

PRE-DRIVER EDUCATION

SDERA
EDUCATING FOR SMARTER CHOICES

Keys for Life



**TITLE: *Keys for Life* Pre-driver Education
(Fifth edition, 2016)**

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Authors

Deb Zines, Anne Miller, Resource Development, SDERA

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Illustrations

Terry Allen

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School Drug Education and Road Aware

School Drug Education and Road Aware (SDERA) is the WA State Government's primary alcohol and other drugs and road safety education strategy for all government and non-government schools, and early childhood services. SDERA is a cross-sectoral initiative of the Association of Independent Schools of WA (AISWA), the Catholic Education WA (CEWA) and Department of Education (DOE) and is funded by the Mental Health Commission and the Road Safety Commission.

SDERA aims to prevent road-related injuries and the harms from drug use in children and young people.

SDERA empowers early childhood and school-based staff, parents and carers, and community groups to implement effective resilience, alcohol and other drugs and road safety education approaches within their schools and community, through the provision of professional learning, evidence-based resources, and a state-wide consultancy team.

School Drug Education & Road Aware
Statewide Services Centre
33 Giles Avenue
PADBURY WA 6025

P: 08 9402 6415
F: 08 9402 6399
E: sdera.co@education.wa.edu.au
W: www.sdera.wa.edu.au

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Keys for Life program

SDERA's *Keys for Life* Pre-driver Education program is recommended for Year 10 to 12 students and their parents/carers. It can be delivered before, during or after a young person gains a driver's licence. The program immerses young people in a culture of respect, resilience and responsibility about safer road use, and develops the knowledge, skills and attitudes about responsible road user practices, safer socialising, licensing, safer vehicles, extensive driving practice and the importance of looking after passengers, peers and friends.

The Department of Transport recognises *Keys for Life* as an important prerequisite to the WA Licensing System. It is the recommended pre-driver education strategy for Year 10 to 12 students and provides a best practice approach to road safety education. Figure 1 describes the link between *Keys for Life* and the WA Licensing System.

Aim

The aim of *Keys for Life* is for students to develop:

- **Positive road user attitudes and resilient capabilities to help them make safer, informed decisions in traffic and social situations** (Gregerson, Nyberg & Berg, 2003).
- **An understanding of the importance of extensive supervised driving practice and driving safer vehicles** (Senserrick, Ivers & Boufos, 2009).
- **A partnership with parents and the community in the learn to drive process** (SDERA, 2009).

Implementation

The implementation of *Keys for Life* includes four components: a professional learning workshop; resources and implementation; a Parent-Student Workshop; and the Learner's Permit Test. The four components are defined by a set of implementation protocols (refer page 8) derived from best practice and an agreement between SDERA and the Department of Transport. Part of this agreement is that schools implement *Keys for Life* over ten consecutive lessons as a prerequisite to the licensing system.

This comprehensive approach provides teachers with the necessary skills, protocols and understandings to deliver a sequential and relevant program based on the content listed in Table 1 and maintain quality assurance when administering the Learner's Permit Test.

The compulsory *Keys for Life* professional learning workshop is provided by SDERA and can be accessed by all government and non-government schools in Western Australia.

Flexible program delivery

Activities have been written to support the delivery of the Year 10 Health Education content and skills, however, the program is flexible and can be implemented in: Pastoral Care; Vocational Education, Career, Workplace Readiness and Engagement programs; Science; English; life skills programs; form and home group programs; year group program days; after school or school camps.

Teachers may choose to modify or use activities that are more relevant to support their student's needs and the context within which the program is to be delivered. SDERA's *Challenges and Choices* Year 8 and Year 9 road safety teacher resources can be referred to at <http://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices/>

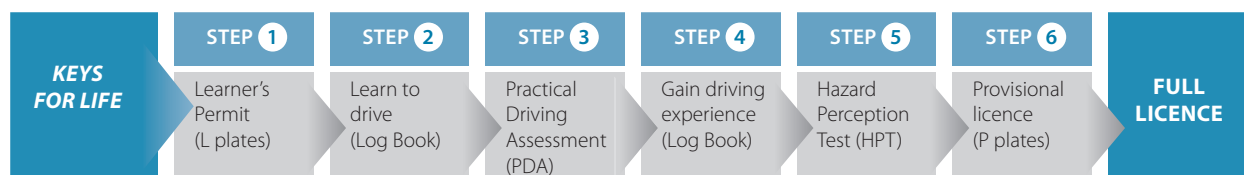
Staff working in schools with a spiritual and/or Christian ethos

When teaching resilience skills such as decision-making and assertive communication in a school with a spiritual and/or Christian ethos, links to Religious Education and developing a positive sense of self in relationship with God and others, can be emphasised and promoted.

Table 1: *Keys for Life* content

Lesson 1	<i>Keys for Life</i> program, licensing, road user responsibilities
Lesson 2	Responsibilities and consequences, road rules
Lesson 3	Crash statistics
Lesson 4	Decision making, sharing the road
Lesson 5	Driving risks, why crashes happen
Lesson 6	Drink driving, fatigue, distractions
Lesson 7	Speed, stopping distances, seat belts
Lesson 8	Supervised driving practice, assertive communication
Lesson 9	Safer vehicles, insurance, planning, negotiating
Lesson 10	First aid, safer socialising, test preparation

Figure 1: *Keys for Life* and the WA Licensing System



Best practice road safety education

Best practice in road safety education is a combination of frameworks, principles and sound teaching and learning methods that have been shown through research to be effective in helping young people to adopt safer behaviours. Road safety education that is evidence based, delivered by trained teachers, supports the licensing system and *Safe System* approach, and develops social competencies and resilience, has the potential to positively influence the behaviour of young people in traffic-related situations (Harris, 2013). The *Keys for Life* program has been developed to fit within these parameters and a summary of this is provided below.

Evidence-informed practice

In summary, an effective school road safety education program for pre-drivers and novice drivers is one that:

- Is based on the curriculum, supported by professional learning and delivered by teachers.
- Aligns with guidelines about evidence-informed best practice in road safety education.
- Aligns with a strengths-based approach where social competencies and resilience are developed.
- Is reinforced by ongoing parent initiatives and a school culture that promotes road safety.
- Is guided by research about positive attitudes and behaviours in traffic and social situations.
- Is connected to and based on the licensing system, and supports vehicle safety.

Keys for Life is underpinned by the Principles for School Road Safety Education (SDERA, 2009) (refer www.sdera.wa.edu.au) and research about effective school based road safety education for young people.

The emphasis is on a whole-school approach where explicit, ongoing and student-centred classroom interactions lead to successful learning, enhanced by the involvement of parents and the community, and a supportive school ethos. This whole-school approach is based on the Health Promoting School Framework (World Health Organisation, 1986).

Effective road safety education in secondary schools

SDERA has developed *Keys for Life* as an effective road safety education program for secondary schools, covering a broad range of knowledge, resilient attributes and skills. The program is anchored in research that provides the following recommendations about what constitutes an effective road safety program (VicRoads and Transport Accident Commission, 2014):

- Ongoing, developmentally appropriate and fits within the school curriculum.
- Strengths-based, encouraging students to develop resilience and social competencies.
- Holistic, including professional learning for teachers, school policies and curriculum.
- Content relevant, with a focus on driving practice, vehicle safety, licensing and compliance.
- Integrated with age-appropriate alcohol and other drug prevention programs, at school.

- Interactive, with initiatives to enhance school connectedness among students and parents.
- Engaging and informative for parents, with initiatives about role modelling and risk-reduction.

Evidence (Peck, 2011) about what to avoid when developing effective road safety education programs in secondary schools, has guided SDERA to ensure the *Keys for Life* program does not:

- Encourage or facilitate earlier licensing nor lead to a reduction in the age at which a licence can be obtained. The program supports compliance with, and is linked to the licensing system in Western Australia which has been shown to be beneficial (Williams, Tefft & Grabowski, 2012).
- Include an on-road driver training component or 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, leading to greater involvement in crashes (International Road Federation, 2013).
- Offer an information-only based program. Rather it is embedded in a strength-based teaching model that emphasises the development of knowledge, self awareness and a range of social competencies, as well as opportunities to clarify values and attitudes.
- Promote fear arousal images and activities as these have not been proven to be an effective behaviour change strategy (DeHoeg, Stroebe & DeWit, 2005).

Provide explicit, ongoing and student-centred classroom interactions

Activities in the *Keys for Life* lessons are based on sound teaching and learning strategies that help young people manage challenging situations and adopt safer behaviours in traffic situations. In summary, the activities:

- Reinforce existing laws, penalties and compliance with licensing, vehicle safety and safer driving.
- Promote the benefits of extensive and varied supervised driving experience.
- Help students explore crash consequences for themselves and others.
- Help students rehearse socially acceptable refusals for challenging situations.
- Help students to identify and consolidate their strengths and skills.
- Provide opportunities for students to develop resilient attributes including, assertive communication, negotiation, planning and decision-making.
- Promote critical thinking about vulnerability, risk and reducing risk in driving scenarios.
- Encourage reflection and cooperation.
- Correct myths and misinformation.
- Help students explore and clarify their own beliefs and attitudes about driving situations.
- Encourage students to make a personal vow towards safe and considerate driving.

A range of teaching and learning strategies are described on pages 157 to 169. Teachers are encouraged to become familiar with these prior to delivering the activities.

Create a supportive school and classroom environment

The following strategies can help to establish a school ethos that supports road safety, and a classroom environment that encourages respect, cooperation and confidence.

- Build school capacity by ensuring teachers are trained by SDERA in the delivery of *Keys for Life* and by having sound traffic management strategies around the school.
- Negotiate classroom rules that encourage students to share opinions without fear of judgement, prejudice and social exclusion.
- Consider the educational entitlements and needs of genders; learners from culturally and linguistically diverse backgrounds, rural and isolated areas and from various socio-economic backgrounds; and learners with disabilities and mental health disorders.
- Inform all students about potentially distressing activities and film clips and provide the option to not take part in these activities. Discussing and viewing serious injury and death can be distressing for those who have had direct involvement with road trauma.
- Be aware that images and messages arousing fear in students has not been proven to be effective and does not encourage positive behaviour change (Simons-Morton & Ouimet, 2006).
- Advise students about road trauma counselling (Road Trauma Support WA 1300 004 814; www.rtswa.org.au), and legal rights, contracts and prevention of bankruptcy when buying a car (Legal Aid WA 1300 650 579; www.legalaid.wa.gov.au/myCar).

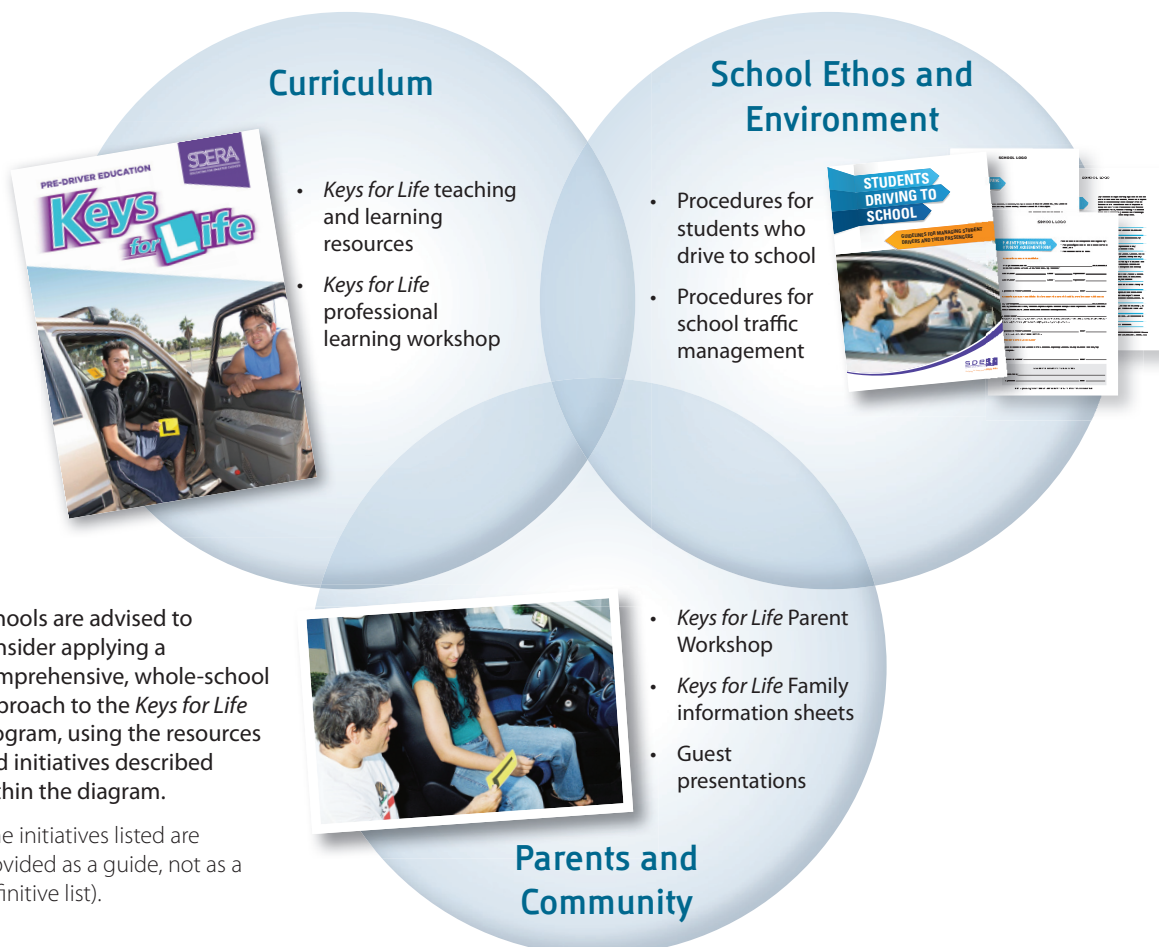
Involve parents and community

Research shows that parent involvement is a vital part of an effective road safety program targeting young road users (World Health Organisation, 1986). Informing and involving parents through *Keys for Life*, helps them reinforce and model safe driving behaviours, better understand the limitations of novice drivers, and take an active role in the learn to drive process. The following are recommended parent strategies associated with *Keys for Life*.

- Host a *Keys for Life* Parent Workshop for parents and students. Information about this is in the Implementation protocols section (refer to page 8).
- Distribute Family information sheets to parents (available in each lesson and at www.sdera.wa.edu.au) and choose segments from these sheets to include in the school newsletter.
- Distribute a letter about *Keys for Life* with an invitation to attend the *Keys for Life* Parent Student Workshop (refer to page 13).
- Distribute information about student drivers to parents (refer to www.sdera.wa.edu.au).

Accessing external providers in the community can be beneficial for students by engaging them in different learning experiences and reinforcing key program messages. To ensure the road safety presentation aligns with best practice and complements *Keys for Life* content, refer to the Checklist for Guest Presentations and a list of service providers listed in the *Road Map* directory at www.sdera.wa.edu.au.

Whole-school approach



Road safety in Western Australia

Road trauma is the cause of one of the world's greatest public health problems, and every year world wide, young drivers are over-represented in road traffic injuries. It is the lack of hazard perception skills, risk awareness and self-assessment that makes young drivers crash.

The WA Graduated Driver Training and Licensing System (licensing system) and the WA State Government's *Towards Zero Road Safety Strategy* (Berg, 2006) identify young novice drivers as having (Curry, Hafetz & Kallan, 2011):

- A greater chance of serious injury and death than any other age group.
- A greater risk of crashing within the first six months on P plates, particularly young men.
- An increased exposure to risk due to a combination of inexperience and overconfidence.

One of the most compelling pieces of evidence to address these risks, is that extensive and varied driving practice under supervision can significantly reduce the crash rate for Provisional drivers (Senserrick, 2004). This important protective measure is reinforced throughout the *Keys for Life* program and is an integral part of *Towards Zero* and the licensing system.

Safe System Approach

Towards Zero is Western Australia's road safety strategy for 2008 to 2020. It is anchored in evidence-based research and provides a framework for both Government and community to work in partnership and to achieve a long-term reduction in road-related deaths and serious injuries. A fundamental principle of this strategy is the *Safe System* approach where all road users have a shared responsibility to comply with the rules. A *Safe System* recognises that humans are fallible, they make errors, and can only endure limited forces in a crash before being seriously injured or killed. A *Safe System* is about developing a safer road network with safer vehicles and a better understanding of the complex interactions between road users, roads and roadsides, vehicles and travel speeds.

A *Safe System* aims to prevent crashes from occurring, reduce the severity of crashes, and the role of human error. The cornerstones of *Towards Zero* – Safe Vehicles, Safe Road Users, Safe Roads and Roadsides, and Safe Speeds – have the potential to reduce serious injury and death in Western Australia by the year 2020.






WA Graduated Driver Training and Licensing System

The licensing system is designed to ensure that novice drivers gain a wide range of supervised driving experience over time, under different road, traffic, time of day and weather conditions, and before driving solo (Langford, 2009). The system is graduated to ensure that novice drivers learn to drive and successfully complete driving tasks in stages. It is described in more detail on page 30 and at <http://www.transport.wa.gov.au/licensing/my-drivers-licence.asp>

Keys For Life and the Western Australian Curriculum

General Capabilities

The General Capabilities (ACARA, 2011) are to be explicitly taught across all learning areas and to all students. The General Capabilities have been embedded in the *Keys for Life* activities and this is indicated in each lesson with the following icons.

 Literacy	Learning activities provide students with the opportunity to understand the language used to: describe products (eg safer vehicles and restraints); locate information; express their thoughts and emotions appropriately in a range of social contexts and with different audiences; justify opinions; and participate in a range of written and spoken communication activities.
 Numeracy	Learning activities provide students with the opportunity to apply age-appropriate numeracy skills such as understanding trends in health issues through graphing or interpreting data, making predictions, and estimation and measurement (eg stopping distances of vehicles).
 Information and communication technology (ICT) capability	Learning activities provide students with the opportunity to become competent, discriminating and creative users of ICT; and to use it as a tool for content creation, help seeking, collaboration, knowledge access and performance analysis. Students will access online safety services, products and information to manage their own health and wellbeing (eg safer vehicle choices).
 Critical and creative thinking	Learning activities provide students with the opportunity to think logically and critically in response to a range of health and safety concepts and ideas. Students are encouraged to question taken-for-granted assumptions and create their own messages about health and safety concepts.
 Ethical understanding	In the resource, students' learning about ethical behaviour focuses on the importance of treating self and others with integrity, consideration and respect (eg complying with road rules). Students are provided with opportunities to explore moral principles and codes of practice in different contexts such as at school, in the home, and in a range of relationships.
 Personal and social capability	Learning activities provide students with the opportunity to develop self-awareness, self-management, social awareness and social management skills. Students learn to appreciate their own different strengths and abilities and those of their peers. Students are also given opportunities to explore their own identity and develop an understanding of the influences that form their sense of identity.
 Intercultural understanding	Learning activities provide students with the opportunity to explore cultural differences in values, beliefs and practices in the context of road safety issues. In doing so, students will develop an understanding of how culture impacts on people's identity, resulting in an understanding that their own cultural framework is not the only one and that cultural diversity has value.

Keys For Life and the Western Australian Curriculum

Content from several WA Curriculum Year 10 Syllabuses has been embedded in the *Keys for Life* activities across the 10 lessons as indicated below.

Syllabus	Strand	Content	Lesson									
			1	2	3	4	5	6	7	8	9	10
Health and Physical Education	Personal, social and community health	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.				●	●					
		Analysis of images and messages in the media related to road safety and alcohol and other drugs.					●	●		●	●	●
		Communicating and interacting for health and well being										
		Skills and strategies to promote respectful relationships.					●	●	●	●	●	●
		Critical health literacy skills and strategies.	●	●	●	●	●	●	●	●	●	●
		Contributing to healthy and active communities										
		Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community.					●	●	●			
		Social, economic and environmental factors that influence health.	●	●	●	●	●	●	●	●	●	●
English	Language	Expressing and developing ideas										
		Evaluate the impact on audiences of different choices in the representation of still and moving images.					●	●	●	●	●	●
Science	Science Understanding	Physical Science										
		The motion of objects can be described and predicted using the laws of physics.					●	●				
Mathematics	Statistics and Probability	Data representation and interpretation										
		Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data.			●	●						
Humanities and Social Science	Humanities and Social Science Skills	Questioning and researching										
		Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives.			●	●	●	●	●	●	●	
		Analysing										
		Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers).		●	●	●	●	●			●	●
		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.	●	●	●	●	●	●	●	●	●	●

Implementation

Guidelines provided on pages 8 to 17 support the delivery of the *Keys for Life* program and are based on protocols defined by a SDERA and Department of Transport WA agreement. These guidelines include:

- Implementation protocols
- How to deliver a program
- Resources and ordering instructions
- Learner's Permit Test rules
- Student letter
- Parent letter
- Test Register
- Class record
- Student Answer Sheet
- 10 lesson program

Assessment

Assessment and reporting are vital processes that provide information about what students know and can do, allowing teachers to make recommendations for their future learning. Assessment tools provided in the *Keys for Life* program are carefully constructed to enable judgements about student progress, contribute to learning and take account of diverse student needs. They are based on the assessment principles outlined in the School Curriculum and Standards (SCSA) website at <http://k10outline.scsa.wa.edu.au/home/assessment> and include:

- **Behind the wheel journal:** The completion of the journal is a compulsory requirement for each student prior to undertaking the Learner's Permit Test at school. Teachers may also choose some of the journal tasks and quizzes to assess students' understandings, beliefs and intentions about future driving behaviour.
- **Learner's Permit Test:** Thirty questions (developed by the Department of Transport) will demonstrate students' understanding of the current road rules.
- **Assessment tasks:** There are five optional assessment activities that require students to draw on information and skills covered in each lesson at www.sdera.wa.edu.au
- **Learning activities:** Five optional assessment tasks available at www.sdera.wa.edu.au require students to draw on information and skills covered in some of the lessons. Many of the learning activities in this resource provide additional opportunities for student self-assessment and teacher assessment.

