



TEACHER RESOURCE

PRE-DRIVER
EDUCATION

Keys4Life is a comprehensive, national award winning, evidence-based, pre-driver education program. It assists parents, schools and agencies to educate young people about safer road use and provides licensing and school graduation benefits.

Title: Keys4Life Teacher Resource: Pre-driver education
7th Edition

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Road Safety and Drug Education Branch

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The author has made a comprehensive effort to sight and credit sources. Any omissions detected are not intentional.

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ROAD LAWS AND LEGAL REQUIREMENTS

Road laws change and test requirements for learner drivers may change accordingly. The most up-to-date information on the licensing system and its requirements can be found on the Department of Transport's website. You are encouraged to access this information <https://www.transport.wa.gov.au/licensing/my-drivers-licence.asp>

This book is a guide only and is not legal advice.

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.



**Department of Education Western Australia
Road Safety and Drug Education Branch**

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Acknowledgement of country

The Department of Education respectfully acknowledges the traditional custodians of the land, and pays respect to the elders, past and present.

Note to teachers

When implementing Keys4Life, teachers are encouraged to strengthen student engagement and be sensitive to the cultural, linguistic, cognitive and developmental needs of their students. Integrating the following measures will assist in delivering Keys4Life lessons that are both culturally responsive, relevant and developmentally appropriate.

Where possible, when selecting Keys4Life activities and scenarios:

- Consider the background of students and any road-related trauma experienced by them or their families, in order to avoid discussion of potentially distressing or sacred content.
- Adapt activities that meet the cultural, linguistic, cognitive and developmental needs of students as well as regional variations.
- Include stories and languages of the local communities and local Aboriginal and Torres Strait Islander societies that are relevant and safe to share, in the context of road safety and the Keys4Life program.
- Liaise with Aboriginal and Islander Education Officers, Aboriginal staff and community members to assist in portraying the diversity, resilience and strength of Aboriginal people when teaching about safe driving and licensing.

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KEYS4LIFE - AN OVERVIEW

THE PROGRAM

The Keys4Life Pre-driver Education program is administered by the Department of Education. It is recommended for Year 10 to 12 students and their parents/carers. The program immerses young people in a culture of respect, resilience and responsibility about safer road use, and develops 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 Keys4Life as an important prerequisite to the WA Licensing System. It is the recommended pre-driver education strategy for Year 10 to 12 students in WA and provides a best practice approach to road safety education.

AIM

The aim of Keys4Life is for students to develop:

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

WA CERTIFICATE OF EDUCATION

WA's School Curriculum and Standards Authority (SCSA) has approved Keys4Life 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.



FIND OUT MORE

For more information:

SCSA

Provider-developed endorsed programs

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs/provider-developed-endorsed-programs>

OR contact the Department of Education at sdera.co@education.wa.edu.au or 08 9402 6415.

LEARNER'S PERMIT THEORY TEST

The Department of Transport authorises registered Keys4Life teachers to administer the Learner's Permit Theory Test at schools. This is the test that is usually conducted as a Computerised Theory Test (CTT) at a Transport DVS centre or agent.

Additional information regarding the testing process in the Keys4Life program can be found on pages 11-12 of this resource.

ASSESSMENT

A number of assessment opportunities are offered within the Keys4Life program.

1. ***Behind the wheel journal*** – The completion of the journal is a compulsory requirement for each student prior to undertaking the Learner's Permit Theory 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.
2. ***Keys4Life student workbook*** – Students completing the workbook instead of the journal will be required to complete all workbook sections prior to undertaking the Learner's Permit Theory Test at school. Teachers may choose workbook activities and quizzes for student assessment.
3. **Learning activities** – Many of the Keys4Life activities in this resource provide additional opportunities for assessment.
4. **Assessment tasks** – There are several, optional assessment tasks available for the Keys4Life program. For a copy of these tasks contact sdera.co@education.wa.edu.au or 08 9402 6415.

ADDITIONAL ACTIVITIES AND INFORMATION

For additional Keys4Life activities and information contact sdera.co@education.wa.edu.au or 08 9402 6415.

BEST PRACTICE ROAD SAFETY EDUCATION

BEST PRACTICE ROAD SAFETY EDUCATION (RSE)

The Keys4Life program is informed by best practice RSE and as such, has the potential to positively influence young people's behaviour in traffic-related and social situations. Best practice RSE should be evidence-based; delivered by trained teachers; support the licensing system and Safe System Approach; and develop social competencies and resilience.

EVIDENCE-INFORMED PRACTICE

Keys4Life:

- is underpinned by the Principles for School Road Safety Education (SDERA, 2009)
- aligns with guidelines about evidence-informed best practice in RSE
- is connected to and based on the WA licensing system
- promotes a whole-school approach
- is guided by research about positive attitudes and behaviours in traffic and social situations
- aligns with a strengths-based approach where social competencies and resilience are developed
- supports vehicle safety.

EFFECTIVE RSE IN SECONDARY SCHOOLS

Keys4Life:

- is ongoing, developmentally appropriate and fits within the school curriculum
- is holistic promoting a whole-school approach
- has relevant content with a focus on driving practice, vehicle safety, licensing and compliance
- includes age-appropriate alcohol and other drug information
- is interactive with initiatives to enhance school connectedness
- is engaging and informative for parents with initiatives about role modelling and risk-reduction
- is linked to the WA licensing system.

TEACHING AND LEARNING EXPERIENCES

Activities in Keys4Life are based on sound teaching and learning strategies that help young people manage challenging situations and adopt safer behaviours in traffic situations. 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 to explore crash consequences for themselves and others and rehearse socially acceptable refusals for challenging situations
- 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
- correct myths and misinformation
- help students to explore and clarify their own beliefs and attitudes about driving situations and identify and consolidate their strengths
- encourage reflection and cooperation
- encourage students to make a personal vow towards safe and considerate driving.

SUPPORTIVE CLASSROOM ENVIRONMENT

The Keys4Life program encourages schools to establish a school ethos that supports road safety, and a classroom environment that encourages respect, cooperation and confidence. To achieve this, it is recommended that schools:

- build school capacity by ensuring teachers are trained by SDERA in the delivery of Keys4Life
- create sound traffic management strategies around the school.

It is also recommended that trained Keys4Life teachers:

- negotiate classroom rules that encourage students to share opinions without fear of judgement, prejudice and social exclusion
- consider the needs of all students and customise the teaching and learning experiences to address these
- recognise the devastating effect of road trauma and provide opportunities for students to 'opt out' if necessary
- are aware that images and messages arousing fear in students have not been proven to be effective RSE and do not encourage positive behaviour change (Simons-Morton & Ouimet, 2006).

WHOLE-SCHOOL APPROACH

Schools are advised to consider applying a comprehensive, whole-school approach to the Keys4Life program.

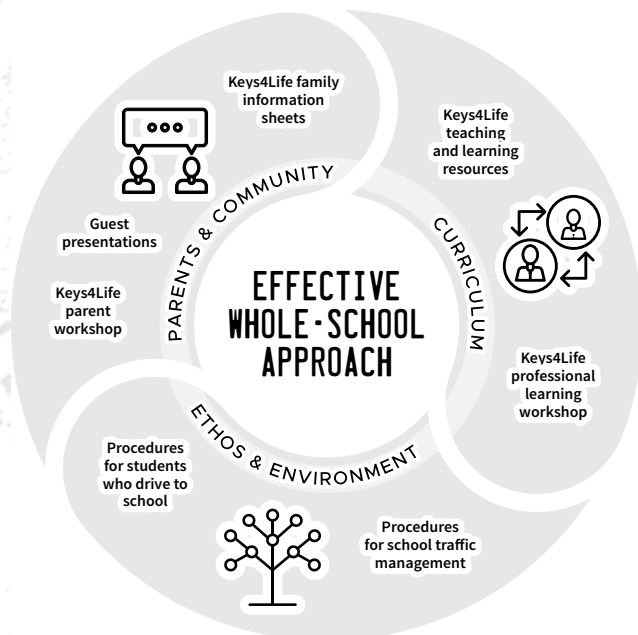


Diagram: Keys4Life Program – A whole-school approach



The initiatives included in the diagram are provided as a guide only.

ROAD SAFETY IN WA

TOWARDS ZERO AND THE SAFE SYSTEM APPROACH

Western Australia's road safety strategy 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 the road safety strategy are – Safe Vehicles, Safe Road Users, Safe Roads and Roadsides and Safe Speeds. These have the potential to reduce serious injury and death in Western Australia. To find out more go to <https://www.rsc.wa.gov.au/Safe-System>.

YOUNG DRIVERS AND ROAD SAFETY

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 licensing system and the WA State Government's Towards Zero Road Safety Strategy identify young novice drivers as having:

- 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 (P plate drivers) (Senserrick, 2004). This important protective measure is reinforced throughout the Keys4Life program and is an integral part of the Towards Zero strategy and WA licensing system.

K4L PROGRAM IMPLEMENTATION

KEYS4LIFE PROGRAM IMPLEMENTATION	
This section provides a step-by-step guide for delivering the Keys4Life (K4L) program.	
page 6	Keys4Life Checklist
page 7	Keys4Life Class Record
page 8	Keys4Life Parent Workshop (information session)
page 9	Ordering resources
page 10	Student Answer Sheet
page 11	The Keys4Life Test, Certificate and Portal

KEYS4LIFE CHECKLIST

GETTING STARTED

- ☒ Become a registered Keys4Life teacher and receive your Keys4Life Access Number.
- ☒ Create a Keys4Life class record with correct names and dates of birth (refer page 7).
- ☒ Communicate with parents/families about Keys4Life and the parent workshop (refer page 23).
- ☒ Enrol students at SCSA for the Keys4Life endorsed course (use code PK4L or PK4L+).

DELIVER THE LESSONS

- ☒ Order and distribute student resources (refer page 9).
- ☒ Host the Keys4Life Parent Workshop (refer page 8).
- ☒ Fill in the Keys4Life class record for every lesson and for all journal or workbook tasks (refer page 7).
- ☒ Remind students of their obligations before sitting the test including: lesson attendance; completion of journal or workbook; and learning the road rules.

ADMINISTER THE TEST, UPLOAD RESULTS AND RECEIVE CERTIFICATES

- ☒ Determine which students are eligible to sit the test using the Keys4Life class record. Do not include students who are under 15 years of age on the day of the test.
- ☒ Administer and mark the test – 24/30 is a pass (refer pages 11–12).
- ☒ Administer a separate, delayed test for ‘under 15’ students, when they are 15.
- ☒ Use the Keys4Life Portal to upload results and receive certificates (refer pages 11–12).
- ☒ Check and sign Keys4Life certificates before distributing to students (refer page 166).

KEYS4LIFE PROGRAM IMPLEMENTATION

K4L - PRE-DRIVER EDUCATION

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KEYS4LIFE PARENT WORKSHOP (INFORMATION SESSION)

HOW TO ORGANISE A KEYS4LIFE PARENT WORKSHOP (INFORMATION SESSION)

1. Organise the date and book a room at your school (eg library, theatre, gymnasium).
2. Book a presenter by contacting the Department of Education:
 - **Metropolitan schools** – contact sdera.co@education.wa.edu.au or (08) 9402 6415
 - **Regional schools** – contact your Regional Consultant. For contact details refer to <https://www.sdera.wa.edu.au/contact/>.
3. Send an invitation and/or flyer (at least twice) to all senior students and their parents.
 - The template letter and invitation is on page 23.
 - The Keys4Life Parent Workshop flyer (image below) can be downloaded as a writable pdf at www.sdera.wa.edu.au/keys4life/.
4. Three weeks before the session, confirm your booking with the presenter.
5. Set up the room with chairs, laptop/DVD, a microphone for large audiences and a tea/coffee station.
6. Greet parents/carers and students, help distribute materials and introduce the presenter.

ADDITIONAL WAYS TO ENGAGE PARENTS AND FAMILIES

- Send home a letter about Keys4Life (refer page 23).
- Send home Keys4Life Family Information Sheets to encourage family conversations (refer Lessons 1 to 10).
- Students complete the *Behind the wheel* journal with a parent or adult family member.
- Students review the road rules at home with a parent or adult family member.
- Students practise test questions with a parent or adult family member, using the eleven online sample quizzes at <https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp>



Let's Practise
booklet

K4L Parent
Workshop
flyer

ORDERING RESOURCES

HOW TO ORDER

SCHOOL TEACHERS	AGENCY-BASED STAFF
1. Have your Keys4Life Access Number ready and use it to log in to: www.northsidelogistics.com.au	1. Have your Keys4Life Access Number ready, alongside the Keys4Life Agency Resource Order Form.
2. Click 'Online Ordering' – then click 'Place Order/Items' – then click 'Online Order Form'.	2. The Agency order form is available at https://www.sdera.wa.edu.au/programs/keys4life/
3. Enter quantities required and after checking the order, click 'Place Order'.	3. Enter quantities required and email the form to sdera.co@education.wa.edu.au
4. Log in twice if ordering large quantities that exceed the maximum order limit.	4. Resources and delivery are free.
5. If there is no stock, contact the Department of Education at sdera.co@education.wa.edu.au or on 9402 6415.	5. Delivery can take up to 10 days (metro) and 20 days (regional).
6. Resources and delivery are free.	
7. Delivery can take up to 10 days (metro) and 20 days (regional).	

WHAT TO ORDER

FOR STUDENTS	FOR THE TEST	FOR KEYS4LIFE LESSONS
1. Order either the <i>Behind the wheel student journal</i> OR <i>Keys4Life student workbook</i> . Order 1 printed copy per student of the journal or workbook. Students can also use a writeable pdf of both documents, available at https://www.sdera.wa.edu.au/programs/keys4life/	1. Test booklets – There are 2 different test booklets. Order 1 per student of one test, and a batch of the other test for students who fail the first attempt.	1. Traffic mats (2 kinds) <ul style="list-style-type: none"> Large vinyl mat Cardboard mat Order enough for small group work (3 students per group).
2. Order the <i>Drive Safe handbook</i> AND the <i>Your Secure Identity fact sheet</i> . Order 1 printed copy of both documents per student. Students can also download these at www.transport.wa.gov.au/licensing/	2. Marking keys – 1 marking key for each test will be sent automatically. These are only for teachers.	2. Activity packs (6 kinds) <ul style="list-style-type: none"> Licensing activity Road sign activity Grouping consequences Driving triangle activity, Driving is a complex task Stopping distances activity Order enough activity packs for small group work.
3. Order several brochures – 1 printed copy per student (when stock is available).	3. Student Answer Sheet – Available on page 10. Photocopy one per student before the test.	

STUDENT ANSWER SHEET



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

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THE KEYS4LIFE TEST, CERTIFICATE & PORTAL

Help students prepare for the test using activities from Lesson 2, the traffic mats and *Drive Safe* handbook. Students should complete the quizzes in the journal and/or workbook, as well as Transport's online quizzes at <https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp>.

STUDENT ELIGIBILITY

1. Use the Keys4Life class record (page 7) to determine which students are eligible to sit the test, using these three criteria:
 - Students have attended at least 80% of Keys4Life lessons
 - Students have completed all tasks in the student journal or student workbook
 - Students are 15 years of age or older on the day of the test.
2. **Students who do not meet the criteria above cannot sit the test.**
3. Select a delayed and separate test-date for 'under 15' students, ensuring they are 15 or older when they sit the test.
7. Students who fail can re-sit the test at school only once, using a different test booklet. Students who fail the re-sit, can sit the test at a Driver and Vehicle Services centre when 16 years of age or older. Students cannot sit the test a third time at school.
8. After marking the test, return all materials to: Northside Logistics, 20 Mooney Street, Bayswater WA 6053.

SAVE RESULTS TO THE TEST RESULTS WORKSHEET (.CSV FILE)

1. Locate the Test Results Worksheet (csv file) you have downloaded from <https://keys4life.ziparchive.com.au/> as this is the only file on which test results can be entered.
2. To ensure certificates are valid for a Learner's Permit, be sure to enter accurate student details (spelling of student names and correct birthdates) and test results onto the Test Results Worksheet. Do not copy and paste the data from another file or document.
3. The worksheet will not upload if there are blank cells, incorrect formats or if student data has been copied and pasted.
4. Include data for all students taking part in the Keys4Life program, including students that don't sit the test. They must also be included on the Test Results Worksheet by entering a '0' (zero) as their test result.

REGISTER FOR THE KEYS4LIFE PORTAL

1. The Keys4Life Portal is the only way teachers can upload test results and receive Keys4Life certificates for their students.
2. Teachers register for the Portal by creating an access account at <https://keys4life.ziparchive.com.au/>.
3. Once verified, log in to <https://keys4life.ziparchive.com.au/> and download the Test Results Worksheet (worksheet), which is a .csv file.

ADMINISTER AND MARK THE TEST

1. Administer the test under examination conditions.
2. Teachers cannot amend the test booklets, or use them for practise tests.
3. Teachers photocopy the Student Answer Sheet (page 10) – 1 per student.
4. Teachers can read questions (without bias) to students who need support.
5. Students must use the Student Answer Sheet (page 10) to write their answers – not the test booklets. If a student writes their answers in the test booklet, use it to mark the test and then write 'cancelled' on the booklet.
6. Mark the tests using the relevant marking key. A pass is 24/30.

UPLOAD RESULTS TO THE K4L PORTAL

1. Log in to the Portal at <https://keys4life.ziparchive.com.au/>
2. Choose 'Upload' from the menu bar.
3. Confirm your school (or agency) address is correct – for delivery purposes.
4. Choose 'Proceed' to submit the Test Results Worksheet.
5. Receive certificates in the post. Delivery will take up to 10 days (metropolitan) and 20 days (regional).
6. Check and sign each certificate before distributing to students.

INCORRECT CERTIFICATES

1. If a certificate has incorrect details, use a new Test Results Worksheet to type in the correct student details. Do not copy and paste their details.
2. Upload this worksheet to the Portal at <https://keys4life.ziparchive.com.au/>.
3. A new certificate will be posted and destroy the original, incorrect certificate.



LOST CERTIFICATES

1. If a student loses their certificate that was processed via the Portal, the teacher will need to:
 - Log in to the Portal
 - Use the search function to find the student's name
 - Click the print icon.
2. A reprinted certificate will then be processed and posted to the teacher. Delivery will take up to 10 days (metropolitan) and 20 days (regional).
3. Only one reprinted certificate can be processed per student.
4. When the teacher receives the certificate, they will need to check the details on their certificate are correct before signing and handing it to the student.
5. If a parent or student contacts the Department of Education requesting a reprinted (replacement) certificate they will be referred back to the school (or agency) to organise this.



APPLYING FOR A LEARNER'S PERMIT WITH OR WITHOUT A KEYS4LIFE CERTIFICATE

1. At 16 years of age students can attend a Driver and Vehicle Services (DVS) centre or agent to apply for a Learner's Permit – with or without a Keys4Life certificate.
 - If the student presents a valid Keys4Life certificate they will be exempt from sitting, passing and paying \$19.60 for the Computerised Theory Test (CTT).
 - Without a Keys4Life certificate, the student will undertake the CTT. The first attempt at a CTT costs \$19.60 and \$14.85 for every attempt thereafter. These costs are included in the Learner's Permit application fee.
2. **Your Secure Identity** (<https://www.transport.wa.gov.au/licensing/proof-of-identity.asp>) describes the five (5) forms of identity required for the application process, of which:
 - a valid Keys4Life certificate is recognised as a Category C form of identity; and
 - a school letter with the student's residential address is recognised as a Category D form of identity.
3. A DVS staff member will complete the application process with the student. This includes an eyesight check, medical declaration, taking a portrait photo, paying the application fee, providing a Log Book or Learn&Log App to record the 50 hours of supervised driving, and issuing a temporary Learner's Permit. The application fee covers the cost of one Practical Driving Assessment (PDA).

THE KEYS4LIFE LESSONS

THE KEYS4LIFE LESSONS

	page 14	Keys4Life in 10 steps
	page 15	Mapping Keys4Life to the Year 10 WA Syllabus
	page 16	Keys4Life 10 Lesson Overview
Lesson 1	page 17	Learn to Drive
Lesson 2	page 31	Responsibilities, Behaviours & Consequences
Lesson 3	page 63	Road Safety Stats & Facts
Lesson 4	page 73	Make a Decision
Lesson 5	page 83	Why Crashes Happen
Lesson 6	page 95	Reducing Risks
Lesson 7	page 113	More Ways to Reduce Risks
Lesson 8	page 131	Driving Practice
Lesson 9	page 143	Drive Safe

KEYS4LIFE IN 10 STEPS

STEP 1

Attend Keys4Life
Professional Learning
(K4L PD)

STEP 2

Receive a Keys4Life
Access Number

STEP 3

Order Keys4Life
Resources

STEP 4

Enrol students at SCSA*
in PK4L or PK4L+

*School Curriculum and Standards Authority

STEP 5

Start the Keys4Life
Class Record

STEP 6

Implement
10 lessons and host
a Parent Workshop

STEP 7

Create a user
account on the
Keys4Life Portal

STEP 8

Administer and
mark the Learner's
Permit Test








STEP 9

Upload test results
to the Keys4Life Portal

STEP 10

Receive, sign and
hand out Keys4Life
certificates

MAPPING KEYS4LIFE TO THE YEAR 10 WESTERN AUSTRALIAN SYLLABUS

YEAR 10 SYLLABUS	STRAND	SUB STRAND	CONTENT DESCRIPTOR	LESSON									
				1	2	3	4	5	6	7	8	9	10
Health and Physical Education	Personal, social and community health	Communicating and interacting for health and well being	Critical health literacy skills and strategies	•	•	•		•	•	•	•	•	
			Skills and strategies to promote respectful relationships									•	
		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						•				
Humanities and Social Sciences	Humanities and Social Sciences skills	Contributing to healthy and active communities	Social, economic and environmental factors that influence health		•					•		•	•
		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		•		•		•		•		
			Compare evidence to substantiate judgements (eg use information and/or data from different places or times; use tables, graphs, models, theories)							•			
		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 (eg from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers)				•		•			•	
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			•							
English	Language	Expressing and developing ideas	Evaluate the impact on audiences of different choices in the representation of still and moving images					•			•		
Science	Science inquiry skills	Processing and analysing data and information	Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies							•			
GENERAL CAPABILITY ICONS KEY				 Literacy  Numeracy  ITC capability  Critical and creative thinking  Personal and social capability  Ethical understanding  Intercultural understanding									

KEYS4LIFE 10 LESSON OVERVIEW

LESSON	PAGE	TITLE AND CONTENT	REMINDERS TO TEACHERS	PARENTS AND FAMILY	STUDENT TASKS
1	17	LEARN TO DRIVE <ul style="list-style-type: none"> Keys4Life program WA licensing system 	<ul style="list-style-type: none"> Start the K4L class record Distribute student resources Explain student obligations and eligibility criteria to sit the test at school 	<ul style="list-style-type: none"> Distribute Family Information Sheet: <ul style="list-style-type: none"> <i>WA Licensing</i> (page 30) Distribute a letter to parents (page 23) Invite parents and students to a K4L Parent Workshop 	<ul style="list-style-type: none"> Task/Activity 1 from student journal or workbook Read through <i>Drive Safe</i> and attempt an online quiz on the Transport website
2	31	RESPONSIBILITIES, BEHAVIOURS AND CONSEQUENCES <ul style="list-style-type: none"> Responsibilities and consequences Road rules 	<ul style="list-style-type: none"> Fill in class record Remind students to do journal or workbook tasks and to start learning the road rules 	<ul style="list-style-type: none"> Distribute Family Information Sheet: <ul style="list-style-type: none"> <i>Before You Start</i> (page 24) 	<ul style="list-style-type: none"> Task/Activity 2 from journal or workbook Journal or workbook quizzes and online quizzes
3	63	ROAD SAFETY STATS AND FACTS <ul style="list-style-type: none"> Crash statistics Road crash effects 	<ul style="list-style-type: none"> Fill in class record Remind students to do journal/workbook tasks; learn road rules 	<ul style="list-style-type: none"> Communicate with parents and families about helping students review the road rules via Transport's online sample quizzes 	<ul style="list-style-type: none"> Task/Activity 3 from journal or workbook Journal or workbook quizzes
4	73	MAKE A DECISION <ul style="list-style-type: none"> Decision-making Sharing the road 	<ul style="list-style-type: none"> Fill in class record Remind students to do journal/workbook tasks; learn road rules 	<ul style="list-style-type: none"> Distribute Family Information Sheet: <ul style="list-style-type: none"> <i>Sharing the Road</i> (page 82) 	<ul style="list-style-type: none"> Task/Activity 4 from journal or workbook Journal or workbook quizzes
5	83	WHY CRASHES HAPPEN <ul style="list-style-type: none"> Driving triangle Driving risks 	<ul style="list-style-type: none"> Fill in class record Remind students to do journal/workbook tasks; learn road rules 	<ul style="list-style-type: none"> Distribute Family Information Sheet: <ul style="list-style-type: none"> <i>Safety Tips for Avoiding Crashes</i> (page 88) 	<ul style="list-style-type: none"> Task/Activity 5 from journal or workbook Journal or workbook quizzes
6	95	REDUCING THE RISKS <ul style="list-style-type: none"> Driving under the influence Signs of fatigue Driver distractions 	<ul style="list-style-type: none"> Fill in class record Remind students to do journal/workbook tasks; learn road rules 	<ul style="list-style-type: none"> Communicate with parents and families about helping students review the road rules via Transport's online sample quizzes 	<ul style="list-style-type: none"> Task/Activity 6 from journal or workbook Online quizzes
7	113	MORE WAYS TO REDUCE RISKS <ul style="list-style-type: none"> Speed Stopping distances Driving is a complex task 	<ul style="list-style-type: none"> Fill in the K4L class record Remind students to do journal/workbook tasks; learn road rules 	<ul style="list-style-type: none"> Communicate with parents and families about helping students review the road rules via Transport's online sample quizzes 	<ul style="list-style-type: none"> Task/Activity 7 from journal or workbook Journal or workbook quizzes
8	131	DRIVING PRACTICE <ul style="list-style-type: none"> Supervised driving Assertive communication 	<ul style="list-style-type: none"> Fill in class record Remind students to do journal/workbook tasks; learn road rules 	<ul style="list-style-type: none"> Distribute Family Information Sheet: <ul style="list-style-type: none"> <i>Young Drivers</i> (page 138) 	<ul style="list-style-type: none"> Task/Activity 8 from journal or workbook Online quizzes
9	143	DRIVE SAFE <ul style="list-style-type: none"> Safer vehicles Insurance Planning ahead Manage risky situations 	<ul style="list-style-type: none"> Check class record Remind students to do journal/workbook tasks; learn road rules 	<ul style="list-style-type: none"> Distribute Family Information Sheet: <ul style="list-style-type: none"> <i>P Plate Drivers</i> (page 152) 	<ul style="list-style-type: none"> Task/Activity 9 from journal or workbook Journal or workbook quizzes
10	159	ON THE ROAD <ul style="list-style-type: none"> First aid Test preparation Safe driving agreements 	<ul style="list-style-type: none"> Check class record Remind students to prepare for the test 	<ul style="list-style-type: none"> Distribute Family Information Sheet: <ul style="list-style-type: none"> <i>How to use the K4L Certificate</i> (page 166) 	<ul style="list-style-type: none"> Task/Activity 10 from journal or workbook Online quizzes

LEARN TO DRIVE

LESSON 1 – LEARN TO DRIVE

Activity 1.1	page 21	Exploring the Keys4Life program
Activity 1.2	page 25	The WA Graduated Driver Training and Licensing (GDT&L) system




LEARNING INTENTIONS

1. Explain the six steps in the WA Graduated Driver Training and Licensing system.
2. Articulate the requirements for sitting the theory test at school as a conclusion to the Keys4Life program.
3. Explain the requirements for supervising drivers.
4. Complete *Task 1 – Keeping an eye on things* in the *Behind the wheel* journal.

