do so can result in loss of licence or a custodial sentence).

5. Using a **PNI** (refer to page 161 and 169) have students identify the possible positive and negative consequences if help was or was not offered by a witness.

You are the bystander of a road crash where the driver and passenger have been injured. What would be the...

Positive consequences	Negative consequences	Interesting
...if you offer help.	...if you offer help.	
...if you don't offer help.	...if you don't offer help.	

6. As a class decide if offering help is a better outcome for the road crash victim and the witness.

7. Set up a **values continuum** (refer to page 165) by placing the three labelled cards (agree, unsure and disagree) in a line.

Read one of the following statements and ask students to move to the position on the continuum that best represents how they feel about the statement. Ask students to discuss their opinion with others standing nearby and formulate a group response to justify the stance they have taken. Have students consider the opposing points of view.

- *It should be compulsory for all learner drivers to complete a first aid course.*
- *Everyone has a responsibility to offer help at a road crash scene.*
- *You need to know more than the DRSABCD procedure to help a road crash victim.*

8. Conclude with the suggested processing questions or by showing the film clip about first aid, Hear our ambassadors.

- *What should you do to ensure your own safety at a road crash scene and to provide help for those involved in the crash?* (Make sure area is safe such as there are no electrical wires nearby or fuel escaping from an overturned vehicle with the motor still running before administering first aid to victims; call the emergency number for assistance; continue with the DRSABCD procedure).
- *What is one thing you can do to help an injured crash victim?* (Tilt their head to allow a clear air passage).
- *How can you protect yourself when providing help to a crash victim?* (Use plastic gloves, stay clear of the road and oncoming traffic).
- *Do you feel you know enough about first aid to be able to offer road crash victims assistance? If not, how can you find out more?* (St John Ambulance or *Drive Safe* handbook produced by Department of Transport).
- *What are some typical reactions from people involved in a crash?*
- *Where might you seek help to deal with road trauma?*



# Before other help arrives

## 1. Make the scene safe

- Protect yourself, bystanders and casualty from further injury.
- Use hazard lights as warning signals and turn off the ignition in the crashed vehicles.
- Use headlights to light the area at night.
- Ensure nobody smokes.
- If power lines are touching a vehicle, stay away and keep other people away.

## 2. See who is injured

- Check in and around vehicles to see how many people are injured.
- Check if anyone is unconscious. Give them priority.
- Only remove unconscious victims if they are in danger of further injury or to give life-saving first aid.
- Encourage conscious people to stay in the vehicle- if no immediate danger.
- Assess the number of injured and their injuries to inform emergency services.

## 3. Assist them

- If the casualty is unconscious follow the DRSABCD procedure.
- If a casualty is conscious, stop any bleeding (see point 4).
- Comfort and reassure casualties. Do not give any food or drink of any sort.
- Have someone watch the injured in case they wander off.
- Stay calm yourself. Only move a conscious casualty if it is necessary for safety.

## 4. Stop any bleeding

- Apply pressure to the wound to restrict the flow of blood and allow normal clotting to occur (use a sterile pad or dressing).
- Elevate the bleeding limb to slow the flow of blood and encourage clotting.
- If the victim feels numbness, tingling or pain near the bandaged area, the bandage is too tight. Loosen it. Do not use a tourniquet.
- Don't remove foreign objects from bleeding wounds. Apply pads and bandages around the broken skin and seek medical aid.

## 5. Send for help

- Phone 000 to access emergency services and tell them:
  - Which services are needed – ambulance, police, fire engine.
  - Where the crash is using road names, kilometre posts, signs or landmarks
  - How many people are injured, what the injuries are and if anyone is trapped
  - If any power lines are down.
- Stop passing pedestrians or motorists for help but do not leave an unconscious casualty alone.



Adapted from Australian Transport Safety Bureau,  
Before other help arrives



# Basic life support guidelines

Signs that a person is not breathing or needs urgent medical help

- Blue lips, fingernails and/or toenails
- Cold and clammy and bluish or purplish skin
- Not responding to squeezing of shoulders or shouting
- Occasional gasps (this is not adequate or normal breathing)
- Gurgling
- Vomiting without waking up
- Shallow or very slow breathing or no breathing (10 seconds between breaths)

**If you notice any of these signs you need to take immediate action.**

## Do you know your DRSABCD?

### **D** Danger

Check for danger, to you, bystanders and casualty.