WA Certificate of Education

SCSA has approved *Keys for Life* as an endorsed program within the Personal Development category for students in Years 10, 11 or 12. Students must be enrolled with SCSA and achievement must be reported to SCSA in the year the program is completed.

For more information refer to: <http://www.scsa.wa.edu.au/Apps/EP/display.aspx> or point 2 on page 9 'Enrol students in SCSA endorsed *Keys for Life*.'

Implementation protocols

These protocols must be adhered to and are based on an agreement between SDERA and the Department of Transport.

Professional learning

Teachers intending to implement *Keys for Life* must attend a SDERA *Keys for Life* professional learning workshop in order to be registered with SDERA. Registered *Keys for Life* teachers can access student and test resources, administer the Learner's Permit Test and issue *Keys for Life* Certificates.



Implementation

After attending a *Keys for Life* professional learning workshop, teachers will be emailed their username and password to order student and test resources. Ordering instructions are on page 10.

It is recommended that schools implement *Keys for Life* annually, delivering a minimum of ten lessons to all students in the cohort.



Keys for Life parent–student workshop

A one-hour *Keys for Life* Parent-Student Workshop is the means by which schools involve families in the learn to drive process and road safety education.

Regional schools can book a SDERA Consultant to present this workshop at their school (refer www.sdera.wa.edu.au for contact details). Metropolitan schools can book a presentation via communityeducation@rac.com.au (RAC) or phone (08) 9436 4471.



Learner's Permit Test

The Department of Transport authorises registered *Keys for Life* teachers to administer the Learner's Permit Test at schools. This is the test that is usually conducted as a Computerised Theory Test at a Transport DVS centre or agent.

Guidelines and information about the test are on page 11.



How to deliver the program

1. GET STARTED

- ☐ Order resources (page 10) using the login emailed from Northside Logistics
- ☐ Send parent letter (page 13) and book a presenter for the *Keys for Life* Parent-Student Workshop
- ☐ Prepare and deliver a minimum of 10 lessons (page 17)
- ☐ Assess using the *Behind the wheel* journal tasks, lesson attendance and theory test

2. ENROL STUDENTS IN SCSA* ENDORSED KEYS FOR LIFE

- ☐ Use the endorsed program code (PKFL or PKFL+) to enrol students
Choose to implement either:
 - 10-lessons (PKFL) – students gain achievement ('A' on Statement of Results for their WASSA*)
 - 40-lessons (PKFL+) – students gain unit equivalence for their WACE^ and WASSA#
- ☐ Use *Keys for Life* resources to deliver the program (page 10)
- ☐ Refer www.scsa.wa.edu.au/internet/Senior_Secondary/Endorsed_Programs

* SCSA – School Curriculum and Standards Authority

^ WACE – Western Australian Certificate of Education

WASSA – Western Australian Secondary School Achievement

3. MAINTAIN CLASS RECORD AND TEST REGISTER

- ☐ From the first lesson, start recording attendance and journal tasks using the Class Record (page 15)
- ☐ After the test complete the Test Register (page 14) and email it to sdera.co@education.wa.edu.au
- ☐ Keep Test Register on school records for two years for certificate verification and replacement
- ☐ Shred used Student Answer Sheets and return Test materials (including certificate stubs) to: Northside Logistics 20 Mooney Street Bayswater WA 6053

4. ISSUE KEYS FOR LIFE CERTIFICATE FOR LEARNER'S PERMIT PROCESS

- ☐ Issue a *Keys for Life* Certificate with a copy of the student letter (page 12) to students who pass the test
- ☐ Advise students that five forms of identity are needed for a Learner's Permit and that a *Keys for Life* Certificate is a Category C form of identity. For details of acceptable forms of identity, refer students to www.transport.wa.gov.au/licensing

5. REPLACE LOST KEYS FOR LIFE CERTIFICATES AT SCHOOL

- ☐ Keep spare certificates in a locked cupboard
- ☐ To replace a lost certificate, verify pass mark using the Test Register then issue a new certificate
- ☐ Send an email to sdera.co@education.wa.edu.au with all information on the new certificate
- ☐ Ensure school administration know the location of Test Registers and spare certificates as a back-up process

Resources and ordering instructions



- Save the user name and password emailed after the professional learning workshop.
- Go to www.northsidelogistics.com.au
'Click here to register', click 'Online Ordering', click 'Place Order/Items', click 'Online Order Form'.
- Refer to instructions below before ordering. Enter quantities and click 'Place Order'.
- If there is no stock of a particular resource, email sdera.co@education.wa.edu.au or download it from www.sdera.wa.edu.au
- Delivery is free and can take 5 to 10 working days for regional and metropolitan areas, and 4 weeks for remote schools.

STUDENT RESOURCES

Behind the wheel journal

The *Behind the wheel* student journal must be completed by students prior to undertaking the Learner's Permit Test at school. It includes six road rule quizzes and ten on-road tasks. **It can be completed in hard copy, or online as an E-journal at www.sdera.wa.edu.au**



INSTRUCTIONS

Order one per student or have students register at www.sdera.wa.edu.au to use the E-journal (an exact replica of the print version). A PDF copy is also available at www.sdera.wa.edu.au

Drive Safe book

Drive Safe is the road rules handbook on which the Learner's Permit Test is based.



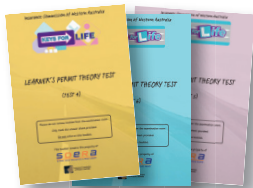
Order one per student or access a PDF at www.transport.wa.gov.au
It is also available for students at Transport DVS Centres or agents.

TEST RESOURCES

INSTRUCTIONS

Test Booklets – Test 4, 5 and 6

Test rules are provided on page 11 and must be adhered to.



Order a class set of one test (or one for each student) and order a few copies of a different test for students that fail the first test. For example, for a group of 100 students, order 100 of Test 4 and 20 of Test 5. **Store Test Booklets in a locked cupboard.**

TEST RESOURCES

INSTRUCTIONS

Keys for Life Certificate pads

The rules for issuing certificates are provided on page 11



Certificates are provided in a pad of 20. Order one certificate per student and a few spares for replacing lost certificates. For example, for a group of 100 students order 6 pads to receive 120 certificates, with 20 spare. **Store them in a locked cupboard.**

Student Answer Sheet



Available on page 16. Photocopy one for each student.

Marking Keys 4, 5 and 6

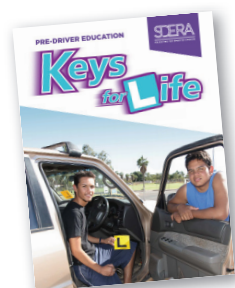


The Marking Keys are only for teachers and must be stored in a locked cupboard. Order one Marking Key. For example, order one Marking Key for Test 4 and one Marking Key for Test 5.

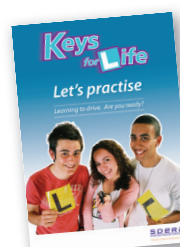
Test Register



An Excel version of the Test Register will be emailed after the professional learning workshop. It is also available on page 14 to photocopy, scan and email.



The **Keys for Life Teacher Resource** provides activities to deliver a 10 lesson program and protocols for administering the Learner's Permit Test. It is available at SDERA *Keys for Life* professional learning workshops and at www.sdera.wa.edu.au



Let's practise is not a compulsory resource for students. It is a learn-to-drive guide for parents and students with information about licensing, learning to drive, buying a vehicle, insurance and avoiding crashes. A hard copy is provided at the *Keys for Life* Parent-Student Workshop. The booklet is also available as a PDF and at www.sdera.wa.edu.au

Learner's Permit test rules

These rules must be strictly adhered to and are based on a SDERA and Department of Transport agreement.

PREPARE STUDENTS

Assist students to prepare for the test using *Keys for Life* activities, online practice quizzes (www.transport.wa.gov.au and www.rsc.wa.gov.au), the *Drive Safe* book and quizzes in the *Behind the wheel* student journal as well as learning time for students with special education needs. **Do not use Test Booklets for practice purposes and keep all test materials in a locked cupboard.**



CONDUCT TEST

Eligibility criteria for students to undertake the test at school:

- o Students must participate in at least 80% of the lessons.
- o Students must complete the journal (or an activity portfolio, for students with special educational needs).
- o Students must be 15 years of age or older on the day of the test.

Administer the test under exam conditions:

- o Students must not write in the Test Booklets and teachers cannot amend the Test Booklets.
- o Students not eligible to sit the test cannot be included in the test process.
- o Questions can be read (with no bias or advice) to students who need additional support.

Test results:

- o A pass mark is a score of 24 or more out of 30.
- o Students who fail can re-sit the test once, using a different Test Booklet. Students who fail the second test at school can undertake the test at a DVS centre, when 16 years of age or older.



COMPLETE TEST REGISTER AND ISSUE CERTIFICATES

After the test:

- o **Record results on the Test Register and email** it within 7 days to sdera.co@education.wa.edu.au
- o **Keep a copy on school records for 2 years.**
- o **Shred Student Answer Sheets and return all other test materials** to Northside Logistics 20 Mooney St Bayswater WA 6053.
- o **Replace any lost Certificates** - keep a few spare certificates, verify the pass mark and email certificate number, and all information on the new certificate including the student name, to sdera.co@education.wa.edu.au



Only issue a *Keys for Life* Certificate to students who pass the test and follow this procedure:

- **Enter student details on the certificate** with the date of birth and name matching their other legal documents. Failure to do so will result in the certificate being refused at a DVS centre.
- **The certificate is valid for 2 years** and recognised for a Learner's Permit at all DVS centres (and some Australia Post Offices) in Western Australia as: (a) a Category C form of identity, and (b) as evidence that the person has already passed the Theory Test and will not have to sit the Computerised Theory Test and therefore will not pay for this part of the application fee.
- **Distribute the student letter** (page 12) to advise students about the Learner's Permit application, (ie fees, locations, proof of identity and medical declaration requirements).
- **Emphasise proof of identity requirements** and that Learner's Permits will not be processed after 3:45pm at DVS centres.

NOTE: The certificate cannot be used as an authorisation to drive or learn to drive a vehicle. The test is not applicable for riders of motorcycles or mopeds. Refer to www.transport.wa.gov.au for information about the WA Learner Rider Theory Test.

Congratulations!

Well done on passing your Learner's Permit Test at school this year and for completing the *Keys for Life* program.

When you are 16 years of age or older, you can apply for a Learner's Permit using your *Keys for Life* Certificate at a Driver and Vehicle Services (DVS) centre and some Australia Post offices. Check locations at: www.transport.wa.gov.au/licensing.

It is important to be aware of these steps before applying for a Learner's Permit:

- **Medical declaration:** When applying for a Learner's Permit you must declare whether you have any medical conditions and/or take any medication. If necessary ask your doctor about this before applying for your Learner's Permit.
- **Proof of identity:** 5 forms of identity are required. One of these is your *Keys for Life* Certificate which is recognised as a Category C form of identity. Visit www.transport.wa.gov.au/licensing/ for more information about acceptable forms of identity and the different categories.
- **Test and fees:** A *Keys for Life* Certificate provides proof that you have already passed the theory test. Presenting your certificate will save you \$18.90, and considerable time, as you will not have to sit the Computerised Theory Test.
- **Final steps:** At the end of the application process, DVS staff will check your eyesight, take a photo of you, and present you with your 50-hour Log Book and an interim Learner's Permit. Your Learner's Permit card will be posted to you.

For more information, talk to your *Keys for Life* teacher or email sdera.co@education.wa.edu.au

Safe driving!

Yours sincerely

Dear Parent/Carer

Keys for Life Pre-Driver Education

Your son/daughter will be participating in the *Keys for Life Pre-driver Education* program this year at school.

Keys for Life is a School Drug Education and Road Aware (SDERA) initiative, that has over 14 years of State Government support. The program will be delivered by staff members at our school who have been trained by SDERA, to ensure lessons are accurate, relevant and engaging.

Keys for Life is a ten-lesson, evidence-based program that is linked to the Western Australian Curriculum Health and Physical Education Syllabus, WA Licensing System and WA Certificate of Education. Students are involved in activities that promote safe driving and positive attitudes. Above all, *Keys for Life* builds a culture of respect and responsibility, and an appreciation that driving is a privilege, not a right.

Your son/daughter will receive their own *Keys for Life* resources and, when completed, may be given the opportunity to undertake the legitimate Learner's Permit Test at school, culminating in licensing benefits that are recognised at all Department of Transport Driver and Vehicle Services Centres throughout Western Australia.

**Because driving instruction is primarily a parent responsibility,
our school has taken steps to support you in your role as a driving
supervisor by inviting you to a *Keys for Life Parent-Student Workshop* on:**

It is recommended that you attend this one-hour information seminar with your son/daughter, as it provides important information about reducing stress in the learn to drive process, crash avoidance and the WA licensing system. Please save this date and RSVP.

For more information about *Keys for Life*, please contact the school.

Yours sincerely



RSVP TO THE KEYS FOR LIFE PARENT-STUDENT WORKSHOP

☐

I **will** attend the *Keys for Life* Parent-Student Workshop with my son/daughter.

☐

I **will not** be attending the *Keys for Life* Parent-Student Workshop with my son/daughter.

Name of parent/carers:

Name of student:

PRINT your name and date of birth below.

First name _____

Surname _____

Date of birth _____

NOTE: PLEASE DO NOT WRITE IN THE TEST BOOKLET.

INSTRUCTIONS

PRINT your answer in the box for each question.

IF YOU MAKE A MISTAKE, draw a line through your wrong answer. Write your new answer to the side of the box – see example below.



CHECK your answers and that you have answered all of the 30 questions.

1	7	13	19	25
2	8	14	20	26
3	9	15	21	27
4	10	16	22	28
5	11	17	23	29
6	12	18	24	30

Marked by _____

Score _____ /30

☐

PASS

☐

FAIL

10 lesson program

LESSON	PAGE	ACTIVITY	REMINDERS	STUDENTS AND PARENTS AT HOME
1 Becoming a driver	23	1.1 <i>Keys for Life</i> - What's It All About?	Start class attendance record	Email/distribute <i>Keys for Life</i> parent letter (page 17)
	25	1.2 The Licensing System	Distribute: <i>Behind the wheel</i> journal and Drive Safe book (online or hard copy)	Email/distribute Family information sheets: <i>WA Licensing System</i> and <i>Before you start</i> .
	31	1.3 Road User Responsibilities	Display: L and P plates (red/green); <i>Keys for Life</i> Certificate; road safety posters	Complete Task 1 in <i>Behind the wheel</i> Create school newsletter article about <i>Keys for Life</i>
2 Responsibilities and consequences	35	2.1 Responsibilities and Consequences	Record student attendance	Email/distribute an invitation to <i>Keys for Life</i> Parent-Student Workshop
	42	2.2 Learning the Road Rules	Remind students about journal tasks Explain criteria for the test at school	Complete Task 2 in <i>Behind the wheel</i>
3 Road safety facts	61	3.1 Crash Statistics	Record student attendance	Complete Tasks 3 and 4 in <i>Behind the wheel</i>
	65	3.2 Road Crash Effects	Review road rules Explain identity needed for Learners' Permit	Email/distribute Family information sheet: <i>Sharing the road</i>
4 Make a decision	69	4.1 Make a Decision	Record student attendance	Do an online practice test at www.transport.wa.gov.au
	71	4.2 Sharing the Road	Remind students about journal tasks	
Evening <i>Keys for Life</i> Parent-Student Workshop conducted at school				
5 Why crashes happen	77	5.1 Driving Risks	Record student attendance	Email/distribute Family information sheet: <i>Safety tips for avoiding crashes</i>
	81	5.2 Driving Triangle	Review road rules Remind students about journal tasks	Complete Task 5 in <i>Behind the wheel</i>
6 Risk Reduction Part 1	89	6.1 Zero Alcohol	Record student attendance	Complete Task 6 in <i>Behind the wheel</i>
	93	6.2 Signs of Fatigue	Remind students about journal tasks	Do an online practice test at www.transport.wa.gov.au
	95	6.3 Driver Distractions	Explain criteria for the test at school	Create school newsletter article about <i>Keys for Life</i>
7 Risk Reduction Part 2	103	7.1 Speed and Stopping Distances	Record student attendance	Complete Task 7 in <i>Behind the wheel</i>
	110	7.2 Driving is a Complex Task	Review road rules	Do an online practice test at www.transport.wa.gov.au
8 Driving Practice	120	8.1 Why Practise?	Record student attendance	Email/distribute Family information sheet: <i>Young drivers</i>
	125	8.2 Straight Talking	Explain identity needed for Learners' Permit	Complete Tasks 8 and 9 in <i>Behind the wheel</i> Do an online practice test at www.transport.wa.gov.au
9 Drive Safe	132	9.1 My Safe Dream Car	Review road rules	Email/distribute Family information sheet: <i>P plate drivers</i>
	135	9.2 Making Plans	Record student attendance	Complete Task 10 in <i>Behind the wheel</i>
	138	9.3 Risky Situations	Instruct students to complete journal	Do an online practice test at www.transport.wa.gov.au
10 On the Road	146	10.1 Comebacks	Review road rules	Do online practice tests at www.transport.wa.gov.au
	150	10.2 Before Other Help Arrives	Collect journals	
	155	10.3 Test preparation	Record student attendance Let students know who will be sitting the test	

Learner's Permit Test Refer to page 11 for details about administering the test and issuing certificates.

Activities in this resource can be downloaded at www.sdera.wa.edu.au along with extra activities, assessment tasks and the following materials: digital (PDF) versions of parent and student resources; links to film clips, online practice tests and quizzes; sample newsletter articles; classroom PowerPoint presentations; and mail-merging instructions for printing test results onto *Keys for Life* Certificates. For further information contact sdera.co@education.wa.edu.au

Lesson 1 Becoming a Driver

Activity 1.1	<i>Keys for Life</i> - What's It All About	page 23
Activity 1.2	The Licensing System	page 25
Activity 1.3	Road User Responsibilities	page 31

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

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

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








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

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



Mapping to the General Capabilities

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

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

Mapping to the Western Australian Curriculum Year 10 Syllabuses

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

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

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

Teacher Notes

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

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

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

Student obligations and understandings

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

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

Graduated Driver Training and Licensing System

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

Road rules, enforcement and penalties

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

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

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

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

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

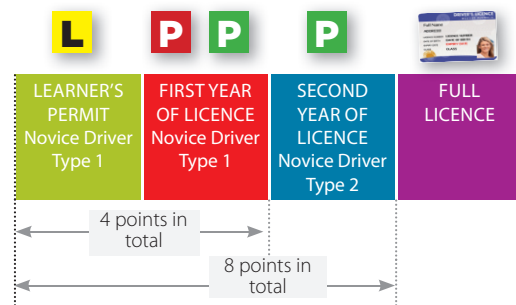
Demerit point system for novice drivers

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

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

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

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



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



Activity 1.1

Keys For Life - What's it all about?

What you will need

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

Procedure

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

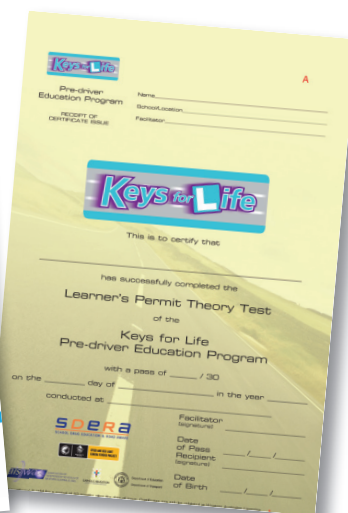
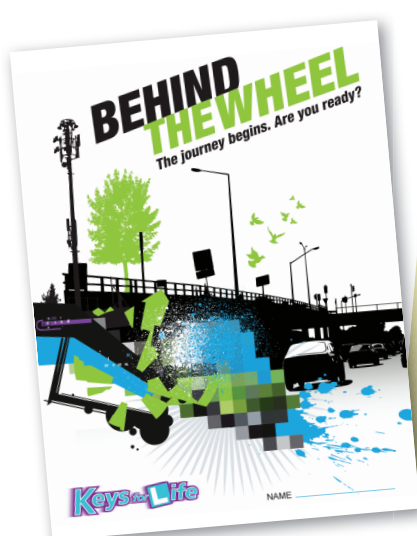
2. Briefly **brainstorm** (page 159) the advantages and disadvantages of having a driver's licence, or have students complete a **T-chart** (page 164) in small groups. Record student ideas on the board. Conclude with the message that having a licence is a privilege not a right, and that like the licensing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

Remind students that all tasks must be completed before the test can be undertaken at school.