MAPPING

LEARNING AREA	STRAND	SUB-STRAND	CONTENT DESCRIPTOR
Year 10 Syllabus Health and Physical Education	Personal, social and community health	Communicating and interacting for health and well being	Critical health literacy skills and strategies

GENERAL CAPABILITIES

-  Literacy
-  Critical and creative thinking
-  Personal and social capability

WHAT'S IMPORTANT FOR TEACHERS?

KEYS4LIFE – STUDENT OBLIGATIONS AND UNDERSTANDINGS

1. During Lesson 1 students must be provided with the following explicit information.

Student obligations and eligibility criteria before sitting the Learner's Permit Theory Test at their school

- **Attendance** – Students must attend all (or a minimum of 80%) of Keys4Life lessons.
- **Journal tasks** – Students must complete ALL 10 tasks in the *Behind the wheel* journal (hard copy or online).
- **Age criteria** – Students must be 15 years of age or older, when sitting the test at school.



Students who have completed all 10 journal tasks and attended a minimum of 80% of Keys4Life class sessions but are not 15 years of age on the day the test is run at school 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.

Learner's Permit and licensing application process

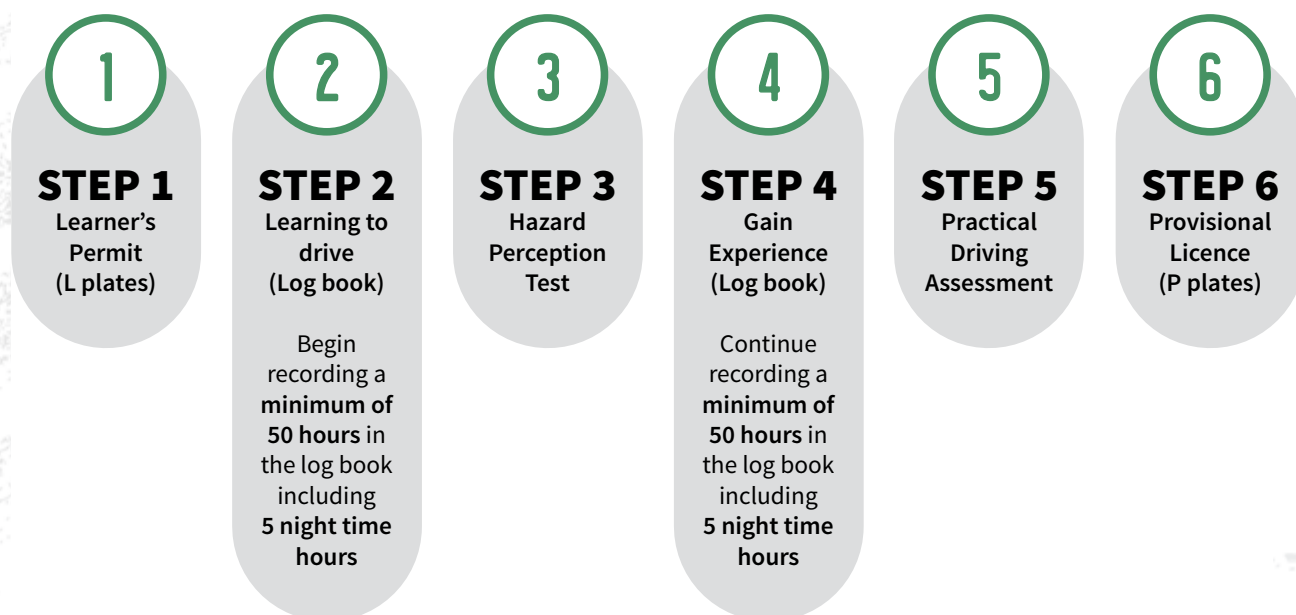
Students must understand:

- **Identity** – Five forms of identity are required to apply for a Learner's Permit.
- **Keys4Life certificate** – The benefits associated with a certificate when gaining a Learner's Permit.
- **Parental/Carer involvement** – Identifying a trusted adult, parent or carer is vital for the learn to drive process.

GRADUATED DRIVER TRAINING AND LICENSING SYSTEM

1. 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 driving, the safer the driver (Road Safety Council, 2010).
2. In Western Australia learner drivers are legally required to undertake and record a specific number of hours of supervised driving (currently 50hrs including five hours of night time driving, Dec 2018), however, it is important they gain as much supervised driving experience as possible, in different road, weather, time of day, and traffic conditions. 120 hours is recommended.

Diagram: Western Australian Graduated Driver Training and Licensing system





FIND OUT MORE

Access the Department of Transport's website for up to date information about the Graduated Driver Training and Licensing system.

Department of Transport
Learn to Drive (My first licence)

<https://www.transport.wa.gov.au/licensing/learn-to-drive-my-first-licence.asp>

MOTORCYCLE GRADUATED LICENSING SYSTEM

1. A Learner's Permit to ride a LAMS (Learner approved motorcycles – R-E class) vehicle can be applied for from 16 years of age. There are six steps involved in getting a licence to legally ride a LAMS approved motorcycle.



FIND OUT MORE

Access the Department of Transport's website for up to date information about the Motorcycle Graduated Licensing system.

Department of Transport
Learn to ride a LAMS motorcycle (R-E)

<https://www.transport.wa.gov.au/licensing/licence-to-ride-a-lams-approved-motorcycle.asp>

MOPED LICENCE

1. A moped is a motorcycle that is designed not to exceed a speed of 50 km/h and either has an engine capacity not exceeding 50cc; or is not powered by a piston engine. A Learner's Permit for a moped can be applied for from 15 ½ years of age.



FIND OUT MORE

Relevant information about a moped licence can be found at:

Department of Transport
Learn to ride a moped (R-N)

<https://www.transport.wa.gov.au/licensing/licence-to-ride-a-moped-r-n-class.asp>

SUPERVISOR REQUIREMENTS

1. Students learning to drive will most likely require a driving supervisor to assist in the learn to drive process.
2. A driving supervisor is required to adhere to the following.
 - Hold a current and valid driver's licence (for the class of vehicle in which they are teaching someone how to drive) for at least four years and carry it with them.



If they have a 'C' class licence with an 'A' condition (automatic vehicle) they cannot supervise a learner driver in a manual vehicle.

- Sit in the front passenger seat.
- Ensure the vehicle they are supervising in is licensed, roadworthy and has L plates displayed at all times (front and back).
- Be aware of the rules for learner drivers (includes L and P platers).
- Stay alert; stay off their mobile phone.
- Not have a blood alcohol content of, or above, 0.05 or be drinking a beverage containing alcohol while supervising.



If the supervisor is subject to a zero BAC limit when driving, they will also be subject to a zero BAC when supervising a learner driver.

3. It also helps if the supervising driver is:
 - a safe and competent driver
 - able to communicate information and instructions clearly.

ROAD RULES, ENFORCEMENT AND PENALTIES

1. Young drivers need a sound knowledge of the road rules in order to pass the Learner's Permit Theory 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.
2. 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) and drug testing (RDT)
 - 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
 - WA Alcohol Interlock Scheme.



FIND OUT MORE

Penalties for some common road rules are provided at:

Department of Transport

Driver rules, penalties and infringements

<http://www.transport.wa.gov.au/licensing/driver-rules-penaltiesinfringements.asp>

Road Safety Commission

Rules and penalties

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

Drive Safe: A handbook for Western Australian road users

Appendix 3: Penalties for traffic offences

<https://www.transport.wa.gov.au/licensing/rules-of-the-road.asp>

DEMERIT POINT SYSTEM FOR NOVICE DRIVERS

1. 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 driver's licence (provisional licence).
2. 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.
3. 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 until they have held a driver's licence for a period of at least one year or periods adding up to one year and includes a first-time Learner's Permit holder. Up until the end of the first year of holding a licence a person will only be able to have three demerit points recorded against them. If four or more demerit points are recorded against a person, they will be disqualified from driving for at least three months and any driver's licence held will be cancelled.

Novice Driver Type 2: A Novice Driver Type 2 is a person who has held a driver's licence for more than one year but less than two years. Up until the end of the second year of holding a driver's licence, a person will only be able to have seven demerit points recorded against them in total. If eight or more demerit points are recorded against the person, they will be disqualified from driving for at least three months and any driver's licence held will be cancelled.



FIND OUT MORE

Further details including a demerit points quiz and FAQs are available at:

Department of Transport

Novice drivers

<http://www.transport.wa.gov.au/licensing/novice-drivers.asp>

ACTIVITY 1.1

EXPLORING THE KEYS4LIFE PROGRAM

PLANNING AND PREPARATION

- *Behind the wheel* journal OR *Keys4Life student workbook* – one copy per student or writable pdf version of both documents at www.sdera.wa.edu.au/keys4life/keys4life-students/
- *Drive Safe* book – one copy per student or internet access to www.transport.wa.gov.au
- One Keys4Life certificate and one set of L plates (to display)
- Family information sheet – *Keys4Life program* (page 23) – one copy per student (or email to parents/carers)
- Family information sheet – *Before you start* (page 24) – one copy per student (or email to parents/carers)

PROCEDURE

1. Showing the Keys4Life certificate and L plates, explain the Key4Life program. In particular discuss the topics, number of lessons, assessment, incentives and obligations.
2. Emphasise the following points.
 - Student obligations and eligibility criteria to sit the Learner's Permit Theory 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 Keys4Life certificate when applying for a Learner's Permit (ie provides an exemption from sitting the theory test at the Driver and Vehicle Services (DVS) centre or regional agent, 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 Keys4Life 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.

3. Briefly **brainstorm** (page 168) the advantages and disadvantages of having a driver's licence, or have students complete a **T-chart** (page 171) in small groups. Record student ideas on the board.



Conclude with the message that having a driver's licence is a privilege not a right, and that like the licensing system, the Keys4Life program has conditions, prerequisites and tasks that need to be completed to ensure students are well informed and prepared safe drivers.

4. Distribute *Behind the wheel* journals or *Keys4Life student workbooks* – one per student, or instruct students to download these as writable pdf's from www.sdera.wa.edu.au/keys4life/keys4life-students/. Explain that the aim of both the journal and workbook is to:
 - prepare students and parent/carers for the learn to drive process; and
 - provide a pre-requisite for sitting the Learner's Permit Theory Test at school.



Explain to students that to sit the theory test at school at the end of the Keys4Life program they must:

- **complete all 10 tasks in the *Behind the wheel* journal**
- **attend at least 80% of lessons**
- **be 15 years of age on the day of the test.**

5. Ask students to read pages 1-2 in their *Behind the wheel* journal.
6. Introduce the *On-road practice diary* in the *Behind the wheel* journal (page 3). Explain that this diary acts as a repository of information for all of the tasks completed in the journal. This diary also encourages students to start looking at the conditions in the traffic environment and how they can impact the driving experience.
7. Ask students to refer to *Additional information* page 30 which includes information about the learn to drive process.
8. Distribute the Department of Transport's *Drive Safe: A handbook for Western Australian road users* to each student. Explain to students that this resource will be used throughout the Keys4Life program and is a guide to safe driving and an interpretation of the laws that govern driving in Western Australia.

REFLECT

1. Ask students to turn to *Stop and think* on page 2 of their *Behind the wheel* journal and respond to the questions. This activity encourages students to reflect on how they feel about getting their driver's licence and the type of driver they want to be. Discuss responses in a pair or as a whole class.



PARENTS & FAMILY

1. Adapt the Family information sheet *Keys4Life program* (page 23) and copy it onto school letterhead.
2. Distribute/email it to all parents/carers along with the Family information sheet *Before you start* (page 24).
3. Send an SMS to parents about the one hour information session. Suggested content for the SMS is below.

Your son/daughter will be participating in the Keys4Life Pre-driver Education program this year at school.

Keys4Life 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.

Your son/daughter will receive their own Keys4Life resources and, when completed, may be given the opportunity to undertake the legitimate Learner's Permit Theory Test at school.

For more information about Keys4Life and the one hour parent/carer/student information session, please contact the school.

KEYS4LIFE PROGRAM



Dear Parent/Carer

PRE-DRIVER
EDUCATION

Your son/daughter will be participating in the Keys4Life Pre-driver Education program this year at school.

Keys4Life is a road safety initiative that has over 17 years of State Government support. The program will be delivered by staff members at our school who have been trained by the Department of Education to ensure lessons are accurate, relevant and engaging.

Keys4Life 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, Keys4Life 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 Keys4Life resources and, when completed, may be given the opportunity to undertake the legitimate Learner's Permit Theory Test at school, culminating in licensing benefits that are recognised at all Department of Transport Driver and Vehicle Services Centres throughout Western Australia.

As 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 Keys4Life information session on:

--

It is recommended that you attend this one-hour information session 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. You will also receive the *Let's Practise* booklet to use as a guide during the learning to drive process. Please save this date and RSVP.

For more information about Keys4Life, please contact the school.

Yours sincerely



RSVP TO THE KEYS FOR LIFE PARENT-STUDENT WORKSHOP

- ☐ I will attend the Keys4Life information session with my son/daughter.
☐ I will not be attending the Keys4Life information session with my son/daughter.

Name of parent/carers	Name of student

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.

BEFORE YOU START



Your teenager is keen to start driving. Here are some things you need to consider.

SUPERVISOR REQUIREMENTS

If you are teaching someone how to drive, you must:

- ✓ hold a current and valid driver's licence (for the class of vehicle in which you are teaching someone how to drive) for at least four years and carry it with you*
- ✓ sit in the front passenger seat
- ✓ ensure the vehicle you are supervising in is licenced, roadworthy and has L plates displayed at all times (front and back)
- ✓ be aware of the rules for learner drivers (includes L and P platers)
- ✓ stay alert; stay off your mobile phone
- ✓ not have a blood alcohol content of, or above, 0.05 or be drinking a beverage containing alcohol when supervising. If you are subject to a zero BAC limit when driving, you will also be subject to a zero BAC when supervising a learner driver.

It also helps if you are:

- ✓ a safe and competent driver as your teenager will be watching you drive
- ✓ able to communicate information and instructions clearly.

*If you have a 'C' class licence with an 'A' condition (automatic vehicle) you cannot supervise a learner driver in a manual vehicle.

QUESTIONS TO ASK YOURSELF BEFORE SUPERVISING A LEARNER DRIVER

Driving habits

- ✓ Are you demonstrating safe driving habits for your learner?
- ✓ Do you show other drivers courtesy and tolerance?

Road rules

- ✓ Do you know the road rules?
- ✓ Do you follow the road rules?

Work together

- ✓ Will you be able to plan driving lessons in different conditions for your learner eg during the day and night, in fine weather and in the wet, at busy and quiet times on the road?
- ✓ Will you be able to give your learner driver the time they need to practise driving?

Learner's Permit

- ✓ Do you know that your learner must have a Learner's Permit before they can drive a car and carry this permit with them at all times when behind the wheel?

Insurance

- ✓ Does your insurance policy include cover for a learner driver?

Safe car

- ✓ Is the car you are using safe and roadworthy?
- ✓ Are the brakes and tyres in good condition?



Check out *Drive Safe* on the Department of Transport's website. It has information about road rules and how to stay safe on WA roads.
<https://www.transport.wa.gov.au>



Supervising a learner driver is a challenging experience. It can also be very rewarding. You'll help a young person develop the skills and attitude they need to become a safer driver.

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1.2

ACTIVITY 1.2

THE WA GRADUATED DRIVER TRAINING & LICENSING (GDT&L) SYSTEM

PLANNING AND PREPARATION

- Activity sheet – *Licensing steps* (page 27) – photocopy to A3 size and cut out cards (one per group)
- Activity sheet – *Graduated Driver Training and Licensing System* (pages 28-29) – photocopy to A3 size and cut out cards (one per group)
- *Drive Safe* handbook – one copy per group for reference
- Family information sheet – *The WA Graduated Driver Training and Licensing (GDT&L) System* (page 30) – one per student, or email
- *Behind the wheel – Task 1 Keeping an eye on things* (page 4)

PROCEDURE

THE WA GRADUATED DRIVER TRAINING AND LICENSING (GDT&L) SYSTEM

1. Explain that the WA Graduated Driver Training and Licensing system (WA licensing system) starts with learning the road rules and then proceeds to supervised driving and then independent driving.
2. Highlight to students that by participating in the Keys4Life program at school they may be offered the opportunity to sit the Learner's Permit Theory Test which, if passed, will be the start of their entry into the licensing system.
3. Ask students to move into groups of 4-5 students. Hand out to each group a set of prepared *Licensing steps* cards (page 27) and *Graduated Driver Training and Licensing System* cards (page 28-29).
4. Explain to students that in WA there are six steps to the licensing system. Work through each of the steps explaining what they are eg Step 3 – Hazard perception test is a computer-based test featuring a series of video clips of traffic situations. The test is used to measure the ability of the learner driver to assess road hazards and make safe driving decisions.
5. Explain to students that each step has a number of prerequisites (eg age, passing a test) and/or conditions attached (eg drive with L plates displayed, 0.00% blood alcohol concentration [BAC]).
6. Introduce the activity to students explaining that they are to place the steps in the licensing system in order in a horizontal line using the cards provided and then try to place the prerequisites or conditions under each of the steps. Allow time for students to discuss and complete the activity referring to their *Drive Safe* handbook as required.
7. At the end of the working time, hand to each student a copy of the Family information sheet *The WA Graduated Driver Training and Licensing system* (page 30). Ask students to use the information sheet to move any incorrect prerequisites or conditions into the correct step.



Pages 9-11 of the *Let's practise* booklet also have the steps in the licensing system with all of the prerequisites and conditions outlined.

PROCESS

Discuss the prerequisites and conditions for each step in the licensing system with students through discussing the following questions.

- Did you find any of the prerequisites or conditions surprising? Why?
- Why do you think there are prerequisites and conditions for each step in the licensing system?
- Why do you think WA has introduced the Graduated Driver Training and Licensing system? *(It has been designed to make sure learner drivers get a wide range of supervised driving experiences over a longer period of time in different conditions before driving solo).*

REFLECT

1. Ask students to consider how they feel about entering the licensing system now knowing the steps, pre-requisites and conditions.

**SUPPORT ACTIVITY****THE WA GRADUATED DRIVER TRAINING AND LICENSING (GDT&L) SYSTEM**

1. The previous activity can be completed as a whole class.
2. Use Blu Tack or a pin board to secure the steps and then work together using the information in the family information sheet to allocate the prerequisites and conditions to each step.
3. Explain each prerequisite and condition and any terms or phrases that students do not understand eg demerit point system, novice driver etc.

**PARENTS & FAMILY**

1. **Distribute/email to all parents/carers the Family information sheet *The WA Graduated Driver Training and Licensing (GDT&L) system* (page 30).**

**AT HOME TASK**

1. **Remind students that Step 3 of the licensing system is the hazard perception test. This test is used to measure the ability of the learner driver to assess road hazards and make safe driving decisions including those in their peripheral vision (explain peripheral vision if required).**
2. **Emphasise to students that as safe drivers they will need to use their peripheral vision to be aware of surrounding activity both on and off the road.**
3. **Ask students to complete *Task 1 – Keeping an eye on things* (page 4) in their *Behind the wheel* journal.**
4. **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.**

LICENSING STEPS

<p>STEP 1 Learner's Permit (L plates)</p>	<p>STEP 2 Learning to drive (Log book) Begin recording a minimum of 50 hours in the log book including 5 night time hours</p>
<p>STEP 3 Hazard Perception Test</p>	<p>STEP 4 Gain Experience (Log book) Continue recording a minimum of 50 hours in the log book including 5 night time hours</p>
<p>STEP 5 Practical Driving Assessment</p>	<p>STEP 6 Provisional Licence (P plates)</p>

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GRADUATED DRIVER TRAINING & LICENSING SYSTEM

16 years (minimum age)	16 years and 6 months (minimum)
17 years (minimum age)	17 years (minimum age)
Present 5 forms of proof of identity	0.00% BAC
0.00% BAC	0.00% BAC
Sit and pass the hazard perception test	Abide by the rules of novice drivers – demerit points apply
Sit and pass the Learner's Permit Theory Test (min 24 correct answers)	Complete an eyesight test
Display L plates	Display L plates

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GRADUATED DRIVER TRAINING & LICENSING SYSTEM

<p>✂</p> <p>Carry Learner's Permit at all times when driving</p>	<p>Carry Learner's Permit at all times when driving</p>
<p>No driving in Kings Park</p>	<p>No driving in Kings Park</p>
<p>Do not exceed 100km/h even in areas posted at a higher speed limit</p>	<p>Record any driving lesson of 10 minutes duration or longer in the log book</p>
<p>A mandatory 6-month period has elapsed since the issue date of the Learner's Permit</p>	<p>Always be accompanied by a supervising driver</p>
<p>Always be accompanied by a supervising driver</p>	<p>Completed a minimum of 50 hours of supervised driving experience (including 5 hours of night time driving)</p>
<p>Present completed and signed by the learner driver and supervisor a 50-hour (minimum) log book</p>	<p>Drive unsupervised as a provisional driver, displaying red P plates for the first 6 months followed by green P plates for 18 months</p>
<p>Do not drive between midnight and 5am while on red P plates, unless an exemption has been granted</p>	<p>Complete a medical assessment (if required)</p>

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THE WA LICENSING SYSTEM

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
L	L	L	L	L	P P
Learner's Permit (L plates) <ul style="list-style-type: none"> 16 years of age (minimum) for a car (Class C) licence Pass the Learner's Permit Theory Test <i>May be completed as part of Keys4Life</i> Complete an eyesight test Complete a medical assessment (if required) Learner's Permit Theory Test fee is exempt with a valid Keys4Life certificate ● Learner's Permit is valid for 3 years Present 5 forms of identity ● 	Learning to drive (Log book) <ul style="list-style-type: none"> Fee for a Log Book ● Display L plates Carry Learner's Permit at all times when driving Always be accompanied by a supervising driver Begin recording 50 hours of supervised driving, including 5 hours of night driving, in the log book BAC limit of 0.00% ● No driving in Kings Park Freeway driving allowed Do not exceed posted speed limit and drive to the conditions Do not exceed 100km/h even in areas posted at a higher speed limit Abide by the rules of learner drivers – demerit points apply ● Lessons with an eligible supervisor and/or professional driving instructor ● Record any driving lesson of 10 minutes duration or longer in the log book 	Hazard Perception Test <ul style="list-style-type: none"> 16 years and 6 months (minimum) A mandatory 6-month period has lapsed since the issue date of the Learner's Permit Fee for a Hazard Perception Test ● Proof of identity (primary and secondary identification required) ● 	Gain Experience (Log book) <ul style="list-style-type: none"> Display L plates Carry Learner's Permit at all times when driving Always be accompanied by a supervising driver Continue recording 50 hours of supervised driving, including 5 hours of night driving, in the log book BAC limit of 0.00% ● No driving in Kings Park Do not exceed posted speed limit and drive to the conditions Do not exceed 100km/h even in areas posted at a higher speed limit Abide by the rules of novice drivers – demerit points apply ● Lessons with an eligible supervisor and/or professional driving instructor ● Record any driving lesson of 10 minutes duration or longer in the log book 	Practical Driving Assessment (PDA) <ul style="list-style-type: none"> 17 years of age (minimum) Completed a minimum of 50 hours of supervised driving experience including 5 hours of night time driving) Passed a Hazard Perception Test Pass the Practical Driving Assessment Learner's Permit fee includes one Practical Driving Assessment ● Proof of identity (primary and secondary identification required) ● Present completed and signed (learner driver and supervisor) 50-hour (minimum) log book 	Provisional Licence (P plates) <ul style="list-style-type: none"> 17 years of age (minimum) Full licence is issued at a minimum age of 19 years Drive unsupervised as a provisional driver, displaying red P plates for the first 6 months followed by green P plates for 18 months Do not drive between midnight and 5am while on red P plates, unless an exemption has been granted Information about exemptions is available on the Department of Transport's website by typing 'Novice drivers' into the search engine Drive below the posted speed limit and to the prevailing conditions Always drive with a 0.00% BAC ● Demerit points apply ●

● Additional information about fees and where to pay them is available at <https://www.transport.wa.gov.au/licensing/step-1-get-a-learner-s-permit.asp>

● Blood Alcohol Concentration (BAC) limit for learner (novice) drivers is 0.00%

● To find out more about learner driver restrictions and rules go to <https://www.transport.wa.gov.au/licensing/novice-drivers.asp>

● Supervising driver must be fully licenced and have held that class of licence for at least 4 years

● Proof of identity requirements are available at <https://www.transport.wa.gov.au/licensing/step-1-get-a-learner-s-permit.asp>

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RESPONSIBILITIES, BEHAVIOURS & CONSEQUENCES

LESSON 2 – RESPONSIBILITIES, BEHAVIOURS AND CONSEQUENCES

Activity 2.1	page 34	Road user responsibilities and behaviours
Activity 2.2	page 37	Responsibilities and consequences
Activity 2.3	page 44	Learning the road rules






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>



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>

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.