### **R** Response

Check if the casualty is conscious or unconscious by calling their name or gently squeezing their shoulder.

### **S** Send

If there is no response call 000 and ask for an ambulance. Stay calm and tell the operator what has happened, your location and nearest intersection, as well as the state from which you are calling. If necessary get someone else to make the call.

### **A** Airway

Check airway for any foreign matter or obstructions (e.g. back of tongue, food, vomit). If no foreign matter is present, leave casualty on their back and open their airway (head tilt chin lift). Check breathing.

If foreign matter is present, place the casualty into the Recovery Position and using two fingers scoop out the foreign matter (cover hands with gloves or a clean plastic bag). Recheck breathing.

*[If students are not familiar with the Recovery Position, refer to the instructions at the end of this module]*

### **B** Breathing

Check their breathing for up to 10 seconds. Place your face close to the casualty's face. Look, listen and feel for rise and fall of chest.

If the casualty is breathing, place them in the Recovery Position and tilt their head back to ensure an open airway.

If you are alone and the casualty is unconscious and still not breathing, place them in the Recovery Position and call for an ambulance. Then commence CPR.

### **C** CPR (Cardiopulmonary resuscitation)

CPR is given to a casualty when they are not breathing, not responding and not moving. If there are no signs or life, commence CPR immediately.

**If there are no signs of life, commence CPR immediately.**

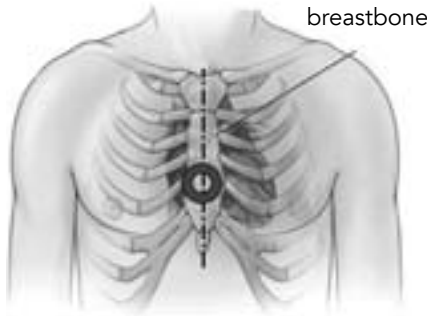




# Basic life support guidelines

## Commence chest compressions

- o Make sure the casualty is on a flat firm surface.
- o Kneel beside casualty, one knee level with head and the other with the casualty's chest.
- o Locate the lower half of the sternum (breastbone) in the centre of the chest
- o Do not apply pressure over the casualty's ribs, upper abdomen or bottom part of sternum.
- o Position yourself vertically above casualty's chest.
- o With your arms straight, press down on the casualty's breastbone a third of the depth of the chest.
- o Release pressure, complete 30 compressions.
- o Give two breaths - head tilt, chin lift (watch for rise and fall of chest).
- o Continue at a rate of **30 compressions and 2 breaths (30:2)**.



Once you have started CPR, it is important that you keep going for as long as possible. Do **NOT stop and start**. Only stop CPR if signs of life return, there is someone else to take over, or medical aid arrives or you are physically unable to continue.

If the casualty **starts to breathe**, place them in the recovery position, reassure and keep them warm. Check their airway breathing and signs of life every 2 minutes.

## Remember

- **DON'T** ignore someone who is vomiting; has fainted; is confused or irrational; or who has trouble breathing.
- **DON'T** leave a person intoxicated with alcohol or other drugs alone.
- **DON'T** give fluids (even water) or food to someone who is in shock or unconscious.
- **DON'T** give someone who is affected by alcohol or drugs, other drugs to either wake them up or calm them down.
- **DON'T** forget to give the ambulance officers as much information as you can about what happened (what drug or drugs have been used, what you have done so far).
- **DON'T** drink alcohol or use other drugs when you are alone.





# Basic life support guidelines

## D Defibrillation

A defibrillator is used to treat sudden cardiac arrest, a condition that occurs when the heart stops pumping. Many first aid situations that require CPR are due to the heart fibrillating (making a quivering movement due to uncoordinated contraction of the heart). A defibrillator can detect this and provide an electric shock, which may restore normal heart rhythm.

There are a number of Automated External Defibrillators (AED) approved for use in Australia. While each one is slightly different, they follow the same basic approach. AED's will provide visual and/or voice prompts for the users to follow.