4. Distribute the *Drive Safe* book – one per student.

For students and parents at home

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



Before you start

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



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

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

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

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

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

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

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

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

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

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

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

Refer to www.keys2drive.com.au

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

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

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

Activity 1.3 Road user responsibilities



What you will need

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

Procedure

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

1. What are your responsibilities as a passenger?

2. What are your responsibilities as a learner driver?

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

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

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

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

Extension

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



Road user responsibilities

1. What are your responsibilities as a passenger?

2. What are your responsibilities as a learner driver?

FOLD
AND
TEAR

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

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

FOLD
AND
TEAR

Lesson 2

Responsibilities and Consequences

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

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

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

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

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








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



Mapping to the General Capabilities

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

Key

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

Mapping to the Western Australian Curriculum Year 10 Syllabuses

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

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

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

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

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

Teacher Notes

Messages that have a greater impact

Driving can give young people independence, freedom and greater control of their lives. It is important for young people to understand that responsible driving and compliance with the road rules will enable them to enjoy the privileges and freedom of having a driver's licence. This includes planning trips and taking extra care in difficult or unknown traffic conditions. It is equally important to discuss the factors associated with unsafe driving and the consequences of this.

Specific messages that are known to resonate more strongly with young men and women are loss of licence and freedom, and injury to others, including family and friends. Other important messages to highlight include information about motor vehicle damage, increased insurance premiums and excess, personal incapacity, loss of life to themselves, their passengers and other road users, and driving convictions and penalties (ie fines, vehicle confiscation, imprisonment and loss of licence) (Shapiro, Siegel, Scovill & Hays, 1999; Styles, Imberger & Catchpole, 2004).

The short and long term consequences and costs associated with road crashes can be grouped under physical, social, emotional, financial and legal. These consequences are not only borne by the individuals involved in the crash, but witnesses of the crash, emergency workers, families, work colleagues, and the broader community.

It is important for teachers to recognise that there may be students within any group that have been directly or indirectly involved in road-related trauma. Talking about road trauma with young people can raise a range of issues, concerns and/or emotions. Students who feel uncomfortable or emotional should be provided with the option to pass or disengage from the activity, and if necessary, referred to Road Trauma Support WA (RTSWA), a free counselling and advice service available at: <http://www.rtswa.org.au/>

Learning will be enhanced and reinforced when students are regularly engaged in discussions to debrief activities and share their opinions, ideas and intentions (Evolve CDT Pty Ltd., 2013).

Learning the road rules

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

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

Activity 2.1 Responsibilities and consequences



What you will need

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

Procedure

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

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

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

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

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

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

For students and parents at home

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

Extension

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



Procedure

1. Explain the pictorial representations of the five groups of consequences – social, emotional, physical, legal and financial – shown on Activity sheet *Grouping consequences*.
2. Give each student a copy of the activity sheet and read out the following scenario to consider and ask them to think about this scenario and either draw or write one or two consequences for each of the groups shown on the cards.
You and your mates have had a few beers. Everyone gets in your car to go for a ride. Out on the road your mates get really loud and start to shout and muck around.
You try to concentrate but you've had too much to drink. Your car starts to skid on the gravel and you lose control. Two of your mates are killed.
3. Discuss students' responses then talk about what a driver in this situation could have done to make sure the crash didn't happen.





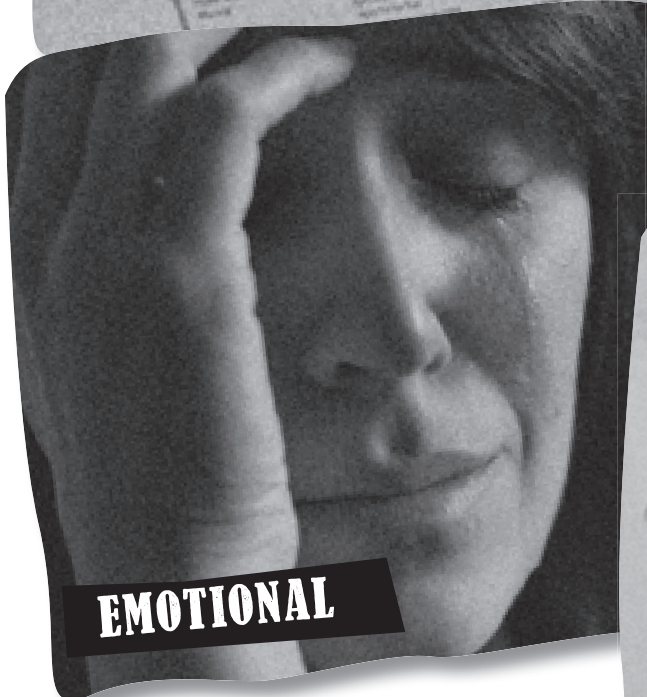
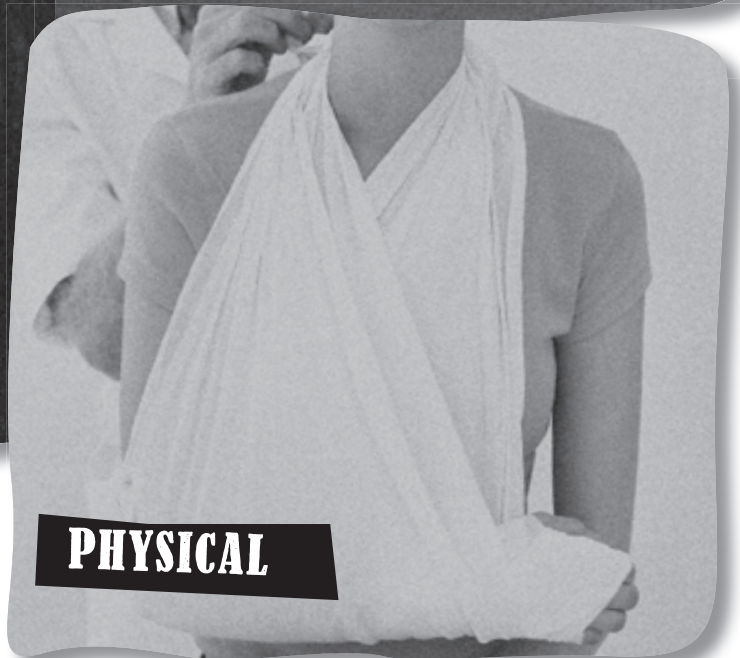
Grouping consequences

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

SOCIAL

LEGAL

FINANCIAL

EMOTIONAL

PHYSICAL




Consequences

You lose your driver's
licence for 6 years.

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

You get a traffic conviction.

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

You have to go to court.

You have some bad scars
on your face.

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

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

You get rejected
by your family.

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

You seriously injure
yourself.

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



Consequences

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

You injure a friend or family member.

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

You critically injure someone you know.

Your long-time boyfriend/girlfriend drops you.

You get convicted and are sent to jail.

All of your personal goals can no longer be achieved.

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

You can no longer play the sport you love.

You lose your job.

You have to catch public transport.

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



Consequences

You have critically injured a friend or family member.

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

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

You have medical costs.

You have injured your spine and will never walk again.

You can't work because of your injuries.

Your vehicle insurance premium has increased.

You are feeling anxious and depressed.

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

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

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

Your car has been confiscated.



Impact cards

**GREATEST
IMPACT**

**LEAST
IMPACT**

Activity 2.2 Learning the road rules



Drive Safe

What you will need

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

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

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

Procedure

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

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

Pop quiz

What you will need

- *Behind the wheel* – pages 36-47

Procedure

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

Cryptic signs

What you will need

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

Procedure

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

Intersections and turning situations

What you will need

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

Procedure

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

Traffic situations

What you will need

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

Toy cars – two or three per group

Procedure

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

Overtaking

What you will need

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

Drive Safe handbook – one per group

Procedure

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

Road sign concentration

What you will need

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

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

Procedure

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

If the cards do not match they are replaced on the desk.
2. The game continues with each student having a turn until all the cards have been matched. The winner is the player with the most pairs.

Student cars

What you will need

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

Drive Safe handbook – one per pair

Procedure

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

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

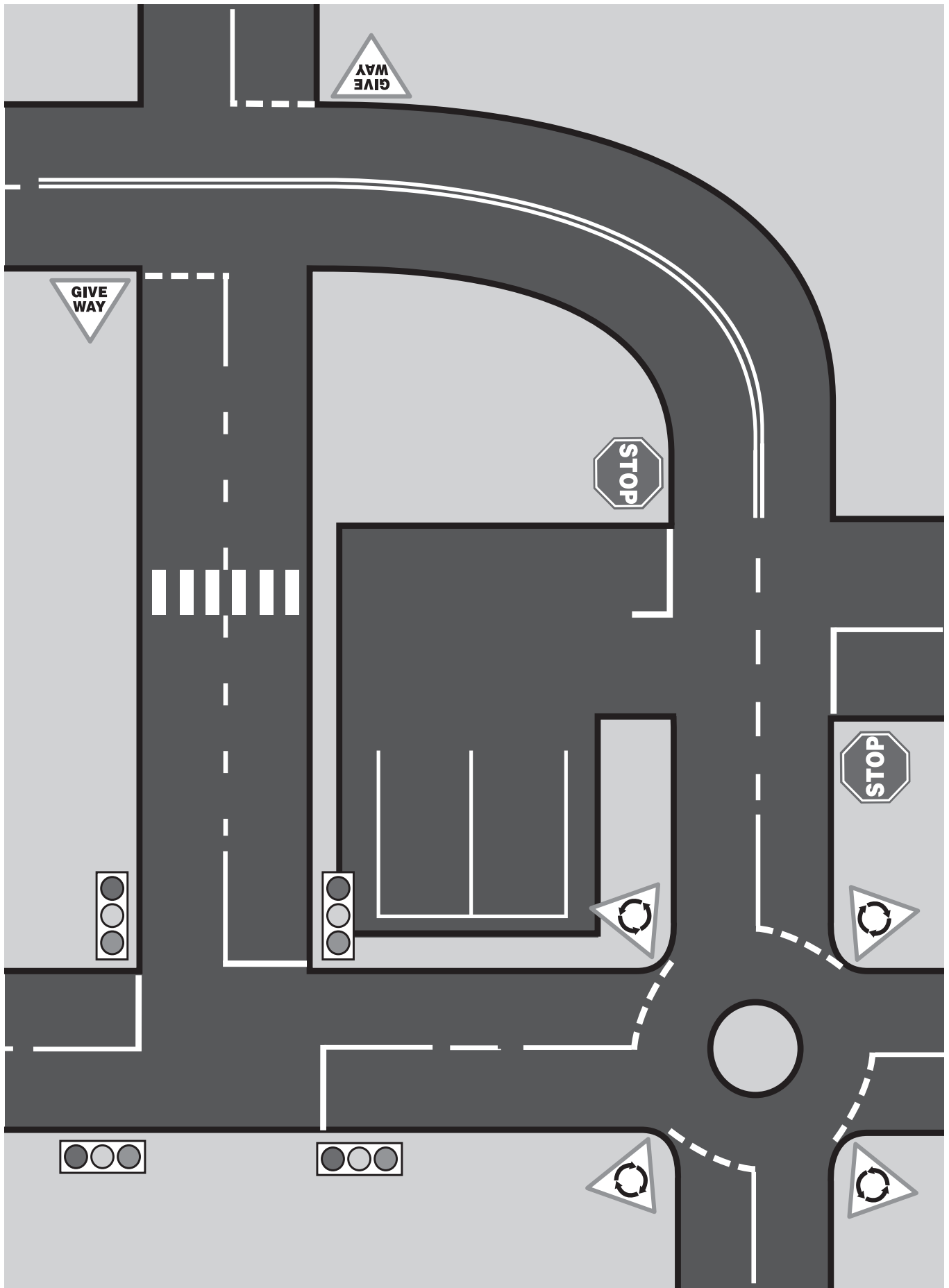
Intersections – mark out a T intersection, four-way intersection or roundabout. Have drivers move through the intersections giving way and indicating appropriately.

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



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

Road map





Cryptic signs

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

Answers at base of page.

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

I am a

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

I am a

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

I am a

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

I am a

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

I am a

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

I am a

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

I am a

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

I am a

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

I am a

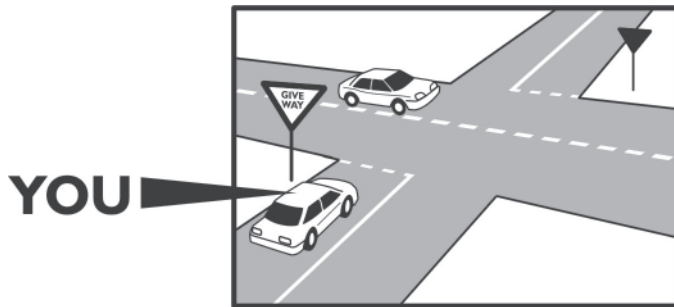
10. I am white, red and black. A letter from the alphabet is on me and it's the letter after 'T'. Check that it is safe and legal to do this turn.

I am a

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

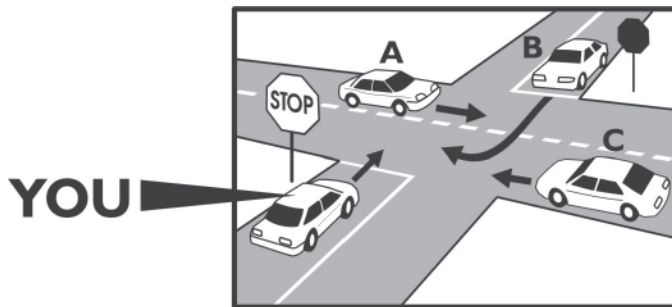


Intersection questions



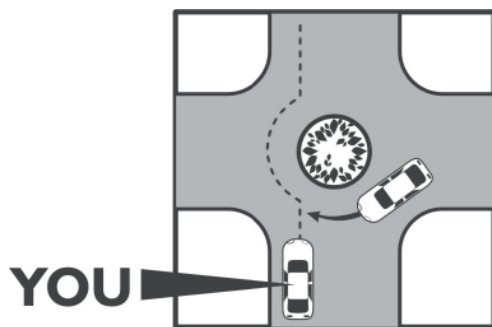
Intersection question 1

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



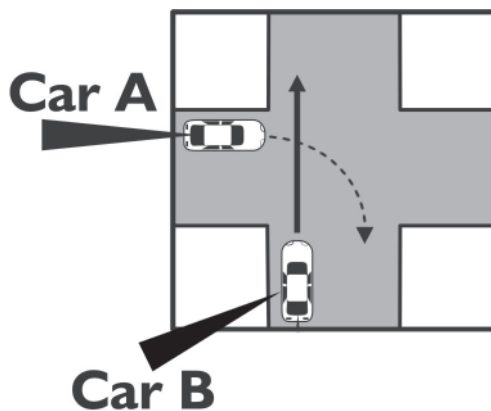
Intersection question 2

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



Intersection question 3

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

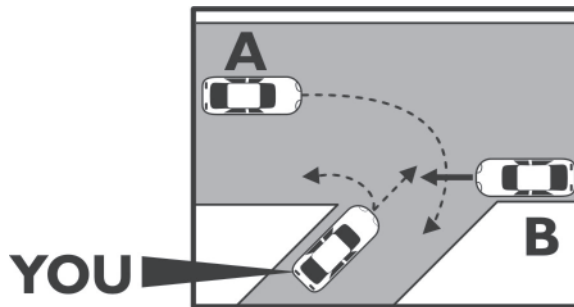


Intersection question 4

Which car gives way in this situation?

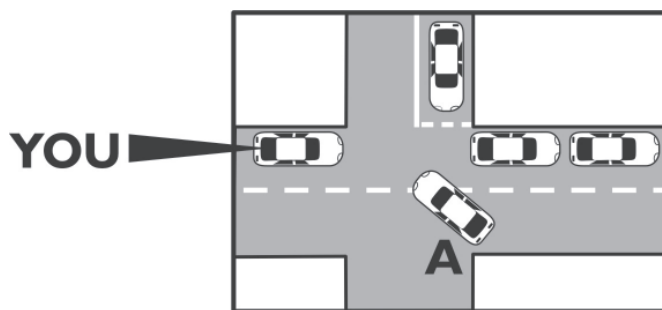


Intersection questions



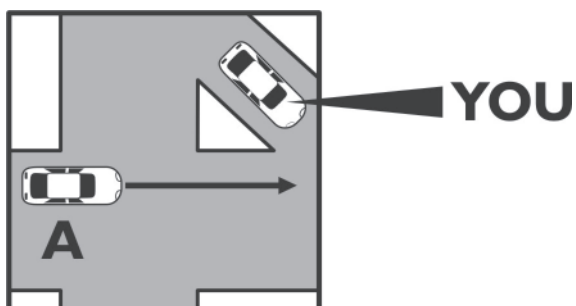
Intersection question 5

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



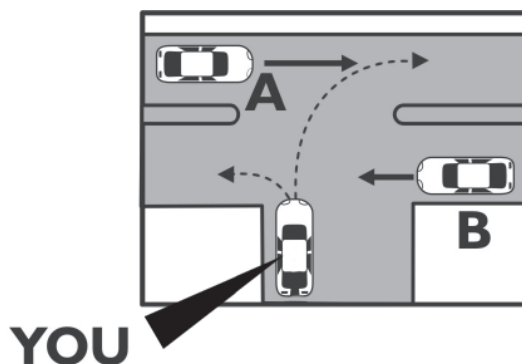
Intersection question 6

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



Intersection question 7

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

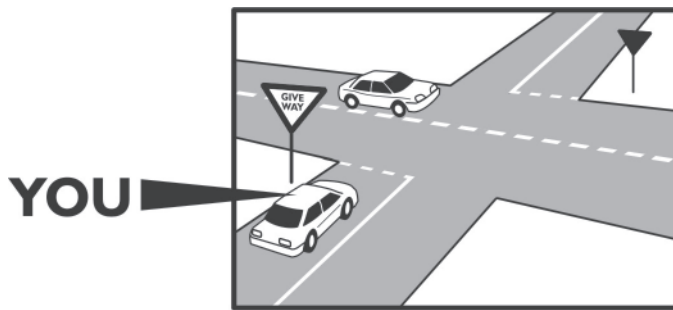


Intersection question 8

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



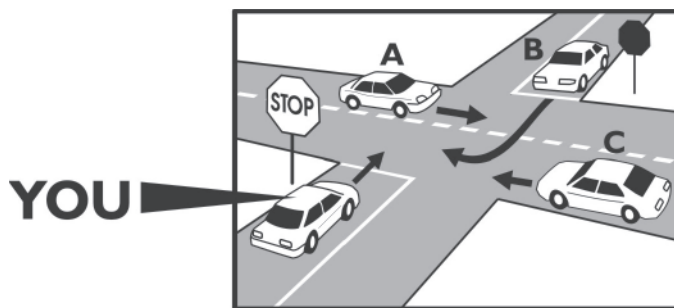
Intersection answers



Intersection answer 1

Give way to all traffic travelling along the intersecting road.

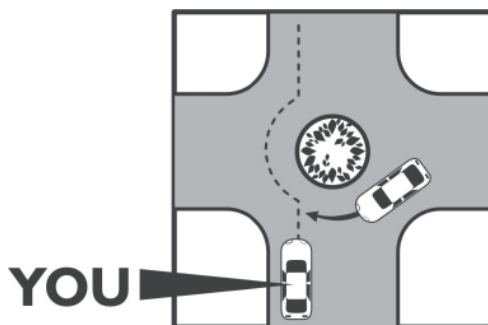
Give way to all traffic turning from the intersecting road.



Intersection answer 2

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

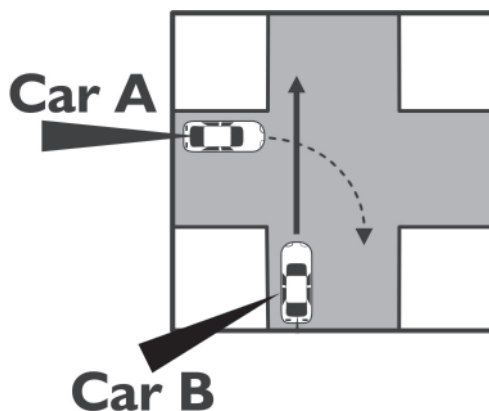
The front of your car must not be over the line.



Intersection answer 3

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

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



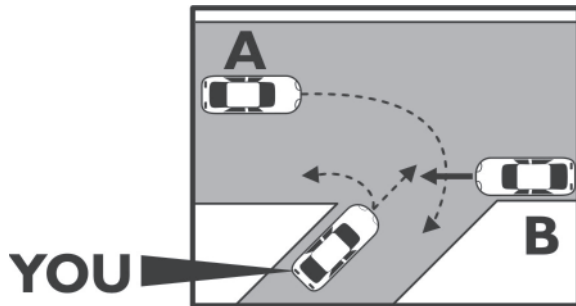
Intersection answer 4

Car A would give way to Car B.