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? (*eg always wear a seat belt, don't distract the driver, notice the road rules and traffic signals, remain calm and quiet with other passengers.*)
- What are your responsibilities as a learner driver? (*eg always wear a seat belt, observe the road rules, never drive impaired, drive to the conditions and to the speed limit, remain calm.*)
- What are your responsibilities as a red and green P plate driver? (*eg always wear a seat belt, observe the road rules, never drive impaired, drive to the conditions and to the posted speed limit, be a respectful, calm, patient driver.*)
- What are your responsibilities as a driver on a full licence? (*eg be available as a supervising driver for a learner driver, always wear a seat belt, observe the road rules, never drive impaired, drive to the conditions and speed limit, be a respectful, calm, patient driver.*)

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?

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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

- 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)

Consequences of not being responsible

- 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



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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>You 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 therefore you 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

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

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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)
OR use Quizzes 1-5 in the *Keys4Life student workbook*.

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 58).

What is a C class licence?

A C class licence is a licence to drive a car (page 29).

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 7).

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 26).

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 32).

What is the default speed in built up areas?

50km/h (page 40).

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

Yes (page 91).

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 43).

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 44).

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 45).

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 54).

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 66).



Page numbers have been taken from the 2019 version of *Drive Safe*, available at www.transport.wa.gov.au/licensing/rules-of-the-road.asp

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.



Order traffic mats from Northside Logistics.

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 51-53).

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> 

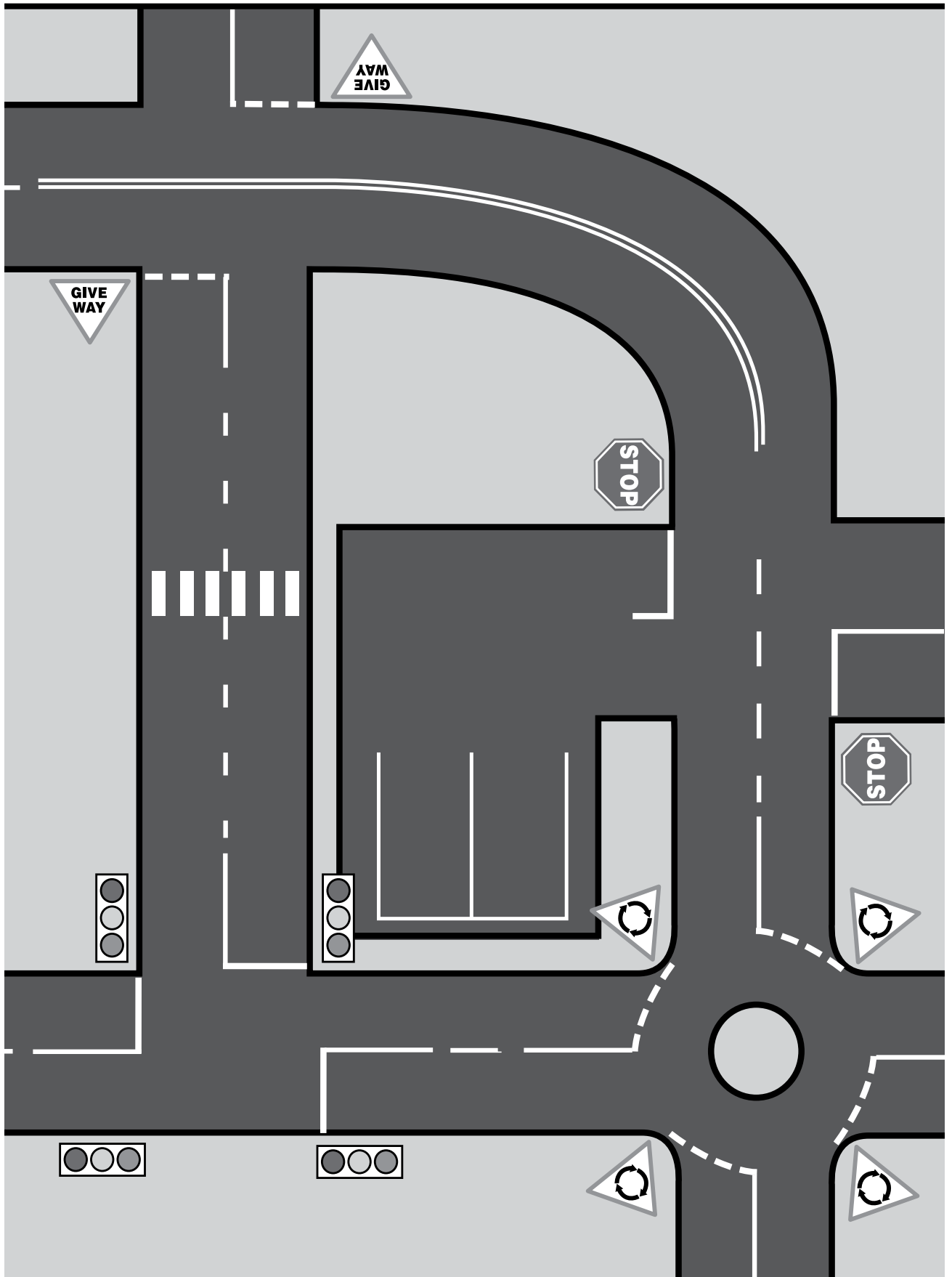
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ACTIVITY SHEET

ROAD MAP



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



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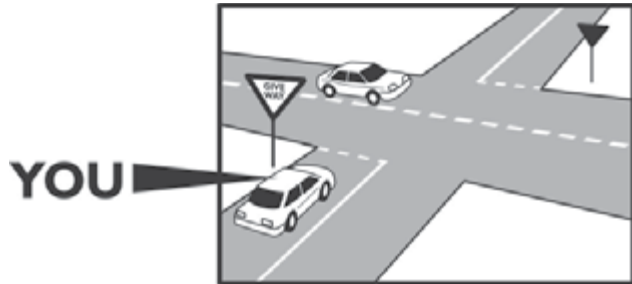
CRYPTIC SIGNS

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

<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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>

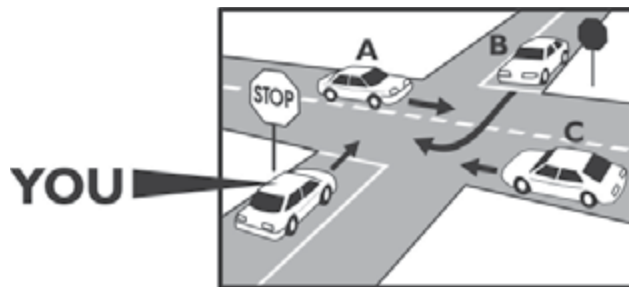
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INTERSECTION QUESTIONS



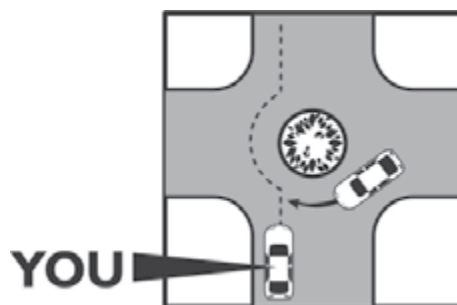
Intersection question 1

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



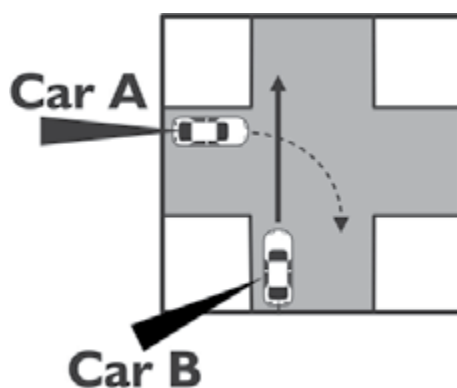
Intersection question 2

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?

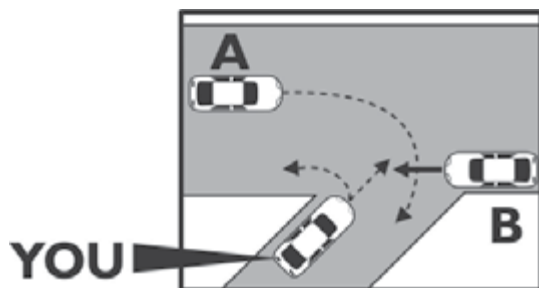


Intersection question 4

Which car gives way in this situation?

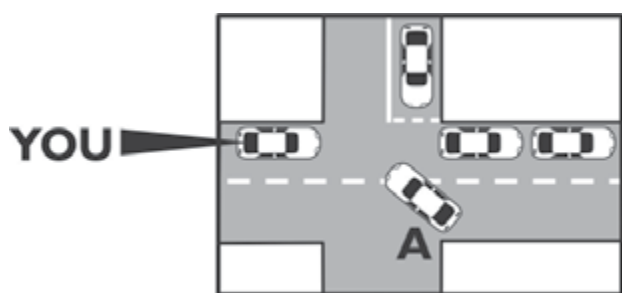
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INTERSECTION QUESTIONS



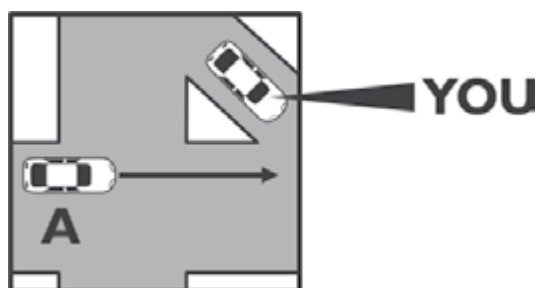
Intersection question 5

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



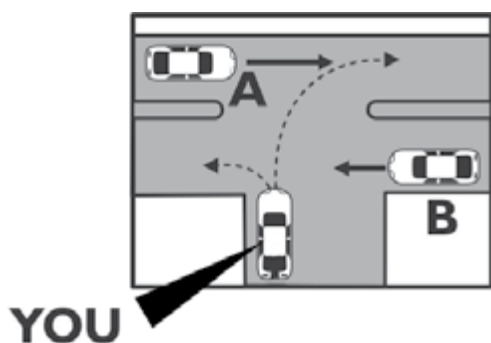
Intersection question 6

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?

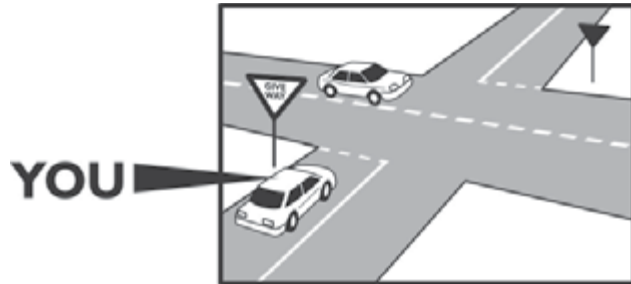


Intersection question 8

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

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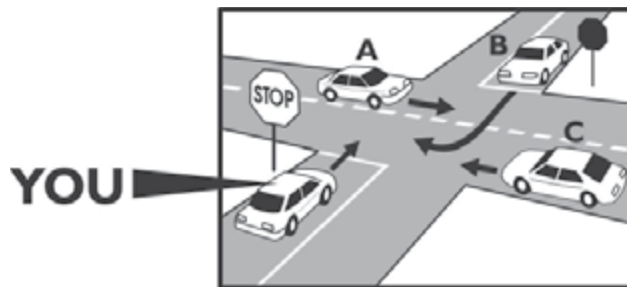
INTERSECTION ANSWERS



Intersection answer 1

Give way to all traffic travelling along the intersecting road.

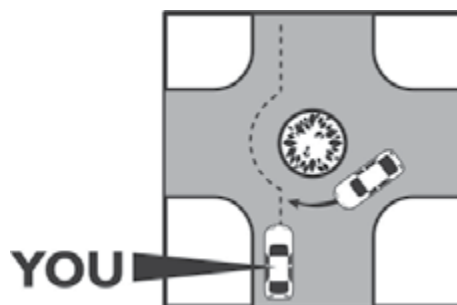
Give way to all traffic turning from the intersecting road.



Intersection answer 2

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

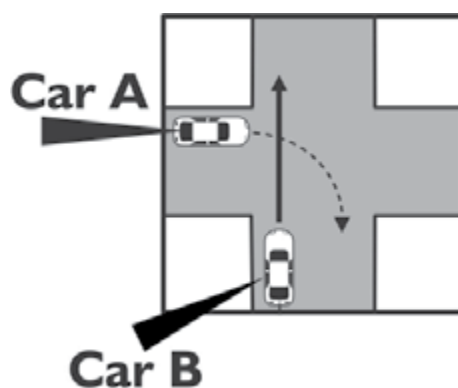
The front of your car must not be over the line.



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.



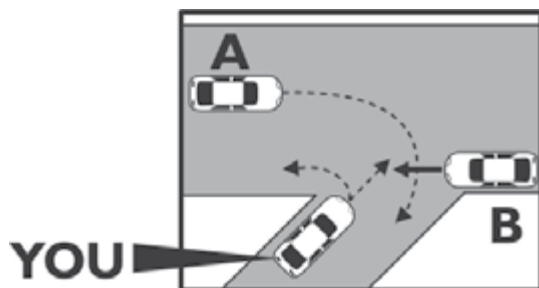
Intersection answer 4

Car A would give way to Car B.

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

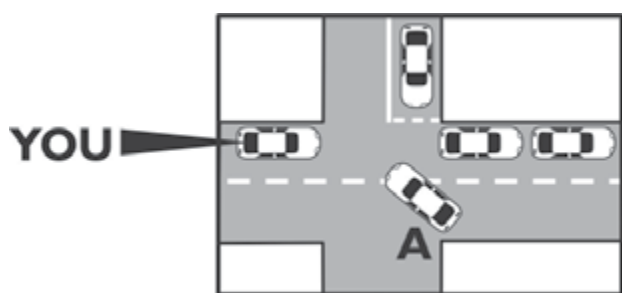
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INTERSECTION ANSWERS



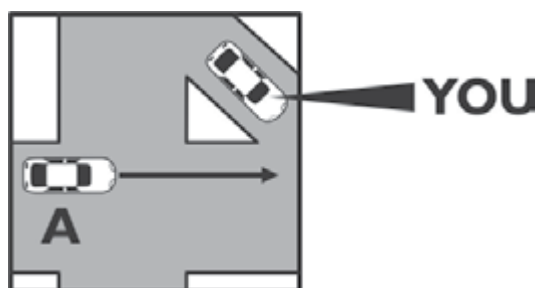
Intersection answer 5

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.



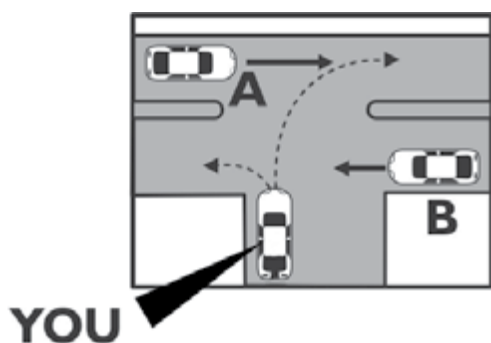
Intersection answer 6

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

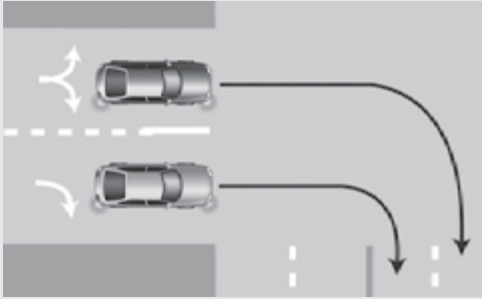
You would give way to Car A and Car B. They are both travelling on the continuing road.

TURNING QUESTIONS



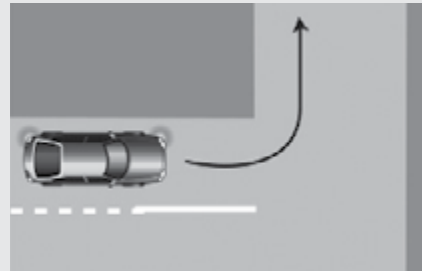
Turning question 1

If turning, when should you indicate?



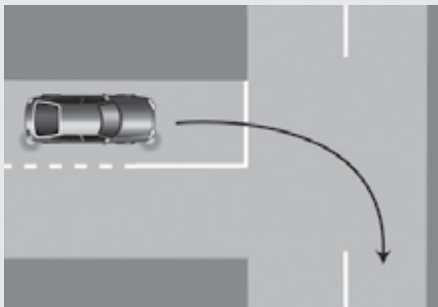
Turning question 2

When turning left, where should you position your car?



Turning question 3

When turning right, where should you position your car?



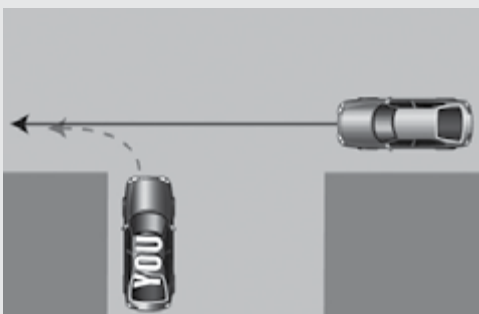
Turning question 4

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.

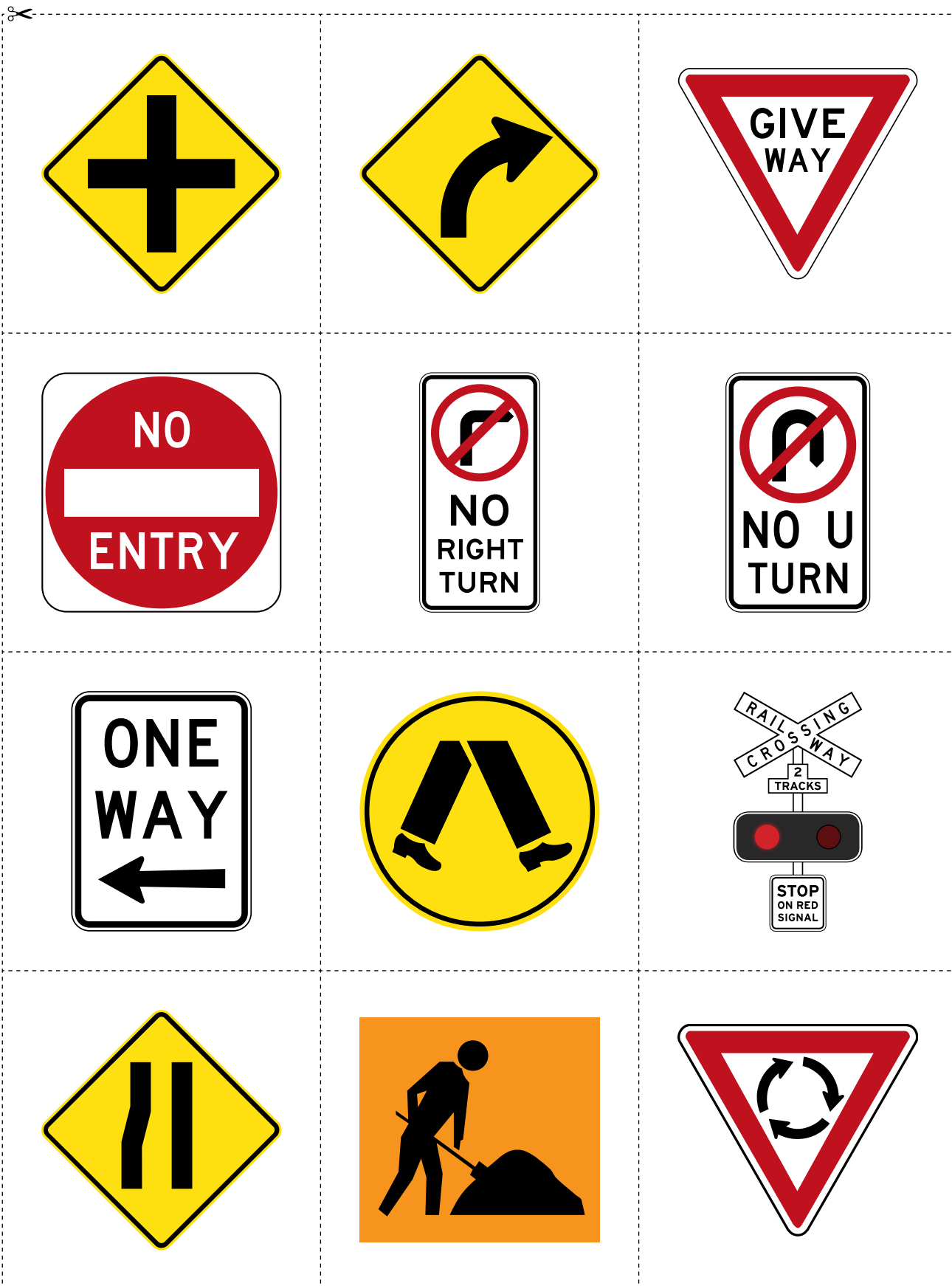
Move back into line.

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.



