

RESPONSIBILITIES, BEHAVIOURS & CONSEQUENCES

LESSON 2 – RESPONSIBILITIES, BEHAVIOURS AND CONSEQUENCES

Activity 2.1	page 34	Road user responsibilities and behaviours
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LEARNING INTENTIONS

1. Outline driver responsibilities and the potential consequences of not being a safe driver.
2. Understand consequences of road crashes.
3. Apply road rules to different driving situations.

MAPPING

LEARNING AREA	STRAND	SUB-STRAND	CONTENT DESCRIPTOR
Year 10 Syllabus 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
		Communicating and interacting for health and wellbeing	Critical health literacy skills and strategies
		Contributing to healthy and active communities	Social, economic and environmental factors that influence health
Year 10 Syllabus Humanities and Social Sciences	Humanities and Social Sciences skills	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

GENERAL CAPABILITIES

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

WHAT'S IMPORTANT FOR TEACHERS?

MESSAGES THAT HAVE A GREATER IMPACT

1. Driving can give young people independence, freedom and greater control of their lives. However, 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.
2. 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).

ROAD TRAUMA

1. 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.



FIND OUT MORE

If necessary, refer students to the **Road Trauma Support WA (RTSWA)**, a free counselling and advice service available at: <http://www.rtswa.org.au/>.

LEARNING THE ROAD RULES

1. All students participating in Keys4Life need to be encouraged to learn and continuously review the road rules. This is not only an important requirement for safe driving but also to ensure students pass their Learner's Permit Theory Test.



TIPS FOR LEARNING ROAD RULES

- Provide opportunities for students to learn road rules in class.
- Encourage students to revise road rules at home.
- Encourage students to think about the road rules when riding as a passenger noticing when road rules have not been followed.
- Provide students with a copy of the *Drive Safe* handbook or encourage students to download the handbook from the Department of Transport's website.
- Use the quizzes on pages 22-25 of *Behind the wheel* to check students' understanding of the road rules.
- Teach one road rule to the class followed by a review of this rule in small groups using a road network and toy cars.
- Encourage students to use the online practice tests on the Department of Transport's website.



FIND OUT MORE

Department of Transport
Road rules theory test quiz
<https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp>

Road Safety Commission
12 Most asked about road rules
(Videos, explanations and penalties)
<https://roadrules.rsc.wa.gov.au/>

10 RULES OF SAFE DRIVING

1. Emphasise to students the 10 rules of safe driving advocated in the Department of Transport's *Drive Safe* handbook throughout the Keys4Life program.

1. Drive at a safe speed.
2. Don't drink and drive.
3. Obey the road rules.
4. Concentrate at all times and be prepared.
5. Be patient and when in doubt, don't proceed.
6. Plan your moves well in advance.
7. Give correct signals.
8. Be alert particularly at intersections.
9. Know your vehicle.
10. Be polite and considerate toward other road users.



FIND OUT MORE

Department of Transport
handbook

<https://www.transport.wa.gov.au/licensing/learner-activities-and-resources.asp>

VEHICLE ROADWORTHINESS

1. Encourage students to use the POWER checklist to check their car before beginning to drive. Applying this strategy when learning to drive develops a pattern of driving behaviour that will support a safer driving experience, every time.

PETROL
OIL
WATER
ELECTRICS
RUBBER

2. A vehicle's safety and performance, particularly in wet conditions, is reduced as a car's tyres wear. Tyres should have a minimum tread of 1.5mm and have their pressure adjusted for conditions, load and speed. Unbalanced wheel alignment can promote driver fatigue and impact how the car travels on the road.



FIND OUT MORE

Road Safety Commission

Pre-trip preparation 101 (20 secs)

<https://roadrules.rsc.wa.gov.au/>

https://www.youtube.com/watch?time_continue=7&v=S6Mpb6J49vc

SLOW DOWN, MOVE OVER (SLOMO)

Law change effective 2 March 2018

1. Explain to students that new legislation in WA is created to keep road users safer.
2. The intent of the new SLOMO law is to provide a safer environment for workers who respond to road incidents. The SLOMO law requires drivers to slow down to 40 km/h when approaching specific stationary emergency vehicles which are displaying flashing lights while attending an incident. Drivers should apply their brakes gradually and safely.
3. Failure to slow down and move over is an offence with a \$300 penalty and 3 demerit points.



FIND OUT MORE

Road Safety Commission

Slow down, Move Over (SLOMO)

<https://www.rsc.wa.gov.au/Rules-Penalties/Browse/Emergency-Vehicles>

2.1

ACTIVITY 2.1

ROAD USER RESPONSIBILITIES & BEHAVIOURS

PLANNING AND PREPARATION

- Activity sheet – *Road user responsibilities* (page 36) – A4 sheet of paper per student
- *Drive Safe* handbook – one copy per student or internet access to www.transport.wa.gov.au
- Optional activity – one A4 sheet on blank paper per student

PROCEDURE

RESPONSIBILITIES AND BEHAVIOURS

1. 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.
 - **Right** – having a just claim or title to something (eg voting at the age of 18, access to medical care or challenging a speeding 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 (eg a teacher has a duty of care for their students or a driver is responsible for ensuring that all passengers are restrained in their vehicle).
2. 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.
3. Place students in groups of four and give each student a copy of the activity sheet *Road user responsibilities* (page 36).
4. Explain that students are to complete a **rip and review** (page 170) using the questions on the sheet.



OPTIONAL ACTIVITY

Alternatively, students can fold an A4 sheet of paper into quarters and write one of the questions (below) in each section of the sheet. Allow enough time for students to discuss the questions and write their responses on the sheet. Encourage class discussion of group responses.

Questions

- What are your responsibilities as a passenger?
- What are your responsibilities as a learner driver?
- What are your responsibilities as a red and green P plate driver?
- What are your responsibilities as a driver on a full licence?