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

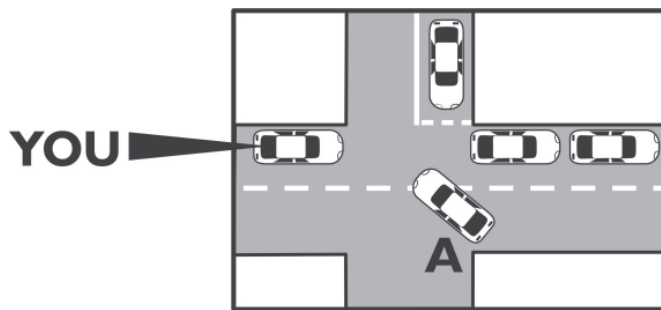


Intersection answers



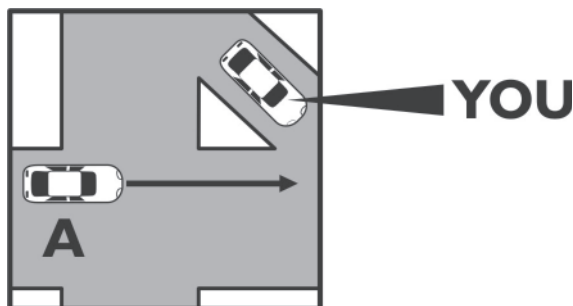
Intersection answer 5

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



Intersection answer 6

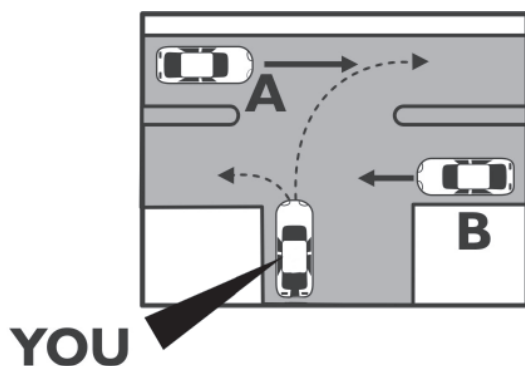
In built up traffic such as at traffic lights, you should stop before an intersection to allow vehicles such as Car A to turn.



Intersection answer 7

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

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



Intersection answer 8

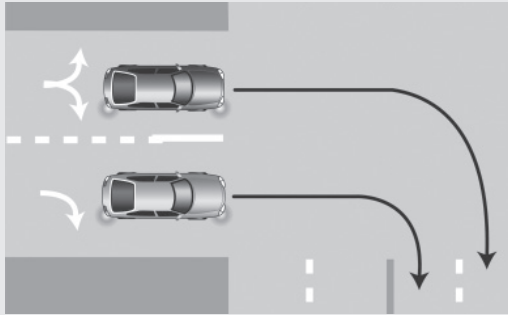
You would give way to Car A and Car B. They are both travelling on the continuing road.



Turning questions

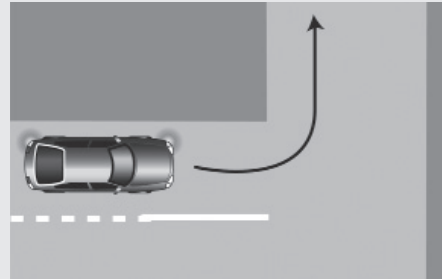
Turning question 1

If turning, when should you indicate?



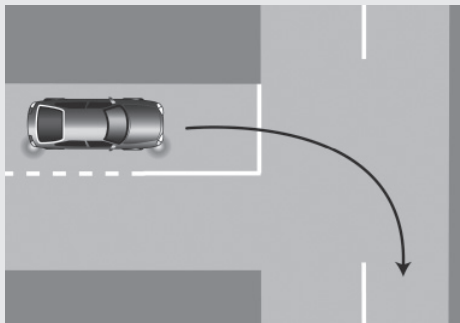
Turning question 2

When turning left, where should you position your car?



Turning question 3

When turning right, where should you position your car?



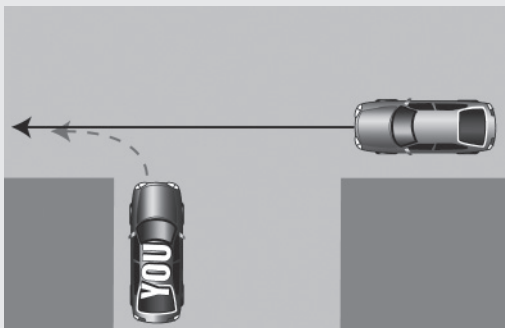
Turning question 4

When should you not make a U turn?



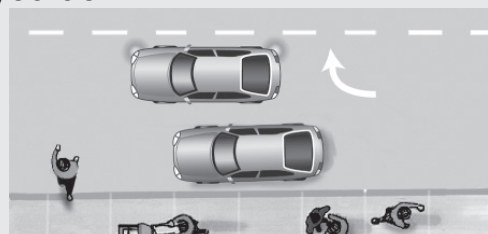
Turning question 5

You are turning left. What must you always do?



Turning question 6

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





Turning Answers

Turning answer 1

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

Turning answer 2

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

Turning answer 3

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

Turning answer 4

You must not make a U turn if:

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

Turning answer 5

When turning left you must always:

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

Turning answer 6

Always give way to pedestrians.



Overtaking

Read each card and order the five overtaking steps correctly.

Signal before you overtake the car ahead.

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



Look behind and to the side of you.

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

Get a good view of the road ahead.

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



Keep to the speed limit.

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

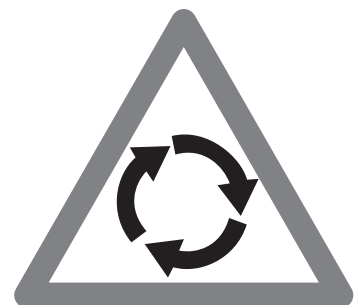
Move back into line.

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



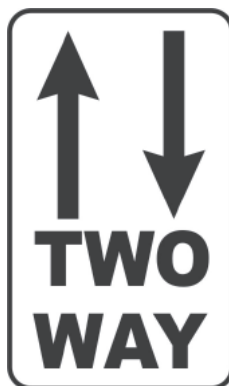
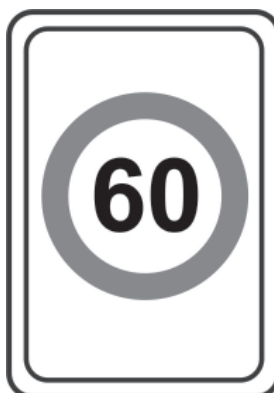
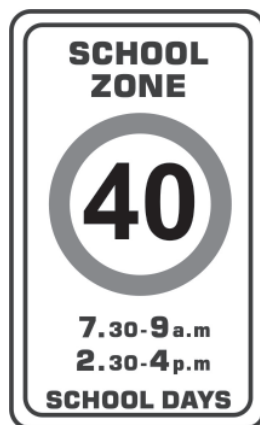


Road signs





Road signs





Road sign explanations

Give way to traffic
before driving on.

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

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

Do not
turn right.

Do not make
a U turn.

The traffic is
travelling
in both
directions.

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

You have to
stop and let
pedestrians
cross the
road.

Where two roads
intersect and
continue.

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

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

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



Road sign explanations

Two roads meet. One continues and one ends.

Slow down because the road ahead is going to curve.

Slow down because there are signals ahead.

This road can be slippery. Slow down.

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

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

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

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

You cannot enter this road.

Lesson 3 Road Safety Facts

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

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

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

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

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








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



Mapping to the General Capabilities

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

Key

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

Mapping to the Western Australian Curriculum Year 10 Syllabuses

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

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

- Sub-strand:** *Being healthy, safe and active*
The impact of societal and cultural influences on personal identity and health behaviour.
- Sub-strand:** *Communicating and interacting for health and wellbeing*
Critical health literacy skills and strategies.

Mathematics Year 10 Syllabus - Statistics and Probability Strand

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

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

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

Teacher Notes

Support and trust in the classroom and approaches that work

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

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

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

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

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

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

Young road users and crash involvement

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

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

Research shows:

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

Characteristics of young people that can contribute to their crash involvement

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

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

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

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

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

Road crash statistics in Western Australia

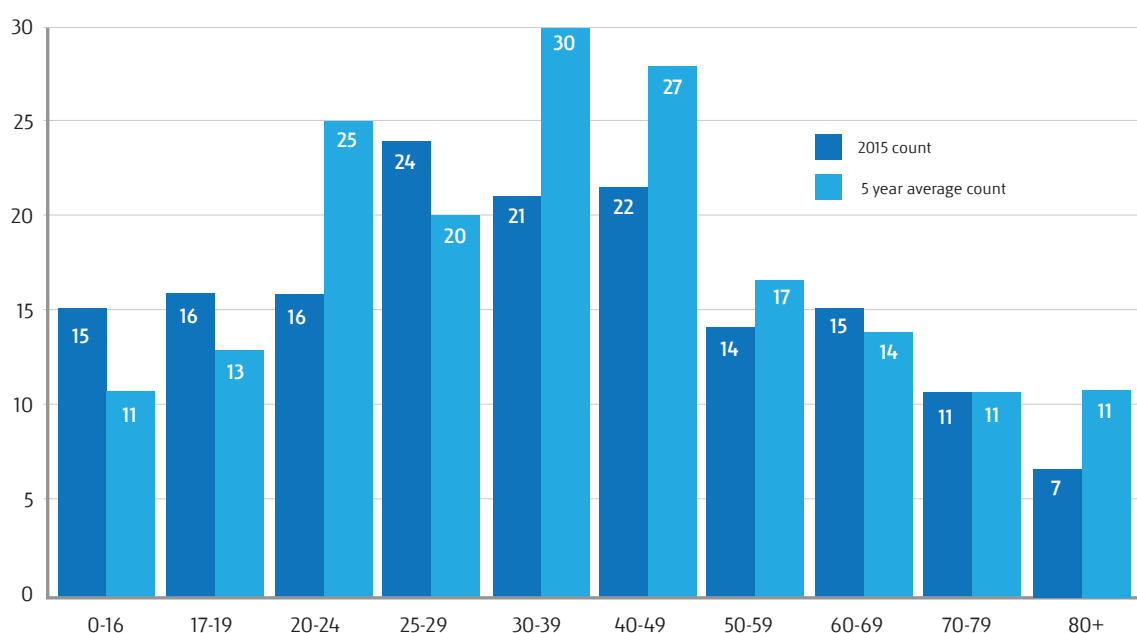
There are many ways to examine and investigate road crash statistics, such as financial impact, trends over time, the impact of road safety initiatives, regional and metropolitan comparisons, and the impact of risk factors such as age, gender, type of vehicle and time of day.

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

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

Each year on average in WA these statistics are noted.

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



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

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

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

Trends in road crash data

Western Australia

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

Australia

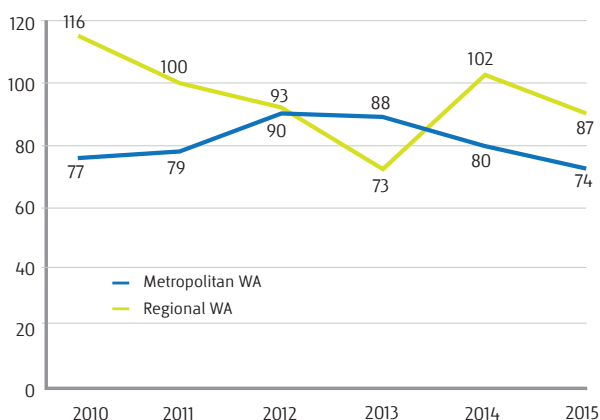
At a national level the annual economic cost of road crashes in Australia is estimated at \$27 billion per annum, with devastating social impacts.

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

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

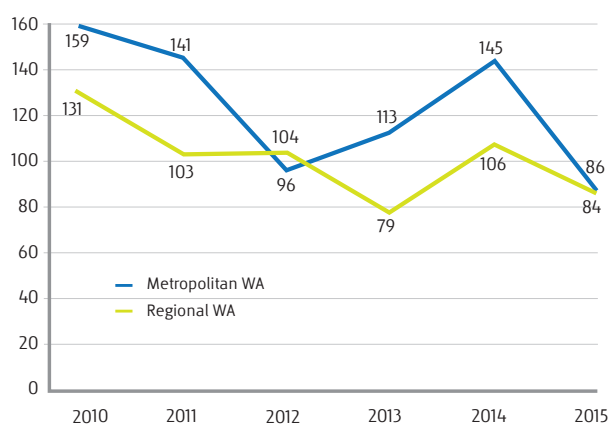
In terms of national trends for young drivers, each year on average, 17-25 year olds account for approximately one quarter (25%) of drivers killed on Australia's roads and yet, represent only 16 per cent of the adult population.

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



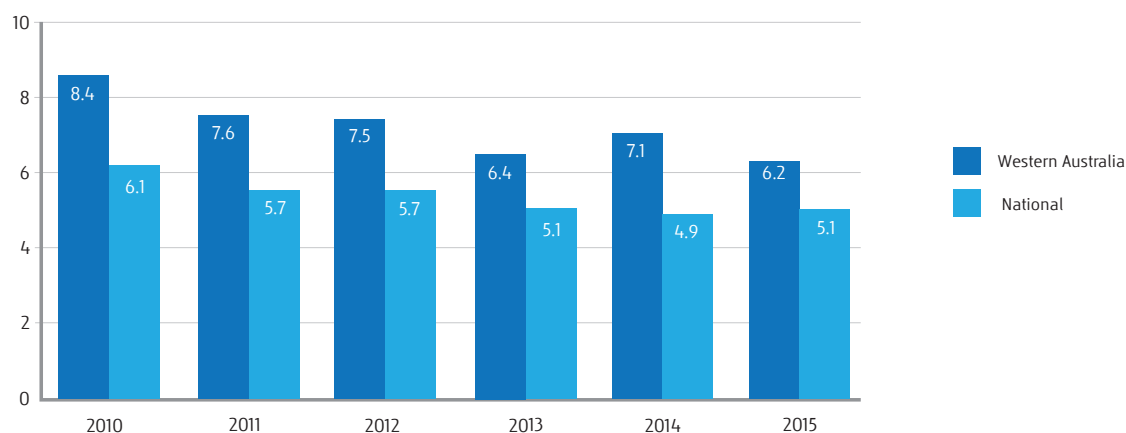
Fatalities in Western Australia 2010-2015

Source: Road Safety Commission



Critical injuries in Western Australia 2010-2015

Source: Road Safety Commission



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

Activity 3.1 Crash statistics



What you will need

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

Procedure

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

For students and parents at home

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

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

Based on graph on page 64)

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

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

Based on graph on page 64)

1	Drivers
2	Passengers
3	Pedestrians
4	Motorcyclists
5	Cyclists



Who's at risk (A)

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

Consider which road user group is most at risk of being killed or injured in a crash.

Place them in order, from most at risk (1) to least at risk (10).

Most at risk

1

2

3

4

5

6

7

8

9

10

Female drivers

Female passengers

Female pedestrians

Female cyclists

Female motorcyclists

Male drivers

Male passengers

Male pedestrians

Male cyclists

Male motorcyclists

Least at risk



Who's at risk (B)

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

Most at risk

1

Drivers

2

Motorcyclists

3

Passengers

4

Bicyclists

5

Pedestrians

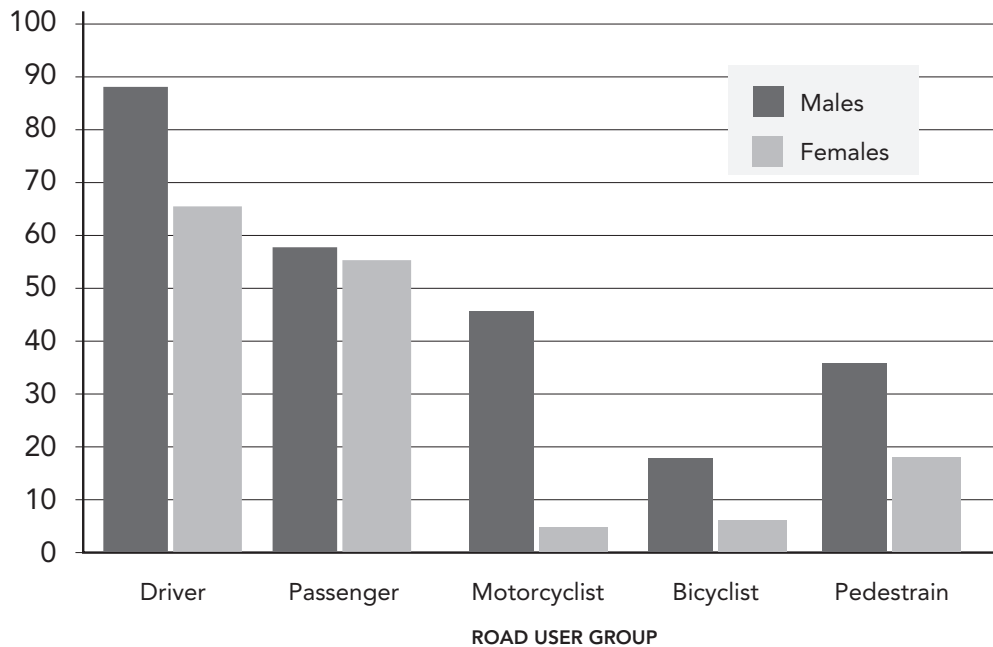
Least at risk



WA fatalities and injuries

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

(Source: Road Safety Commission, 2014).



Which road user group had the highest crash involvement?

Which road user group had the least crash involvement?

In which road user group were females most involved?

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

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

Activity 3.2 Road crash effects



What you will need

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

Procedure

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

Crash scenario

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

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

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

Extension



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



Roll the die

1. What is your name and how old are you?

2. Who is in your family? (Parents, siblings, aunts/uncles, grandparents,...)

3. How do you know the other people in the car? (Family, school mates, in the same sporting team,...)

4. What do you do? (Finishing high school, studying at uni, starting an apprenticeship, working, looking for a job, finished school and about to travel overseas,...)

5. What are your goals in life? (Finish Year 12, be a lawyer, play for an AFL team, have a family, ...)

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



Uninjured



Injured but not seriously enough to be hospitalised



Injured and hospitalised for several weeks



Suffered severe injuries and became a quadriplegic



Critically injured and on life support



Died on impact

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

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

Discuss and answer the following questions.

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

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

Lesson 4 Make a decision

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

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

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

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

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








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



Mapping to the General Capabilities

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

Key

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

Mapping to the Western Australian Curriculum Year 10 Syllabuses

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

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

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

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

- Sub-strand:** *Questioning and researching*
Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives.
- Sub-strand:** *Analysing*
Account for different interpretations and points of view/perspectives in information and/or data (eg from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers).
- Sub-strand:** *Communicating and reflecting*
Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action.

Specific messages that are known to resonate more strongly with young men and women are loss of licence and freedom, and injury to others, including family and friends.

Teacher Notes

Discussing safe and unsafe driving

Driving can give young people independence, freedom and greater control of their lives. It is important for young people to understand that responsible driving and compliance with the road rules will enable them to enjoy the privileges and freedom of having a driver's licence. This includes planning trips and taking extra care in difficult or unknown traffic conditions. It is equally important to discuss the factors associated with unsafe driving and the consequences of this.

Specific messages that are known to resonate more strongly with young men and women are loss of licence and freedom, and injury to others, including family and friends. Other important messages to highlight include information about motor vehicle damage, increased insurance premiums and excess, personal incapacity, loss of life to themselves, their passengers and other road users, and driving convictions and penalties (ie fines, vehicle confiscation, imprisonment and loss of licence) (Shapiro, Siegel, Scovill & Hays, 1999).

The short and long term consequences and costs associated with road crashes can be grouped under physical, social, emotional, financial and legal. These consequences are not only borne by the individuals involved in the crash, but witnesses of the crash, emergency workers, families, work colleagues, and the broader community.

It is important for teachers to recognise that there may be students within any group that have been directly or indirectly involved in road-related trauma. Talking about road trauma with young people can raise a range of issues, concerns and/or emotions. Students who feel uncomfortable or emotional should be provided with the option to pass or disengage from the activity, and if necessary, referred to Road Trauma Support WA (RTSWA), a free counselling and advice service available at: <http://www.rtswa.org.au/>

Learning will be enhanced and reinforced when students are regularly engaged in discussions to debrief activities and share their opinions, ideas and intentions (Styles, Imberger & Catchpole, 2004).

Decision-making and planning in relation to alcohol use

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

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

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

Activity 4.1 Make a decision



What you will need

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

Procedure

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



Procedure

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

Variation

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



Make a decision

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

SITUATION A

There would be fewer road crashes if ...