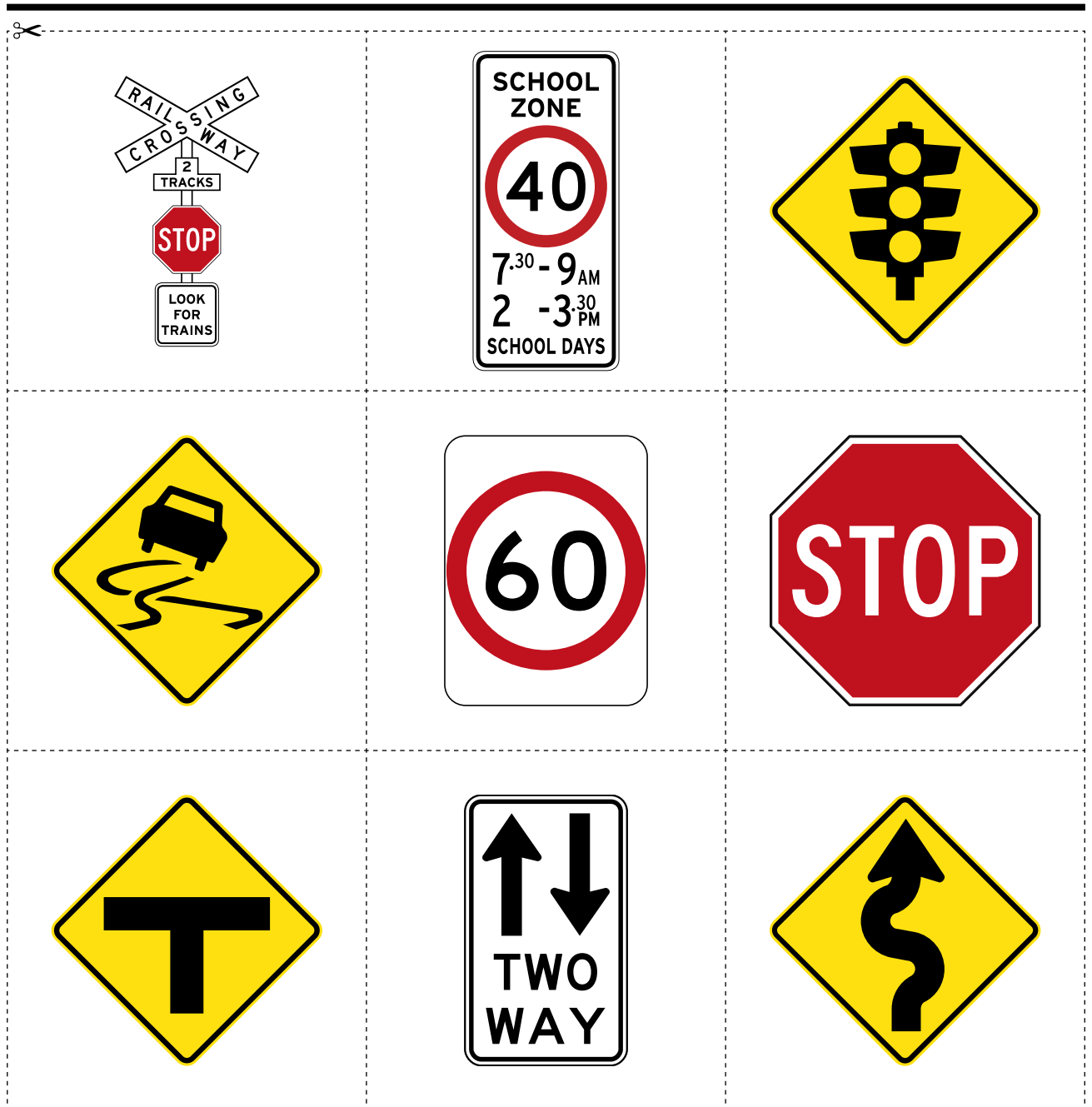
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ROAD SIGNS



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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>

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ROAD SAFETY STATS & FACTS

LESSON 3 – ROAD SAFETY STATS & FACTS

Activity 3.1	page 66	Crash stats
Activity 3.2	page 70	Road crash effects






LEARNING INTENTIONS

1. Rank road user groups involved in road crashes in WA from most at risk to least at risk.
2. Predict impacts of road crashes.
3. Identify individual circles of support.

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
Year 10 Syllabus 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
Year 10 Syllabus Humanities and Social Sciences	Humanities and Social Sciences skills	Questioning and researching	Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives

GENERAL CAPABILITIES

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

WHAT'S IMPORTANT FOR TEACHERS?

SUPPORT AND TRUST IN THE CLASSROOM AND APPROACHES THAT WORK

1. Discussing road trauma, serious injury and death, and criminal conviction may raise concerns and emotions among some young people.
2. 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.
 - Students who feel emotional discomfort should be offered the option to pass or disengage from the activity.
 - Provide regular opportunities for students to debrief and discuss their feelings.
 - 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.
 - Establish a supportive and non-threatening classroom atmosphere where discussions about beliefs and values can be shared with respect and tolerance.
 - Remind students to avoid disclosing personal information and anecdotes.
3. 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.
 08 6166 7688
 1300 004 814
 <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.
 1300 650 579
 www.legalaid.wa.gov.au/myCar

4. Teachers should use effective teaching and learning strategies included in the Keys4Life program, and be aware of other approaches that are less effective.
 - Interactive programs that use a discussion format to explore content and 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.
 - 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).

YOUNG ROAD USERS AND CRASH INVOLVEMENT

1. Young drivers aged 17 to 24 years are significantly overrepresented 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).
2. Statistically 17-24 year olds are more likely to die on WA roads than other age groups (Royal Automobile Club of Western Australia, 2012).

- The number of registered motorcycles in WA has more than doubled between the baseline period (60,252) and 2016 (128,619). The 213% increase in WA is higher than other Australian jurisdictions at 78% (Road Safety Commission <https://www.rsc.wa.gov.au/Your-Safety/Vehicles/motorcycles>). People are vulnerable when riding a motorcycle on a road for a number of reasons.
 - They have little protection in the event of a crash, compared with a car.
 - Riders are subject to variations in road surface conditions.
 - It requires more control and skill by the rider to operate safely compared to a passenger car.
 - Motorcycle riders operate in high speed environments beyond the safe physical tolerance limits the body can withstand without serious harm in a crash.



FIND OUT MORE

Road Safety Commission

Ride to arrive – Video (30 secs) and key messages about motorcycle safety

<https://www.rsc.wa.gov.au/Campaigns/Ride-to-Arrive>



FIND OUT MORE

For current road trauma statistical information, access the following resources.

Road Safety Commission

Annual statistics

<https://www.rsc.wa.gov.au/Statistics/Annual-Statistics>

Australian Government

Department of Infrastructure, Regional Development and Cities

Road Trauma Australia – Annual summaries

https://bitre.gov.au/publications/ongoing/road-deaths_australia_annual_summaries.aspx
https://bitre.gov.au/publications/2013/files/is_051.pdf

National Road Safety Strategy

Road deaths by age group

<https://roadsafety.gov.au/performance/road-deaths-age-group.aspx>

ABC News

This is every road death since 1989

<https://www.abc.net.au/news/2018-01-25/every-road-death-in-australia-since-1989/9353794>

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.

3.1

ACTIVITY 3.1

CRASH STATS

PLANNING AND PREPARATION

- Activity sheet – *Who's at risk? (A)* for different types of road users (page 68) – photocopy one per student
- Activity sheet – *Who's at risk? (B)* for different types of road users (page 69) – photocopy one per student
- Internet access or copies of the most recent Road Safety Commission Preliminary summary of fatalities on Western Australian roads available from <https://www.rsc.wa.gov.au/Statistics/Annual-Statistics> focusing on the pages on road user type, gender and age (eg pages 22-24 in the 2017 document)
- *Behind the wheel – Quiz 7 – Seatbelts* (page 26)

REVISE

1. Ask students to complete the following quizzes in *Behind the wheel* if not yet completed.
 - *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)
2. Check answers with students and re-teach any concepts required.

PROCEDURE

CRASH STATS

1. Introduce the lesson's activities by reading the preliminary summary of fatalities from the latest year available (eg page 9 of the 2017 document).
Road Safety Commission
Annual statistics
<https://www.rsc.wa.gov.au/Statistics/Annual-Statistics>

2. Give each student a copy of *Who's at risk? (A)* (page 68) or *Who's at risk? (B)* (page 69).
3. Explain that students are to predict which road user group was most represented in WA fatal crashes and injuries. 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.
4. Students then share their rankings and give reasons for their placement of each road user group.

Answers for activity sheet *Who's At Risk? (A)*

Male drivers
 Female drivers
 Male passengers
 Female passengers
 Male motorcyclists
 Male pedestrians
 Female pedestrians
 Male cyclists
 Female cyclists
 Female motorcyclists

Answers for activity sheet *Who's At Risk? (B)*

Drivers
 Passengers
 Motorcyclists
 Pedestrians
 Cyclists



Answers are based on data from the following resources. Data does change so it is recommended that teachers check the order of user groups using current statistics available from the Road Safety Commission.

2017 WESTERN AUSTRALIAN ROAD TRAUMA TRENDS
Road Safety Commission
www.rsc.wa.gov.au/Statistics/Annual-Statistics

2019: CRASH BOOK
Road Safety Commission
www.rsc.wa.gov.au/Statistics/Annual-Statistics

5. Ask students to move into pairs.
6. Allow students to access the following website or provide them with the relevant hard copy print outs from the document (the pages on road user type, gender and age from the latest preliminary summary of fatalities document).
Road Safety Commission Annual statistics
<https://www.rsc.wa.gov.au/Statistics/Annual-Statistics>
7. Using the information on these pages ask students to answer the following questions.
 - What have you learnt?
 - Why do you think more males than females are involved in road crashes?
(Take more risks. More often the driver. Don't wear a seatbelt. Speed can be a factor).
 - What factors do you think contribute to crashes involving young people?
(Alcohol, drugs, fatigue, speed, distractions, not wearing a seatbelt, 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 practice as possible. Don't drive after consuming alcohol or using other drugs. Have a 'get home safely' plan. Always wear a seatbelt. Drive to the conditions. If tired, don't drive).*



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. Ask students to complete Quiz 7 – Seatbelts (page 26) from *Behind the wheel*.

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	FEMALE DRIVERS
②	FEMALE PASSENGERS
③	FEMALE PEDESTRIANS
④	FEMALE CYCLISTS
⑤	FEMALE MOTORCYCLISTS
⑥	MALE DRIVERS
⑦	MALE PASSENGERS
⑧	MALE PEDESTRIANS
⑨	MALE CYCLISTS
⑩	MALE MOTORCYCLISTS
LEAST at risk	

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.

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	
②	
③	
④	
⑤	
LEAST at risk	

DRIVERS

MOTORCYCLISTS

PASSENGERS

CYCLISTS

PEDESTRIANS

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3.2

ACTIVITY 3.2

ROAD CRASH EFFECTS

PLANNING AND PREPARATION

- Activity sheet – *Roll the die* (page 72) – photocopy one per student
- Large sheet of paper – one per group
- Large sticky notes – one per student
- Die – one per group
- A4 paper – one sheet per student

PROCEDURE

ROLL THE DIE

1. Place students in groups of four to six and give each group a large sheet of paper, sticky notes and one copy per student of *Roll the die* (page 72).
2. Ask each group to draw an overhead view (ie bird's 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 all of the questions listed on *Roll the die* (page 72) (eg age, relationship with other people in the car, goals in life etc) on a sticky note.
4. Allow time for students to develop their character.
5. Ask each student to place their sticky note inside the outline of the car and share their character's information. Each character should be in a different position of the car (eg driver, rear left passenger).
6. Tell students that only two people in the car are wearing seatbelts. Each group must decide which two characters in their car are wearing a seatbelt and place a tick on the corresponding sticky notes.
7. 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 seatbelt. 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!

8. Students take turns throwing the die to determine the level of injury for their character (described on the activity sheet).



Tell students to deduct one from the number thrown if their character was wearing a seatbelt to reduce their injury (eg throw a four, level of injury is three). For those not wearing a seatbelt, students must add one to the number thrown to increase their injury (eg throw a three, level of injury is four). If one is rolled and the character was wearing a seatbelt, they remain uninjured.

9. Each character's injuries should be written on the sticky note. If the character was fatally injured, students should draw a cross through their sticky note.

PROCESS

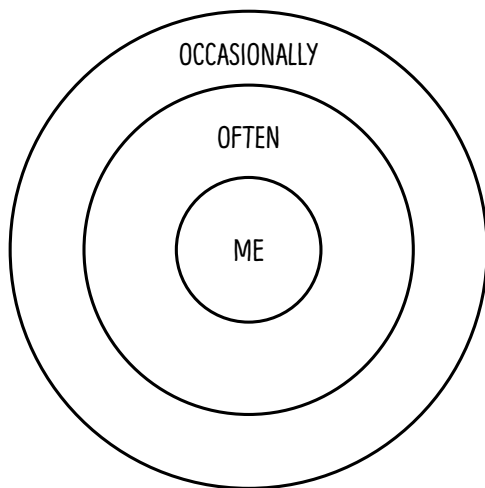
1. Give groups time to process the activity by discussing the consequences of the crash for each occupant in the car. Have students discuss and then write their answers to the questions listed on *Roll the die* (page 72).



EXTENSION ACTIVITY

CIRCLE OF SUPPORT

1. Draw three concentric circles on the board. Label the centre circle 'me', the second circle 'often' and the third 'occasionally'.



2. 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.
3. 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 depending on the problem or situation. Ask students to give some examples and write these in the circles.
4. 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.
5. 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).
6. 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.

7. Read the following scenario to students.

Scenario

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.

8. 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).
9. Have students write these names on their sheet using a different colour pen. Ask students to tick the names of people previously identified.

PROCESS

1. 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? (*Paraphrasing, eye contact, sitting face on, nodding head to confirm understanding or show empathy*).
2. Advise students of the contact details for the free counselling and advice service provided by Road Trauma Support WA.
 - ☎ 08 6166 7688
 - ☎ Freecall: 1300 004 814
 - 🌐 <http://www.rtswa.org.au/>

ROLL THE DIE



TASKS

1 Build a profile for your character answering the following questions.

What is your name and how old are you?

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

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

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, moving to another town, place or city...)

What are your goals in life? (Finish Year 12, be a lawyer, play for an AFL team, have a family, get a job, go to TAFE or uni, live overseas ...)

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



Uninjured



Injured and hospitalised for several weeks



Critically injured and on life support



Injured but not seriously enough to be hospitalised



Suffered severe injuries and became a quadriplegic



Died on impact

- 1 point
from the number rolled if
you were wearing a seatbelt.

+ 1 point
to the number rolled if you
were NOT wearing a seatbelt.

2 Reflecting on the scenario and the outcome of the crash, answer the following questions.

- What caused the crash? _____
- How might the crash have been prevented? _____
- Who do you think was responsible for the crash? Why? _____
- What would the consequences be for your character? _____
- How would the other young people in the crash be affected by the crash? _____
- How would the crash affect your character's friends, family and community? _____
- If you were the driver in a crash similar to this, how might you feel? _____
- Who could you talk to about your feelings and emotions? _____

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MAKE A DECISION

LESSON 4 – MAKE A DECISION

Activity 4.1 page 76 Make a decision

Activity 4.2 page 79 Sharing the road






LEARNING INTENTIONS

1. Understand that attitudes impact decisions and decisions made, have consequences.
2. Recognise the importance of being a safe, tolerant and courteous road user.

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
Year 10 Syllabus Humanities and Social Sciences	Humanities and Social Sciences skills	Questioning and researching	Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives
		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
		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)

GENERAL CAPABILITIES

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

WHAT'S IMPORTANT FOR TEACHERS?

DISCUSSING SAFE AND UNSAFE DRIVING

1. Driving can give young people independence, freedom and greater control of their lives BUT it is a complex task.
2. 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.
3. Specific messages that are known to resonate more strongly with young men and women when discussing the consequences associated with unsafe driving include:
 - loss of licence and freedom
 - injury to others, including family and friends
 - information about motor vehicle damage, increased insurance premiums and excess
 - personal incapacity
 - loss of life to themselves, their passengers and other road users
 - driving convictions and penalties (eg fines, vehicle confiscation, imprisonment and loss of licence).
 (Shapiro, Siegel, Scovill & Hays, 1999)
4. It is also important to emphasise that the short and long-term consequences and costs associated with road crashes can be grouped into five categories (physical, social emotional, financial and legal). These consequences are not only borne by the individuals involved in the crash but also witnesses, emergency workers, families, work colleagues and the broader community.

DECISION-MAKING AND PLANNING IN RELATION TO ALCOHOL USE

1. 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.
2. 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 alcohol.
 - 3) Engage in activities during the gathering.
 - 4) Decide when to leave and whether or not to drive.
3. Students need to be made aware that 'leaving the keys at home' is a safe and wise option when alcohol is being consumed.

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/>

DRIVING IN DIFFERENT CONDITIONS

1. Key to the learning to drive process is for learner drivers to practise driving in different conditions, at different times, and on different road types.



FIND OUT MORE

Additional information on how supervisors and learner drivers can gain information on driving in different conditions is included in SDERA's *Let's Practise* booklet.

School Drug Education and Road Aware *Let's Practise*

<https://www.sdera.wa.edu.au/programs/keys-for-life/keys-for-life-for-students/>

SHARING THE ROAD

Information about sharing the road safely can be found in the following Road Safety Commission resources.

Overtaking heavy vehicles

Information and video (0.31secs)

<https://www.rsc.wa.gov.au/Your-Safety/Vehicles/Trucks-and-Heavy-Vehicles/Overtaking-heavy-vehicles-safely>

Sharing the road – Motorcycles

Information

<https://www.rsc.wa.gov.au/Your-Safety/People/Motorcyclists/Sharing-the-roads>

Sharing roads and footpaths

Information

<https://www.rsc.wa.gov.au/Your-Safety/People/Cyclists/Sharing-Roads-and-Footpaths>

Must be a metre (Cycling passing distance)

Information and videos

<https://www.rsc.wa.gov.au/Campaigns/Must-be-a-metre>

Might be a mate (Cyclists fatalities)

Information and videos

<https://www.rsc.wa.gov.au/Campaigns/Might-be-a-Mate>

4.1

ACTIVITY 4.1

MAKE A DECISION

PLANNING AND PREPARATION

- Activity sheet – *Make a decision* (page 78) – one per student
- Strategy sheet – *Choose a corner* (page 173) – one set

PROCEDURE

MAKE A DECISION

1. Place a number card from the strategy sheet (page 173) in each corner of the room before conducting the **choose a corner** strategy (page 168).
2. Give each student a copy of *Make a decision* (page 78) 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. Discuss responses as a class.
5. 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 (eg A, B, C or D).



ACTIVITY VARIATION

1. Place the number cards on the floor in a line.
2. Read out one of the statements from *Make a decision* (page 78) and have students line up behind the number that best represents their opinion (eg 1, 2, 3, or 4). This forms a human graph (page 170).
3. This provides 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').

PROCESS

1. Ask students the following questions, discussing their responses.
 - 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?
 - What are some of the positive consequences of making safer choices as a driver or passenger?

Discuss with students the importance of reflection after making a decision and acting on it. Reflecting allows them to consider the pros and cons of their decision; consider the consequences of taking this action; analyse alternative courses of action in the same situation.

- Why is it important to stop and assess a situation before making decisions about challenging traffic and social situations? *(eg a decision-making approach to challenging situations is more likely to result in positive and safe outcomes; making informed decisions can become a healthy lifestyle habit that can positively impact safety and health.)*
- What are some ways of responding and acting confident when you find yourself in challenging traffic and social situations? *(eg rehearse responses with friends and family; understand that making a safe decision will have a positive impact on your health and safety; understand what it means to be assertive – not aggressive or passive, practice being assertive.)*



SUPPORT ACTIVITY

MAKE A DECISION

1. Select one situation from *Make a decision* (page 78).
2. Read the situation and choices to 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. Discuss students' choices and their thoughts.

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 seatbelts 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

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ACTIVITY 4.2

SHARING THE ROAD

PLANNING AND PREPARATION

- Large pieces of butcher paper or large sticky notes and textas
- Activity sheet *Staying safe* (page 81) – one per student
- Family information sheet – *Sharing the road* (page 82) – one copy per student (or email to parents/carers)
- *Behind the wheel* Task 3 – *Tolerance and courtesy* (page 6)
- *Behind the wheel* – Quiz 8 – *Driving in different conditions* (page 27)

PROCEDURE

GRAFFITI WALK

1. Introduce a **graffiti walk** (page 169).
2. Place students in small groups (3-4) to discuss the importance of being a safe, tolerant and courteous driver.
3. Allocate a road user group (eg passenger, cyclists, motorbike rider, truck and heavy vehicle driver, car driver, bus driver, scooter and moped riders etc) to each small group.
4. Ask each group to write at the top of their sheet *What can you do to be a safe, tolerant and courteous* _____.
Students need to add their road user group to the end of the sentence.
5. Working in their small groups ask students to write down all of their ideas.
6. At the end of the working time, ask students to move on to the next graffiti sheet, tick the responses that they agree with and add any new ideas.
7. Once all groups have visited each graffiti sheet, ask one student from each group to read out their user group and the strategies that this group can use to be safe, tolerant and courteous on our roads. Discuss responses.

PROCESS

1. Hand out to each student the activity sheet *Staying safe* (page 81). Ask them to complete this individually.



PARENTS & FAMILY

1. **Distribute/email to all parents/carers the Family information sheet *Sharing the road* (page 82).**



AT HOME TASK

1. **Ask students to complete Task 3 – *Tolerance and courtesy* (page 6) in *Behind the wheel*.**
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 8 – *Driving in different conditions* (page 27) in *Behind the wheel*.**
4. **Encourage students to access the Department of Transport's road rules theory tests to build and consolidate their knowledge about road rules.**



EXTENSION ACTIVITY

CODE OF CONDUCT

1. Students work in small groups to develop a Code of Conduct for one road user type (eg drivers, public transport users, truck and heavy vehicle drivers, motorcycle and moped riders, bicycle and scooter riders, or pedestrians).
2. Explain that different types of road travel should be considered when developing the code to reflect an attitude of shared responsibility.
3. Allocate one road user type to each group.
4. 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.
5. Have groups share their Code of Conduct with the class.

PROCESS

1. Discuss the merits of shared understanding and the benefits of all road users working towards a safer road network using the following 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?



FIND OUT MORE

Department of Transport

Road rules theory test quiz

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



TASKS

1. Thinking about your behaviour NOW...
What are two things you can do to stay safe as a passenger?
1 _____

2 _____

2. In the FUTURE as a new driver...
What are two things you intend to do to keep yourself and any passengers in the car with you safe?
1 _____

2 _____

3. As a driver, what are two things you intend to do to keep pedestrians safe?
1 _____

2 _____

4. What are two strategies you will use to remain a tolerant and courteous driver?
1 _____

2 _____

FACT

Most fatalities on WA roads are due to someone simply making a mistake, not paying attention or falling asleep while travelling on a road with a 110km/h speed limit. In 2019, almost 20% of fatalities were inattention-related crashes.

FACT

On average each year, between 15-20% of road crash fatalities are passengers and drivers not wearing a seat belt.

FACT

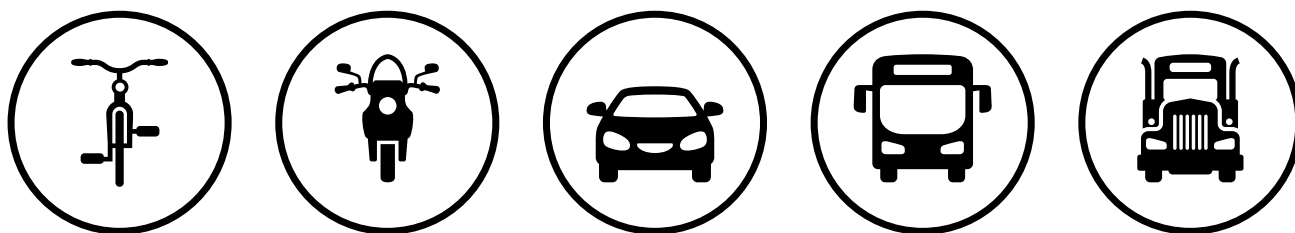
One of the most constant, fatal and serious crash problems on WA roads is a single vehicle running off the side of the road. 71% of fatalities in 2019 involved one motor vehicle or one motorcycle.

Source of statistics: <https://www.rsc.wa.gov.au/Statistics/Annual-Statistics>

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SHARING THE ROAD

In the very near future you may be supervising a young person learning to drive. However, their learning has already started as they watch you drive and interact in the traffic environment with all different types of road users.



Remember to model the behaviours below and use 'commentary driving' to explain the driving skills you are using to interact safely and courteously with other road users.



When it is safe to do so, use commentary driving to explain your driving decisions and what you are observing.

SAFETY FIRST

- ✓ Always ensure you and all of your passengers are wearing a seatbelt.
- ✓ Minimise distractions and turn off your mobile phone.
- ✓ Keep a minimum of a 2-second gap from the vehicle in front.
- ✓ Never exceed the speed limit – it takes longer to stop than you might think.
- ✓ Don't drive tired.
- ✓ Do not drive after drinking or taking drugs.

DRIVE SLOWLY AND SENSIBLY NEAR ALL ROAD USERS

- ✓ Watch out for pedestrians and slow down if you see people by the side of the road or children playing near the road.
- ✓ Watch out for mobility scooters and cyclists at intersections and roundabouts.
- ✓ Drive slowly in residential streets sticking to the posted speed limit.
- ✓ Explain how different driving conditions impact on driving decisions.

BE PATIENT AND CALM AROUND CYCLISTS

- ✓ Be patient and give cyclists 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 cyclists in bicycle lanes if you are turning across the lane.
- ✓ Indicate when pulling out, changing lanes or turning so cyclists know your intentions.

DRIVING IN HARMONY WITH 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.
- A truck is longer than a car, so you'll need more road to pass a moving truck.
- Trucks need more room than cars do to get around corners so do not overtake a 'turning vehicle'. Trucks can legally turn from the centre lane.
- Remember, if you can't see the driver's face in their mirrors, they can't see you.



Remember, talk to your young person explaining the hazards you see and how you are adapting your driving behaviour to remain safe.