PROCESS

1. Continue the discussion about road user responsibilities and behaviours by asking the following questions.
 - 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 school. Would this type of system be acceptable in WA? 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?
 - What are the characteristics of a tolerant driver? An aggressive driver? What do their actions look and feel like?

- 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? *(Do not respond to the other driver. Avoid any escalation of conflict. Avoid eye contact with the aggressive driver or occupants of the vehicle).*
- What actions could you take to become a tolerant and calm driver? *(Regulate your emotions and promote being a calm, patient and courteous driver. Regularly practise mindfulness techniques such as breathing exercises and simple meditation. Plan your drive so you know where you are going. Try not to be in a rush – leave enough time to get where you have to go so you are not feeling stressed behind the wheel. Try not to drive when overtired, angry, stressed or upset).*
- How can you control your own anger when faced with an annoying situation?
- Is aggressive or abusive behaviour acceptable in any situation? Why?

REFLECT

1. Ask students to consider the type of driver they want to be and come up with three adjectives to describe this eg calm, respectful, safe etc.



ROAD USER RESPONSIBILITIES

FOLD AND TEAR

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?

The Keys4Life Program is a Road Trauma Trust Account funded project approved by the Minister for Road Safety and supported by the Road Safety Commission.

ACTIVITY 2.2

RESPONSIBILITIES & CONSEQUENCES

PLANNING AND PREPARATION

- A3 paper – one sheet per group
- Activity sheet - *Grouping consequences* (page 40) – A3 photocopy per group
- Activity sheet – *Consequences* (pages 41-42) – photocopy and cut out one set of cards per group
- *Behind the wheel – Task 2 – Spot the error* (page 5)
- *Behind the wheel – Quiz 1 – Speed* (page 20)
- *Behind the wheel – Quiz 2 – Alcohol and other drugs* (page 21)

REVISE

1. Groups draw and label a **T chart** (page 171) on a sheet of A3 paper with the headings shown below.

Driver responsibilities	Consequences of not being responsible

2. Ask students to write a list of driver responsibilities in the corresponding column of the T chart. Some examples have been provided.
3. Students then discuss the possible consequences of not being responsible as a driver and write these in the corresponding column. Some examples have been provided.

Driver responsibilities	Consequences of not being responsible
<ul style="list-style-type: none"> • Learn and practise safe driving habits (eg travel at posted speed limit, wear a restraint) • Legally obtain a driver's licence (eg pass all required tests and requirements) • Obey the law (eg follow road rules and signs, don't drink and drive) • Avoid conflicts (eg show courtesy and 'forgive' other road users' errors) • Protect passengers and other road users (eg make sure all vehicle occupants are wearing a seatbelt) 	<ul style="list-style-type: none"> • Loss of licence • Demerit points and fines • Injuring self and others • Criminal record • Jail sentence • Not able to travel to some countries because of a criminal record • Relying on others for transport • Costs of re-sitting tests • Living with guilt • 'Road rage' recipient

PROCEDURE

ROAD CRASHES – CONSEQUENCES

1. 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.
2. 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 the activity sheet *Consequences* (pages 41-42) and an A3 copy of activity sheet *Grouping consequences* (page 40).
4. 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.

PROCESS

1. Generate discussion on the following questions.
 - 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? (*Campaign advertisements designed by young people and delivered by young people*).

**AT HOME TASK**

1. Ask students to complete **Task 2 – Spot the error (page 5)** in their *Behind the wheel* journal.
2. Remind students that they must complete all 10 tasks in the *Behind the wheel* journal to be considered eligible to sit the test at the end of the Keys4Life program.
3. Ask students to complete **Quiz 1 – Speed (page 20)** and **Quiz 2 – Alcohol and other drugs (page 21)** in *Behind the wheel*.

**EXTENSION ACTIVITY****IMPACTS AND CONSEQUENCES**

- Activity sheet – *Impact cards* (page 43) – one set per group
 - Activity sheet – *Consequences* (pages 41-42) – one set of cards per group
1. Ask students to move into groups of 4-5.
 2. Suggest to students that everyone responds differently when having to deal with the consequence of their actions. Some consequences can have a greater impact and some, little impact.
 3. 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.
 4. Read aloud the following scenario for students to consider.

Scenario

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.

5. Ask students to take turns to place and justify the positioning of the consequence cards they have been dealt 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.
6. 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.
7. 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.



SUPPORT ACTIVITY

CONSEQUENCES OF ACTIONS

- Activity sheet – *Grouping consequences* (page 40) – one per student
1. Give each student a copy of the activity sheet *Grouping consequences* (page 40).
 2. Explain the pictorial representations of the five groups of consequences – social, emotional, physical, legal and financial.
 3. Read out the following scenario asking students to either draw or write one or two consequences for each of the consequence categories shown on the activity sheet.

Scenario

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.

4. Discuss students' responses. 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, not only for the driver and passengers but also for others such as the paramedics, witnesses, police officers, tow truck drivers, your family and friends.

LEGAL



SOCIAL



FINANCIAL



EMOTIONAL




PHYSICAL



The Keys4Life Program is a Road Trauma Trust Account funded project approved by the Minister for Road Safety and supported by the Road Safety Commission.