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

SITUATION B

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

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

SITUATION C

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

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

SITUATION D

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

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

Activity 4.2 Sharing the road



What you will need

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

Procedure

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

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

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

Extension

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

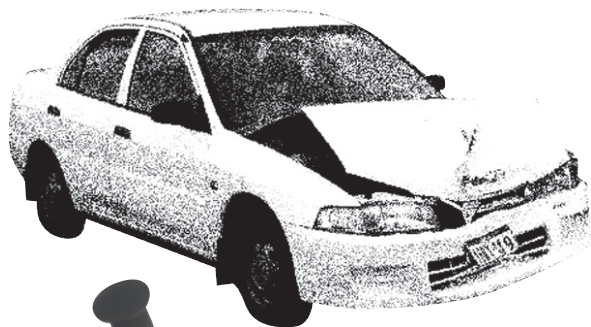
4. Have groups share their Code of Conduct with the class.
5. Discuss the merits of a shared understanding and everyone working toward a safer road network using these suggested processing questions.
 - *Why is it important to be clear about your rights and responsibilities as a road user?*
 - *Is it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

For students and parents at home

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



Staying safe



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

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

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

1.

2.

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

1.

2.

Sharing the road

1. Safety first

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



2. Drive slowly and sensibly near all road users

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

3. Be patient and calm around bike riders

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

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

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

5. Do not overtake a truck that is turning

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

Lesson 5 Why crashes happen

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

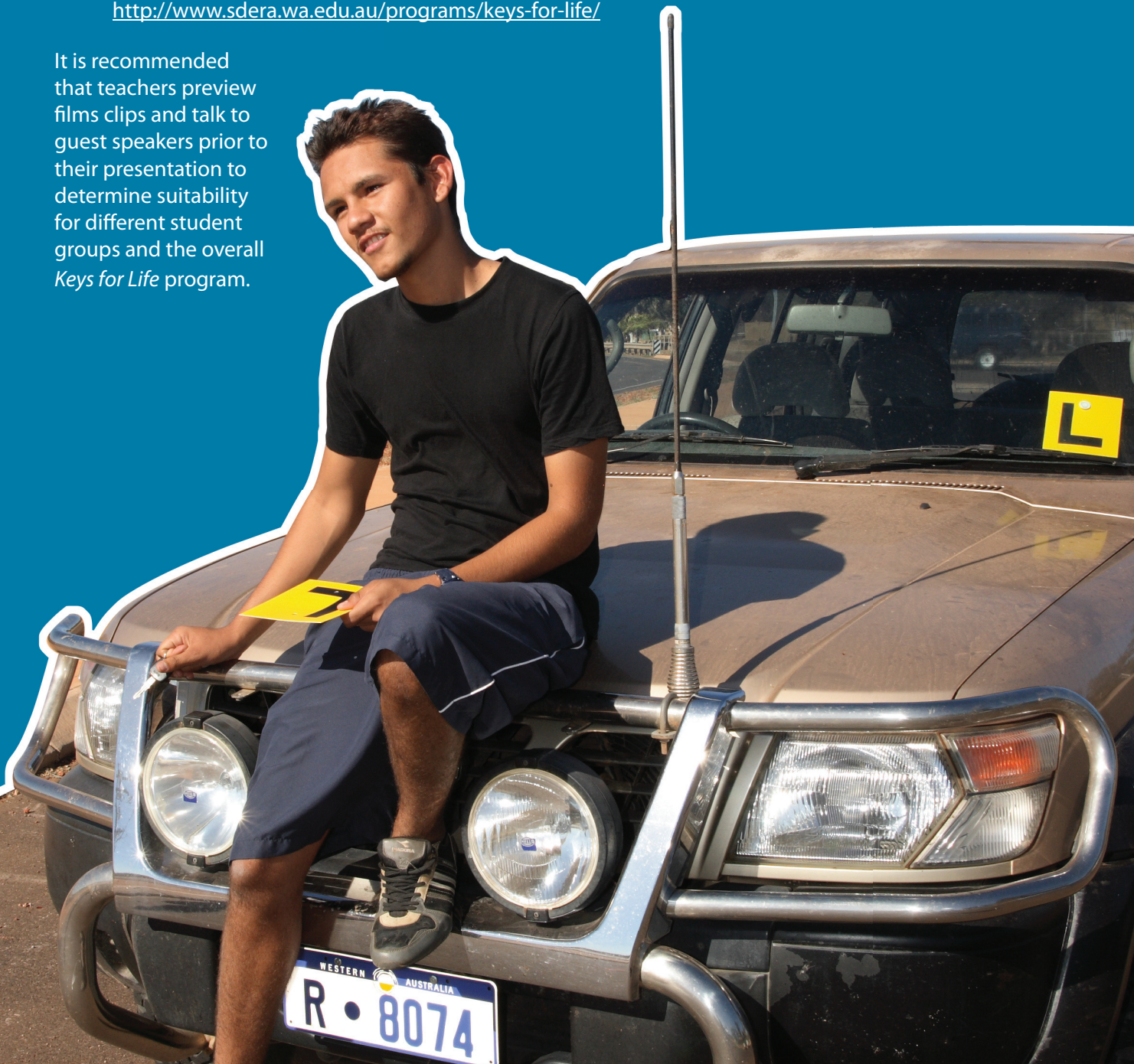
Lesson 5 is about road crash theory and common crash types for new drivers.

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

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

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








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



Mapping to the General Capabilities

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

Key

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

Mapping to the Western Australian Curriculum Year 10 Syllabuses

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

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

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

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

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

English Year 10 Syllabus - Language Strand

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

Teacher's notes

Road crash theory (driving triangle)

Road crashes are the result of the interaction between the driver, vehicle and environment. Ninety percent of road crashes are caused by human factors alone, or in combination with vehicle or environmental factors. Environmental factors can be divided into the physical environment (eg road and weather conditions) and socio-cultural environment (eg societal attitudes and beliefs).

- **Driver:** the decisions the driver makes, risk taking such as speeding, drink or drug driving, driving tired or not wearing a restraint, and distractions both inside and outside the vehicle.

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

Applying this theory in the classroom is a useful way to demonstrate how a potential crash can be avoided and harm reduced. The theory can also be used to demonstrate ways to stay safer as a passenger or driver. Avoiding crashes involves the finely tuned skills of hazard perception, risk assessment and a safe approach to the driving task. Motivations for driving and emotional responses to situations can also affect the way people drive and can potentially affect the chances of having a crash.

Common crash types for young drivers

Drivers of all ages are involved in crashes. However young drivers in their first six months on P plates have more crashes than others and are more likely to be involved in the same types of crashes.

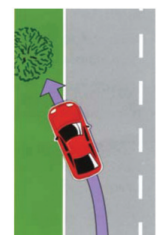
The three most common crash types for young drivers include single vehicle crashes veering off the road to the left; rear end crashes; and turning or driving straight ahead at intersections.



Both turning and driving straight ahead at intersections



Rear end crashes



Veering off the road to the left

Errors made by new drivers are often a result of:

- Speeding or travelling too fast, both for the road conditions and level of experience
- Misjudging the speed of other vehicles, particularly oncoming cars
- Overestimating their ability and underestimating the risks
- Not scanning the traffic environment well
- Travelling too close behind other vehicles
- Inattentiveness, failure to anticipate, distraction and fatigue (Catchpole, Cairney and MacDonald, 1994).

Road crash involvement of young people

Crashes have definite and distinguishable causes, involve risky behaviours and attitudes, and are, in the main, preventable. Young drivers, particularly during their first six months on P plates, are over-represented in crashes because: they are inexperienced with less developed hazard perception skills; are over-confident in their own driving ability; and have a tendency to drive recklessly and take more risks than experienced drivers (Mayhew, 1995; McKnight, Langton, McKnight, Resnick & Lange, 1995; Catchpole, Cairney & MacDonald, 1994).

The following list of traits and factors contribute to the over-representation of young people in road crashes, with all of these being accentuated in males :

- Assert their individuality in various ways along with an increase in independence.
- Over-confident in their driving ability while underestimating the risks.
- Inexperienced with predicting and handling hazards and dangerous driving situations.
- Tendency to take more risks while driving, coupled with a fearless, adventurous attitude.
- Believe they are invincible, with an attitude that 'it won't happen to me'.
- Easily distracted when travelling with friends.
- Often travel with inexperienced drivers who at times can influence them in a negative way.
- Socialise regularly and more often at night than other age groups.

Risk factors

The risk factors associated with driving, and in particular young drivers, are described in detail below.

Inexperience

Young drivers with limited driving experience, devote a greater proportion of their available attention to conscious decision making and monitoring of their driving. This leaves less time for them to devote to the cognitive and hazard perception skills required for safe driving (Catchpole, Cairney & MacDonald, 1994).

Young drivers also have distinct skill deficits resulting from a lack of driving experience, particularly in the areas of:

- Hazard perception and hazard management skills
- Perception and interpretation of information such as curvature and gradient of the road
- Braking
- Steering
- Adjusting speed to compensate for changing road conditions and circumstances
- Maintaining proper lane position, accelerating and decelerating smoothly and changing speed.

Students need to develop an understanding of how inexperience affects their safety as drivers, and how supervised driving practice provides the opportunity for them to gain experience and develop hazard management skills.

Overconfidence

Young drivers often have an inflated view of their own driving ability, which can result in them misjudging the risks present in the driving situation.

They often fail to appreciate that there is more to driving than just vehicle control which can result in an over-estimation of driving ability, an over-confidence in the approach to their driving; and an underestimation of the risks involved in driving (Road Safety Council, 2005).

If learner drivers do not receive enough diverse, supervised driving experience, the 'safe mistakes' they make early in their learning to drive process, may result in a perception of their own ability being inaccurate (Newman, DiPietro, Taylor & Green, 2001)



Activity 5.1 Driving risks

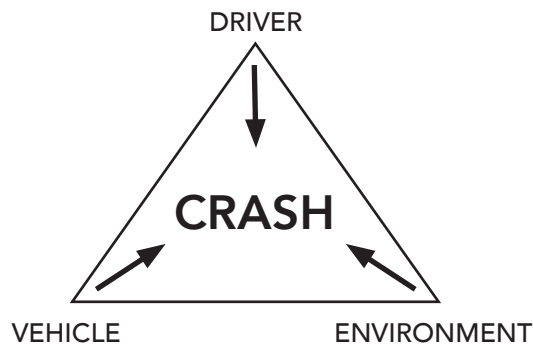


What you will need

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

Procedure

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



3. Explain that road crashes are the result of the interaction of the driver, the vehicle and environment (both inside and outside the vehicle) and that the driver's characteristics and actions contribute to over 90% of crashes. Very few crashes are the result of the vehicle's condition or environment.
4. Write 'driver', 'vehicle' and 'environment' on the board and conduct a **brainstorm** (refer page 159), or use three sheets of paper around the room to conduct a **graffiti walk** (refer page 160). Use either strategy to collect a list of factors and behaviours that relate to each heading. Examples are provided below.

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

5. Share and discuss responses, giving more time to driver characteristics and behaviours. Select several driver characteristics or behaviours and ask students to identify decisions that would change the outcome in a traffic situation. For example:
 - a tired driver – swap drivers every two hours or don't get behind the wheel of a vehicle
 - a driver who has consumed alcohol – call a family member or friend for a lift.
6. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
 - Which vehicle factors would contribute to a crash?
 - What decisions can drivers make to reduce their crash risk?
 - Knowing that the driver is usually responsible for a crash occurring, how will this information influence your driving in the future?
 - What could a new driver do to reduce their crash risk? (Restrict number of passengers, don't drink and drive, plan ahead and reduce distractions in the car. Participate in as many hours of supervised driving practice in a range of conditions prior to driving solo. 120 hours can reduce the crash risk for P plate drivers).

Adaptation

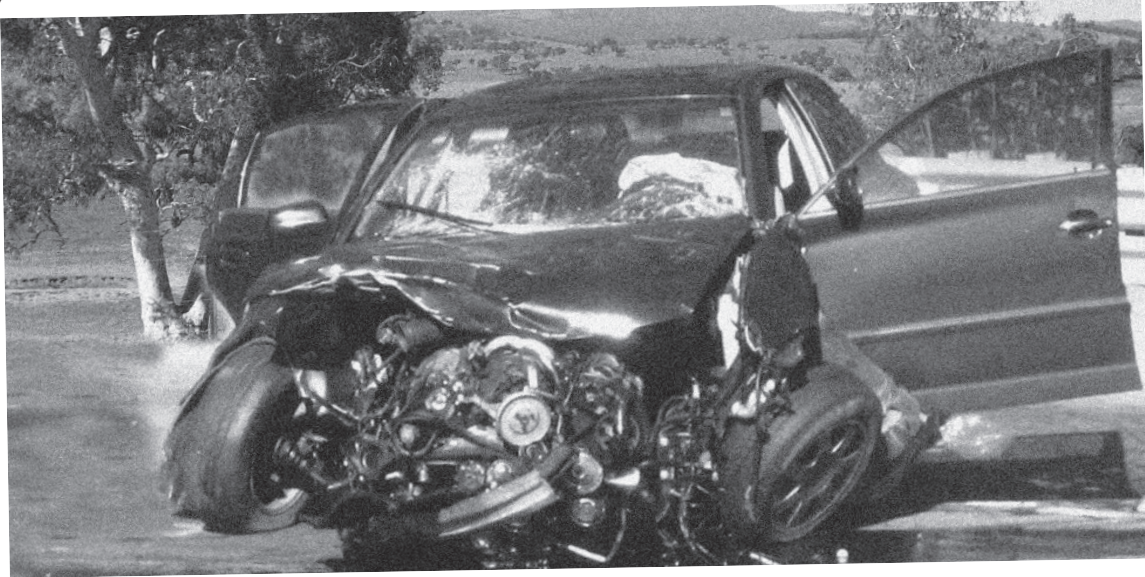
Conduct a modified version of this activity by explaining the words: crash, risk and danger. Select one or two driving risks typically seen by students and discuss ways to reduce these risks (refer to points 5 and 6 above).

For students and parents at home

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



Newspaper article A



My son was not reckless

Jamie Stevens had never received a traffic infringement and was extremely conscientious about not speeding. Mr Stevens said Jamie had several part time jobs to save enough money to purchase his first car, a high-powered coupe.

The 18 year old's life was cut short on Thursday night when his car slid into the path of an oncoming truck in Caversham.

His father Mike wanted people to know that Jamie was not a reckless teenager who was driving dangerously. "My son was a careful driver, he didn't behave recklessly," Mr Stevens said. "If you knew him you would know that this wasn't something that

should have happened. He was a hard worker, didn't smoke and rarely drank alcohol."

Police believe that Jamie was driving at the speed limit but as the roads were wet and slippery, he had lost control of the vehicle. The Police Commissioner said legislation could be introduced to restrict inexperienced drivers from powerful cars. He admitted that such laws would be difficult to formulate.

The Police Commissioner said, "No matter what shape or size the cars are, it ultimately comes down to the driver and their experience."



Newspaper article B

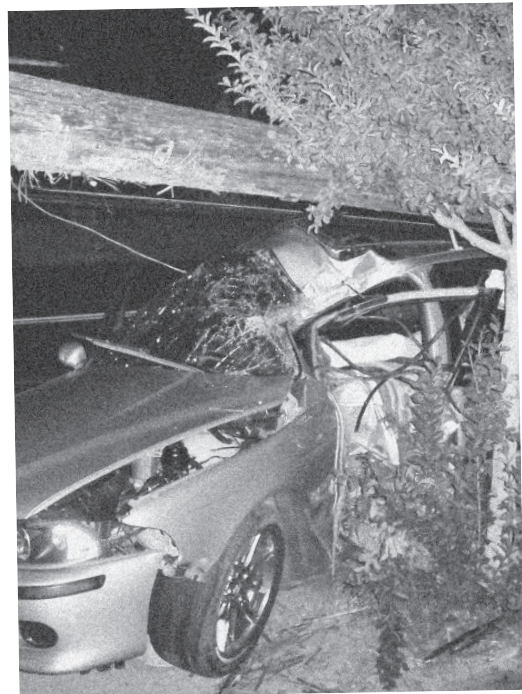
Shannon's dream ends in tragedy

A parent's worst nightmare became reality for a Leeming couple when their 15-year-old daughter was tragically killed in a car crash early Sunday morning. Struggling to find the words to describe the tragic waste of their daughter's life, Mrs Caston said that Shannon's death should send a clear message that more needs to be done to save young lives on Western Australian roads.

"Cars are a lethal weapon and we are putting them in the hands of our babies," she said. "We wouldn't give them a gun to play with, why do we let them drive high powered vehicles when they have only just started to experience being a driver."

Shannon and her 17-year-old boyfriend were meant to be at an all-night movie marathon when their car hit a power pole on West Coast Highway in Marmion. Police suspect it was speeding and alcohol that were the cause of this tragic event.

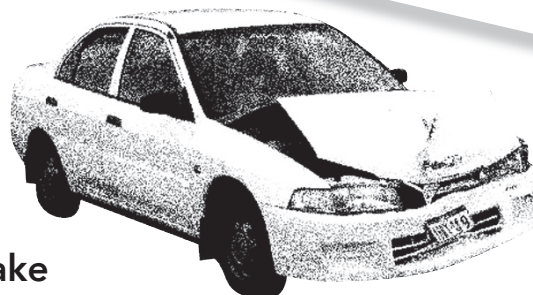
Mr Caston said authorities had to play a greater role in introducing tougher laws for young drivers, including zero tolerance for P plate drivers. Mr Caston also said a mandatory and immediate licence suspension was needed for drivers in the wake of an accident which led to serious injury or death – particularly for young drivers. The 17-year-old driver, who was driving the car when Shannon died was back driving several days after the crash.



Statistics unfortunately show that young drivers are twice as likely to be involved in a crash as experienced drivers, with speed, night driving and alcohol among the contributing factors.

An Road Safety Commission representative suggested that more evidence was needed to show that the measure, as indicated by Mr Caston, would reduce deaths on WA roads. "There is no magic wand we can wave to help stop deaths on our roads – if there was we would implement it straight away."

Safety tips for avoiding crashes



Driving allows young people freedom and independence. It also requires the driver to take on many responsibilities, including having a positive attitude towards safe driving and complying with the road rules.

Most young drivers stay safe, however, statistically they have more crashes than other drivers and make more errors.

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

Avoiding a single vehicle crash (or veering off the road to the left)

- Take note of and comply with danger signs and hazard signs.
- Stay on the road; don't drive off the main part of the road, unless slowing down to stop.
- Stay alert; don't drive when tired or becoming tired; and be aware of the early signs of fatigue.
- Travel at speeds suitable for traffic conditions and slow down on unfamiliar roads, in bad weather and at night.

Avoiding rear end crashes

- Never travel too closely to the car in front even when driving slowly.
- Stay alert and do not lose concentration even when traffic is not moving or moving slowly.
- Concentrate and be fully attentive at all times.
- Avoid being distracted and ignore, or be assertive with, distracting passengers.

Avoiding impact with a pedestrian

- Where possible, make eye contact with pedestrians crossing the road.
- Remember pedestrians have no protection and are vulnerable on the road.
- Be aware of pedestrian crossings even when the road and roadsides are quiet.
- Slow down and check before driving through a pedestrian crossing even if you have right of way.
- Slow down near shopping centres, schools and busy pedestrian areas.
- Slow down and look for pedestrians across driveways and between parked cars.

Avoiding a crash by turning across another driver's path, or driving straight ahead at an intersection

- Make eye contact with other drivers.
- Slow down before entering intersections and look out for turning vehicles.
- Avoid changing lanes near intersections and never assume that another driver will give way.
- Always stop at a red light.

Activity 5.2 Driving triangle



What you will need

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

It is suggested that the driver, environment, vehicle and wild cards are each photocopied on different coloured paper to help students, when forming driving triangle groups.

Procedure

1. Revise driving risks and three causal factors of road crashes identified in Activity 5.1 *Driving risk*. Show a road safety advertisement from www.sdera.wa.edu.au as an introduction to this activity.
 2. Divide the class into groups of three. Give each group a driver, environment and vehicle card. Groups then discuss the scenario created by their three cards to determine the:
 - associated risks
 - strategies that could reduce the level of risk to the driver, passengers and other road users.
 3. Ask students holding the driver card to move onto the next group. This will form a new scenario for discussion. Repeat this procedure several times to allow students to discuss a range of scenarios.
 4. Keep students in groups. Set up a high and low **risk continuum** (refer to page 162) by placing a 'high risk' sign at one end of the room and a 'low risk' sign at the other and ask groups to stand at a point along the continuum that represents the level of risk for their scenario. Invite groups to share their scenario and provide reasons for their position on the continuum. This will allow students to consider their own opinion about risky behaviour and hear others' opinions.
 5. After sharing, allow groups to move on the continuum if they feel their scenario is of higher or lower risk behaviour than previously decided.
 6. Give each group a 'wild' card. Explain the card describes a type and amount of alcohol or other drug. Groups should decide if the wild card changes the level of risk for the driver and what strategies could be applied. Groups may also decide to change their position along the risk continuum.
7. Listen to one or two scenarios at various points along the continuum. Emphasise the need to describe a risk reduction strategy. Discuss some or all of these processing questions:
 - *In the scenarios you discussed, which factor - driver, vehicle or environment - made the largest difference to the possible harm in each situation? Why*
 - *Did the wild card increase the level of risk in all driving situations? Why? (The driver's reaction times and ability to make safe decisions would be affected).*
 - *What else might affect a driver's ability to make a safe decision? (Some examples - emotions, temperament, wanting to get home, use of alcohol or other drugs, friends, or the situation such as an emergency).*
 - *What are some ways drivers can stay safer? (Some include - plan ahead, don't drive tired, intoxicated or under the influence of drugs, maintain the vehicle, limit passengers, and make sure everyone wears a seat belt).*
 - *How confident are you to make decisions that affect your safety in traffic?*
 - *Do you have responses that you know would be effective when faced with negative influences from friends or peers?*
 - *Can you assertively communicate concern about your safety in different traffic situations such as driving with someone who has been drinking alcohol or taken other drugs?*
 8. Conclude the activity by instructing students to stay in their small groups and to use the scenario created by the four cards to work through the **Decision-making model** (refer page 159). Ensure students select a safe outcome for their scenario. If students are unfamiliar with how to complete the decision-making process, explain the steps (ie generate options, consequences for each option, and select the safest option) and why it is important to use this process in challenging social and traffic situations in terms of their own and other's safety. Listen to one or two of the decision-making models, the options, consequences and the choice that was made.