WHY CRASHES HAPPEN

LESSON 5 – WHY CRASHES HAPPEN

Activity 5.1 page 86 Driving triangle

Activity 5.2 page 89 Driving risks






LEARNING INTENTIONS

1. Understand the driving triangle and the factors that can contribute to a crash.
2. Explore scenarios to determine driving risks and strategies to mitigate these.

MAPPING

LEARNING AREA	STRAND	SUB-STRAND	CONTENT DESCRIPTOR
Year 10 Syllabus Health and Physical Education	Personal, social and community health	Communicating and interacting for health and wellbeing	Critical health literacy skills and strategies
Year 10 Syllabus Humanities and Social Sciences	Humanities and Social Sciences skills	Questioning and researching	Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives
Year 10 Syllabus English	Language	Expressing and developing ideas	Evaluate the impact on audiences of different choices in the representation of still and moving images

GENERAL CAPABILITIES

-  Literacy
-  Numeracy
-  ITC capability
-  Critical and creative thinking
-  Personal and social capability

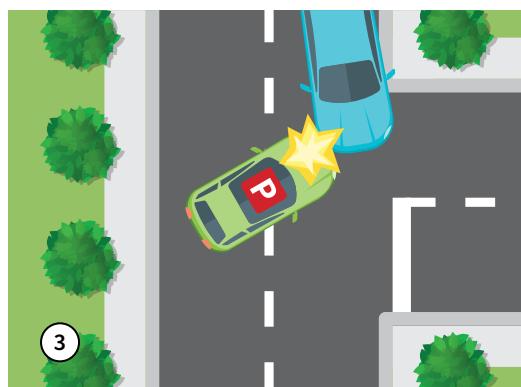
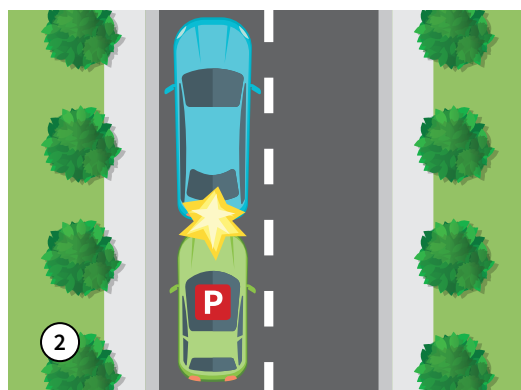
WHAT'S IMPORTANT FOR TEACHERS?

ROAD CRASH THEORY (DRIVING TRIANGLE)

- Road crashes are the result of the interaction between the driver, vehicle and environment.
 - 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. Ninety percent of road crashes are caused by human factors alone, or in combination with vehicle or environmental factors. <https://www.qbe.com/au/news/the-most-common-causes-of-car-accidents>
 - 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. Environmental factors can be divided into the physical environment (eg road and weather conditions) and the socio-cultural environment (eg societal attitudes and beliefs).
- Applying road crash 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 ^①, rear end crashes ^②, and turning or driving straight ahead at intersections ^③ (Monash Injury Research Institute, 2011).



3. 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

1. The following list of traits and factors contribute to the overrepresentation 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. (Mayhew & Simpson, 1995; McKnight, Langton, McKnight, Resnick & Lange, 1995; Catchpole, Cairney & MacDonald, 1994).

RISK FACTORS – INEXPERIENCE AND OVERCONFIDENCE

Inexperience

1. 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).
2. 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.
3. 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

1. 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.
2. Young drivers 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).
3. 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 an inaccurate perception of their own ability (Newman, DiPietro, Taylor & Green, 2001).

5.1

ACTIVITY 5.1

DRIVING TRIANGLE

PLANNING AND PREPARATION

- Family information sheet – *Safety tips for avoiding crashes* (page 88) – photocopy one per student or send as an email
- Internet access and screen for viewing

PROCEDURE

DRIVING TRIANGLE

- As a stimulus for this activity show a current road safety advertisement from the Road Safety Commission. Choose an advertisement that will resonate with the cohort and establish a platform to start discussing why road crashes happen.

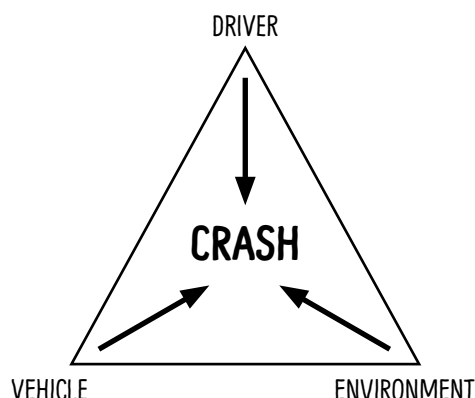


FIND OUT MORE

Road Safety Commission
Campaigns

<https://www.rsc.wa.gov.au/Campaigns>

- Draw the 'driving triangle' on the board and label as shown.



- Explain that road crashes are the result of the interaction of the driver, the vehicle and environment (both inside and outside the vehicle). Explain that a driver's characteristics and actions contribute to over 90% of crashes. Very few crashes are the result of the vehicle's condition or environment.
- Write 'driver', 'vehicle' and 'environment' on the board and conduct a **brainstorm** (page 168), or use three sheets of paper around the room to conduct a **graffiti walk** (page 169). 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 windscreen	Wet weather
Overconfident	Faulty brakes	Road works
Risk taker	V8 engine	Night time
Angry	Headlights not working	Peak hour traffic
Drunk	No seatbelts	Aggressive passenger
Tired	Small car	Faulty traffic signals
Not wearing a seatbelt	4WD	Corrugated road
Using mobile	Motorbike	Wildlife on the road
Drinking a hot drink or from a water bottle	No rear or side mirrors	Unsealed road
Looking for something in a bag		Sunset
Talking to someone in the back seat		

5. Share and discuss responses giving more time to driver characteristics and behaviours.
6. 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.

PROCESS

1. Ask students the following questions. Discuss responses.
 - 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 as possible of supervised driving practice in a range of conditions prior to driving solo [120 hours can reduce the crash risk for P plate drivers]*).



SUPPORT ACTIVITY

1. Conduct a modified version of *Activity 5.1 Driving triangle* 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.
2. Process the task as above.



PARENTS & FAMILY

1. Distribute/email to all parents/carers the Family information sheet *Safety tips for avoiding crashes* (page 88).



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>

SAFETY TIPS FOR AVOIDING CRASHES

Having a licence = Freedom and independence

Having a licence = Responsibilities

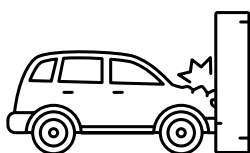
Having a licence = A positive attitude towards safe driving

Having a licence = Complying with the road rules

Most young drivers stay safe however they are statistically more likely to have more crashes and make more errors than more experienced drivers.

Talk with your teenager about how to avoid a crash by using these safety tips.

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



1. Take note of and comply with danger signs and hazard signs.
2. Stay on the road. Don't drive off the main part of the road unless slowing down to stop.
3. Stay alert. Don't drive when tired or becoming tired. Be aware of the early signs of fatigue.
4. Drive to the conditions.

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



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

Avoiding rear end crashes



1. Concentrate.
2. Don't travel too closely to the car in front even when driving slowly (2 second rule).
3. Stay alert and do not lose concentration even when traffic is not moving or moving slowly.
4. Keep distractions to a minimum.

Be on the look out for pedestrians



1. Slow down near shopping centres, schools and busy pedestrian areas.
2. Slow down and look for pedestrians crossing driveways and between parked cars.
3. Be aware of pedestrian crossings.
4. Where possible, make eye contact with pedestrians crossing the road.

ALWAYS drive to the conditions.

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 5.2

DRIVING RISKS

PLANNING AND PREPARATION

- Activity sheet – *Driver cards* (page 91) – cut into cards
- Activity sheet – *Environment cards* (page 92) – cut into cards
- Activity sheet – *Vehicle cards* (page 93) – cut into cards
- Activity sheet – *Wild cards* (page 94) – cut into cards
- Strategy sheet – *High and low risk* (page 174) – cut into one set of signs
- Strategy sheet – *Decision-making model* (page 175) – enlarge to A3 – one per group
- Internet access and screen for viewing



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

DRIVING RISKS

1. Revise the three causal factors of road crashes identified in Activity 5.1 Driving triangle.
2. Show a road safety advertisement to introduce this activity. Choose an advertisement that will resonate with the cohort and one that will introduce the concept of driving risks.



FIND OUT MORE

Road Safety Commission
Campaigns

<https://www.rsc.wa.gov.au/Campaigns>

3. Divide the class into groups of three.
4. Give each group a driver, environment and vehicle card.
5. Ask students to 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.
6. Ask students holding the driver card to move onto the next group. This will form a new scenario for discussion.
7. Repeat this procedure several times to allow students to discuss a range of scenarios.
8. Keep students in groups.
9. Set up a **values continuum** (page 171) by placing a 'high risk' sign at one end of the room and a 'low risk' sign at the other.
10. Ask groups to stand at a point along the continuum that represents the level of risk for the final scenario they discussed.
11. 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.

12. After sharing, allow groups to move on the continuum if they feel their scenario is of higher or lower risk behaviour than previously decided.
13. Give each group a 'wild' card.
14. 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.
15. Listen to one or two scenarios at various points along the continuum. Emphasise the need to describe a risk reduction strategy.

PROCESS

1. Ask the following questions. Discuss student responses.
 - 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 somewhere in a hurry, 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 seatbelt*).
 - 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? What are they?
 - Can you assertively communicate concern about your safety in different traffic situations such as driving with someone who has been drinking alcohol or taken drugs?

2. Conclude the activity by instructing students to stay in their small groups and to use the scenario created by the four final cards to work through the **decision-making model** (page 175).
3. Ensure students select a safe outcome for their scenario. If students are unfamiliar with how to complete the decision-making process, explain the steps (eg 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 others' safety. Listen to one or two group responses (ie the options, consequences and the choice that was made).


















SUPPORT ACTIVITY

DRIVING RISKS – SCENARIO

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'. Talk about what the driver could do to avoid having a crash.
3. Conduct a **snap decisions strategy** (page 171) with the driver in the 'hot seat' listening to one student prompting risky behaviour and the other student encouraging safer choices.
4. Listen to the driver's decision based on the comments heard.
5. Discuss the impact of passenger and peer influence and ways to resist negative influences.
















DRIVER CARDS



 DRIVER inexperienced	 DRIVER 17 year old male	 DRIVER changing radio stations
 DRIVER overconfident	 DRIVER 18 year old female	 DRIVER over 0.05%BAC
 DRIVER risk taker	 DRIVER been driving for 10 hours	 DRIVER feeling angry
 DRIVER driving 10 km/h over speed limit	 DRIVER just lost their job	 DRIVER P plater
 DRIVER talking on mobile phone	 DRIVER first time driving solo	 DRIVER not wearing a seatbelt

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ENVIRONMENT CARDS

 <p>ENVIRONMENT</p> <p>heavy rain and strong winds</p>	 <p>ENVIRONMENT</p> <p>road works to fix pot holes</p>	 <p>ENVIRONMENT</p> <p>busy city street</p>
 <p>ENVIRONMENT</p> <p>crying child passenger</p>	 <p>ENVIRONMENT</p> <p>drunk passenger</p>	 <p>ENVIRONMENT</p> <p>traffic lights not working</p>
 <p>ENVIRONMENT</p> <p>corrugated road</p>	 <p>ENVIRONMENT</p> <p>long, straight road</p>	 <p>ENVIRONMENT</p> <p>peak hour on freeway</p>
 <p>ENVIRONMENT</p> <p>kangaroo on road</p>	 <p>ENVIRONMENT</p> <p>local road, late at night</p>	 <p>ENVIRONMENT</p> <p>unsealed road</p>
 <p>ENVIRONMENT</p> <p>winding road with trees near to the edge</p>	 <p>ENVIRONMENT</p> <p>loud music playing</p>	 <p>ENVIRONMENT</p> <p>driving into the sun</p>

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VEHICLE CARDS



 <p>VEHICLE</p> <p>towing a trailer</p>	 <p>VEHICLE</p> <p>faulty brakes</p>	 <p>VEHICLE</p> <p>engine overheating</p>
 <p>VEHICLE</p> <p>flat tyre</p>	 <p>VEHICLE</p> <p>boot lid doesn't close properly</p>	 <p>VEHICLE</p> <p>dirty windscreen with no fluid for cleaning</p>
 <p>VEHICLE</p> <p>faulty indicators</p>	 <p>VEHICLE</p> <p>high-powered engine</p>	 <p>VEHICLE</p> <p>bald tyres</p>
 <p>VEHICLE</p> <p>brake lights not working</p>	 <p>VEHICLE</p> <p>broken tail lights</p>	 <p>VEHICLE</p> <p>engine cuts out intermittently</p>
 <p>VEHICLE</p> <p>tyres at low pressure</p>	 <p>VEHICLE</p> <p>headlights not working</p>	 <p>VEHICLE</p> <p>windscreen is fogged up</p>

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WILD CARDS

 WILD 2 cans of vodka and lemonade	 WILD 3 full-strength beers	 WILD water
 WILD a joint	 WILD small bottle of alcoholic cider	 WILD 2 mid-strength beers
 WILD 3 glasses of wine	 WILD 2 cold tablets	 WILD can of Coke
 WILD a cappuccino	 WILD 5 cans of bourbon and Coke	 WILD 3 shots of vodka
 WILD 2 analgesics	 WILD 3 cans of pre-mixed drinks	 WILD 2 cans of beer

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REDUCING RISKS

LESSON 6 – REDUCING RISKS

Activity 6.1	page 99	Zero alcohol
Activity 6.2	page 104	Signs of fatigue
Activity 6.3	page 107	Driver distractions




LEARNING INTENTIONS

1. Explain the BAC legal requirements for a learner, provisional and full licence driver.
2. Outline what causes fatigue, how it increases the risk of a road crash and strategies to reduce fatigue for a safer driving experience.
3. Explore the range of distractions that can impact drivers and strategies to mitigate them.

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
			Skills and strategies to manage situations where risk is encouraged by others
		Communicating and interacting for health and wellbeing	Critical health literacy skills and strategies
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
		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)

GENERAL CAPABILITIES

 Literacy	 Personal and social capability
 Numeracy	 Intercultural understanding
 Critical and creative thinking	

WHAT'S IMPORTANT FOR TEACHERS?

RISK-TAKING

Adolescence and early adulthood are times of conflicting emotions where risk-taking can be a way to gain new experiences. Being inexperienced 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).

Empirical evidence, research and statistics clearly demonstrate that there are five major risks associated with road crashes for all drivers. These are sometimes referred to as the 'Big Five' and include:

- speed
- alcohol and other drugs
- fatigue
- distractions
- non-use of restraints (seatbelts).

ALCOHOL AND OTHER DRUGS

1. Driving whilst under the influence of alcohol and 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.
2. Young people need to be made aware that alcohol alone, or the combined use and effect of a number of drugs (ie polydrug use), including alcohol, illicit drugs, as well as some over-the-counter and prescribed medications, will greatly increase the risk of crashing.
3. 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). Supervising drivers are subject to the same alcohol and drug driving provisions that would apply if they were driving the vehicle.

DISTRACTION

1. 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 and fines can be given for using a hand-held mobile phone in WA.
2. Several studies (Young, Regan & Hammer, 2003) have found that using a hands-free phone while driving is no safer than using a hand-held mobile 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.
3. Two seconds on a mobile phone when driving is like travelling 33 metres blind, and drivers are 4x more likely to crash when using a mobile phone (Road Safety Commission <https://www.rsc.wa.gov.au/Your-Safety/Behaviours/Distractions>).
4. 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.



FIND OUT MORE

Road Safety Commission

Mobile phone (information and videos)

<https://www.rsc.wa.gov.au/Your-Safety/Behaviours/Distractions/Mobile-Phones>

Road Safety Commission

Distracted driving (Information)

<https://www.rsc.wa.gov.au/Your-Safety/Behaviours/Distractions/Distracted-Driving>

FATIGUE

1. 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.
2. 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.
3. 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).
4. 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.
5. Students should be mindful of the early warning signs of fatigue. Some of these are being in a daze and experiencing a feeling of lost time. Yawning and blinking are considered late warning signs of fatigue. Drivers should stop and rest when early signs of fatigue are experienced.
6. 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.



FIND OUT MORE

Road Safety Commission

Fatigue (Information and videos)

<https://www.rsc.wa.gov.au/Your-Safety/Behaviours/Fatigue>

NON-USE OF RESTRAINTS

1. Seatbelts, worn correctly, offer significant protection against injury and death in the event of a crash.
2. A properly fitting seatbelt is firm fitting and worn flat (without any twists). The sash section of a seatbelt 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).
3. Additional information about child car restraints and seatbelts is available through the links provided.



FIND OUT MORE

WALGA RoadWise

Child car restraints

<http://www.roadwise.asn.au/childcar-restraints.aspx>

Kidsafe

Child car restraints

<http://www.kidsafewa.com.au/child-car-restraints-road>

Department of Transport

Seats and seatbelts

<https://www.transport.wa.gov.au/licensing/seats-and-seat-belts.asp>

OTHER RISKS FOR DRIVERS

Night and weekend driving

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

Driving with passengers including overloading vehicles

1. The presence of passengers can lower a driver's concentration and can take their attention from the road and what is happening ahead.
2. Young drivers with passengers are slower to detect and act on hazards than 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).

Vehicle condition and overloading

1. Young people need to be made aware that driving safer vehicles with seatbelts and vehicle protection devices such as airbags and electronic stability control, has been shown to lessen the severity of road crash injuries.
2. 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, including gravel roads.
- Conditions such as the weather, traffic, time of day and type of road can vary greatly and will impact on a 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 including gravel roads.

TRAFFIC OFFENCES, PENALTIES AND LAWS



FIND OUT MORE

Penalties for some common road rules are provided at:

Department of Transport

Driver rules, penalties and infringements

<http://www.transport.wa.gov.au/licensing/driver-rules-penaltiesinfringements.asp>

Road Safety Commission

Rules and penalties

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

Drive Safe: A handbook for Western Australian road users

Appendix 3: Penalties for traffic offences

<https://www.transport.wa.gov.au/licensing/rules-of-the-road.asp>

INFORMATION ABOUT DRUGS, THEIR EFFECTS AND ASSOCIATED RISKS

SDERA's *Challenges and Choices* (Year 9) and *Drug Talk* (Year 10-12) programs provide information on alcohol, caffeine, medication and other drugs and their effects, and can be used as a reference when answering students' questions.

Resources for these programs are available at:



FIND OUT MORE

School Drug Education and Road Aware Challenges and Choices

<https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-drug-education-resources/>

School Drug Education and Road Aware Drug Talk

<https://www.sdera.wa.edu.au/programs/drug-talk/>

ACTIVITY 6.1

ZERO ALCOHOL

PLANNING AND PREPARATION

- Activity sheet – *What is a standard drink?* (page 101) – photocopy one per student
- Activity sheet – *Factors that affect a person's BAC* (page 102) – photocopy one per student
- Activity sheet – *To drive or not to drive* (page 103) – photocopy one per student
- Internet access
- *Behind the wheel – Quiz 2 – Alcohol and other drugs* (page 21)
- Head talk activity – one die

PROCEDURE

ZERO ALCOHOL

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. They also recommend delaying 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 are required to drive with a zero BAC (0.00 BAC).

- Supervising drivers must not have a blood alcohol content of, or above, 0.05 or be drinking a beverage containing alcohol when supervising. If the supervisor is subject to a zero BAC limit when driving, they will also be subject to a zero BAC when supervising a learner driver.

2. Place students in groups of four. Distribute the activity sheets so that within each group, two students read *What is a standard drink?* (page 101) and two students read *Factors that affect a person's BAC* (page 102).
3. Ask students to complete the questions on *To drive or not to drive* as a group (page 103).
4. Conduct a **head talk** (page 169) to hear students' responses.

REFLECT

1. Encourage students to 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 ... and therefore I intend to ...
 - I believe that drink driving is ...

**AT HOME TASK**

1. Ask students to complete **Quiz 2 – Alcohol and other drugs quiz (page 21)** in their *Behind the wheel journal* (if not yet completed).
2. 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>

**EXTENSION ACTIVITY****DRINK DRIVING QUIZ**

1. Students can play the online game 'drink driving quiz'.

**FIND OUT MORE**

Road Safety Commission
Your safety
Drink stupid Drive stupid
www.rsc.wa.gov.au
<https://www.rsc.wa.gov.au/Your-Safety/Games>

2. Additional information about drink driving, penalties, the WA Alcohol Interlock Scheme and how to stay under the legal BAC can be found at:

**FIND OUT MORE**

Road Safety Commission
Drink driving (Information and videos)
<https://www.rsc.wa.gov.au/Your-Safety/Behaviours/Drink-Driving>

Road Safety Commission
Drug driving (Information)
<https://www.rsc.wa.gov.au/Your-Safety/Behaviours/drug-driving>

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.

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 more 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



A bottle (750mls) of wine
7–8.8 standard drinks =
1.5 standard drinks



A bottle (700mls)
of spirits =
20–24 standard drinks



Mid-strength beer
3-4% Alc/Vol
1 Standard drink
per 375ml



Mid-strength beer
3-4% Alc/Vol
0.8 Standard drink
per 285ml



Spirits
37-43% Alc/Vol
1 Standard drink
per 30ml



Wine
10-14% Alc/Vol
1 Standard drink
per 100ml



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



Pre-mixed drinks
5% Alc/Vol
1.5 Standard drink
per 375ml

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).

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FACTORS THAT AFFECT A PERSON'S BAC

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)

 <p>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.</p>		 <p>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.</p>	 <p>Drinking on an empty stomach Having food in the stomach slows down the rate at which alcohol passes into the bloodstream.</p>
 <p>The type of alcohol Fizzy drinks are absorbed more quickly.</p>	 <p>Drinking quickly The body can only metabolise one standard drink per hour.</p>	 <p>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.</p>	
 <p>Amount of body fat Body fat does not absorb alcohol so alcohol is more concentrated in people with a high proportion of body fat.</p>	 <p>Percentage of alcohol in a drink The higher the percentage, the higher the BAC.</p>	 <p>Type of build Small framed people may have a higher BAC than large framed people who have drunk the same amount.</p>	 <p>Metabolic rate Metabolic rate – which is affected by diet, digestion, fitness, emotional state, hormonal cycle.</p>
<p>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.</p>			

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.

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TO DRIVE OR NOT TO DRIVE



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?

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?

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6.2

ACTIVITY 6.2

SIGNS OF FATIGUE

PLANNING AND PREPARATION

- Activity sheet – *Fatigue: The silent killer* (page 106) – photocopy one per student
- Internet access

PROCEDURE

SIGNS OF FATIGUE

1. Explain that a person's 'circadian' or 'body clock' in the brain affects energy levels programming people to feel very sleepy between 2am and 5am and 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.
2. 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.
3. Show students a fatigue driving advertisement and discuss the information presented.



FIND OUT MORE

Road Safety Commission

Fatigue – Don't trust your tired self
(0.30 secs)

<https://www.youtube.com/watch?v=CFWSCPkr-KY>

<https://www.facebook.com/roadsafetycommission/videos/driver-fatigue-is-a-silent-killer-on-wa-roads-dont-trust-your-tired-self/1693055784303280/>

4. In groups, have students complete the **Y chart** (page 172) on *Fatigue, the silent killer* (page 106), by writing the signs of fatigue for each section eg looks like, feels like and sounds like. The following examples can be used to prompt students' thinking and added to those generated during the activity.

LOOKS LIKE (include actions and driving behaviour)	FEELS LIKE (include actions and behaviour)	SOUNDS LIKE (include thoughts and comments)
Yawning Rubbing eyes Eyes closed Slumped in seat Resting head on hand Head back on head rest Nodding head Blinking Car drifting between lanes Car drifting off the road Going faster Slowing unintentionally Braking late	Daydreaming Wandering thoughts Forgetting driving the last few kilometres Missing a gear, road sign or exit Sleepy Relaxed Restless Heavy body and/or head Eyes closing for a moment or going out of focus	Yawning Clunk from hitting kerb or audible edging strips Not talking Have I passed the turn off yet? What speed is it along here? I'm okay. I can go a bit further I'll stop in another 10 minutes I just want to get there

5. Have students share their Y chart responses.
6. Explain the following.
 - 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 BAC of 0.05% (Williamson & Freyer et al., 2000).
 - 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.
7. **Brainstorm** (page 168) 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 combined with a 'stretch your legs'
 - plan the trip into manageable distances and swap drivers every two hours
 - share the driving time
 - drive hydrated (dehydration can cause headaches, tiredness and light-headedness which can contribute to fatigue and affect driving)
 - avoid driving at night at normal sleep times.

REFLECT

1. Have students write three of these strategies on their activity sheet (page 106) 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.

2. Discuss responses as a class. Ensure students have a clear understanding of how to manage fatigue for both short and long trips.