CONSEQUENCES

 <p>You lose your driver's licence for 6 years</p>	<p>You have nightmares and can't stop thinking about the crash</p>
<p>You get a traffic conviction</p>	<p>You have to go to court</p>
<p>You have some bad scars on your face</p>	<p>You have to ask someone else to take you and your friends when you want to go out on a date</p>
<p>You have to pay a lawyer to represent you in court</p>	<p>You lose your independence and have to rely on others</p>
<p>Your get rejected by your family</p>	<p>You can't do the things you want to do</p>
<p>You seriously injure yourself</p>	<p>You can't deal with the crash and drink all the time</p>
<p>A friend or family member has a spinal injury and can no longer walk</p>	<p>You injure a friend or family member</p>
<p>You seriously injure someone you know</p>	<p>You have to attend the funeral of a friend or family member</p>
<p>You get convicted and sent to prison</p>	<p>Your partner breaks up with you</p>

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CONSEQUENCES

 <p>You can't do what you dreamed of doing</p>	<p>You're isolated from your friends</p>
<p>You can no longer play the sport you love</p>	<p>You lose your job</p>
<p>Your car is written off. Insurance won't pay</p>	<p>You have to walk or rely on others</p>
<p>People have lost trust in you</p>	<p>It feels like everyone is talking about you</p>
<p>You have medical costs</p>	<p>You can't work because of your injuries</p>
<p>You are feeling anxious and depressed</p>	<p>You don't know who you can turn to for help and can't think straight</p>
<p>Your car has been confiscated</p>	<p>You will always walk with a limp</p>
<p>Lots of people you know have stopped talking to you</p>	<p>You have injured your spine and will never walk again</p>
<p>Your vehicle insurance premium has increased</p>	<p>Due to your traffic conviction you are not able to travel overseas to some countries</p>

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Greatest impact

Least impact

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2.3

ACTIVITY 2.3

LEARNING THE ROAD RULES

PLANNING AND PREPARATION

- *Drive Safe* handbook – one per student or at www.transport.wa.gov.au/licensing/
- Activity sheet – *Drive safe bingo* (page 48) – one per student
- Internet access for the Department of Transport's road rules theory test quizzes <http://www.transport.wa.gov.au/licensing/learneractivities-and-resources.asp>
- *Behind the wheel* – Quiz 3 – Indicating and hand signals (page 22); Quiz 4 – Intersections and turning (page 23); Quiz 5 – Traffic signals and road markings (page 24); Quiz 6 – Traffic signals (page 25)

PROCEDURE

DRIVE SAFE BINGO

1. Explain that the Learner's Permit Theory 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. Briefly explore the handbook as a class pointing out to students the different sections of the book.
3. Introduce *Drive safe bingo* (page 48) which will provide an opportunity for students to explore the handbook. On BINGO, check answers asking students to fill in any missing answers.

Answers

What is a 'pelican signal'?

A pelican crossing works like a set of traffic lights however it has an extra phase – a flashing yellow light. This flashing light means – PROCEED WITH CAUTION. If there are pedestrians crossing you MUST give way to them (page 64).

What is a C class licence?

A C class licence is a licence to drive a car (page 36).

What does 0.00% BAC mean?

0.00 per cent BAC means you must not drink any alcoholic drinks at all if you intend to drive (page 14).

What are three pre-driving checks for your car?

Before driving your car check your tyres, brakes, steering, lights, horn, windscreen and windscreen wipers, mirror and seat position (page 33).

What is step 5 in the Graduated Driver Training and Licensing system?

Step 5 in the Graduated Driver Training and Licensing system is sitting the practical driving assessment (page 39).

What is the default speed in built up areas?

50km/h (page 47).

Is it an offence to not give way to emergency vehicles?

Yes (page 96).

What is the 2-second rule?

While driving along the road look at an object by the side of the road, such as a tree or pole, that will soon be passed by the vehicle ahead. As soon as that vehicle passes the object, say to yourself, 'one thousand and one, one thousand and two'. You should take the full two seconds it takes to say this to reach the object. If you get there before you have said it, you are too close. Slow down until you are at least two seconds behind the vehicle ahead (page 49).

Stopping a car depends on two things.

What are they?

How quickly the car can be stopped depends on the stopping distance (reaction distance + braking distance) (page 49).

What changes when you are driving at night?

The distance that you can see ahead and to the side is severely reduced after dark. This means that it will take you longer to respond to hazards after dark so you must use extra caution to allow for the reduced visibility (page 51).

What do double continuous (unbroken) lines indicate?

Double continuous (unbroken) lines are used as dividing lines (centre lines) on roads. You must not cross these lines to overtake but you can cross them to turn right at an intersection, 'U' turn or enter or leave a road if it is safe to do so (page 60).

What is a controlled intersection?

A controlled intersection is an intersection that has: traffic control signals, a 'STOP' or 'GIVE WAY' sign, a roundabout or a police officer or other authorised person directing traffic (page 71).



Page numbers have been taken from the 2017 hard copy version of *Drive Safe*.

4. Ask students the following questions. Discuss responses.

- What are some ways that might help you learn the road rules for the Learner's Permit Theory Test? *(Complete the practice tests at the Department of Transport website, 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 Theory 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?



Choose the most relevant activity to promote students' learning of the road rules.

CRYPTIC SIGNS

- Activity sheet – *Cryptic signs* (page 50) – photocopy one per pair
- *Drive Safe* handbook – one per pair

PROCEDURE

1. Ask students to form pairs.
2. Distribute copies of *Cryptic signs* (page 50).
3. Ask students to identify the sign described using the clues.
4. Get students to check the signs using the *Drive Safe* handbook.

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

- Activity sheet – *Intersection questions* (pages 51-52) – one set per group
- Activity sheet – *Intersection answers* (pages 53-54) – one set per group
- Activity sheet – *Turning questions* (page 55) – one set per group
- Activity sheet – *Turning answers* (page 56) – one set per group
- Activity sheet – *Road map* (page 49) – photocopy to A3 size or draw up a road scene on a large sheet of paper that includes intersections or use SDERA's AO sized traffic mat available to purchase via SDERA's online order form

PROCEDURE

1. 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, an A3 road map (page 49) or SDERA's AO sized traffic mat.

OVERTAKING

- Activity sheet – *Overtaking* (page 57) – 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 the 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.
4. The *Drive Safe* handbook can support students in their decisions.
5. Discuss the steps as a group.

Answers

1. Get a good view of the road ahead. 2. Look behind and to the side of you. 3. Signal before you overtake. 4. Keep to the speed limit while overtaking. 5. Move back into line.



Purchase SDERA's AO sized traffic mat via the online order form at SDERA.wa.edu.au.