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



Driver cards

DRIVER

inexperienced

DRIVER17 year old
male**DRIVER**

changing a CD

DRIVER

overconfident

DRIVER18 year old
female**DRIVER**over 0.05%
BAC**DRIVER**

risk taker

DRIVERbeen driving
for 10 hours**DRIVER**

feeling angry

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

P plater

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



Environment cards

ENVIRONMENT

heavy rain and
strong winds

ENVIRONMENT

road works to
fix pot holes

ENVIRONMENT

busy city
street

ENVIRONMENT

crying child
passenger

ENVIRONMENT

drunk
passenger

ENVIRONMENT

traffic lights
not working

ENVIRONMENT

corrugated
road

ENVIRONMENT

long, straight
road

ENVIRONMENT

peak hour on
freeway

ENVIRONMENT

kangaroo on
road

ENVIRONMENT

local road, late
at night

ENVIRONMENT

unsealed
road

ENVIRONMENT

winding road
with trees near
to the edge

ENVIRONMENT

loud music
playing

ENVIRONMENT

driving
into
the sun



Vehicle cards

VEHICLE

towing a
trailer

VEHICLE

faulty brakes

VEHICLE

engine
overheating

VEHICLE

flat tyre

VEHICLE

boot lid doesn't
close properly

VEHICLE

dirty
windscreen
with no fluid
for cleaning

VEHICLE

faulty
indicators

VEHICLE

high powered
engine

VEHICLE

bald tyres

VEHICLE

brake lights
not working

VEHICLE

broken
tail lights

VEHICLE

engine
cuts out
intermittently

VEHICLE

tyres at low
pressure

VEHICLE

headlights not
working

VEHICLE

windscreen is
fogged up



Wild cards

WILD

2 vodka and
lemonades

WILD**WILD**

3 full strength
beers

WILD**WILD**

water

WILD**WILD**

a joint

WILD**WILD**

small bottle
of cider
(alcoholic)

WILD**WILD**

2
mid-strength
beers

WILD**WILD**

3 glasses
of wine

WILD**WILD**

2 cold tablets

WILD**WILD**

can of coke

WILD**WILD**

a cappuccino

WILD**WILD**

5 bourbon
and cokes

WILD**WILD**

3 shots
of vodka

WILD**WILD**

2 analgesics

WILD**WILD**

3 cans of pre-
mixed drinks

WILD**WILD**

2 cans
of beer

WILD

Lesson 6 Risk reduction part 1

Activity 6.1	Zero alcohol	page 89
Activity 6.2	Signs of fatigue	page 93
Activity 6.3	Driver distractions	page 95

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. 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). It is also an offence for anyone supervising a learner driver to have BAC at or above 0.05.

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.

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. 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
- 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).
 - By law, anyone supervising a learner driver must have a blood alcohol content below 0.05.
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

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 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.

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

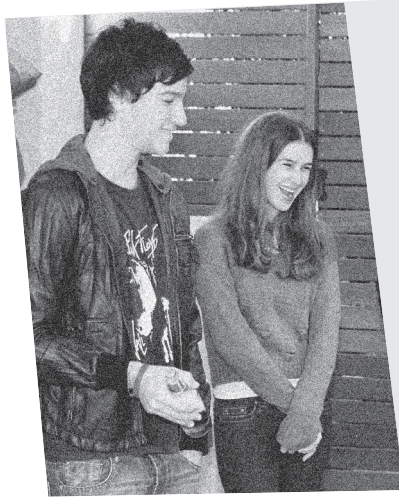
Adult drinkers should have at least 2 alcohol-free days a week and healthy men and women should consume no more than two standard drinks on any day. These guidelines are for adults only.

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?

Should **Dan** drive home? Why?

Should **Mitch** drive home? Why?



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
- Fatigue game and quiz at 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



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

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.

1 Inside the car 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	2 Outside the car roadside advertising illuminated road works warning signs animals near road side other road users oncoming headlights wet weather detours
3 Predictable pets moving around unrestrained passenger noise using the radio reading a street directory	4 Unpredictable 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?



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?

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

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



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. 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/>
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<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.

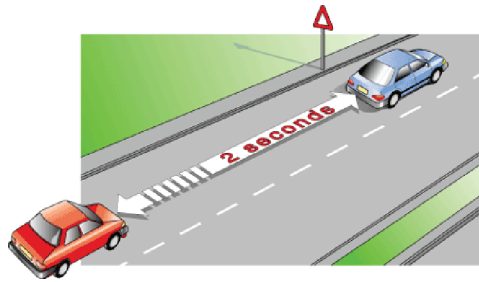
Speed (km/h)	20	40	50	60	70	80	100	110
Reaction distance (m)	8	17	21	25	29	34	42	46
Braking distance (m)	2	9	14	20	27	35	54	66
Stopping distance (m)	10	26	35	45	56	69	96	112

(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.



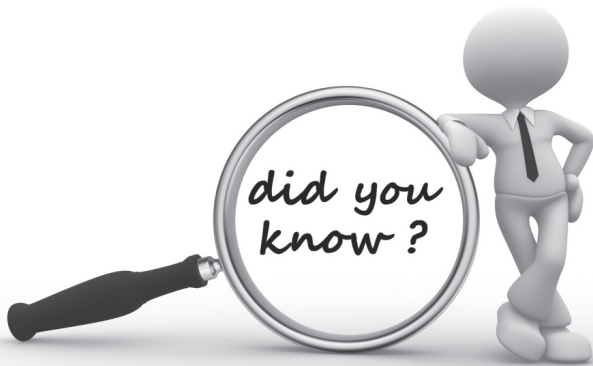
2. The following ideas can be used to demonstrate the two second rule.
 - Take students to the roadside and stand next to a pole, tree or marker. Students choose a vehicle driving past and a vehicle following behind to check if there is a two second gap. When the vehicle in front passes the marker, students 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
Reaction distance	8m	17m	21m			34m		46m
Braking distance	2m			20m	27m		54m	
Total stopping distance	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.

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?

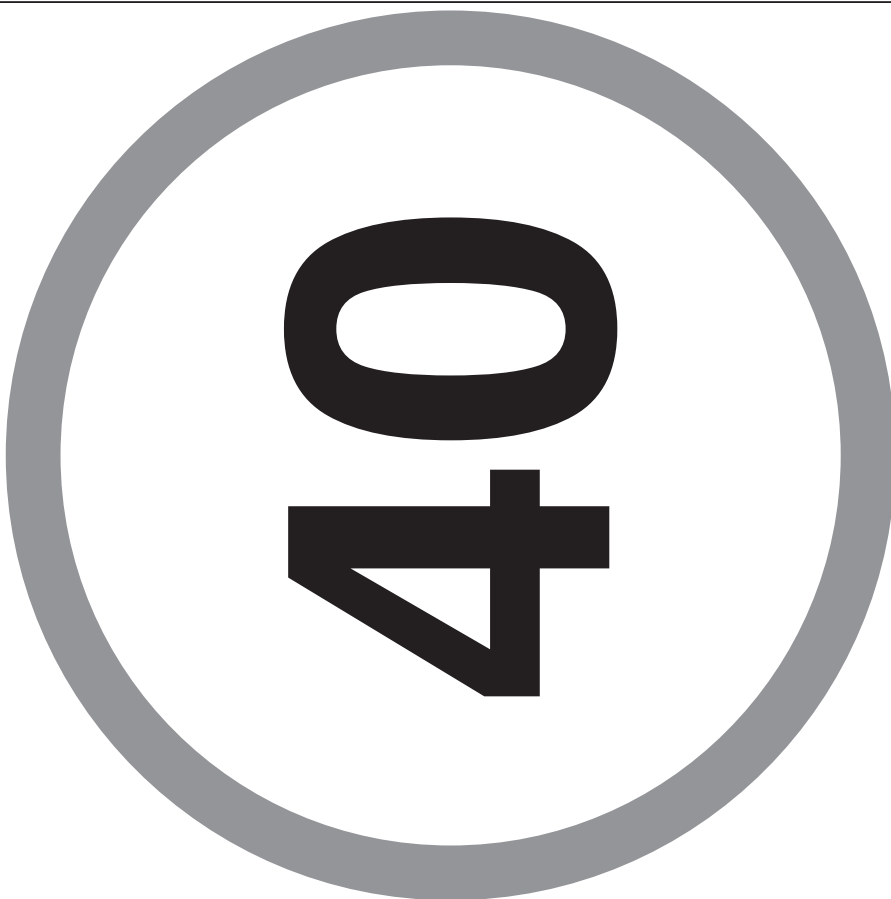
We've all heard the advertisements telling us that dropping 5 km/h can save lives. After completing this activity would you agree? Why?

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

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

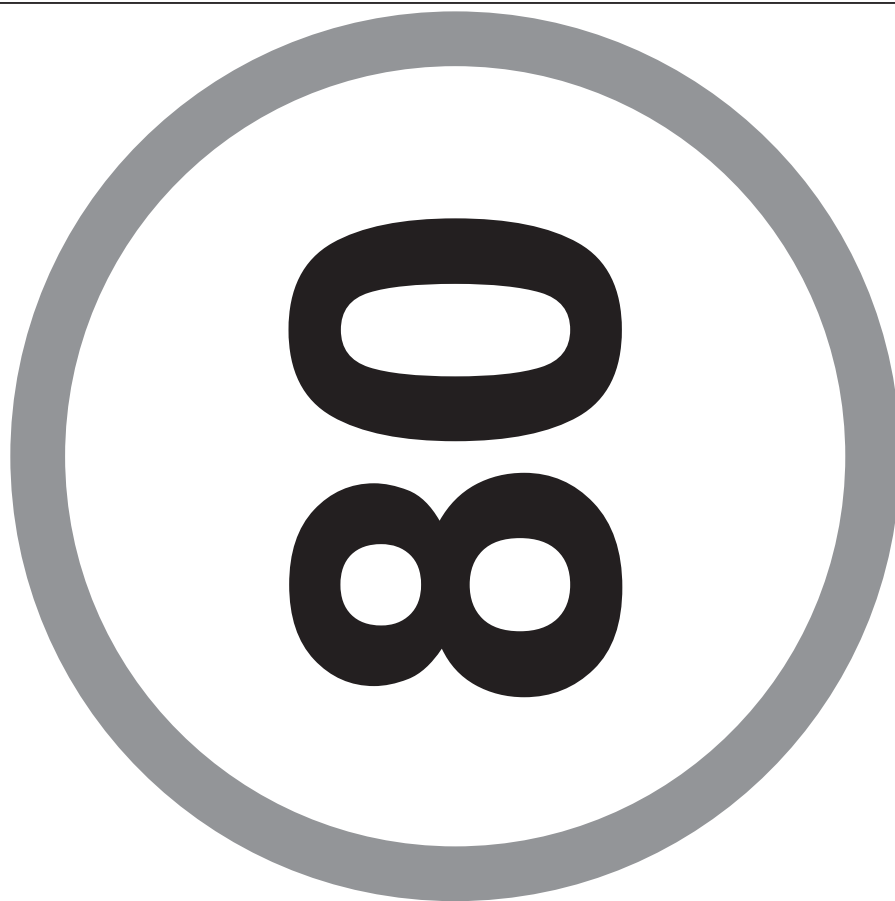


Speed signs





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?

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

Do you think driving is a complex activity? Why?

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



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. 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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<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 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

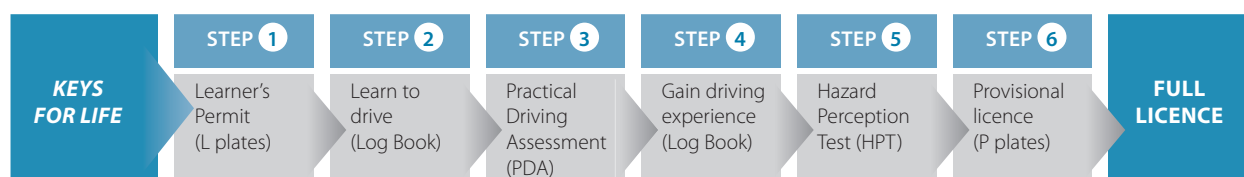
The WA licensing system is based on extensive research that shows the longer the period of supervised learning,

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.

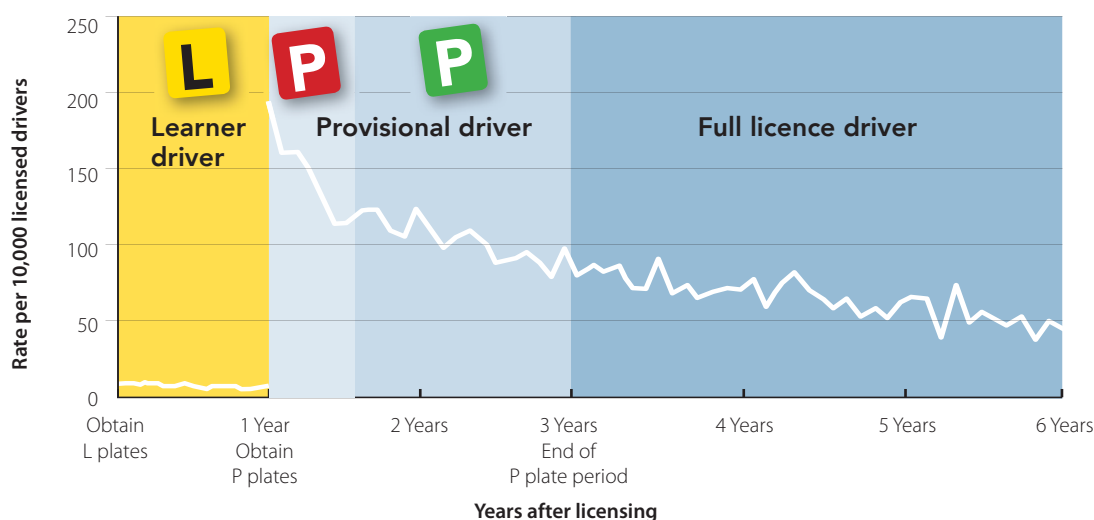
Log Book

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.
- Have a blood alcohol content below 0.05 when supervising a learner driver.

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

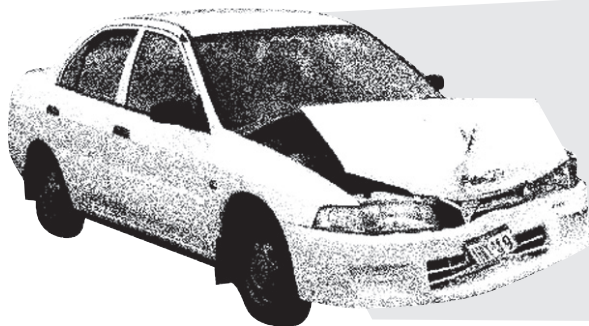
1. Discuss as a group what a driving supervisor needs to be able to do (eg know how to drive, explains things well and maintain a BAC below 0.05). Write these ideas on an A3 copy of *My driving supervisor*. Ask students to consider the list and decide if their selected supervisor will be suitable.
2. 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:

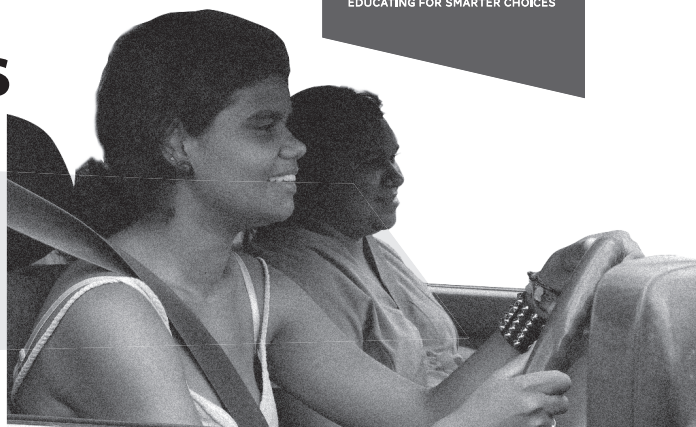
- Set a target for supervised driving hours – remember research says 100 - 120 hours reduces their risk
- Plan lessons at different times of the day and night and when they feel ready, in busy traffic
- Talk about the skills they need to practise
- Give them lots of encouragement and talk about things 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.

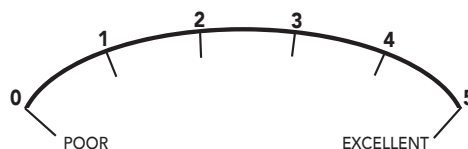


Choose 5 qualities that you think a driving supervisor should have and write these in the table below. To help you get started we've listed the first one.

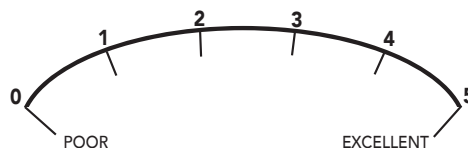
With your supervisor in mind, rate that person for each quality you've listed.

MY DRIVING SUPERVISOR SHOULD:

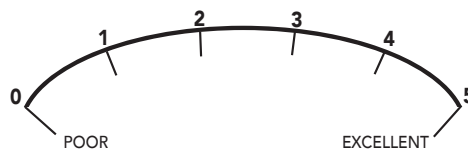
- 1** Have held a valid driver's licence for 4 concurrent years.



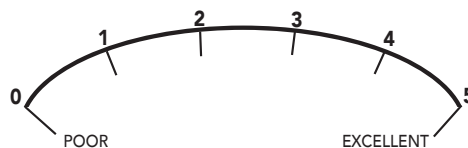
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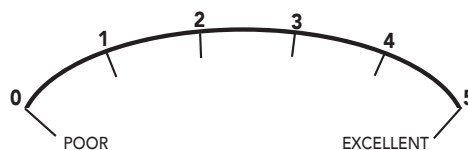
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4



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.**

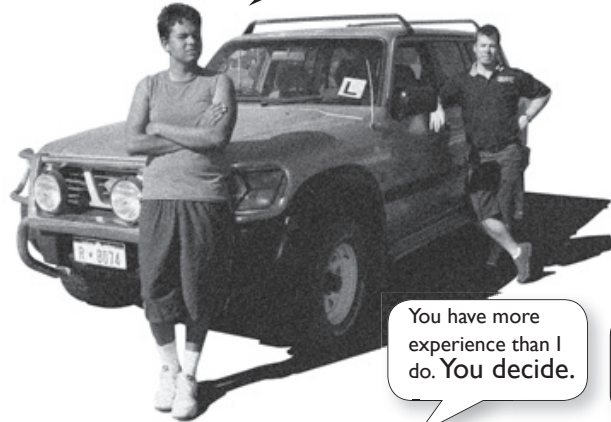
You're **crazy** if you think that will work.

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. 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 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 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.