**EXTENSION ACTIVITY****TEST YOUR TIRED SELF**

1. Students can take the *Test your tired self* test.

**FIND OUT MORE**

Transport for New South Wales

Test your tired self

<https://www.testyourtiredself.com.au/>

FATIGUE: THE SILENT KILLER

- 1 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.
- 2 Statistics show that most fatigue crashes happen between 2am and 5am and 2pm and 5pm when a driver's alertness is low.
- 3 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.
- 4 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



Your body's natural body clock reduces your energy levels between 2.00-5.00am and 2.00-5.00pm.
↑fatigue = ↑road crashes

TASK

1. Write down 3 things a driver can do to avoid driving tired.

- 1 _____
- 2 _____
- 3 _____

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ACTIVITY 6.3

DRIVER DISTRACTIONS

PLANNING AND PREPARATION

- Activity sheet – *Driver distractions* (page 109) – photocopy one per group
- Activity sheet – *Driving with friends* (page 110) – photocopy one per student
- Activity sheet – *Driver decisions – Scenarios* (page 111) – photocopy and cut into cards
- Internet access
- *Behind the wheel – Task 4 – Be aware of distractions* (page 7)

PROCEDURE

DRIVER DISTRACTIONS

1. Show a driver distraction advertisement as a trigger for this activity.



FIND OUT MORE

Road Safety Commission
Priorities – Distractions
<https://www.rsc.wa.gov.au/Campaigns/Distractions>

RAC
Look up WA
<https://www.youtube.com/watch?v=PJfOnGiFZsQ>

2. Discuss the advertisement. Explain that the likelihood of a distracted driver crashing their vehicle is high and that distractions can be categorised into predictable (eg know they are there – children in the car making noise) and unpredictable (eg unexpected – dog running out onto the road). These types of distractions can occur both inside and outside of the vehicle.
3. Ask students to move into small groups (3-4 per group).

4. Hand out to each group the *Driver distractions* (page 109) activity sheet.
5. Ask students to list down as many distractions as they can think of for all four categories.



You may need to provide one or two examples from below to help students get started. Remind students that some of the distractions may fit in more than one category.

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

Outside the car

- Roadside advertising
- Illuminated road works
- Warning signs
- Animals near road side
- Other road users
- Oncoming headlights
- Wet weather
- Detours

Predictable

- Pets moving around unrestrained
- Passenger noise
- Using the radio
- Reading a street directory

Unpredictable

- Mobile phone calls
- Animal running onto the road
- Other road users
- Dropping a cigarette, food or hot drink
- Passenger being sick or argumentative

6. Listen to some of the ideas generated by each group. Explain that statistics show young drivers are more likely to crash when they are travelling with friends due to distractions.
7. Discuss situations that students have experienced, as either a driver or passenger, where distractions have caused a driving distraction situation.
8. Give students a copy of *Driving with friends* (page 110). 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.
9. Share and discuss the responses from each group.
10. In groups, students create a **role-play** (page 170) that shows a situation where a driver is being distracted eg 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.
11. Alternatively, students can select to role-play one of the scenarios provided on *Driving with friends* (page 110) or *Driver decisions – Scenarios* (page 111).

PROCESS

1. 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.



AT HOME TASK

1. Ask students to complete *Task 4 – Be aware of distractions in Behind the wheel* (page 7).
2. Remind students that they must complete all tasks in the *Behind the wheel* journal to be considered eligible to sit the test at the end of the Keys4Life program.

DRIVER DISTRACTIONS

TASK

- 1 Write down as many driver distractions as you can think of in the categories below.



Some of your ideas may fit in more than one category.

<div style="text-align: center; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>INSIDE THE CAR</p> </div> <div style="border: 1px solid black; height: 250px; margin-top: 10px;"></div>	<div style="text-align: center; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>OUTSIDE THE CAR</p> </div> <div style="border: 1px solid black; height: 250px; margin-top: 10px;"></div>
<div style="text-align: center; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>PREDICTABLE (KNOW THEY'RE THERE)</p> </div> <div style="border: 1px solid black; height: 250px; margin-top: 10px;"></div>	<div style="text-align: center; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>UNPREDICTABLE (UNEXPECTED)</p> </div> <div style="border: 1px solid black; height: 250px; margin-top: 10px;"></div>

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DRIVING WITH FRIENDS

TASKS

- ① Think about each of these scenarios where the driver may be distracted.
- ② Decide what the driver and passenger could do to reduce/stop the distraction in each scenario.
- ③ Think about how you could limit/stop the distraction through planning ahead.
- ④ Write your responses in the boxes below.

Scenario	What can the driver do?	What can the passenger do?	What planning could prevent this from happening?
Driver's mobile phone keeps ringing			
Passenger is drunk and feels like they are going to be sick			
Passengers are passing food to the driver to eat			
The driver and a passenger are arguing			
Passenger keeps turning the music up loud			

- ⑤ What do you think? Respond to the following questions.

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?

What responsibilities will you expect of 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?

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DRIVER DECISIONS - SCENARIOS

<p>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 the car.</p>	<p>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.</p>	<p>The front passenger keeps trying to show the driver something on their mobile phone.</p>
<p>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.</p>	<p>It's raining and the windscreen has fogged up. The front seat passenger decides to keep wiping the windscreen so the driver can see.</p>	<p>A group of friends have been to a party. The driver hasn't been drinking but everyone else has. The four passengers in the car are all laughing loudly and being stupid. One of them has taken off their seatbelt to reach into the front and change the music to the station they want to listen to.</p>

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MORE WAYS TO REDUCE RISKS

LESSON 7 – MORE WAYS TO REDUCE RISKS

Activity 7.1 page 116 Speed and stopping distances

Activity 7.2 page 124 Driving is a complex task







LEARNING INTENTIONS

1. Explain the impact speed can have on safe driving.
2. Predict stopping distances and what factors affect them.
3. Demonstrate how distractions impact driving.

MAPPING

LEARNING AREA	STRAND	SUB-STRAND	CONTENT DESCRIPTOR
Year 10 Syllabus Health and Physical Education	Personal, social and community health	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 Science	Science inquiry skills	Processing and analysing data and information	Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies
Year 10 Syllabus Humanities and Social Sciences	Humanities and Social Sciences skills	Communicating and reflecting	Compare evidence to substantiate judgements (eg use information and/or data from different places or times; use tables, graphs, models, theories)

GENERAL CAPABILITIES

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

WHAT'S IMPORTANT FOR TEACHERS?

SPEED

1. Speed limits are enforced on all roads in WA including those that don't have visible speed limit signs. On local roads where there are no signs, the speed limit is 50 km/h.
2. Reducing speed limits is the single most effective and immediate way to reduce a large proportion of WA's road crashes.
3. Speed is clearly a major contributor to road crashes in WA (<https://www.rsc.wa.gov.au/Your-Safety/Behaviours/Speeding>).
4. 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).
5. Driving above the posted speed limit is illegal and will incur a fine and demerit points.
6. 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).
7. 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

(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

1. In 2001, a state-wide default speed limit of 50 km/h was implemented in built-up areas.
2. 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.
3. This WA evaluation is consistent with the findings of evaluations of 50 km/h limits undertaken in other Australian jurisdictions (Road Safety Commission, 2016).
4. Tyres are the only contact between the road and vehicle and it is essential they are maintained. Tyres must be appropriately inflated and with the correct tyre tread (more than 1.5mm) to ensure that the vehicle steers, stops and responds in an emergency as expected.



FIND OUT MORE

Road Safety Commission

Stopping distance (0.39 sec)

<https://www.rsc.wa.gov.au/Your-Safety/Behaviours/Speeding>

Behaviours/Speeding

https://www.youtube.com/watch?time_continue=7&v=XI35ll4eArI

Road Safety Commission

Priorities – Speeding (0.32 sec)

<https://www.rsc.wa.gov.au/Campaigns/Speeding>

Road Safety Commission

Post-It Notes (0.31 sec)

<https://www.rsc.wa.gov.au/Campaigns/Speed>

Road Safety Commission

Enjoy the ride – Fast vs Slow (0.31 sec)

<https://www.rsc.wa.gov.au/Campaigns/Speed>

Road Safety Commission

Zero Heroes

<https://www.rsc.wa.gov.au/Campaigns/Zero-Heroes>

Road Safety Commission

Tyre maintenance

<https://www.rsc.wa.gov.au/Your-Safety/Vehicles/Light-Vehicles/Tyre-maintenance>

7.1

ACTIVITY 7.1

SPEED & STOPPING DISTANCES

PLANNING AND PREPARATION

- Activity sheet – *How fast can you stop?* (page 119) – photocopy one per student
- Activity sheet – *Speed signs* (pages 121-123) – 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
- *Behind the wheel – Task 5 – Getting ready to stop* (page 8)
- *Behind the wheel – Task 6 – Keeping a safe distance* (page 9)
- *Behind the wheel – Task 7 – Check your speed* (page 10)
- *Behind the wheel – Quiz 1 – Speed* (page 20) (if not yet completed)

PROCEDURE

HOW FAST CAN YOU STOP?

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 which will contribute to a greater stopping distance. 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 the activity sheet *How fast can you stop?* (page 119).
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.
6. 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.
7. Give each small group a speed sign. Explain that the signs are to be placed where each group thinks that the car (travelling at the speed indicated on the speed sign) would stop once the driver has reacted to seeing the child and applied the brakes (eg the stopping distance written on their activity sheet).
8. Allow enough time for each group to place their sign.



At this stage no measuring devices are to be used.

9. When all signs have been placed, use the trundle wheel to measure the distances marked by groups (eg from the starting line to where the group has placed their speed sign). If the distances are more or less than the distance indicated on students' sheets, discuss this discrepancy by asking the following questions.
 - Were you surprised by the stopping distances of different speeds? Why?
 - Why is it important to scan for hazards and judge distances when driving?

- What builds a person's skill at judging stopping distances accurately?

10. Provide groups with the correct stopping distances for each speed as listed in the table below. Ask students to add these to their activity sheet.

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

(Source: Australian Transport Safety Bureau)

11. Have groups remeasure the stopping distances and place the speed signs at the correct point. Listen to students' observations.

PROCESS

1. Ask the students the following questions discussing their responses.
 - 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; ensure your car is roadworthy eg safe tyres and brakes).
 - What areas other than around schools would benefit from having a 40 km/h speed limit? Why?

REFLECT

1. On returning to the classroom, ask students to complete the questions at the bottom of *How fast can you stop* (page 119).
2. Discuss responses.



AT HOME TASK

1. Ask students to complete *Task 5 - Getting ready to stop* (page 8), *Task 6 - Keeping a safe distance* (page 9) and *Task 7 - Check your speed* (page 10) in *Behind the wheel*.
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. Encourage students to complete *Quiz 1 - Speed* (page 20) in *Behind the wheel* (if not yet completed).
4. 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>



EXTENSION ACTIVITY

TWO SECOND RULE

PROCEDURE

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.
2. The preferred gap between traffic in less than ideal conditions such as wet or foggy weather is at least four seconds.
3. 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.

PROCESS

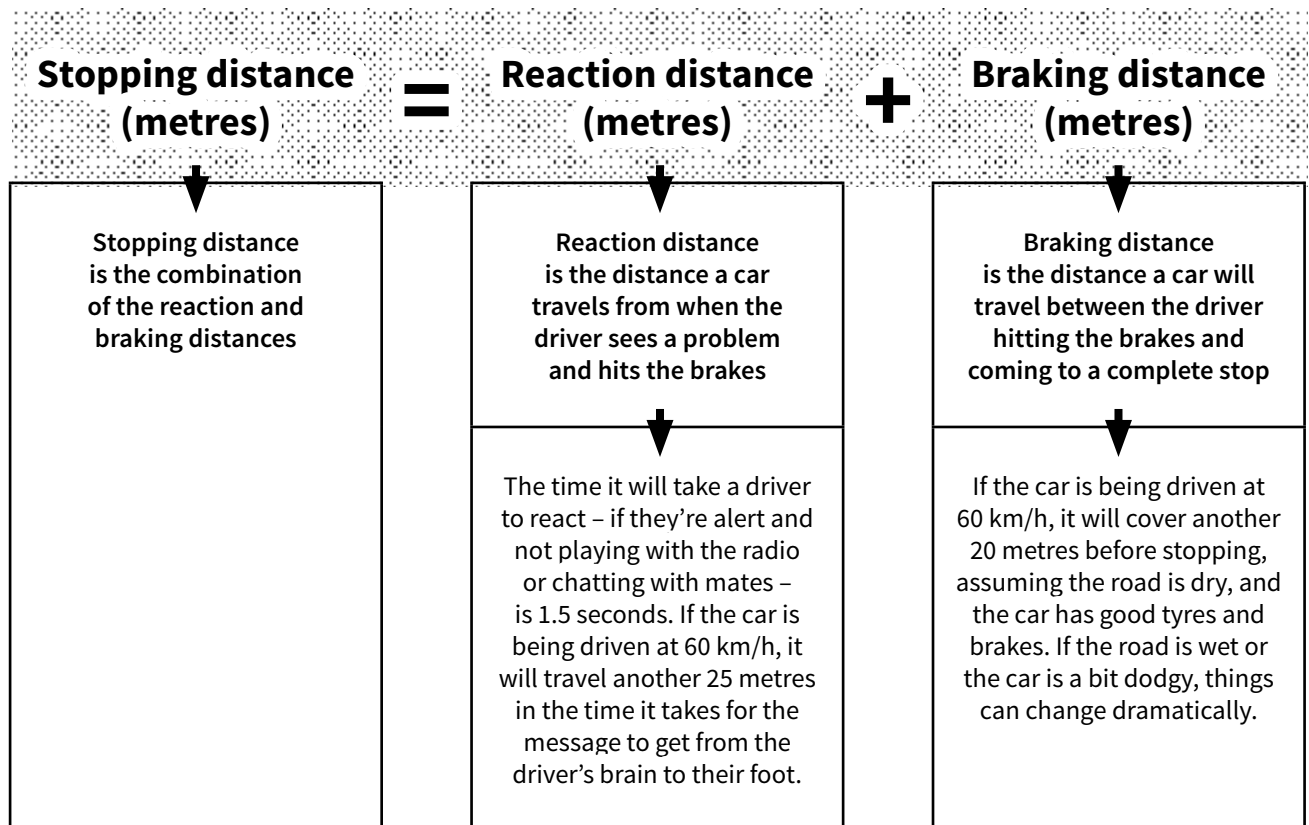
1. Ask the following questions discussing students' responses.
 - Does speed affect the distance required to stop?
 - Why is it difficult to maintain a two second gap?
 - How did the actions of the person in front and behind you affect your ability to keep a two second gap?
 - What factors other than 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?

HOW FAST CAN YOU STOP?

Did you know....

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.



THE 2-SECOND RULE

1. Select a landmark ahead and when the vehicle in front of you passes that landmark, start counting **1001** and **1002**.
2. If you reach that point before you count **1002**, you are too close. **SLOW DOWN!**

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HOW FAST CAN YOU STOP?

TASKS

- ① Guess the reaction, braking and stopping distances for each speed and record these below in the 'Estimate' columns.
- ② Write in the correct distances at the end of the activity.

Speed (km/h)	20	20	40	40	50	50	60	60
	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
Reaction distance (m)		8		17		21		
Braking distance (m)		2						20
Stopping distance (m)		10						45
Speed (km/h)	70	70	80	80	100	100	110	110
	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
Reaction distance (m)				34				46
Braking distance (m)						54		
Stopping distance (m)								

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.

- ③ Answer the following questions.

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

2. 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?

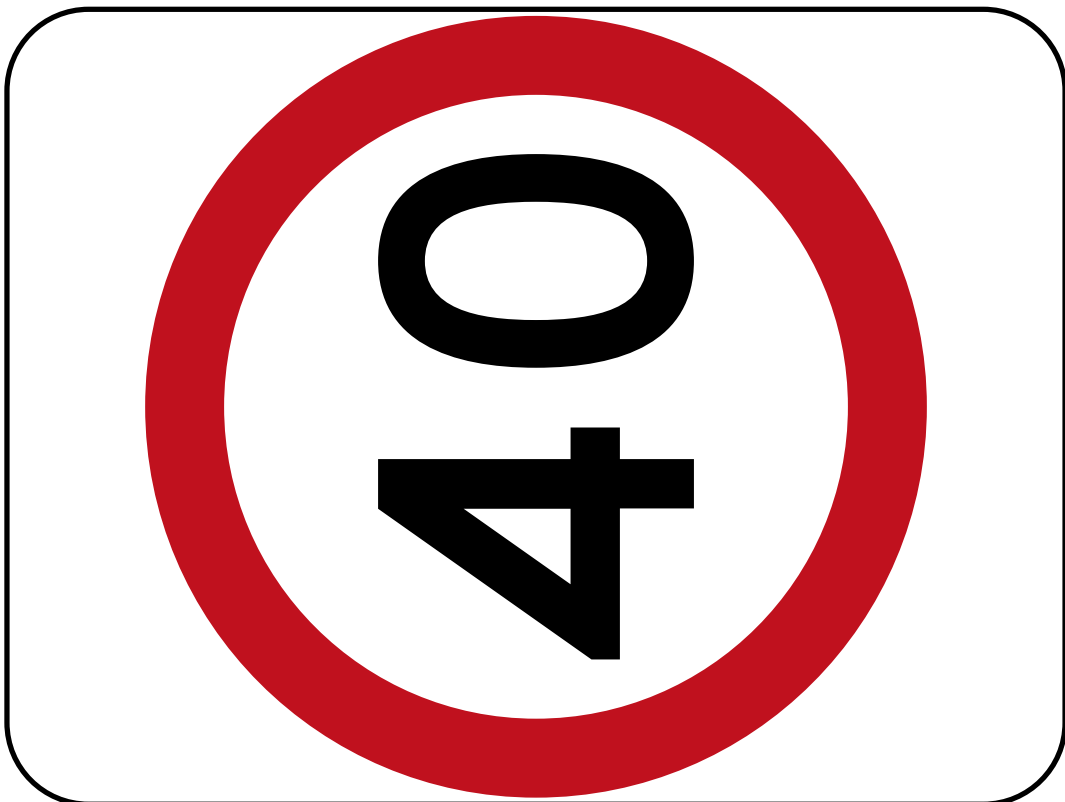
3. We've all heard the advertisements telling us that dropping 5 km/h can save lives. After completing this activity would you agree? Why?

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

5. Do you think that heavy vehicles such as buses and trucks would have the same stopping distance as cars? Why?

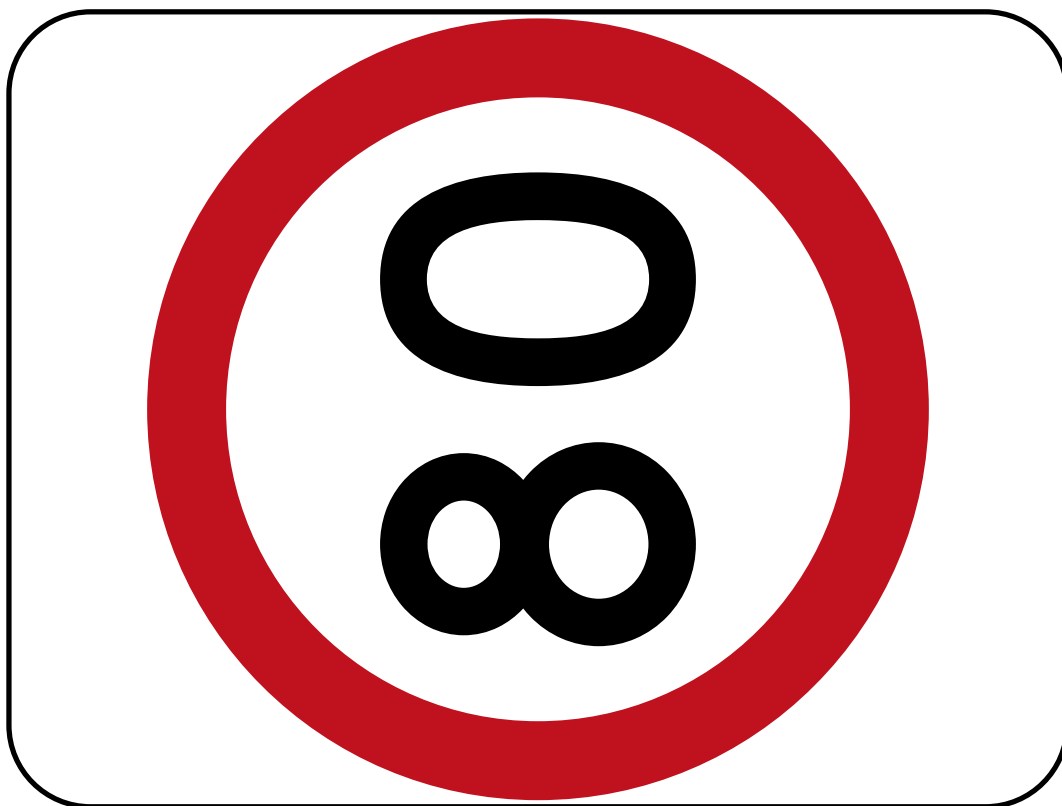
6. Has your attitude towards speeding changed after completing this activity? Why?

SPEED SIGNS



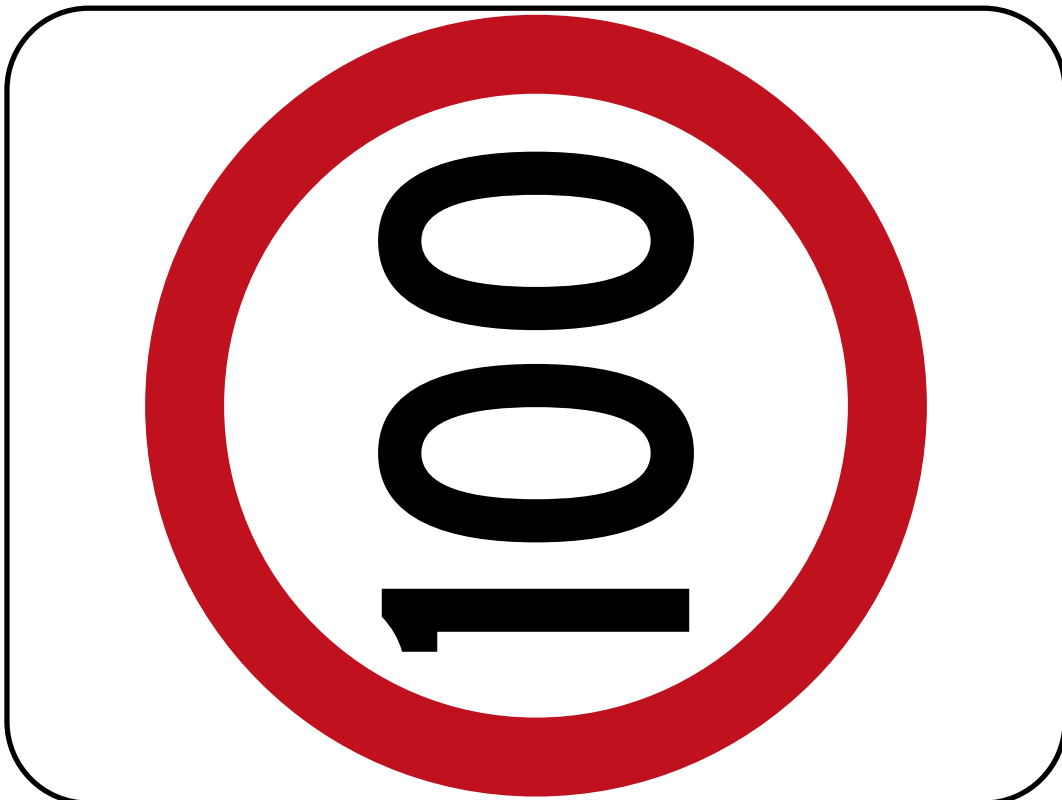
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SPEED SIGNS



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SPEED SIGNS



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7.2

ACTIVITY 7.2

DRIVING IS A COMPLEX TASK

PLANNING AND PREPARATION

- Activity sheet – *Driving is a complex task* (pages 126-127) – photocopy one per student
- Activity sheet – *Passenger questions* (page 128) – photocopy one per group
- Activity sheet – *Skill cards* (page 129) – photocopy and cut out one set per group
- Activity sheet – *Hazard cards* (page 130) – photocopy and cut out one set per group
- Playing cards – one deck per group
- One desk and four chairs per group
- *Behind the wheel – Task 4 – Be aware of distractions* (page 7) (if not yet completed)

PROCEDURE

DRIVING IS A COMPLEX TASK

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* (pages 126-127).
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.
3. Demonstrate the activity using the group of students explaining that the purpose of the activity is to draw attention to:
 - how distractions affect driving
 - the importance of developing hazard perception by practising extensively as a learner driver.
4. Place other students in groups of four.
5. Give each group their equipment including:
 - a set of hazard and skill cards
 - a deck of playing cards
 - a copy of the passenger questions.
6. 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.
7. Have students individually complete the questions on *Driving is a complex task* (page 127).

PROCESS

1. Ask the following questions discussing the responses.
 - 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? (*A passenger needs to understand their responsibilities and aim not to distract a driver. A driver's attention should always be on driving the car safely. Distractions can cause road crashes*).



AT HOME TASK

1. Ask students to complete *Task 4 – Be aware of distractions in Behind the wheel* (page 7) if not yet completed.
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. 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](https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp)

DRIVING IS A COMPLEX TASK

TASKS

- 1 Read the role descriptions and get ready to drive.