ROAD SIGN CONCENTRATION

- Activity sheet – *Road signs* (pages 58-59) – two sets of cards per group
- Activity sheet – *Road sign explanations* (pages 60-61) – one set per group

PROCEDURE

1. In small groups place all road sign and road sign explanation cards face down on the desk. Make sure they are placed with signs on one side of the desk and explanations on the other.
2. A student starts the game by turning over two cards – one sign card and one explanation card. If the sign card and the explanation card match, they can keep the cards. The students then has another turn.



All group members must agree with the match. Answers can be checked using Section 3.8 Traffic Signs in *Drive Safe* (pages 57-59).

3. If the cards do not match, they are placed face down on the desk ready for the next student's turn.
4. The game continues with each student having a turn until all the cards have been matched.
5. The winner is the player with the most pairs.

STUDENT CARS

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

PROCEDURE

1. Place students in pairs.
2. 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.
3. Passengers need to move with the driver observing their driving to give feedback at the end of the manoeuvre.
4. 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.

REFLECT

1. At the end of the lesson ask students if they feel confident with the rules of the road and the strategies they can adopt to continue to learn and apply these in the road traffic environment. Discuss student responses.

**AT HOME TASK**

1. Encourage students to access the Department of Transport's road rules theory test quizzes to begin building and consolidating their knowledge of road rules.

**FIND OUT MORE**

Department of Transport
Road rules theory test quiz
<https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp>

2. Have students complete the following quizzes in the Behind the wheel journal.
 - Quiz 3 – Indicating and hand signals (page 22)
 - Quiz 4 – Intersections and turning (page 23)
 - Quiz 5 – Traffic signals and road markings (page 24)
 - Quiz 6 – Traffic signals (page 25)

**EXTENSION ACTIVITY**

1. Use the explanations and video on the Road Safety Commission's website to teach and re-teach road rules.

**FIND OUT MORE**

Road Safety Commission
12 Most asked about road rules
(Videos, explanations and penalties)
<https://roadrules.rsc.wa.gov.au/>

DRIVE SAFE BINGO

TASK

- 1 This activity requires you to find answers from the Department of Transport's *Drive Safe* handbook. Once you have completed all responses, call **BINGO!**

<p>What is a 'pelican signal'?</p> 	<p>What is a C class licence?</p> 	<p>What does 0.00% BAC mean?</p> 
<p>What are three pre-driving checks for your car?</p> 	<p>What is step 5 in the Graduated Driver Training and Licensing system?</p> 	<p>What is the default speed in built up areas?</p> 
<p>Is it an offence to not give way to emergency vehicles?</p> 	<p>What is the 2-second rule?</p> 	<p>Stopping a car depends on two things. What are they?</p> 
<p>What changes when you are driving at night?</p> 	<p>What do double continuous (unbroken) lines indicate?</p> 	<p>What is a controlled intersection?</p> 

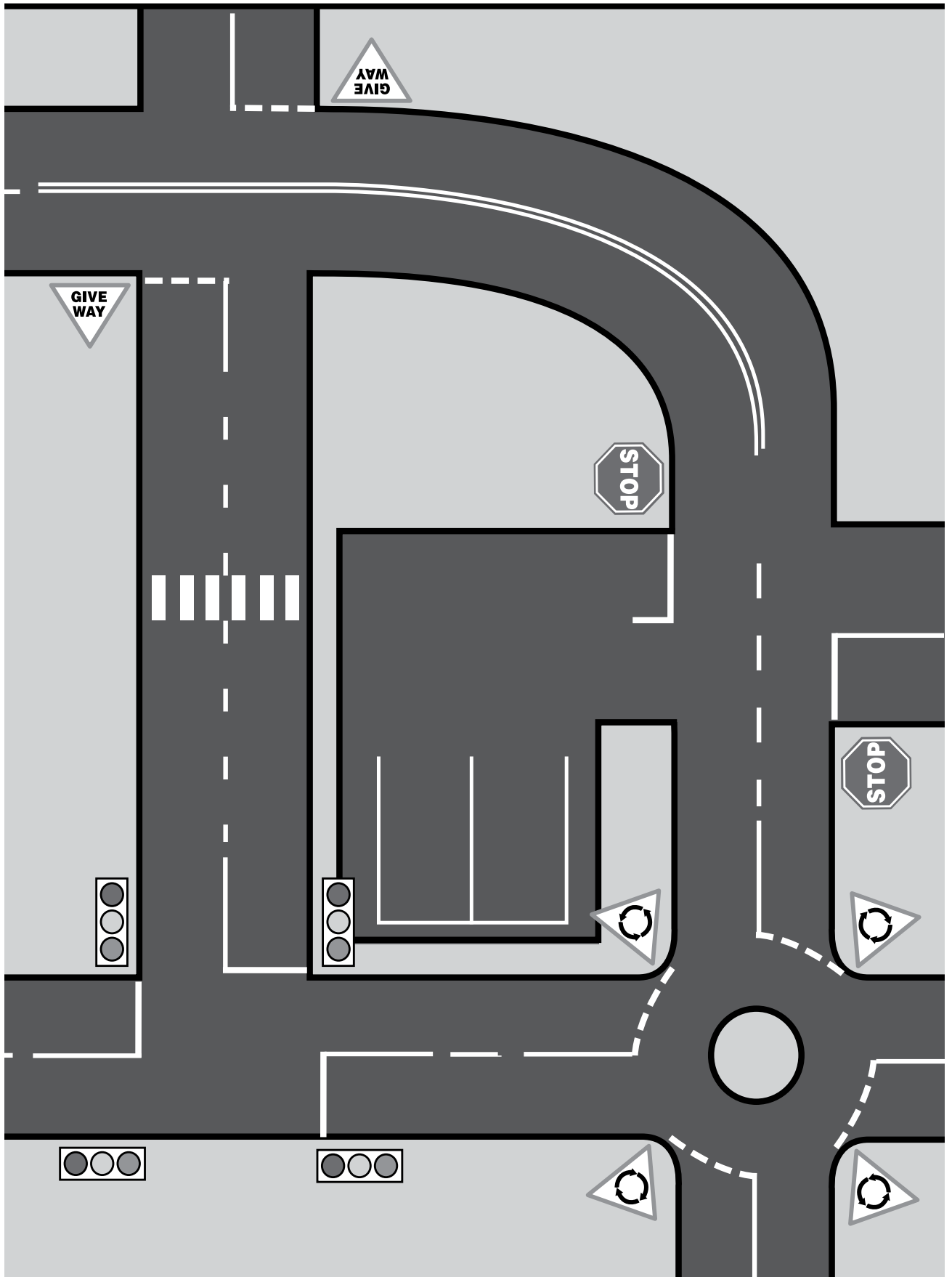
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ACTIVITY SHEET