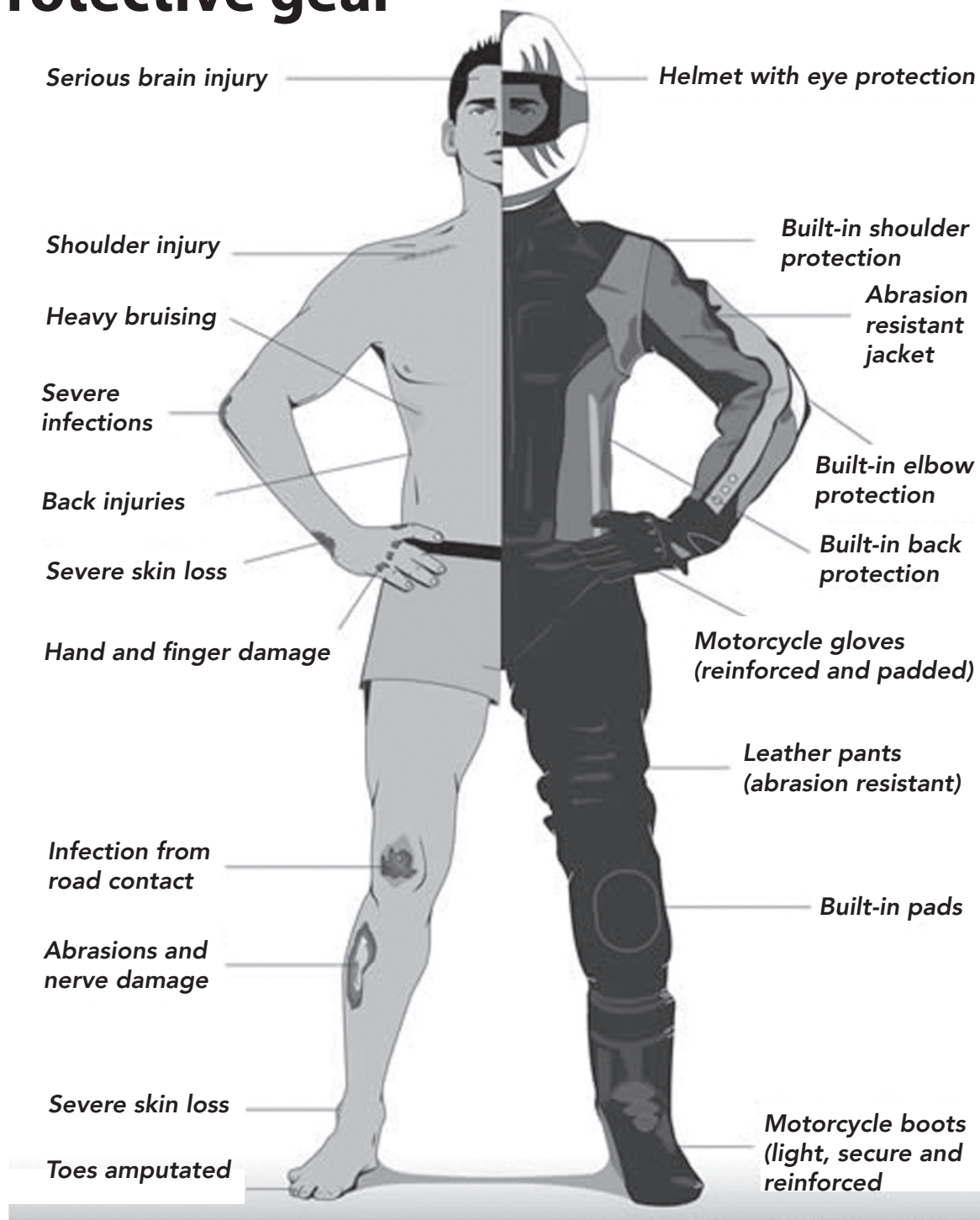
1. Write the name of five cars that you would like to buy in the table below.
2. Use these websites and others to find out the price, safety rating and safety features of each car on your list.
www.choice.com.au (Search Cars and Vehicle safety)
<http://www.mynrma.com.au/motoring.htm> (ANCAP crash test)
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 on their own or with a parent.
3. Instruct students to complete Task 10 in their *Behind the wheel* journal with a parent/carer.



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

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PLANS IN PLACE TO GET HOME SAFELY

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IMPROMPTU EVENT

PLANS TO STAY SAFE WHILE SOCIALISING

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PLANS IN PLACE TO GET HOME SAFELY

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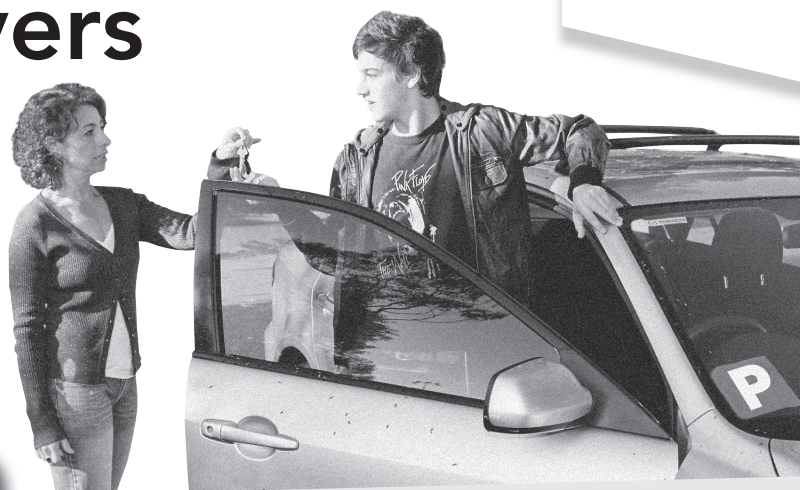
Was it easier to decide on ways to get home safely from planned events? Why?

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

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?

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?

Troy is having a few friends over for his birthday and his parents have insisted there's to be no alcohol.

A couple of Troy's friends have bought alcohol and left it in his room in their bags. Every so often they sneak into his room to top up their glasses with some alcohol and before long Troy notices these two friends are quite drunk and want him to have a drink.

What could Troy 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. 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).

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.

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.

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)**

D	DANGER	Ensure the area is safe for yourself, others and the casualty		
R	RESPONSE	<p>Check for response—ask name—squeeze shoulders</p> <table border="1"> <tr> <td>No response → Send for help</td> <td>Response → Make comfortable, monitor response and check for injuries</td> </tr> </table>	No response → Send for help	Response → Make comfortable, monitor response and check for injuries
No response → Send for help	Response → Make comfortable, monitor response and check for injuries			
S	SEND	Call triple zero (000) for an ambulance or ask another person to make the call		
A	AIRWAY	<p>Open mouth – check for foreign material</p> <table border="1"> <tr> <td>No foreign material → Leave on back. Open airway by tilting head with chin lift.</td> <td>Foreign material in mouth → Place casualty in recovery position, mouth slightly downward clear airway with fingers</td> </tr> </table>	No foreign material → Leave on back. Open airway by tilting head with chin lift.	Foreign material in mouth → Place casualty in recovery position, mouth slightly downward clear airway with fingers
No foreign material → Leave on back. Open airway by tilting head with chin lift.	Foreign material in mouth → Place casualty in recovery position, mouth slightly downward clear airway with fingers			
B	BREATHING	<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> <table border="1"> <tr> <td>Not breathing normally and no response → place on back and commence CPR.</td> <td>Normal breathing → Place in recovery position, monitor breathing and responsiveness.</td> </tr> </table>	Not breathing normally and no response → place on back and commence CPR.	Normal breathing → Place in recovery position, monitor breathing and responsiveness.
Not breathing normally and no response → place on back and commence CPR.	Normal breathing → Place in recovery position, monitor breathing and responsiveness.			
C	CPR	<p>Start CPR 30 compressions, 2 breaths</p> <ul style="list-style-type: none"> → Place heel of hand on the lower half of breastbone in centre of chest with other hand on top of first. → Press down 1/3 of depth of chest and give 30 compressions. <ul style="list-style-type: none"> → Open casualty's airway (head tilt with chin lift) → Pinch soft part of the nose to seal. → Blow steadily into mouth for up to 1 second, watch for chest to rise and fall. Take another breath and repeat. → Aim for approximately 100 compressions per minute. Continue CPR (30:2) until ambulance arrives or casualty recovers. 		
D	DEFIBRILLATION	Apply defibrillator as soon as possible (if available) and follow voice prompts		



Adult/Child

Infant

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.

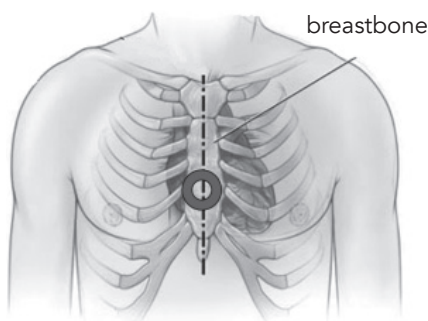




Basic life support guidelines

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.

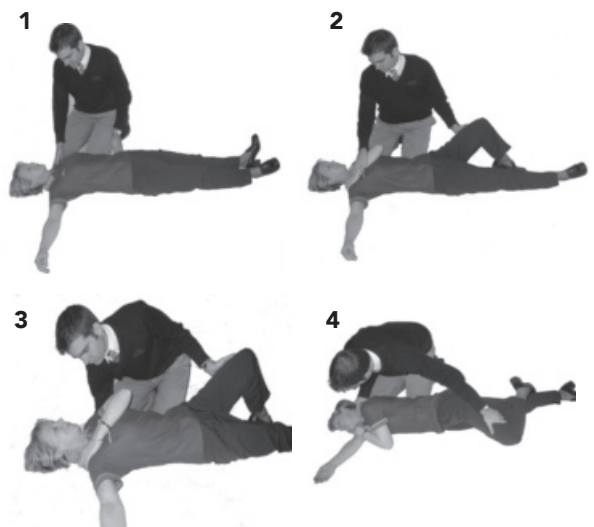
Communicate with the 000 operator if you are unsure how to proceed.

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 - 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).
 - 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) 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 for locations).

Teaching and learning strategies



INTRODUCTION

The teaching and learning strategies referred to in **coloured bold text** throughout the 10 lessons, are described on pages 159 to 165. They can be used to deliver specific pre-driver education content and are designed:

- to promote critical and reflective thinking, research, collaborative learning and literacy
- to promote students' learning and help teachers to deliver essential content
- to accommodate differences in learning styles
- as a suggestion, not as a complete list of strategies.

Teachers should become familiar with the strategies, embed them in their learning and teaching practices, understand how they can be adapted, and recognise the type of learning they facilitate. Teachers are advised to use their

professional judgement to review the strategies and adapt and select according to their students' knowledge, learning styles, needs and interests. Selection should also be based on helping students maximise their achievement of an identified outcome, and to make progress in their level of understanding. It is important to model and teach a strategy and explain its purpose before students can understand when and how to apply it.

The strategies selected for this program represent well recognised and effective teaching practices for early adolescence. They are derived from learning theories such as Gardner's Multiple Intelligences and the revised Bloom's Taxonomy and are reflective of the General Capabilities and WA Curriculum Health and Physical Education Year 10 Syllabus.

Road crashes are the result of the interaction of the driver, the vehicle and environment (both inside and outside the vehicle) and that the driver's characteristics and actions contribute to over 90% of crashes. Very few crashes are the result of the vehicle condition or environment.

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

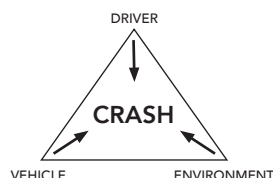
Activity 5.1 Driving risks

What you will need

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

Procedure

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



3. Explain that road crashes are the result of the interaction of the driver, the vehicle and environment (both inside and outside the vehicle) and that the driver's characteristics and actions contribute to over 90% of crashes. Very few crashes are the result of the vehicle's condition or environment.
4. Write 'driver', 'vehicle' and 'environment' on the board and conduct a **brainstorm** (refer page 159), or use three sheets of paper around the room to conduct a **graffiti walk** (refer page 160). Use either strategy to collect a list of factors and behaviours that relate to each heading. Examples are provided below.

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

Adaptation

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

For students and parents at home

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



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Using teaching and learning strategies

Teachers are encouraged to use their professional judgement to review the suggested strategies and decide on the most appropriate for meeting the needs of their students and delivering the essential content in a resilience and wellbeing or road safety context.

Adapting teaching and learning strategies

The strategies linked to learning activities are a suggestion only. As teachers know their students learning styles and needs they can select alternative strategies or adapt those suggested to deliver the content. For example:

- a **think-pair-share** can easily be adapted for students to use when sorting out information or reflection on their learning at the end of an activity
- a **placemat** can be used to tune students into a new concept or to consider information when making decisions
- a **thumbs up, thumbs down** can be used by students to indicate their attitudes at the start of an activity or as a reflection strategy to evaluate changes in their knowledge and understandings.

Addressing students' learning styles and needs

When teachers are asked to cater for individual differences it does not mean that every student must be given an individual work program or that instruction be on a one-to-one basis. When teaching and learning is individualised it is reflected in classroom organisation, curriculum and instruction. Teaching and learning strategies can include a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve success.

After considering the range of their students' current levels of learning, strengths, goals and interests, it is important teachers select strategies that:

- focus on the development of knowledge, understandings and skills
- will assist students to engage in the content
- will support and extend students' learning
- will enable students to make progress and achieve education standards.

Being inclusive of all students

Many students with a disability are able to achieve education standards commensurate with their peers provided necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning. Teachers can adapt the delivery of activities and strategies in this resource to ensure students with a disability can access, participate and achieve on the same basis as their peers.

Facilitating values education

Health and physical education issues require students to consider their own beliefs, values, attitudes and behaviours. Teachers conducting values learning activities should act as a facilitator and remain non-judgemental of students who display beliefs that may not agree with their particular stance on an issue. Teachers should also make students aware that:

- sometimes people form opinions without being well-informed
- personal experiences often contribute to opinions
- there will usually be a cross-section of opinions within any group and that these opinions need to be respected
- peers, family, society, media and culture will influence values.

Debrief immediately after a values strategy to allow students to share feelings generated from the activity, summarise the important points learned and personalise the issues to real-life situations.

Teaching and learning strategies

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Strategies

BRAINSTORM

This strategy will help students to recall and communicate existing knowledge and organise ideas; consider others' views and ideas; and develop creative thinking processes and problem solving skills.

1. Select a topic or pose a question for the brainstorm and write it on the board.
2. Students consider the topic or question and respond. Ideas can be written on the board or on post-it notes so that students can later cluster the responses after the brainstorm.
3. The rules for brainstorms are:
 - share whatever comes to mind - the more ideas the better - build on others' ideas.
 - all responses are recorded - every idea counts - no put downs or criticisms
 - write ideas as said - no paraphrasing
4. Students reflect and discuss the ideas, clarifying responses where necessary.
5. Determine how the information can be further used.

CIRCLE TALK

This strategy will help students to share ideas and opinions and develop respect for others' opinions.

1. Place students in two concentric circles (one circle within the other). This structure facilitates dialogue between students.
2. Have students sit or stand facing each other to encourage active listening between partners.
3. Pose a scenario, question or issue for students to consider and discuss with their partner.
4. Allow thinking time of approximately 15 to 30 seconds.
5. Nominate the inside circle to start. Students in that circle share their response with their partner who listens and ask questions. Allow 30 seconds to 1 minute for sharing time.
6. When students in the inside circle have finished sharing, the outside circle shares their thoughts with their partner.
7. Have the outside circle rotate one or two places to the left or right. The discussion process is then repeated using either the same or new question.
8. To debrief, discuss the ideas produced during the circle talk. List any questions that students identified to generate further learning.
9. **Variations:** If the class is large in number run two circle talks. The outside circles can also be swapped to increase variation. To avoid pairing students who will not talk or may argue, deliberately move the circles so that these students do not face each other and are not singled out. If there are uneven numbers of students in the group, place two students together in the outside circle to act as one person. This variation also works well with special needs students as they can be paired with a more capable or supportive student.

DECISION-MAKING MODEL

This strategy will help students to consider their own beliefs about their ability to view situations and events and solve problems; explore a series of steps in making decisions in relation to positive healthy behaviours; and share reasons for making a decision with others.

1. As a facilitator in decision-making explain to students that:
 - they need to collect accurate information from many sources to inform their decisions
 - they need to identify their feelings and values as these can influence options and choices before accurate assessment of a situation can be made
 - there is the potential for a decision to have positive and negative outcomes and that predicting outcomes can be difficult
 - they are responsible for their actions before a choice is made
 - learning how to make more accurate predictions only comes with practice
 - there may be a need to re-evaluate the decision they make and adapt this to new situations.
2. Prior to using a decision-making model, students will need to understand the terms of 'problem', 'choices' and 'decisions'. Students who have had no previous involvement in making decisions may find it difficult to identify the problem in a scenario
3. Provide students with Strategy Sheet 5 *Decision making model* (refer page 168) to use in the decision-making process. Ask students to identify the problem and write this in the model, and to identify and discuss their feelings about the problem.
4. Students then gather information to identify the range of possible options. Remind students that going to others for information can assist their decision-making, especially when a difficult decision is to be made. However they need to balance their own views with the views of others.
5. Students write the options they have identified on the model.
6. Students consider the consequences (both positive and negative) to evaluate each option. Ensure students look at the different types of consequences (ie physical, social, emotional, financial and legal), as well as the impact of the consequences on self, family, friends and the community in the short-term and long-term.
7. Students discuss the feelings associated with these consequences, make a choice and justify it.

GRAFFITI WALK

This strategy will help students to generate ideas and cover several issues or aspects efficiently; and work collaboratively to learn from and share with others.

1. Display the graffiti sheets around the room.
2. After Step 4 of the graffiti strategy previously described, groups leave their graffiti sheet behind and walk to the next sheet to add and comment on previous students' responses.
3. Groups then complete the activity by reading, discussing and summarising the ideas generated from the graffiti walk.
4. Remind groups they cannot return to their original graffiti sheet until consideration has been given to all other sheets.

HEAD TALK

This strategy will help students to develop cooperation through problem-solving a shared task; and accept responsibility for own learning.

1. Place students in groups of six and give each member a number from 1 to 6.
2. Pose a question that encourages students' involvement. For example: What would you do if a friend was encouraging you to drive unsafely?
3. Explain that at the end of the discussion one student from each group will be required to provide a summary of the discussion or an answer to a question.
4. Students put their heads together and talk about the question.
5. Give a signal such as ringing a bell to let students know the discussion time is nearly finished.
6. Groups should check that all members know the decided response.
7. Roll a die to determine the students who will provide the response. For example, if the die rolls to number five, all students with that number have to respond on behalf of their group.
8. Other students can give more information once the nominated students have presented their responses.

HIDDEN THOUGHTS ROLE-PLAY

This strategy will help students to examine factors and influences affecting behaviour and share and compare experiences; develop interpersonal skills including assertive communication, problem solving and decision making with a range of context; and plan effective strategies for managing 'real life' situations.

1. This strategy is an extension of a role-play (refer to page 308-309).
2. Several students play out a role-play to the whole class or a small group.

3. Assign a student to represent the 'brain' of each character in the role-play. The brain should stand behind their character and when asked by the teacher, reveal the hidden thoughts or feelings that may not be expressed by their character. Questions that will elicit deeper thinking from the brain include:
 - What is this character afraid of?
 - What is this character hoping will happen?
 - What is stopping your character from doing what is right or necessary?
 - What would help your character get on and do this?
 - What would it take for your character to get to stand up to the other person in this scene?
4. At the conclusion, ask the class to offer advice to the characters and consider which advice would be the easiest, most realistic and most effective.

HUMAN GRAPH

This strategy will help students to identify and clarify attitudes using hypothetical issues; consider information and others ideas and views; share reasons for making a decision with others; and make quantitative statements about students' opinions.

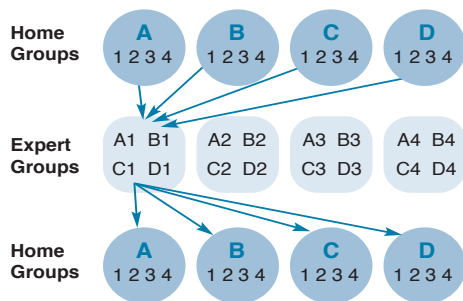
1. Prepare four signs, each numbered with a 1, 2, 3 or 4 or use Strategy sheet 2 Choose a corner (refer to page 311).
2. Place the number signs in a line from one to four.
3. Pose the statement and choices then ask students to stand behind the number that best represents their opinion.
4. Students move to the number that best represents their opinion.
5. Students standing together share their reasons for choosing the statement.
6. As students to make quantitative statements to describe the voting. For example: More girls agree that not wearing a seatbelt is a high risk situation for a young driver. Most of the class agreed that seatbelts help to save lives.

JIGSAW

This strategy will help students to critically analyse, evaluate and apply ideas from a large amount of information; participate and cooperate in small groups; and accept responsibility for their own learning.

1. Divide the class into equal groups with no more than six students in each. These become 'home groups'.
2. It may help to give each student a coloured dot or card to identify home groups.
3. Every member of the home group has a different aspect of the topic to research.
4. Students form 'expert' groups, where all members of the group are discussing or researching the same aspect of the topic. Their job is to prepare a report to take back to their home group.

- Students move back to their original home group to report on their aspect of the topic. The diagram provided shows student movement.
- Allow time to discuss findings as a whole class.

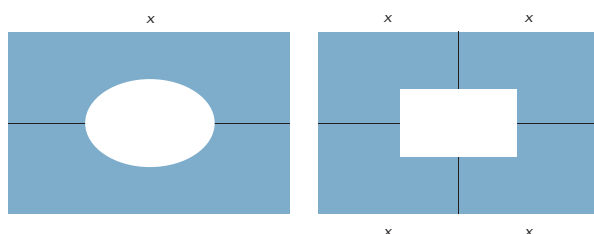


Adapted from Jigsaw Procedure: Johnson, Johnson, & Holubec (1990).

PLACEMAT

This strategy will help students to brainstorm and generate ideas around an issue or event; collaborate and solve problems as a team; and accept responsibility for their own learning.