### General AED use:

- o Establish the casualty is not breathing or responding;
- o Expose the casualty's chest;
- o Place pads on the patient's chest (follow AED machine's instructions);
- o Press 'On' button (if relevant to model or defibrillator);
- o Stop CPR;
- o Ensure everyone is clear of casualty;

Follow the machine's voice prompts.

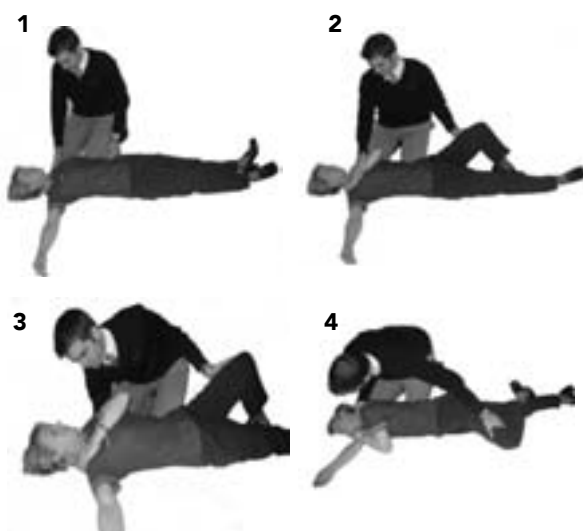
**Communicate with the 000 operator if you are unsure how to proceed.**

## Recovery position

The Recovery Position is a position used for an unconscious, breathing casualty. The Recovery Position opens the airway so the casualty can breathe, provides a stable side position and allows drainage to take place.

### How to place someone in the Recovery Position:

- o Kneel beside the patient;
- o Place farther arm at right angle to body;
- o Place nearer arm across chest;
- o Lift nearer leg at knee so it is fully bent upwards;
- o Roll patient away from you onto side while supporting the head and neck;
- o Keep leg at right angle with knee touching ground to prevent casualty from rolling onto their face.



**WARNING: DO NOT** allow rotation between head and spine. Ensure the head and neck is supported at all times.



*If your students would like to learn more about first aid, a Community Trainer can visit your school as part of the St John Ambulance WA First Aid Focus program. For more details please contact the Youth Engagement Team on 08 9334 1259.*

## Activity 10.3 Test preparation

### What you will need

- Internet access to [www.transport.wa.gov.au](http://www.transport.wa.gov.au) - online practice tests
- *Keys for Life* class record and Test Register (pages 14 and 15)

### Procedure

1. Provide students with instructions about the school-based Learner's Permit Test:
  - The test date, process, and opportunity to re-sit the test (once) at school, if necessary.
  - Encourage all students to prepare by doing the online practice tests (refer [www.transport.wa.gov.au](http://www.transport.wa.gov.au)).
  - A final reminder about completing their journals to meet the eligibility criteria to sit the test.
  - Students who are not yet 15 years of age on the day of the test and who have completed all program requirements will be given the opportunity to sit the test at a later date (after they have turned 15 and with prior warning to review the road rules).
2. Ensure students understand the following about the Learner's Permit application process:
  - The *Keys for Life* Certificate should be presented when applying for a Learner's Permit as it provides significant savings and benefits that are approved by the Department of Transport:
    - It is recognised as a Category C form of identity (ie one of the five forms of identity)
    - It is recognised as proof that the applicant has already passed the theory test (ie the student will **not** be required to sit the Computerised Theory Test and will receive a reduction in the application fee).
  - Five forms of identity are required (refer [www.transport.wa.gov.au](http://www.transport.wa.gov.au)) and the *Keys for Life* Certificate is one of these. Remind students to find and organise their forms of identity. Where necessary, provide support to organise this documentation.
  - Students with a medical condition or taking a prescribed medication will need to declare this at the time of the application, and are therefore advised to visit their Doctor before applying for a Learner's Permit so they can be assessed in relation to safely drive a vehicle under these conditions.
  - Learner's Permit applications can only be made between 8.30am and 3.45pm Mondays to Fridays at Transport DVS centres, regional offices and agents and at selected Australia Post Offices (refer [www.transport.wa.gov.au](http://www.transport.wa.gov.au) for locations).