ROAD MAP



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



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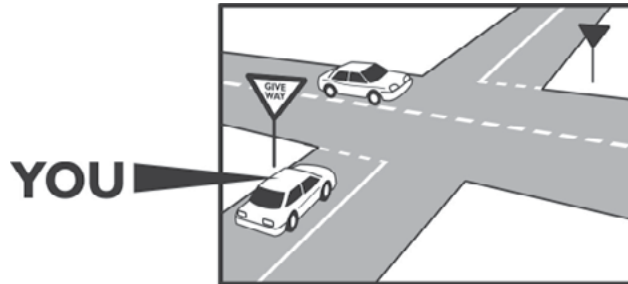
CRYPTIC SIGNS

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

<p>1</p> <p>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.</p> <p>I am a _____</p>	<p>2</p> <p>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.</p> <p>I am a _____</p>
<p>3</p> <p>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.</p> <p>I am a _____</p>	<p>4</p> <p>There are two words on my sign. Failing to follow me would mean that you had kept right.</p> <p>I am a _____</p>
<p>5</p> <p>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.</p> <p>I am a _____</p>	<p>6</p> <p>I can be found on main roads. My sign has a number in a circle. I must be obeyed at all times.</p> <p>I am a _____</p>
<p>7</p> <p>I warn drivers to slow down and drive carefully. Wet weather might increase my warning.</p> <p>I am a _____</p>	<p>8</p> <p>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.</p> <p>I am a _____</p>
<p>9</p> <p>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.</p> <p>I am a _____</p>	<p>10</p> <p>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..</p> <p>I am a _____</p>

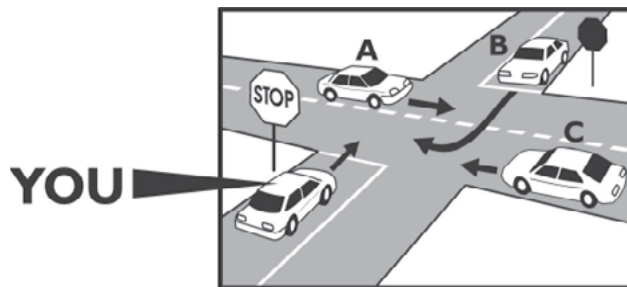
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INTERSECTION QUESTIONS



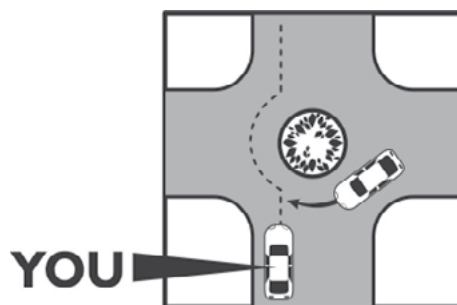
Intersection question 1

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



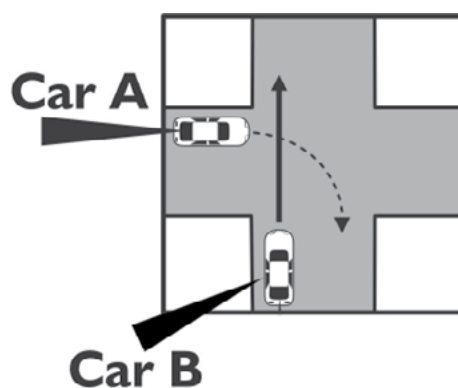
Intersection question 2

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?

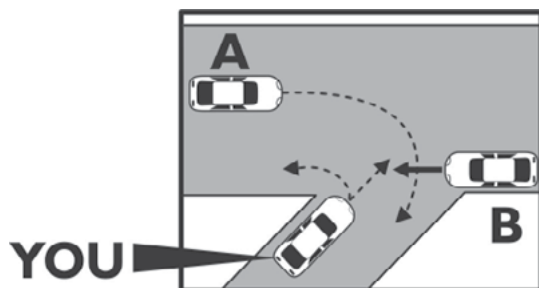


Intersection question 4

Which car gives way in this situation?

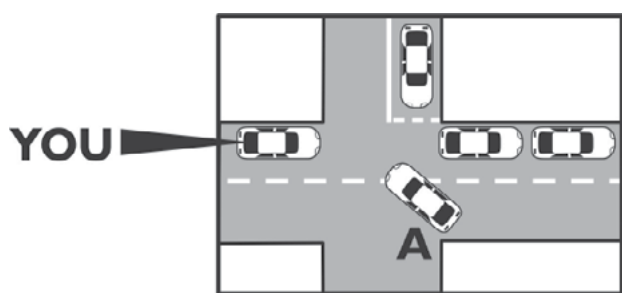
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INTERSECTION QUESTIONS



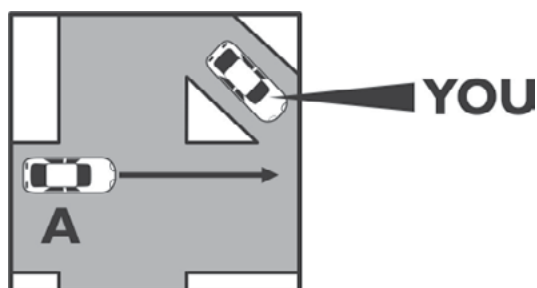
Intersection question 5

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



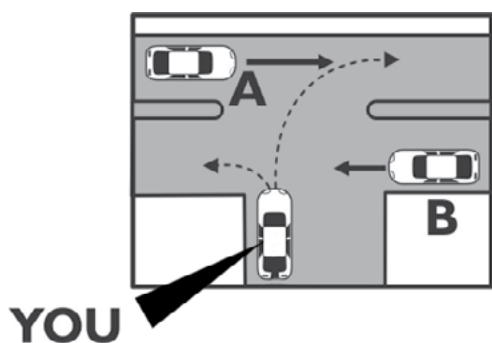
Intersection question 6

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?