- Place students in groups of two, three or four and give each group a large piece of paper. Alternatively use Strategy sheet 1 Placemat (refer page 311).
- The paper is then divided into sections based on the number of students in the group, with a square or circle drawn in the centre as shown.
- Pose a question, statement or dilemma for students to consider. For example: What increases the risk for young drivers?
- Each student writes their ideas or decisions in their section of the placemat. No discussion is to occur in the groups at this stage. Make sure students have enough time to think and work alone.
- Students share, discuss and clarify ideas that have been written by each member of the group. Remind students that they have the option to pass, especially if they do not know each other well or it is their first attempt at a placemat.
- The group shares and reviews all ideas to reach a consensus on one set of key ideas.
- The key ideas are written in the middle section of the placemat.
- These key ideas are shared with the class and discussed further to enrich the learning.
- Variation:** Students cut out their section of the placemat then join with two or three others from another group to continue sharing and discussing.



PNI

This strategy will help students to identify and consider positive, negative and interesting aspects of a situation or problem.

- Explain that considering the positive, negative and interesting aspects of a situation or problem can help students reach a decision.
- Give groups a copy of Strategy sheet 6 PNI (refer page 314). Pose a question, statement or scenario for students to consider. For example: Car companies should manufacture vehicles that will not start until the driver has completed an alcohol/drug test.
- Students then brainstorm the positive, negative and interesting implications and record these on the resource sheet.
- Students discuss the generated ideas with the class then indicate their opinion.

QUESTION PARTNERS

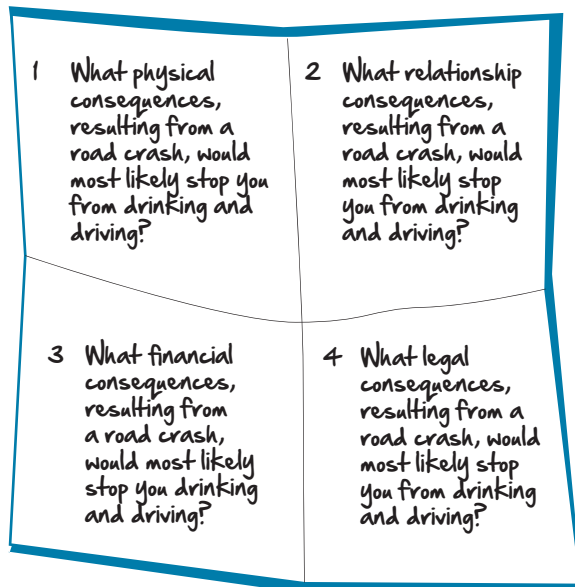
This strategy will help student to recall prior knowledge and increase understanding of a road safety issue or topic; and identify questions and future learning needs.

- Devise a set of questions and answer cards related to the unit or road safety issue, or students can research information and write their own question and answer cards.
- Explain that each question card has a matching answer card and each answer card has a matching question card.
- Hand out a card to each student.
- Students move around the room to find the person with the matching card.
- In pairs, students discuss the question and answer.
- Collect the cards and repeat the activity to let students find out more about the issue.
- Determine the questions that students would like to further investigate and select appropriate activities.
- Students find their partner by interacting and discussing their card with other students.

RIP AND REVIEW

This strategy will help students to recall existing knowledge and organise ideas; and consider others' views and ideas.

1. Students sit facing each other (eg knees to knees) in groups of four. This will facilitate dialogue between students.
2. Give each student a piece of A4 paper to fold into quarters and number them 1 to 4 (see example).
3. Write four questions or statements on the board.
4. Explain to students they are to consider the four questions or statements then write their responses on the piece of paper. At this stage students do not discuss the questions or statements.
5. On completion, students 'rip' their response sheet into four squares and place these in piles numbered 1 to 4.
6. Each student takes one pile of responses and summarises the findings for the question.
7. Students then give their summaries to the rest of the group.
8. **Variation:** The summary process can be conducted by a whole group who then reports to the whole class (i.e. a group summarises all of the number 1 responses, another group summarises all of the number 2 responses, etc).



RISK CONTINUUM

This strategy will help students to identify and clarify attitudes about issues; and consider others' thoughts and attitudes about levels of risk.

1. Prepare a set of risk signs using Strategy sheet 3
Risk signs (refer page 313) and place these at opposite ends of the room.
2. It may help to draw a chalk line or stick a piece of masking tape on the floor between the two signs to indicate the continuum.
3. Explain that there are many places along the continuum that may represent each student's opinion about a given statement.
4. Select a statement and read to the group.
5. Ask students to move to the point on the continuum that best represent their opinion.
6. Students then discuss their reasons for placing themselves in that point on the continuum with others standing nearby.
7. As a class, discuss why there are variations in students' opinions.
8. Provide students with the option to pass or reconsider their placement after the discussion and move to another position along the continuum.
9. Examples of questions to ask students during this strategy are:
 - Why would someone place themselves in that position on the continuum?
 - What experiences would have brought them to that conclusion?
 - Would they feel differently if they had more information about this?
 - Was it easy to choose the position on the continuum? Why or why not?

ROLE-PLAY

This strategy will help students examine factors and influences affecting behaviour; share and compare experiences; develop interpersonal skills including assertive communication, negotiation, prediction, problem-solving and decision-making within a range of contexts; and plan effective strategies for managing 'real life' situations.

Before the role-play

1. Establish a supportive classroom environment by setting role-play rules, eg:
 - one person speaks at a time
 - everyone's responses and feelings are to be treated with respect
 - everyone is entitled to express their opinion or have the option to pass.
2. Ensure that students have a clear understanding of the purpose of the role-play (eg to demonstrate assertive communication and to practise negotiating during conflict).
3. If there is an audience, encourage their involvement by giving them a role (eg they can identify the characters' feelings, comment on appropriateness of actions and provide feedback).
4. Set the scene by choosing a scenario or have students select their own scenario.
5. Students may become more engaged in the role if given a character name and small prop (eg. bag, hat, mask).
6. Avoid using extreme stereotypes or allowing the issues to become exaggerated.

During the role-play

1. Give students enough time to practise the role-play if it is to be performed to an audience. Performing in front of others is not always necessary. It is the processing rather than the performance that is important.
2. Facilitate the role-play by allowing students to direct the action. Wait until the end before making any comments. Do not judge the actions of a student in any given scenario as right or wrong. Instead focus attention on alternatives and/or consequences of actions.
3. Start the role-play by reminding students to keep the action brief. A few minutes is usually sufficient. If the role-play deteriorates, stop, discuss what is happening and re-focus.
4. If students become angry, make a point of taking students out of their role (eg by removing props, costumes or character name tags and state that their role has finished), or switch roles so they have to argue the opposing view (which may help students to develop understanding and empathy for the views of others).

After the role-play

1. Use open-ended questions that focus on the feelings of the role-play characters, attitudes expressed, consequences of actions, alternatives to decisions/actions, and what students have learned about the characters portrayed, to debrief the role-play. Remember to include the observers in the debrief time. Allow plenty of time for de-briefing and provide positive feedback for effort and participation.
2. As a result of the role-play, ask students to personalise the content by considering what they would do in a similar real-life situation. Ensure they reflect on their learning and consider its application to future experiences. The role-play can be re-enacted by switching roles to demonstrate other courses of action.
3. Remember it is not the role-play that is of prime importance but the examination, discussion or reworking of the situation that takes place following the role-play. Its effectiveness rests on the knowledge, skill and sensitivity of the facilitator.

SNAP DECISIONS

This strategy will help students to understand how difficult it is to make quick decisions; and understand the variety of thoughts common to young people in road safety situations.

1. A volunteer is seated in the 'snap decision seat' and presented with a safety dilemma. The student must try to put themselves in the shoes of the character in the dilemma.
2. Two other students stand either side of the seated student. One represents the 'positive' side of the situation and the other represents the 'negative'. (Try to avoid the terms 'good' and 'bad' or 'angel' and 'devil' as this places a value judgement on the volunteer's decision). Their role is to try and convince the student sitting in the snap decision seat to make a decision based on their comments.
3. The student in the snap decision seat is allowed no thoughts of their own and must make a decision based purely on the arguments presented by the two students.

3-2-1 REFLECT

This strategy will help students to internalise and make sense of new information as well as generalise skills and knowledge to other situations or their own lives.

1. After watching a video trigger, viewing a website, reading a Family information sheet or completing a series of classroom activities, students individually, complete the following reflection task:
 - **3 recalls:** Students state three facts they can recall from these sources
 - **2 so-what's:** Students write two things about why the material is relevant (ie how it relates to them, their school, their community)
 - **1 question:** Students write one question eg 'Why is it that...?', 'In the future, what will...?', 'How does this affect...?'
2. Students join with a partner and present their 3-2-1 reflection responses. Encourage students to discuss and answer the question posed by their partner.
3. As a class, ask students to share interesting 'recalls', 'so-what's' and 'questions', to determine whether the main concepts have been understood by students.

T CHART

This strategy will help students to graphically organise and record ideas, feelings and information; identify and focus on what they already know, understand, value and are able to do; and compare and contrast ideas, feelings and information.

1. T charts can be used to record and categorise information in many different ways. See some of the examples provided.
2. Pose a question, situation or issue about road safety for students to brainstorm and record their responses on a T chart. Completed as a whole group or in small groups.
3. As with a brainstorm, all responses should be accepted and recorded.
4. If the strategy is used with small groups, encourage students to share their group's findings and compare charts. New ideas can be added after the discussion or activity has been completed.

Example: Students brainstorm what they know about drink driving before and after a learning experience.

Helpful	Unhelpful

Safe	Unsafe

THINK-PAIR-SHARE

This strategy will help students to formulate and share individual ideas through focussed, short-term, purposeful talk with peers; develop the ability to filter information and draw conclusions; and consider other points of view when making decisions.

1. Pose a question, issue or scenario then ask students to think about their response. Students may also write down their responses during this time.
2. After giving sufficient 'thinking time', instruct the students to form pairs then share their ideas. This will allow students to consider others' ideas and perspectives.
3. If time allows, one pair of students may share ideas with another pair, making groups of four. Sufficient time for discussion should be allowed.
4. The discussion can then become a whole class activity where all ideas are considered.
5. As with all the think-pair-share strategies, students should be given the opportunity to reflect on what they have written, heard and discussed.
6. Ask students to consider what influenced their thinking and/or decision.

TOSS A DIE

This strategy will help students to formulate and share individual ideas and opinions through focussed, short-term, purposeful talk with peers; develop the ability to filter information and ask questions; and consider other points of view when making decisions.

1. Prepare a set of six questions and print a copy for each student. The questions require students to give a personal view, or recall a personal experience related to the topic.
2. Give students a copy of the questions prior to the 'toss a die' activity. This will allow students to discuss the questions with family or friends and think about their responses.
3. Sit students in groups of four. Give each group a die.
4. Explain that one person in the group is to roll the die and answer the question on the sheet that corresponds with the number thrown. The other group members listen to the student's response.
5. The person to the left of the speaker, after listening carefully, asks the die roller one question about what they have heard. After the question has been answered other students in the group can ask the die roller a question based on what has been said.
6. The die is then passed onto the person sitting to the right of the die roller. The process is then repeated until all members of the group have the opportunity to respond to at least two questions.
7. Variation: If students roll a number that has already been rolled they can choose to roll again or answer the same question. Consider using two dice and twelve questions.

VALUES CONTINUUM

This strategy will help students to identify and clarify attitudes about issues; and consider others' thoughts and attitudes.

1. Prepare a set of signs using Strategy sheet 4 Values continuum (refer page 312).
2. Place these at opposite ends of the room.
3. It may help to draw a chalk line or stick a piece of masking tape on the floor between the two signs to indicate the continuum.
4. Explain that there are many places along the continuum that may represent each student's opinion about a given statement.
5. Model this by giving a statement such as 'Everyone should know the rules of AFL.' Place yourself along the continuum. Tell students why you might have placed yourself at that position.
6. Select a statement and read to the group.
7. Ask students to move to the point on the continuum that best represent their opinion.
8. Students then discuss their reasons for placing themselves in that point on the continuum with others standing nearby.
9. As a class, discuss why there are variations in students' opinions.
10. Provide students with the option to pass or reconsider their placement after the discussion and move to another position along the continuum.

VALUES VOTING

This strategy will help students to identify and clarify attitudes about issued; and consider others' thoughts and attitude.

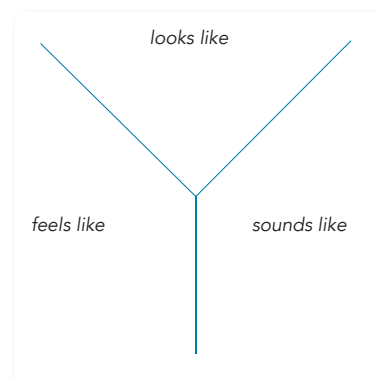
1. Select a statement and read it to the group. Students indicate their opinion or the opinion of other groups (eg friends, family and community members) by casting a 'vote'.
2. Discuss the statement as a class. Provide students with the option to pass or reconsider their vote after the discussion.
3. Examples of questions to ask students during this strategy are:
 - Why would someone vote in that way?
 - What experiences would have brought them to that conclusion?
 - Would they feel differently if they had more information about this?
 - Was it easy to make a vote? Why or why not?

Y CHART

This strategy will help students to graphically organise and record ideas, feelings and information; identify and focus on what they already know, understand, value and are able to do; and compare and contrast ideas, feelings and information.

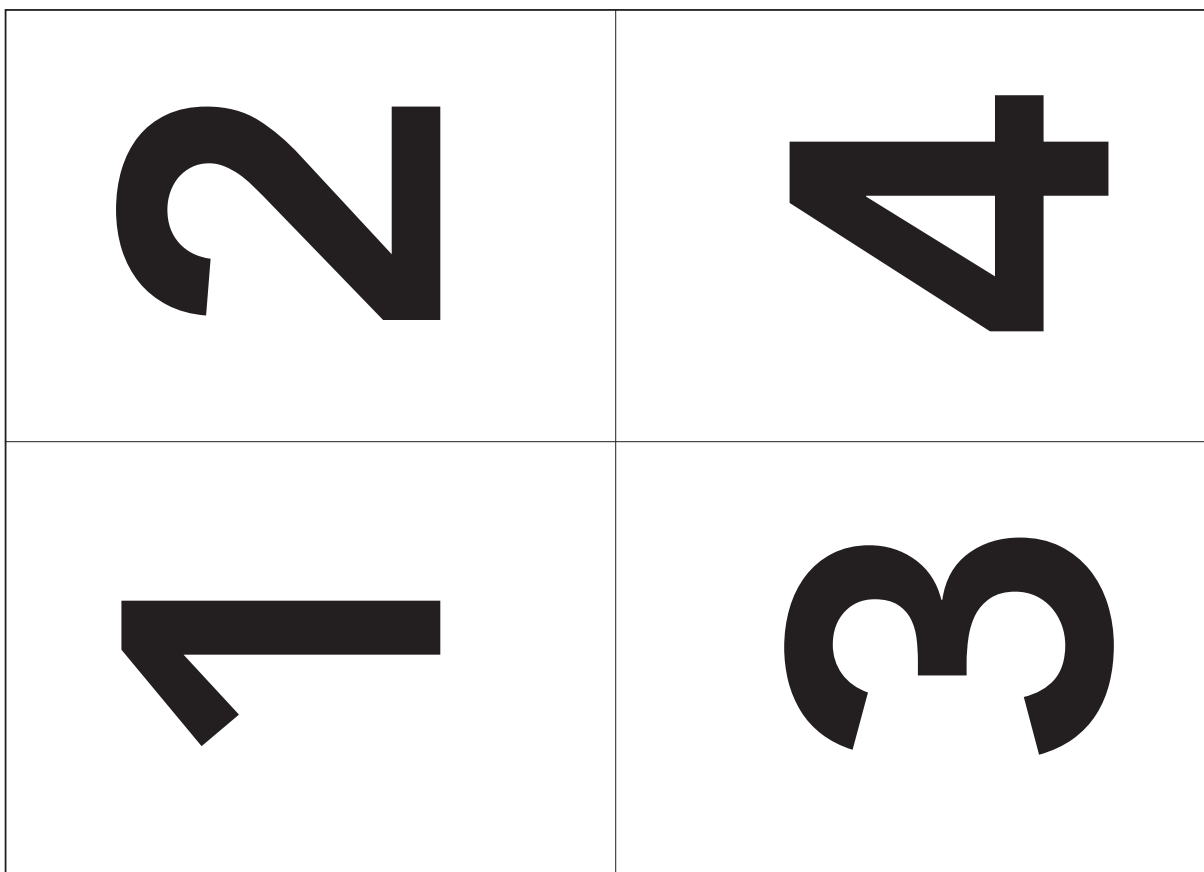
1. Y charts can be used to record and categorise information in many different ways. See some of the examples provided.
2. Pose a question, situation or issue about road safety for students to brainstorm and record their responses in a Y chart. This can be done as a whole group or in small groups.
3. As with a brainstorm, all responses should be accepted and recorded.
4. If the strategy is used with small groups, encourage students to share their group's findings and compare charts with others.
5. New ideas can be added after the discussion or activity has been completed.

Example: Students brainstorm what a successful supervised driving session would look, feel and sound like.

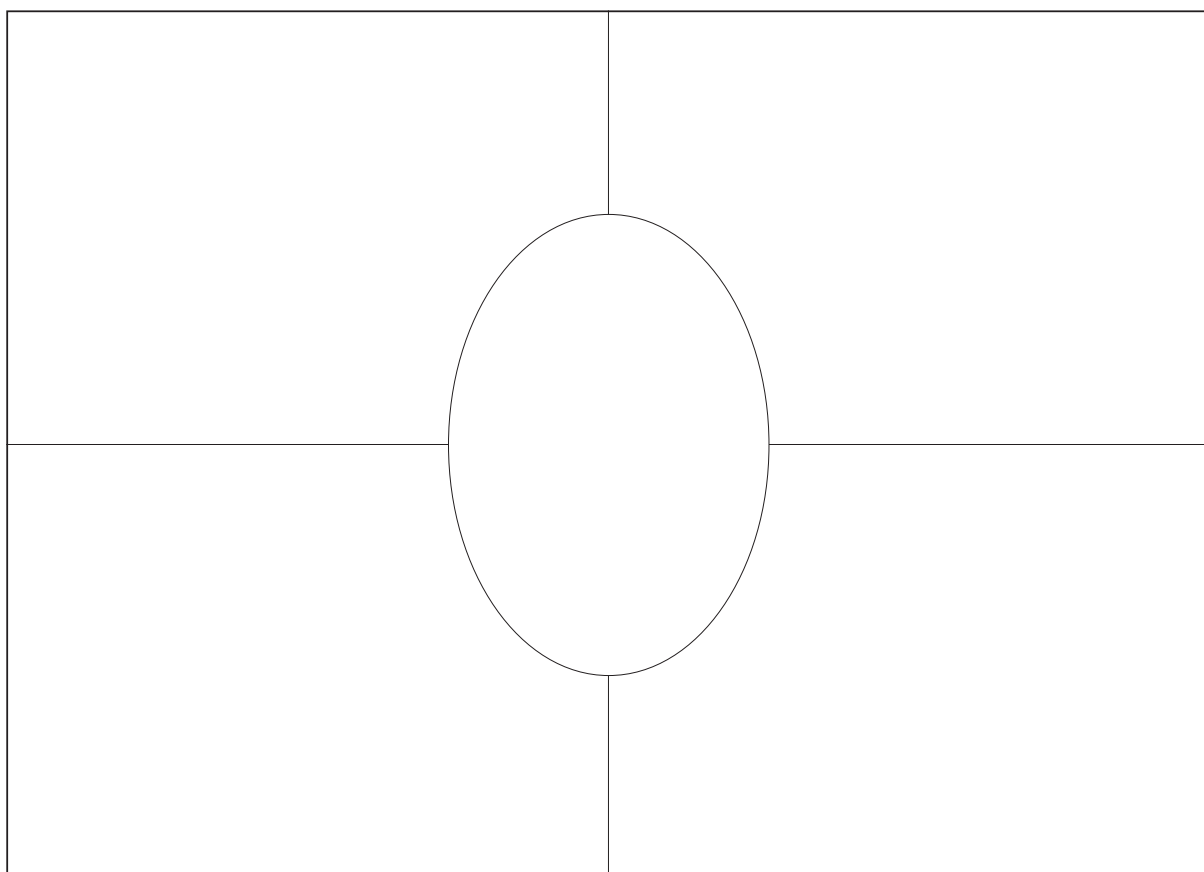




Choose a corner



Placemat





Values continuum

agree
strongly agree
disagree
strongly disagree

Risk signs

High risk
Low risk



Decision-making model

Problem What is the problem and how do I feel?	Choices	Positive things that might happen?	Negative things that might happen?
<div></div>			

I would _____



PNI

	Positive	Negative	Interesting
P Why might this be a good idea?			
N What might be difficult, wrong, unhealthy or unsafe about this idea?			
I Now you've thought about the positives and negatives of this idea, what else do you think?			

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School Drug Education & Road Aware

Statewide Services Centre

33 Giles Avenue
PADBURY WA 6025

P: 08 9402 6415

F: 08 9402 6399

E: sdera.co@education.wa.edu.au

W: www.sdera.wa.edu.au



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