For this activity, you will need:

- four chairs and a desk
- a set of hazard cards
- a deck of cards
- a set of skill cards.



DRIVER

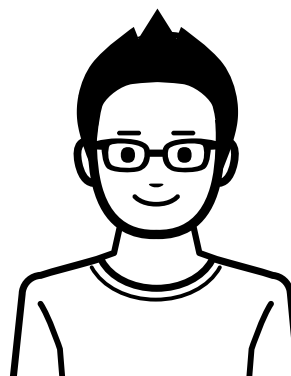
Sit in the driver's seat.

Sort the cards into suits from lowest to highest.

Read out aloud 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.

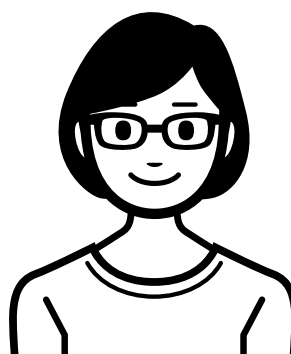


SKILL CARD MANAGER

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 aloud.



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 aloud.

DRIVING IS A COMPLEX TASK

2 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.

3 Answer the following questions after completing the activity.

1. How did you feel 'driving' the car?	
2. Did this activity make you think about all of the things you have to do when you drive? Why?	
3. Do you think driving is a complex activity? Why?	
4. What can you do to make driving easier and safer? (Before and after you have a licence)	
<p>Before:</p> <p>1</p> <p>2</p>	<p>After:</p> <p>1</p> <p>2</p>

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PASSENGER QUESTIONS

WHAT'S YOUR
NAME?

WHEN IS YOUR
BIRTHDAY?

WHAT ANIMAL
DO YOU LIKE THE
MOST?

WHAT
MAKES
YOU
HAPPY?

WHAT'S THE BEST
THING ABOUT
BEING YOUR AGE?

WHAT'S
YOUR PHONE
NUMBER?

WHAT DID
YOU DO
ON THE
WEEKEND?

WHAT SPORTS
DO YOU LIKE
PLAYING?

WHAT'S
YOUR
FAVOURITE
FOOD?

WHAT'S
YOUR
FAVOURITE
BAND?

WHAT'S THE BEST
MOVIE YOU'VE
EVER SEEN?

WHERE WOULD
YOU LIKE TO
GO FOR A
HOLIDAY?

WHAT
MAKES YOU
SAD?

WHAT FOOD
DON'T YOU
LIKE TO EAT?

WHAT'S THE WORST THING
ABOUT BEING YOUR AGE?

WHAT COLOUR CAR
WOULD YOU LIKE TO
DRIVE?

WHAT DO
YOU WANT
TO DO WHEN
YOU LEAVE
SCHOOL?

WHAT TYPE OF
MUSIC DO YOU
LIKE LISTENING
TO?

WHAT SOCIAL MEDIA
SITES ARE YOU ON?

WHAT'S
YOUR FAVOURITE
ICE-CREAM
FLAVOUR?

HOW MANY
BROTHERS AND
SISTERS DO
YOU HAVE?

DO
YOU
HAVE
A PET?

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Check mirrors	Turn right
Give way	Check over shoulder
Turn on lights	Make a U turn
Merge	Slow down
Check speed	Change lanes
Indicate	Pull down sun visor
Turn on wipers	Turn left
Use horn	Change gears
Speed up	Check petrol

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HAZARD CARDS

Pot hole	Traffic warden waving crossing flag
Passengers getting off a bus	Ambulance coming
Wet road	Road train ahead
Dog running onto road	Road works ahead
Young person on skateboard	Traffic lights not working
Motor bike overtaking	Birds flying across road
Child playing on side of road	Cyclist in left lane
Car stalled at intersection	Hail storm
Detour ahead	Corrugated dirt road

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DRIVING PRACTICE

LESSON 8 – DRIVING PRACTICE

Activity 8.1

page 134

Why practise?

Activity 8.2

page 139

Straight talking

LEARNING INTENTIONS

1. List and explain preferred driver supervisor characteristics.

2. Define assertive communication and its applicability during the learn to drive process.

MAPPING

LEARNING AREA	STRAND	SUB-STRAND	CONTENT DESCRIPTOR
Year 10 Syllabus Health and Physical Education	Personal, social and community health	Communicating and interacting for health and wellbeing	Critical health literacy skills and strategies
Year 10 Syllabus English	Language	Expressing and developing ideas	Evaluate the impact on audiences of different choices in the representation of still and moving images
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

Numeracy

ITC capability

Critical and creative thinking

Personal and social capability

WHAT'S IMPORTANT FOR TEACHERS?

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 Keys4Life program.
 - Keys4Life does not include an on-road driver training component.
 - Keys4Life adopts a strength-based teaching model that emphasises the development of knowledge, resilience and a range of social competencies.
 - Keys4Life 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).
 - Keys4Life 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).

SUPERVISED DRIVING PRACTICE

- 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.
- 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).
- 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 giving 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).

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; Palamara & Langford, 2012; Road Safety Council, 2010).
- In Western Australia learner drivers are legally required to undertake and record a specific number of hours of supervised driving (currently 50hrs including five hours of night time driving, Dec 2018), however, it is important they gain as much supervised driving experience as possible, in different road, weather, time of day, and traffic conditions. 120 hours is recommended.



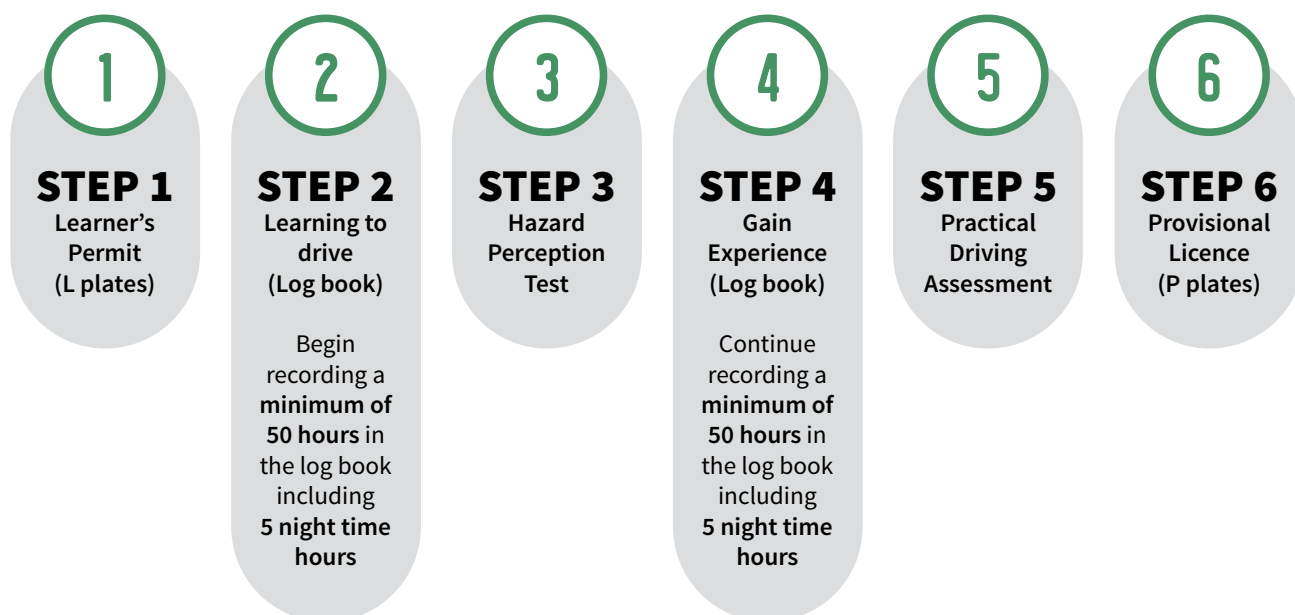
FIND OUT MORE

Access the Department of Transport's website for up to date information about the Graduated Driver Training and Licensing system.

Department of Transport

Learn to Drive (My first licence)

<https://www.transport.wa.gov.au/licensing/learn-to-drive-my-first-licence.asp>



SUPERVISOR REQUIREMENTS

1. A driving supervisor is required to meet the following criteria.
 - hold a current and valid driver's licence (for the class of vehicle in which they are teaching someone how to drive) for at least four years and carry it with them



If the supervisor has have a 'C' class licence with an 'A' condition (automatic vehicle) they cannot supervise a learner driver in a manual vehicle. A supervisor must:

- sit in the front passenger seat
- ensure the vehicle they are supervising in is licensed, roadworthy and has L plates displayed at all times
- be aware of the rules for learner drivers (includes L and P platers)
- stay alert and stay off their mobile phone
- not have a blood alcohol concentration of, or above, 0.05 or be drinking a beverage containing alcohol when supervising. If the supervisor is subject to a zero BAC limit when driving, they will also be subject to a zero BAC when supervising a learner driver.

2. It also helps if the supervising driver is:
 - a safe and competent driver
 - able to communicate information and instructions clearly.

PLANNING DRIVING SESSIONS

1. 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).
2. 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.
3. 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 stages of learning to drive are clearly covered in SDERA's *Let's Practise* booklet.



FIND OUT MORE

School Drug Education and Road Aware
Let's Practise

<https://www.sdera.wa.edu.au/programs/keys-for-life/keys-for-life-teacher-resources/>

8.1

ACTIVITY 8.1

WHY PRACTISE?

PLANNING AND PREPARATION

- Markers – enough for one per group and 4 large sheets of paper
- Activity sheet – *Supervisor qualities* (page 137) – one copy per student
- Family information sheet – *Young drivers* (page 138) – photocopy one per student or email to parents
- *Behind the wheel – Task 8 – Stop! Hazards ahead* (page 11)
- *Behind the wheel – Task 9 – Check out the conditions* (page 12-13)
- *Behind the wheel – Quiz 8 – Driving in different conditions* (page 27) if not yet completed

PROCEDURE

1. **Brainstorm** (page 168) a list of situations where students have had to learn and master new skills (eg learning to play a sport, musical instrument or new computer game).
2. 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 the strategies they used such as 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?
3. 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.



It is a good idea here to revise with students the Graduated Driver Training and Licensing system using the information in Activity 1.2 page 30, emphasising the 50 hours (minimum) that learner drivers need to do and record in their log book.

4. Conduct a **graffiti walk** (page 169) using a different heading on each sheet of paper (examples below). Ask students to consider each heading and write their thoughts about each. Some examples are provided below.

Benefits of supervised driving practice

- More experience
- Better skills
-

Choosing a supervisor

- Don't know anyone suitable
- Not sure if I can work with my parents
-

Problems of supervised driving practice

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

How can you get your hours of supervised driving practice?

- Ask to drive to footy practice, to the shops, the pool or a friend's house
- Plan weekend lessons when there is more time
-

- 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.
- Brainstorm** (page 168) what a driving supervisor needs to be able to do (eg their skills and qualities such as know how to drive, explains things well, has time to supervise, is patient, have the correct licence etc). Write these ideas on the board.
- Hand out to each student a copy of the activity sheet *Supervisor qualities* (page 137).
- Ask students to consider the brainstormed skills and qualities, choose their top five and add these to the table on *Supervisor qualities* (page 137).
- Now have students think about their potential supervisor and rate that person for each of the skills/qualities they have listed.



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 [if possible]).

PROCESS

- Ask the following questions and discuss the responses.
 - 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 practice and provide insight into the testing procedures. Some driving schools will also allow the supervisor to sit in 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.*)



PARENTS & FAMILY

- Distribute or email the Family information sheet *Young drivers* (page 138) to parents/carers.**



AT HOME TASK

1. Ask students to complete *Task 8 – Stop! Hazards ahead* (page 11) and *Task 9 – Check out the conditions* (page 12-13) in *Behind the wheel*.
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. Encourage students to complete the *Quiz 8 – Driving in different conditions* (page 27) in *Behind the wheel* if not yet completed.
4. 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](https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp)

SUPERVISOR QUALITIES

Finding the right supervisor for you is important. Have you got someone in mind?

TASK

- 1 Choose five skills or qualities that you think a driving supervisor should have and write these in the table below under 'Skill/Quality'. To help you get started we've listed one.

My driving supervisor should:

My intended supervisor:		
	SKILL/QUALITY	RATING
1.	Have held a valid driver's licence for four years.	☆ ☆ ☆ ☆ ☆
2.		☆ ☆ ☆ ☆ ☆
3.		☆ ☆ ☆ ☆ ☆
4.		☆ ☆ ☆ ☆ ☆
5.		☆ ☆ ☆ ☆ ☆
6.		☆ ☆ ☆ ☆ ☆

- 2 Write down the name of your intended supervisor.
- 3 Now **rate** their skills/qualities.
- 4 Add up the numbers (stars?) 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.



If your supervisor does not rate so well, try to think of another potential supervisor. Consider extended family, friends or even a driving instructor.

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YOUNG DRIVERS



Did you know?

- 1 Very few crashes happen when a learner driver is driving with a supervisor. Your learner driver is safest while they are being supervised.
- 2 Getting 120 hours of practice as a learner driver can reduce the crash risk on P plates by about 30%.*
- 3 For all learner drivers, the single most important protective factor is the hours of supervised driving experience they gain in real-world traffic situations before driving solo.^Δ
- 4 P plate drivers, in their first year of driving, are the most at risk group on the road. However, this crash risk decreases after the first 12 months of driving.[#]
- 5 The main factors causing P plate drivers to crash are overconfidence and inexperience.
- 6 P plate drivers are more likely to be involved in a fatal crash at night due to their lack of experience and reduced visibility. Limiting night time driving when drivers first start on their P plates is an effective way to reduce the crash risk.



WHAT CAN YOU DO TO HELP YOUR TEENAGER BECOME A SAFER DRIVER?

- ✔ Set a target for supervised driving hours – remember research says 120 hours reduces their risk.
- ✔ Plan lessons at different times of the day and night and in different conditions 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.
- ✔ Model good driving behaviours at all time.



FIND OUT MORE

KEYS2DRIVE

For information on a free driving instructor lesson paid for by the Australian Government.
<https://www.keys2drive.com.au/about-the-freelesson>



Stress to your learner driver the importance of being a safe, tolerant, compliant and courteous driver.

* Department of Transport. (2017). The Six Steps to Getting your Licence. Retrieved from https://www.transport.wa.gov.au/mediaFiles/licensing/DVS_P_DL_6StepsGetting.pdf
^Δ Senserrick, T., & Whelan, M. (2003). Graduated driver licensing: effectiveness of systems and individual components, Report no. 209, Monash University Accident Research Centre, Clayton: Victoria.
[#] Monash University Accident Research Centre. (2007). Going solo—a resource for parents of P-plate drivers. Retrieved from https://adf.org.au/wp-content/uploads/2016/11/253_Going_Solo.pdf

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ACTIVITY 8.2

STRAIGHT TALKING

PLANNING AND PREPARATION

- Activity sheet – *Communication styles* (page 141) – photocopy one per student
- Activity sheet – *What are you saying?* (page 142) – photocopy one per student

PROCEDURE

1. Explain that verbal communication can be categorised into three styles – aggressive, assertive and passive.
2. 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.

3. Give students a copy of *Communication styles* (page 141), emphasising the importance and benefits of practising assertive communication as a lifelong skill.
4. Give each student a copy of *What are you saying?* (page 142).
5. 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).
6. Check answers and discuss any statements where opposing styles were chosen by students.

7. Have students identify situations when assertive communication would be necessary. For example:
 - 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 when on P plates and driving that night
 - refusing entry to your car if all seats are being used and there are no spare seatbelts.
8. Introduce the following scenarios to students.

Scenarios

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!" What should you say?

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're going to kill someone." What should you say?

9. Working in pairs, have students practise using assertive statements that would provide a positive outcome for both the learner driver and the supervisor.

10. Have students **role-play** (page 170) each situation to let students practise using statements that would provide a positive outcome for both the learner driver and the supervisor.
11. Debrief the role-plays.

PROCESS

1. Ask the following questions discussing the responses.
 - 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?



AT HOME TASK


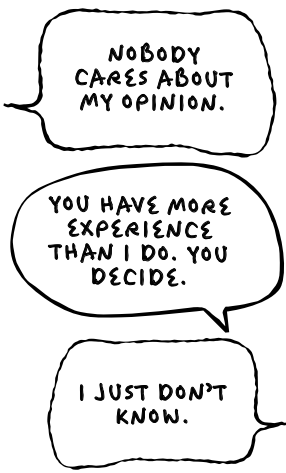
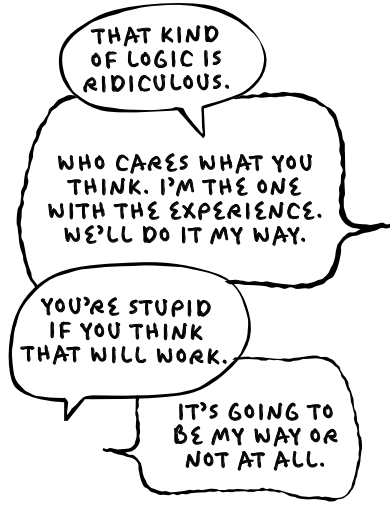
1. Encourage students to access the Department of Transport's road rules theory test quizzes to begin building and consolidating their knowledge of road rules.



FIND OUT MORE

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

COMMUNICATION STYLES

ASSERTIVE COMMUNICATION	PASSIVE COMMUNICATION	AGGRESSIVE COMMUNICATION
What is it?		
Assertive communication involves sharing how you feel and what you want while respecting the other person's opinion. An assertive communicator is also an active listener following what is being said instead of guessing, mind reading or interrupting when the other person is speaking.	Passive communication is when people avoid expressing their opinions or feelings.	Aggressive communication is when individuals express their feelings and opinions and advocate for their needs in a way that often violates the rights of others. The communication can be verbally abusive.
What you might hear		
		
Why people use it		
<ul style="list-style-type: none"> 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. Build mutual respect. Achieve personal goals. Honest to self and others. Develop strong and respectful relationships. Minimise hurting others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 using this communication style		
<ul style="list-style-type: none"> Others more likely to respect and appreciate you. Develop strong and respectful relationships. Could threaten or strengthen relationships. It's a win-win situation. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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.

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.

- | | | |
|---|--|---|
| <input type="radio"/> Uses 'I' statements -
"I think", "I feel" | <input type="radio"/> Hesitates to say what
they mean | <input type="radio"/> Is firm and in control,
not aggressive |
| <input type="radio"/> Remains calm | <input type="radio"/> Says "Well, maybe . . ." | <input type="radio"/> Sneers or snarls |
| <input type="radio"/> Uses a direct approach
when stating their
beliefs | <input type="radio"/> Slouches, has poor
posture and downcast
eyes | <input type="radio"/> Does not hesitate
to express feelings
or beliefs |
| <input type="radio"/> Stands up for their
beliefs | <input type="radio"/> Uses threatening
language | <input type="radio"/> Agrees with others'
opinions |
| <input type="radio"/> Has steady, well-paced
speech | <input type="radio"/> Uses a strong,
confident voice | <input type="radio"/> Is pleasant but has a
firm look on their face |
| <input type="radio"/> Doesn't look at the
other person | <input type="radio"/> Does not use negative
or abusive comments | <input type="radio"/> Does not respond
directly to others |
| <input type="radio"/> Is positive
and honest | <input type="radio"/> Has trouble making
up their mind | <input type="radio"/> Agrees with everything
others say |
| <input type="radio"/> Speaks in a soft
voice or mumbles | <input type="radio"/> Has fast, nervous
speech | <input type="radio"/> Points or shakes
their fist |
| <input type="radio"/> Beats around
the bush | <input type="radio"/> Looks and sounds
confident | <input type="radio"/> Acknowledges others'
opinions and feelings.
For example: "This
could work better for
us both if..." |
| <input type="radio"/> Maintains eye contact | <input type="radio"/> Says "No, thank you!" | |
| <input type="radio"/> Uses evasive
comments | <input type="radio"/> Shakes, has a quivering
lip, looks as if they are
going to cry | <input type="radio"/> Shouts loudly |

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DRIVE SAFE

LESSON 9 – DRIVE SAFE

Activity 9.1 page 146 My safe dream car

Activity 9.2 page 149 Making plans

Activity 9.3 page 153 Risky situations






LEARNING INTENTIONS

1. Explain car safety ratings and why choosing cars with a 5-star rating is the safest choice.
2. Explore strategies for planning how to get to and home from social activities.
3. Consider factors that impact decision-making.

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
			Skills and strategies to promote respectful relationships
		Contributing to health and active communities	Social, economic and environmental factors that influence health
Year 10 Syllabus Humanities and Social Sciences	Humanities and Social Sciences skills	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)

GENERAL CAPABILITIES

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

WHAT'S IMPORTANT FOR TEACHERS?



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

RISK MANAGEMENT STRATEGIES FOR YOUNG DRIVERS

1. Young road users are significantly over-represented in serious injury and fatal road crashes.
2. 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 (eg 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 unplanned 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

1. Safer cars save lives. Cars that have safety features ensure that driver errors are less likely to result in serious injury or death. So, when you are deciding what car to buy, check out the safety features and try to buy a 5-star safety rated car.

SAFETY FEATURES WORTH PAYING FOR

- Crumple zones
- Collapsible steering columns
- Reinforced door frames
- Air bags
- Seatbelts designed to work with air bags
- Seatbelt reminder systems
- Electronic stability system
- Anti-lock braking system (ABS)



Tyres are the only contact between the road and vehicle and it is essential they are maintained appropriately. Tyres must be appropriately inflated and with the correct tyre tread (more than 1.5mm) to ensure that the vehicle steers, stops and responds in an emergency as expected.



FIND OUT MORE

Road Safety Commission

Tyre maintenance

<https://www.rsc.wa.gov.au/Your-Safety/Vehicles/Light-Vehicles/Tyre-maintenance>

ANCAP SAFETY CAR RATINGS

1. The Australasian New Car Assessment Program (ANCAP) is Australasia's leading independent vehicle safety advocate. ANCAP star ratings indicate the level of safety a vehicle provides for occupants and pedestrians in the event of a crash, as well as its ability, through technology, to avoid or minimise the effects of a crash. ANCAP recommends 5-star rated cars.
2. *Used car*
The *Used car safety rating buyer's guide* on the Road Safety Commission website provides crash safety ratings for used cars.



FIND OUT MORE

WHERE TO GO FOR ADVICE

ANCAP

New car safety ratings
www.ancap.com.au

RAC

Car safety and getting on the road
rac.com.au/car-motoring
rac.com.au/rac_roadready

Transport Accident Commission (TAC)

Car Safety Buyer's Guide
www.howsafeisyourcar.com.au

Road Safety Commission

Used car safety ratings buyer's guide
www.rsc.wa.gov.au

MOTOR VEHICLE INSURANCE

1. Motor Injury Insurance (MII) is paid when you licence your vehicle with the Department of Transport. MII is compulsory and provides 1.8 million drivers and 2.9 million owners of WA registered vehicles with cover for injuries they cause to others in a motor vehicle crash anywhere in Australia.
2. Young people need to be aware that unsafe driver or passenger behaviour (such as speeding, drink/drug driving, not wearing a seatbelt, driving an unregistered vehicle or driving without a current licence) may result in negative implications for private and MII insurance, such as a personal liability, increased excesses or premiums, and refusal or reduction of claims.



You automatically get MII insurance in WA when a car registration is paid however it does not cover damage to cars, vehicles or property.



FIND OUT MORE

Insurance Commission of Western Australia

Motor Injury Insurance
<https://www.icwa.wa.gov.au/motor-injury-insurance/why-do-i-pay-for-motor-injury-insurance>

TOWARDS ZERO: GETTING THERE TOGETHER 2008 – 2020

1. 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:
 1. Safe road use.
 2. Safe roads and roadsides.
 3. Safe speeds.
 4. Safe vehicles.
2. It also supports the following 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.



FIND OUT MORE

The Towards Zero road safety strategy is based on scientific research about the best solutions to WA's unique road safety problems.

Road Safety Commission

Towards Zero

<http://rsc.wa.gov.au/Research/Strategies>
<https://www.rsc.wa.gov.au/About/Role-of-the-Commission/Towards-Zero-Strategy>

9.1

ACTIVITY 9.1

MY SAFE DREAM CAR

PLANNING AND PREPARATION

- Activity sheet – *Safety ratings* (page 148) – photocopy one per student
- Strategy sheet – *Values continuum* (page 176) – one set of signs
- Internet access
- *Behind the wheel* – Task 10 – Safety check (page 14)
- *Behind the wheel* – Quiz 7 – Seatbelts (page 26) (if not yet completed)

PROCEDURE

1. Explain to students that manufacturers now produce vehicles with safety features to achieve a 5-star safety rating.



FIND OUT MORE

Australasian New Car Assessment Program (ANCAP)

New car safety ratings
www.ancap.com.au

Used Car Safety Rating (UCSR) system

How safe is your car
<http://howsafeisyourcar.com.au/Rating-Process/What-is-UCSR/>

MY SAFE DREAM CAR

1. 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 cost no more than \$18,000.