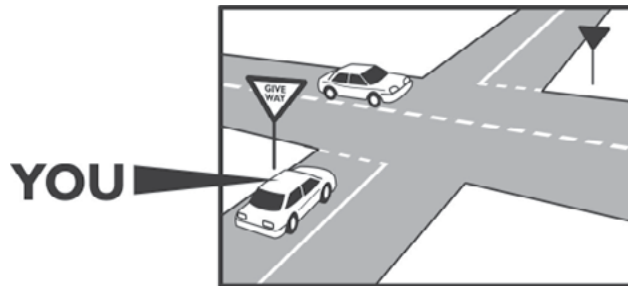


Intersection question 8

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

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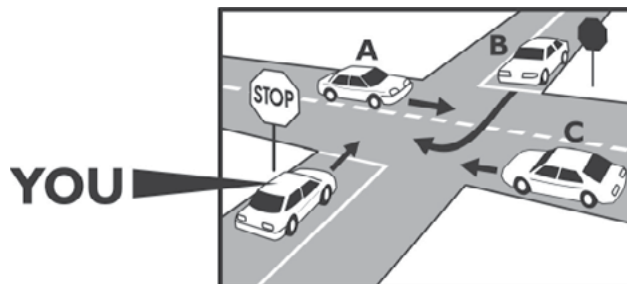
INTERSECTION ANSWERS



Intersection answer 1

Give way to all traffic travelling along the intersecting road.

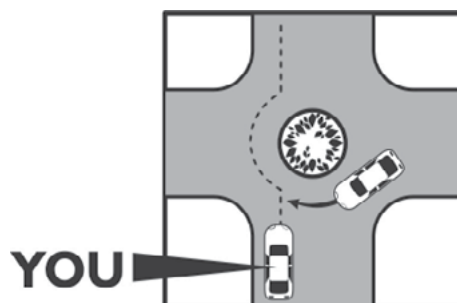
Give way to all traffic turning from the intersecting road.



Intersection answer 2

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

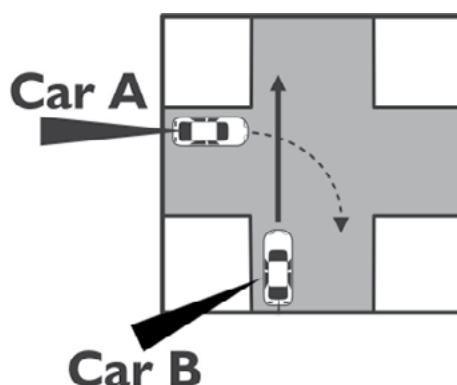
The front of your car must not be over the line.



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.



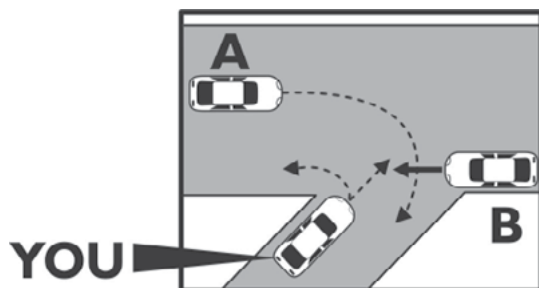
Intersection answer 4

Car A would give way to Car B.

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

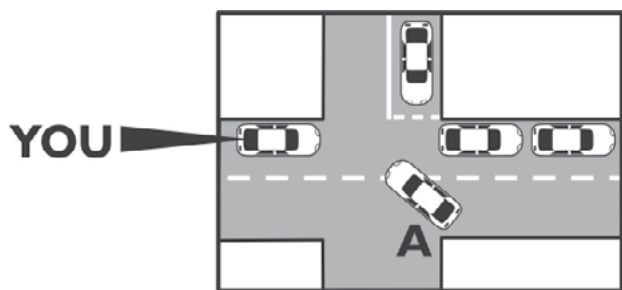
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INTERSECTION ANSWERS



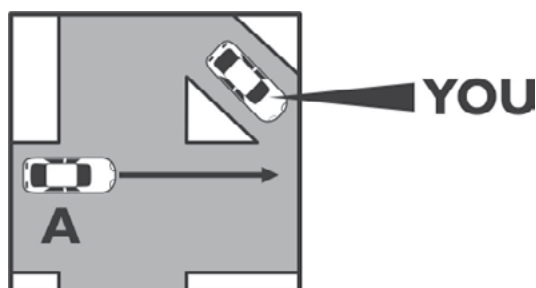
Intersection answer 5

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.



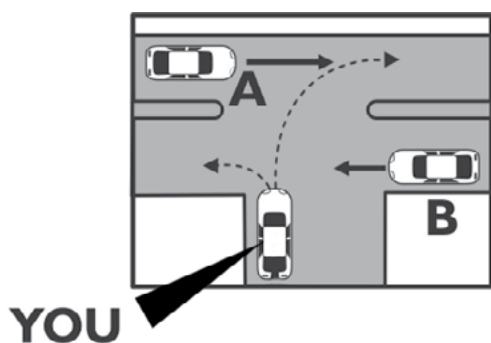
Intersection answer 6

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

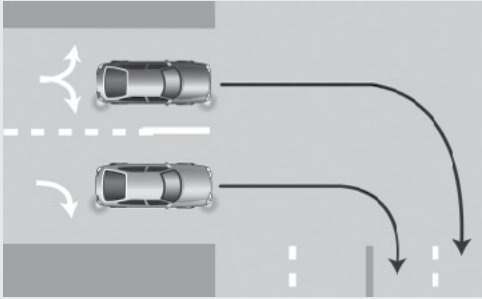
You would give way to Car A and Car B. They are both travelling on the continuing road.