2. Give each student a copy of *Safety ratings* (page 148). 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.
3. Discuss students' findings.

PROCESS

1. Ask the following questions discussing student responses.
 - Were you surprised about the safety ratings of the cars you chose? Why?
 - What safety features do manufacturers usually include as standard items? (Seatbelts, air bags, braking systems, crumple zones).
 - Which car do you think provides the best price and safety?
2. Conduct a **values continuum** (page 171) using the following statements and the agree and disagree cards (page 176).
 - 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.

REFLECT

1. 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 ...

**ACTIVITY VARIATION**

- 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 to decide on the most suitable car in terms of safety features, make, model, year, etc.

**FIND OUT MORE****RAC****Used car ratings**

<https://rac.com.au/car-motoring/info/used-car-safety-ratings>

Road Safety Commission**Used car safety ratings buyers' guide: Make the safest choice**

<https://www.rsc.wa.gov.au/RSC/media/Documents/2018-UCSR-brochure.pdf>

- Ask students to read the material in *Ride Safe* that discusses 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, seatbelts, advanced braking systems).

**FIND OUT MORE****Road Safety Commission****Ride Safe pp. 59-62**

<https://www.rsc.wa.gov.au/RSC/media/Documents/Resources/Publications/ride-safe-handbook.pdf>

**SUPPORT ACTIVITY****MY SAFE DREAM CAR**

- 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** (page 171) using the following statements and the agree and disagree cards (page 176).
 - 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.

**AT HOME TASK**

- Ask students to complete **Task 10 – Safety check (page 14) in Behind the wheel**.
- 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.
- Encourage students to complete **Quiz 7 – Seatbelts (page 26) in Behind the wheel** if not yet completed.
- 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>

SAFETY RATINGS



You've won a car of your choice to the value of \$18,000!

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.

RAC

Used car ratings

<https://rac.com.au/car-motoring/info/used-car-safetyratings-2017>

Road Safety Commission

Used car safety ratings buyers' guide: Make the safest choice

<https://www.rsc.wa.gov.au/RSC/media/Documents/2018-UCSR-brochure.pdf>

Australasian New Car Assessment Program (ANCAP)

New car safety ratings

www.ancap.com.au

Used Car Safety Rating (UCSR) system

How safe is your car

<http://howsafeisyourcar.com.au/Rating-Process/What-is-UCSR/>



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 \$18,000	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/make: Price: Safety rating:		
Car 2 Model/make: Price: Safety rating:		
Car 3 Model/make: Price: Safety rating:		
Car 4 Model/make: Price: Safety rating:		
Car 5 Model/make: Price: Safety rating:		

The car I would choose is a _____ because _____

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9.2

ACTIVITY 9.2

MAKING PLANS

PLANNING AND PREPARATION

- Activity sheet – *Making plans* (page 151) – photocopy one per student
- Family information sheet – *P plate drivers* (page 152) – photocopy one per student

PROCEDURE

Making plans

1. Ask students to define 'planned' and 'unplanned' (impromptu) in terms of events, parties and gatherings. Planned could include Year 12 balls, graduation ceremonies, weddings and 21st birthday parties. Unplanned 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 unplanned events.
3. Give each student a copy of *Making plans* (page 151). Have students identify a planned and unplanned 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)
 - having a swag in the back of the car to stay somewhere safe.
4. Place students in groups to share and discuss their ideas.

5. 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).

PROCESS

1. Ask the following questions discussing student responses.
 - 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?



PARENTS & FAMILY

1. Distribute or email the Family information sheet *P plate drivers* (page 152) to parents/carers.

**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](https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp)

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?

TASKS

1. Think of one planned and one unplanned event where you would need to have strategies in place to stay safe and get home safely.

Planned event:	
Plans to stay safe while socialising <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Plans in place to get home safely <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Unplanned event:	
Plans to stay safe while socialising <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Plans in place to get home safely <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

3. Tick the ideas in your list that are useful for both planned and unplanned events.
4. Was it easier to decide on ways to get home safely from planned events? Why?

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

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

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P PLATE DRIVERS



Transport to an event, party or gathering is often planned, but getting home is sometimes forgotten.

Before your P plater heads out, spend some time talking with them about how they plan to get home.

Consider the following options.

1. Walk home with a friend if safe to do so.
2. Public transport – encourage them to get into the habit of checking timetables and planning which bus or train they will catch before they head out.
3. Sharing a taxi or Uber with someone they know – make sure they have enough money to get home.
4. Staying overnight with a friend.
5. Arranging to be collected by a parent or another responsible driver.
6. Having a swag in the back of the car in case they need to stay overnight to avoid drink driving.



Remind your P plater to leave the car keys at home if they plan to drink.



Encourage your P plater to take a mobile phone with them and to make sure it is charged.



Encourage your P plater to have a list of emergency phone numbers in either a mobile phone or wallet that they take with them.



Remember, a P plater is still a new driver so encourage them to drive safely.



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

As well as encouraging your P plater to plan how they are going to get home in advance, remind them to:

- look out for their friends and themselves
- help someone if they are sick or in trouble
- call an ambulance if they are concerned for someone's welfare
- agree with their friends that if they don't feel safe at a party, event or gathering, they will tell each other and leave
- stay in a group and don't get separated.

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ACTIVITY 9.3

RISKY SITUATIONS

PLANNING AND PREPARATION

- Activity sheet – *Risky situations* (pages 155-156) – photocopy and make into cards, one card per group
- Strategy sheet – *Decision-making model* (page 175) – 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.
2. 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?'

Risky situations

3. Distribute cards from the activity sheet *Risky situations* (pages 155-156). 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. Students can develop their own risky situation.

4. 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.
5. In groups of four, students work through the **decision-making model** (page 175) to identify the choices available and the possible health and safety consequences for a character described in one of the situations.
6. Allow time for students to share the reasons behind the decision they made for the character in their situation.

PROCESS

1. Ask the following questions, discussing the responses.
 - 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 methamphetamines, 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?

**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>

**EXTENSION ACTIVITY****COMEBACKS**

- Activity sheet – *Comebacks* (page 158) – one per student

REVISE

1. Revise the difference between assertive, passive and aggressive communication and the benefits of assertive communication using the information from *Activity 8.2 Straight talking* (page 139).

PROCEDURE

1. Explain to students that peer pressure can be both positive and negative (eg influencing someone to do the right or wrong thing).
2. Give each student a copy of *Comebacks* (page 158) and discuss the three types of negative peer pressure described – rejection, bullying and put downs, and reasoning and false authority.
3. With a partner students discuss the two situations shown on the activity sheet and write a 'comeback' that is assertive.

4. With the same partner, students then choose one of the situations and plan a **role-play** (page 170). The role-play should convey an assertive response and last no longer than two minutes.
5. 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.
6. Discuss how confident students feel to act assertively in situations where they feel unsafe.

PROCESS

1. Ask the following questions and discuss the responses.
 - 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*).

RISKY SITUATIONS



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?

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?

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?

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?

Some of Tiko's friends have started smoking joints. They tell Tiko that he should try it but he doesn't want to. Tiko's really worried about his friends using and then driving.

What could Tiko do?

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RISKY SITUATIONS



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?

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?

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?

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.

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.

ARE YOU REALLY SURE ABOUT THAT?

YOU CAN GET HOME BY YOURSELF IF YOU'VE GOT A PROBLEM WITH MY DRIVING.

COMEBACK RESPONSES sound like:

YOUR DRIVING IS FINE. IT'S YOUR DRINKING THAT'S A PROBLEM.

CATCH THE BUS IF YOU WANT BUT YOU'LL BE ON YOUR OWN.

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 sound like:

YOU'RE SO BORING!

OH FOR GOODNESS SAKE! BORING WILL BE WHEN YOU GET GROUNDED!

YOU LOVE BRINGING EVERYONE DOWN DON'T YOU?

COMEBACK RESPONSES sound like:

IT BRINGS ME DOWN WHEN I THINK ABOUT US ALL GETTING KILLED.

YOU SOUND EXACTLY LIKE MY MUM.

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. MY DAD AND UNCLE ARE REALLY COOL GUYS.

WE DON'T NEED ANY SECURITY. WE CAN HANDLE IT IF GATECRASHERS SHOW UP.

COMEBACK RESPONSES sound like:

MAYBE WE COULD, BUT I DON'T WANT TO SPEND MY 18TH PARTY FIGHTING A BUNCH OF GATECRASHERS!

DON'T WORRY ABOUT INVITATIONS. THINGS WON'T GET OUT OF HAND.

MY PARENTS SAID THE DEAL IS NO INVITE, NO ENTRY.



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!"

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ON THE ROAD

LESSON 10 – ON THE ROAD

Activity 10.1 page 162 Before other help arrives

Activity 10.2 page 165 Test prep






LEARNING INTENTIONS

1. Explain how to remain safe and help others at the scene of a road crash.

MAPPING

LEARNING AREA	STRAND	SUB-STRAND	CONTENT DESCRIPTOR
Year 10 Syllabus Health and Physical Education	Personal, social and community health	Contributing to healthy and active communities	Social, economic and environmental factors that influence health

GENERAL CAPABILITIES

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

WHAT'S IMPORTANT FOR TEACHERS?

DRIVERS INVOLVED IN A ROAD CRASH

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

- Stop immediately and turn on their hazards lights.
- Check it's safe to exit their car then carefully approach other vehicles that are involved to see if anyone else at the scene is injured. Call emergency services if help is needed.
- Send someone for help if required.
- In a minor incident where cars involved can be moved, take them out of the traffic flow. If cars can't be moved, leave them with the hazard lights on and stay off the road somewhere safe.
- Collect as many details as possible from the other parties involved and take down the details for any witnesses in case they need to be contacted during the claims process.

WHAT DETAILS NEED TO BE COLLECTED?

By law, drivers involved in a crash must stop and supply their name and address (unless they have a disability). If they refuse, call the police. When involved in a crash it is recommended that you collect the following information.

- The full name, address and contact details (phone numbers and email addresses) of all parties involved in the crash.
- The other vehicles' registration numbers, the make and model of vehicles involved and the other parties' vehicle insurers.
- Record the time, date, and location of the crash and everything that can be remembered about what happened. Note the street names and position of any vehicles involved. Diagrams can help.
- If possible, take photos of the scene using a mobile phone.

DO I NEED TO REPORT THE CRASH TO POLICE?

Not every crash needs to be reported to the police.

According to the WA Police, a traffic crash must be reported when the incident (on a road or any place commonly used by the public) fits the following criteria.

- Resulted in bodily harm to a person.
- Caused more than \$3000 worth of damage to all property involved.
- The owner of the damaged property isn't present.

When someone has been injured, you must also report the crash to the Insurance Commission of Western Australia.



FIND OUT MORE

Insurance Commission of Western Australia (ICWA)

(08) 9264 3333 or in country areas 1800 643 338

Online Crash Reporting Facility

<https://www.crashreport.com.au/ocrf/>

Department of Transport

Drive Safe handbook

Part 4 – Emergencies, crashes and breakdowns

https://www.transport.wa.gov.au/mediaFiles/licensing/DVS_DL_B_DriveSafeFull_f.pdf

FIRST AID

Offering assistance when someone is injured in a road crash is vital as five to 15% of road crash victims can be saved by unblocking an airway or stopping bleeding until an ambulance arrives. It takes only four minutes for an unconscious road crash victim, with no other serious injury, to die from a blocked airway (Click to Save, St John Ambulance).



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.



FIND OUT MORE

St John Ambulance

First Aid facts

<https://stjohn.org.au/first-aid-facts>

Department of Transport

Drive Safe handbook

Part 4 – Emergencies, crashes and breakdowns

https://www.transport.wa.gov.au/mediaFiles/licensing/DVS_DL_B_DriveSafeFull_f.pdf

10.1

ACTIVITY 10.1

BEFORE OTHER HELP ARRIVES

PLANNING AND PREPARATION

- Activity sheet – *Before other help arrives* (page 164) – photocopy one per student
- St John Ambulance – First Aid Facts – DRSABCD Action Plan, Bleeding, CPR Adult, CPR Infants, Recovery Position, Shock (Available at <https://stjohn.org.au/first-aid-facts>) – one per students as required
- *Behind the wheel – Quiz 9 – Emergencies and crashes* (page 28)
- *Behind the wheel – Quiz 10 – The law and you* (page 29)

PROCEDURE



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.

BEFORE OTHER HELP ARRIVES

1. Ask students to **brainstorm** (page 168) 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.
3. Check the ideas against the information provided on *Before other help arrives* (page 164).



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).

5. Using the St John Ambulance Fact Sheet – *DRSABCD Action Plan* available at <https://stjohn.org.au/first-aid-facts> explain the process.



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.

08 9334 1222

6. Suggest to students that people may be reluctant to offer help at a crash scene as they are concerned about doing the wrong thing or further injuring the victim.
7. 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*).
8. Set up a **values continuum** (page 171) by placing the three labelled cards (agree, unsure and disagree) in a line.
 9. 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.

PROCESS

1. Ask the following questions discussing the responses.
 - 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 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? (*Road Trauma Support WA 1300 004 814*)



AT HOME TASK

1. Ask students to complete Quiz 9 – *Emergencies and crashes* (page 28) in *Behind the wheel*.
2. Ask students to complete Quiz 10 – *The law and you* (page 29) in *Behind the wheel*.
3. 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>

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 (8 meters) 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.



ACTIVITY 10.2

TEST PREP

PLANNING AND PREPARATION

- *Keys4Life Attendance record* (page 14)
- *Behind the wheel Task completion record* (page 15)
- *Student answer sheet* (page 16) – one per student sitting the test
- Family information sheet – *How to use the Keys4Life certificate* (page 166)

PROCEDURE

1. Provide students with instructions about the school-based Learner's Permit Theory Test including:
 - the test date and process
 - encourage all students to prepare by doing the online practice tests



FIND OUT MORE

Department of Transport

Road rules theory test quiz

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

- a final reminder about completing their *Behind the wheel* journal 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 Keys4Life 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 (eg 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 and the Keys4Life certificate is one of these. Remind students to find and organise their forms of identity.
- 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.



FIND OUT MORE

Department of Transport

Learn to drive (My first licence)

<https://www.transport.wa.gov.au/licensing/learn-to-drive-my-first-licence.asp>

3. Distribute (or email) a copy of the Family information sheet – *How to use the Keys4Life certificate* (page 166).

HOW TO USE A KEYS4LIFE CERTIFICATE

STEPS TO FOLLOW IN USING A KEYS4LIFE CERTIFICATE

1

Complete the Keys4Life program.



For more information about the Keys4Life program, visit www.sdera.wa.edu.au or email sdera.co@education.wa.edu.au

2

Pass the Learner's Permit Theory test as part of the Keys4Life program.

24/30 is required for a pass.

3

Receive a Keys4Life certificate from SDERA.



If your certificate has been lost or is wrong, contact your Keys4Life teacher to request a replacement certificate.

4

Organise 5 forms of identity before applying for the Learner's Permit.

The Keys4Life certificate is a Category C form of identification.

Proof of identification

When applying for a Learner's Permit, 5 acceptable forms of identification must be presented.



Additional information on proof of identification is available at:
Department of Transport
www.transport.wa.gov.au

5

If there is a pre-existing medical condition or medication is taken, check with the doctor to determine if this will affect the ability to drive safely.

The Learner's Permit documentation includes a medical declaration.



Additional information on whether a medical assessment will be required is available at:
Department of Transport
www.transport.wa.gov.au

6

Attend a Transport Driver and Vehicle Services (DVS) centre/agent to apply for a Learner's Permit.

DVS centres/agents process Learner's Permit applications.



DVS centres/agents are listed at:
Department of Transport
www.transport.wa.gov.au

7

Pay a fee, show Proof of Identity documents, sit an eye test, receive a log book to record driving hours, and have a photograph taken for the Learners' Permit card.

A valid Keys4Life certificate will save money on the Learner's Permit application fee.



For information on fees associated with the Learner's Permit, visit:
Department of Transport
www.transport.wa.gov.au

TEACHING & LEARNING STRATEGIES

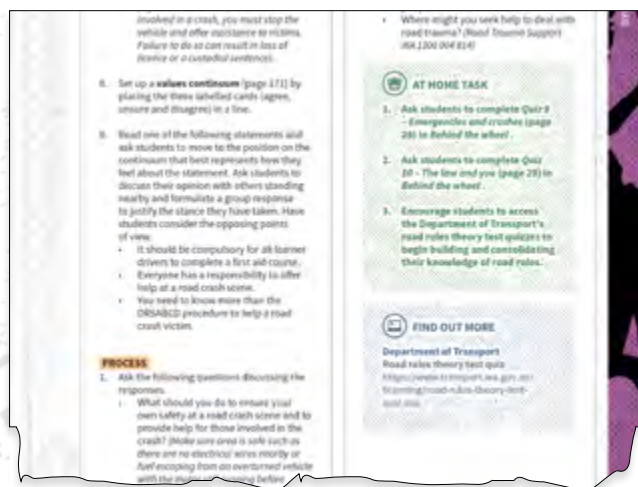
TEACHING & LEARNING STRATEGIES

This section provides a description of teaching and learning strategies that are referred to throughout this resource and can be used to deliver pre-driver education content.

page 168	Brainstorm
page 168	Choose a corner
page 168	Decision-making model
page 169	Graffiti walk
page 169	Head talk
page 170	Human graph
page 170	Role-play
page 171	Snap decisions
page 171	T chart
page 171	Values continuum
page 172	Y chart
page 173	Strategy sheet: Choose a corner (numbers 1, 2, 3, 4)
page 174	Strategy sheet: High and low risk
page 175	Strategy sheet: Decision-making model
page 176	Strategy sheet: Values continuum (strongly agree to strongly disagree)

INTRODUCTION

The teaching and learning strategies referred to in coloured bold text throughout the 10 lessons, are described in this section of the resource.



These strategies 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 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.

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 sticky 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
 - 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.

CHOOSE A CORNER

This strategy will help students to identify and clarify attitudes using hypothetical issues, consider information and other's ideas and views and share reasons for making a decision with others.

1. Prepare four signs, each numbered with a 1, 2, 3 or 4.
2. Place a number sign in each corner of the room.
3. Read four statements asking students to choose the one that best represents their opinion.
4. Students move to the corner that best describes their opinion.
5. Students standing together share their reasons for choosing the statement.
6. Invite students to share opinions between corners.

Variation

7. Give students the opportunity to change their minds moving to a new corner after whole class discussion.
8. Students explain why they have changed position.

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.



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.

1. Explain that in the decision-making process students need to:
 - collect accurate information from many sources to inform their decisions
 - identify their feelings and values as these can influence options and choices before accurate assessment of a situation can be made
 - recognise that there is the potential for a decision to have positive and negative outcomes and that predicting outcomes can be difficult
 - accept that they are responsible for their actions before a choice is made
 - understand that more accurate predictions comes with practice
 - potentially re-evaluate the decision they make and adapt this to new situations.
2. Provide students with **decision-making model** strategy sheet (page 175) 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.
3. 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.
4. Students write the options they have identified on the model.
5. 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.
6. 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. Place students in small groups.
3. Ask each group to move to a graffiti sheet and respond to the question/statement on the graffiti sheet.
4. When asked, groups move to a new graffiti sheet adding their thoughts to the previous groups.
5. Discuss the findings to process the activity.

HEAD TALK

This strategy will help students to discuss concepts cooperating together to create a collective response.

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.

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 and make quantitative statements about students' opinions.

1. Use the strategy sheet **choose a corner** (page 173) placing the number signs in a line from one to four.
2. Pose the statement and choices then ask students to stand behind the number that best represents their opinion.
3. Students standing together share their reasons for choosing the statement.
4. Ask 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 or most of the class agree that seatbelts help to save lives.

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.

Variation

8. The summary process can be conducted by a whole group who then reports to the whole class (eg a group summarises all of the number 1 responses, another group summarises all of the number 2 responses etc).

ROLE-PLAY

This strategy will help students to:

- 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
- plan effective strategies for managing 'real life' situations.

Before the role-play

1. Establish a supportive classroom environment by setting role-play rules including:
 - 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. Set the scene by choosing a scenario or have students choose/write their own scenario.



- Avoid using extreme stereotypes or allowing the issues to become exaggerated.
- 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).

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. 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.
3. Facilitate the role-play by allowing students to direct the action. Wait until the end before making any comments.
4. 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.

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.
2. Allow plenty of time for de-briefing and provide positive feedback for effort and participation.

SNAP DECISIONS

This strategy will help students to understand how difficult it is to make quick decisions and demonstrate 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.

T CHART

This strategy will help students to individually or in a group:

- graphically organise and record ideas, feelings and information
 - identify and focus on what they already know, understand, value and are able to do
 - compare and contrast ideas, feelings and information.
1. Pose a question, situation or issue about road safety for students to brainstorm and record their responses on a T chart.



If working in a group, all responses should be accepted and recorded.

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 – *Values continuum* (page 176).
2. Place these at opposite ends of the room.



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. Model this by giving a statement and placing yourself along the continuum. Tell students why you might have placed yourself at that position.
5. Select a statement and read to the group.
6. Ask students to move to the point on the continuum that best represent their opinion.

7. Students then discuss their reasons for placing themselves in that point on the continuum with others standing nearby.
8. As a class, discuss why there are variations in students' opinions.
9. Provide students with the option to pass or reconsider their placement after the discussion and move to another position along the continuum.

Variation

10. Use the Strategy sheet – *High and low risk* (page 174) for a values-based activity.

Y CHART

This strategy will help students to individually or in a small group:

- graphically organize and record ideas, feelings and information
 - identify and focus on what they already know, understand, value and are able to do
 - compare and contrast ideas, feelings and information.
1. Have students draw a large Y on a sheet of paper and label each section as instructed.
 2. Pose a question, situation or issue about road safety for students to brainstorm and record their responses in a Y chart.



If working in a group, all responses should be accepted and recorded.

CHOOSE A CORNER



1

2

3

4


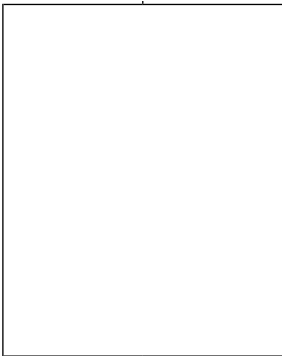
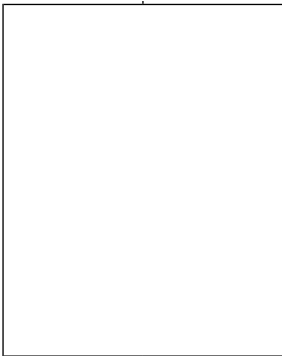
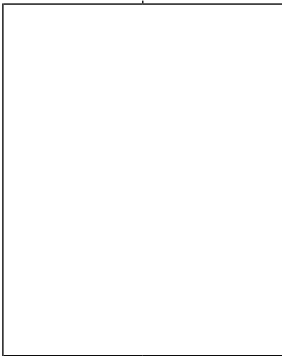
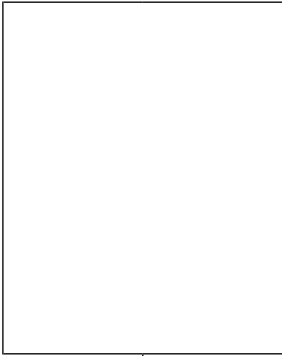
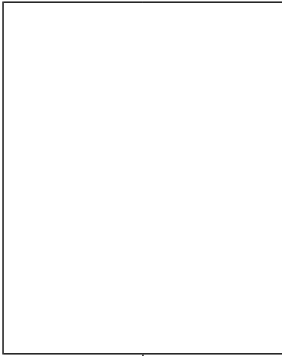

The Keys4Life Program is a Road Trauma Trust Account funded project approved by the Minister for Road Safety and supported by the Road Safety Commission.

**HIGH
RISK**

**LOW
RISK**

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DECISION-MAKING MODEL

Problem What is the problem and how do I feel?				I would					
					Choices	Positive things that might happen?	Negative things that might happen?		
									
									
									

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.



Agree

**Strongly
agree**

Disagree

**Strongly
disagree**

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.

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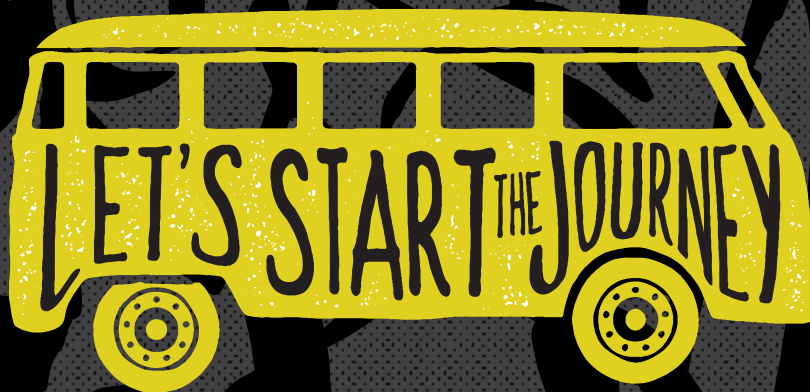
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