TURNING QUESTIONS



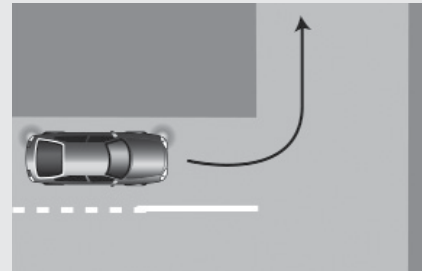
Turning question 1

If turning, when should you indicate?



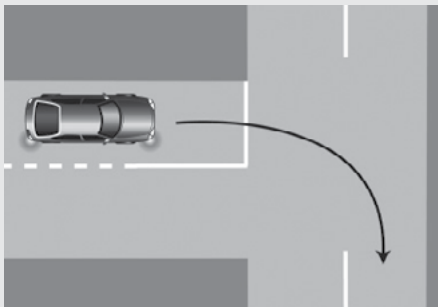
Turning question 2

When turning left, where should you position your car?



Turning question 3

When turning right, where should you position your car?



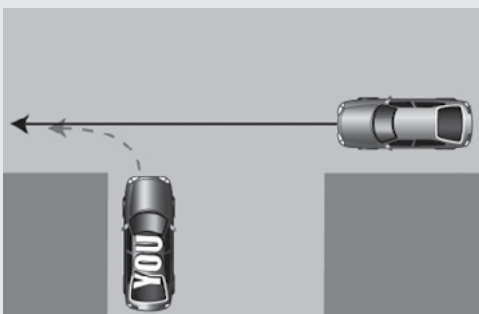
Turning question 4

When should you not make a U turn?



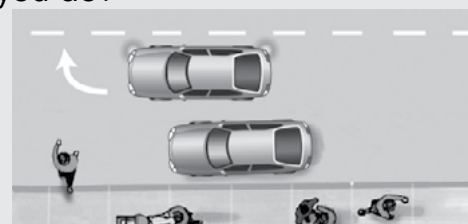
Turning question 5

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?



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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.

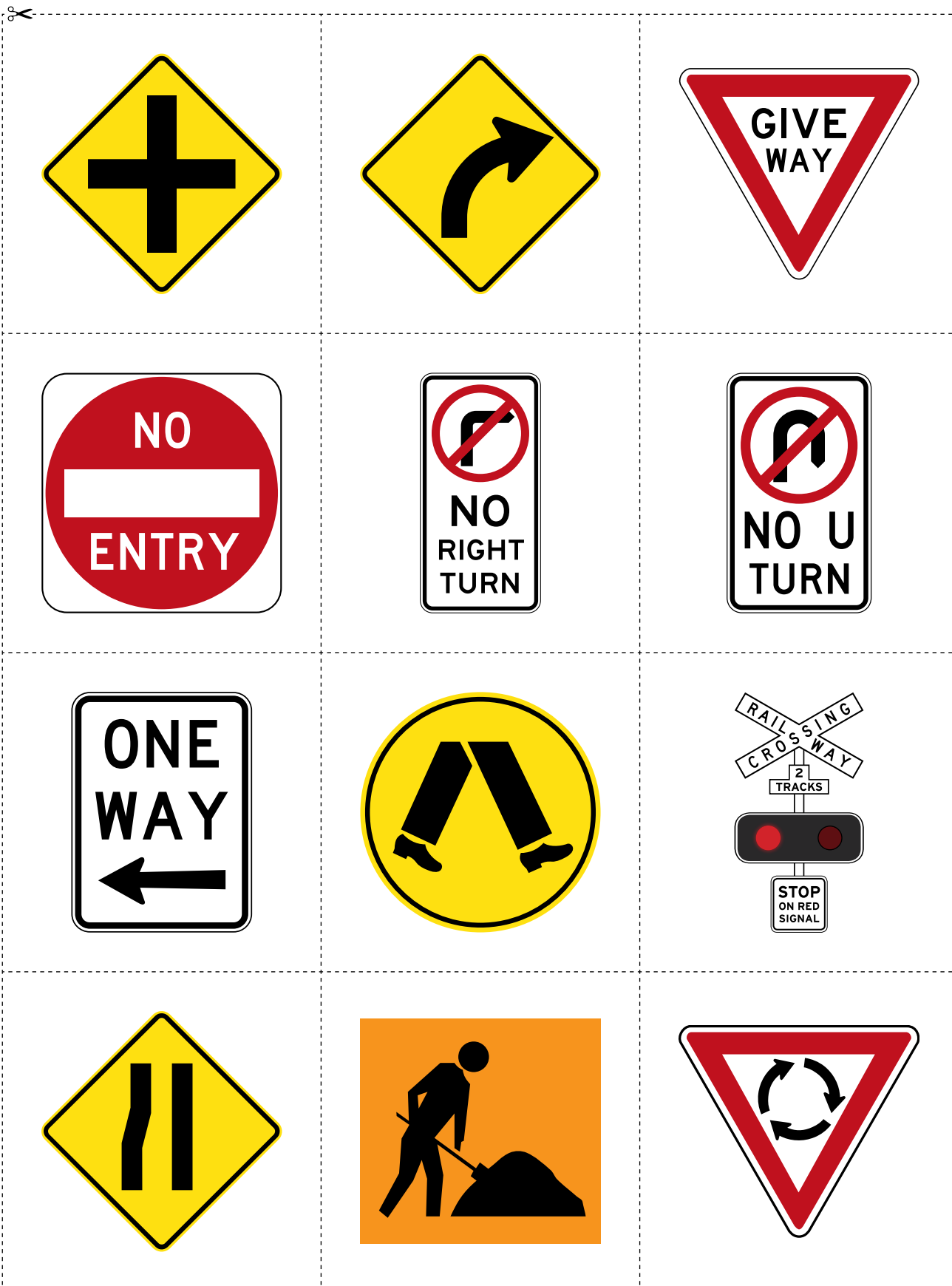
Move back into line.

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.



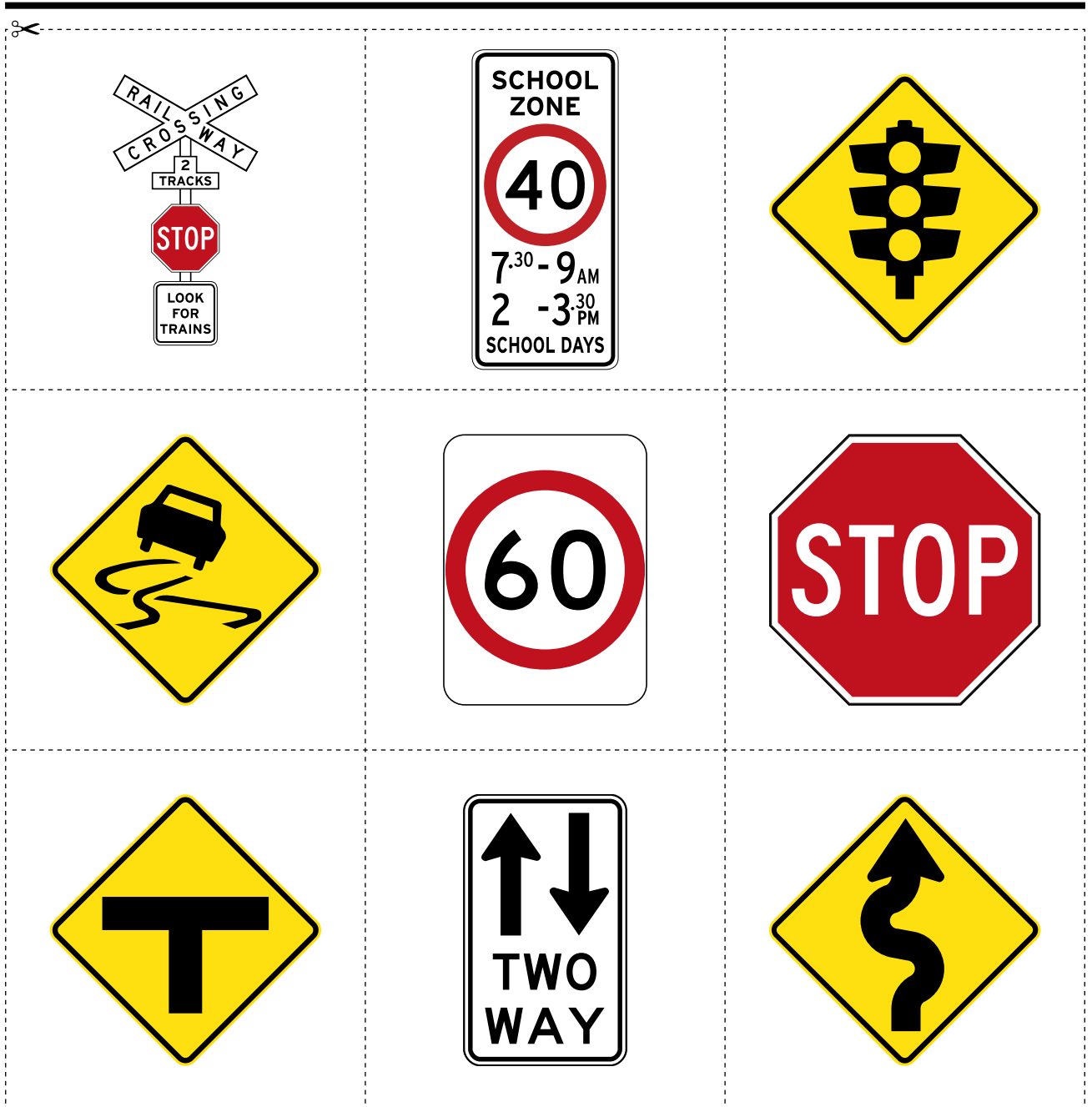
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ROAD SIGNS



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ROAD SIGNS




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ROAD SIGNS EXPLANATIONS

<p>Give way to traffic before driving on.</p>	<p>Stop at this sign. Make sure your vehicle is behind the white line. Do not proceed until it is safe.</p>	<p>This is the maximum speed a vehicle may travel in this area.</p>
<p>Do not turn right.</p>	<p>Do not make a U turn.</p>	<p>The traffic is travelling in both directions.</p>
<p>Slow down here and prepare to give way to traffic on the roundabout.</p>	<p>You have to stop and let pedestrians cross the road.</p>	<p>Where two roads intersect and continue.</p>
<p>You must travel at no more than 40 km/h in this area between 7.30–9am and 2.30–4pm on school days. (These times may differ in some areas of WA).</p>	<p>The road ahead is going to be winding. Check your speed and be prepared to slow down.</p>	<p>The road ahead is going to get narrower. Slow down and prepare to give way.</p>

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ROAD SIGNS EXPLANATIONS

 <p>Two roads meet. One continues and one ends.</p>	<p>Slow down because the road ahead is going to curve.</p>	<p>Slow down because there are signals ahead.</p>
<p>This road can be slippery. Slow down.</p>	<p>Railway crossings can be dangerous especially when there are no flashing lights. Stop and check that it is safe to cross.</p>	<p>There are repairs occurring on the road ahead. Slow down.</p>
<p>Stop at the railway crossing when the red lights are flashing.</p>	<p>All traffic must travel in the one direction indicated by the sign.</p>	<p>You cannot enter this road.</p>