

What is Live.Learn.Drive?

Live. Learn. Drive is our free and interactive 3 year road safety program for students from years 10 to 12. The program addresses the road safety issues they'll encounter on the road to their independence. Over the 3 years, students will receive content that is relevant to them and build upon this knowledge each year.

LIVE	Year 10	Looking at the transition into adulthood, independent travel, addressing a change in mindset towards road safety
LEARN	Year 11	Utilising the learning to drive process, dealing with peer pressure when travelling with friends and road safety as a novice driver
DRIVE	Year 12	Identifying the risk, making informed decisions, understanding their responsibilities and the repercussions, advice on buying their 1st car, maintenance and safety

Program Delivery

- The program is provided free of charge to high schools in NSW/ACT.
- Delivered by an NRMA expert facilitator with a valid working with children check [WWCC].
- Using interactive keypad software allowing students to participate throughout the workshop.
- Each workshop runs for 60mins [Minimum of 2 and Maximum 5 per visit].
- Capacity to facilitate up to 50 students per workshop.

Book a visit: mynrma.com.au/highschool / education@mynrma.com.au

Drive – Year 12

Overview

The final section of the program is tailored for year 12 students. We discuss the implications of becoming the designated driver; responsible for not only your own safety but that of your passengers and other road users. Student' workshop strategies on how they can reduce the road toll for young drivers by debriefing the crash statistics for their demographic and discussing safer driving behaviours that they can adopt. Students also learn about the importance of buying a safe first car and where to find trusted information to help them make an informed decision.

Keywords:

Road safety, young driver, ownership, crash statistics, responsibility, risk, peer influence, mindset, mindfulness, awareness, car safety, process, strategies, control.

Curriculum links:

- an independent welfare or pastoral care incursion related to important life skills and wellbeing
- an introduction to a unit of work on Motion in the Physics classroom
- an introduction to a unit of work on road and/or driver safety in the Science or PDHPE classroom

Curriculum links

Stage 6 Physics Syllabus - HSC

Knowledge and Understanding	
<p>PH11-8 – A student describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration</p>	
SKILLS	
<p>Questioning and predicting PH11/12-1 – A student develops and evaluates questions and hypotheses for scientific investigation</p>	<p>Processing data and information PH11/12-4 – A student selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p>
<p>Analysing data and information PH11/12-5 – A student analyses and evaluates primary and secondary data and information</p>	<p>Problem Solving PH11/12-6 – A student solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p>
DEPTH STUDY	
<p>Fieldwork may be a starting point for a practical investigation or secondary-sourced study and could be initiated by the following stimuli:</p> <ul style="list-style-type: none"> • an excursion • engagement with community experts. 	

Stage 6 PDHPE Syllabus - HSC

Content	
<p>9.1 – Health Priorities in Australia examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians.</p>	
<p>9.2 – Factors Affecting Performance examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance.</p>	
<p>9.3 – The Health of Young People is concerned with the health needs of young people. In this module, students examine the nature of young people’s lives and the developmental factors that significantly influence their health. They consider the health status of young people and examine a number of related health issues. Students discover that there is much that can be done to support the health of young people and they critically analyse the level of support currently available. Students are encouraged to develop a positive view of the future and a preparedness to contribute towards that future.</p>	
Outcomes	
A student develops: knowledge and understanding of the factors that affect health	
<p>H2 – A student analyses and explains the health status of Australians in terms of current trends and groups most at risk</p>	
A student develops: a capacity to exercise influence over personal and community health outcomes	
<p>H5 – A student explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities</p>	<p>H6 – A student demonstrates a range of personal health skills that enables them to promote and maintain health</p>

Stage 6 PDHPE Syllabus – HSC continued

A student develops: an ability to apply the skills of critical thinking, research and analysis	
H14 – A student argues the benefits of health-promoting actions and choices that promote social justice	
H15 – A student critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all	H17 – A student selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Link to LIFE READY

Live.Learn.Drive is aligned with the Life Ready principles. Our program:

- Is an ongoing program that can be delivered in Year 11 and 12 to build on student knowledge
- Utilises interactive teaching and learning approaches
- Is research-based, and therefore does not use shock tactics or fear. Rather, it empowers young people with the knowledge and skills to make their own safe driving decisions.

Learning Contexts	
01 Independence	02 Mental Health and Wellbeing
03 Relationships	05 Drugs and Alcohol
06 Safe Travel	
Outcomes	
1.2 – Critically evaluate services and resources to identify sources of reliable information and support	3.1 – Evaluate how contextual factors influence attitudes, values and behaviours
4.2 – Propose, apply and evaluate solutions to take action to lead and contribute to healthy, safe and meaningful lives	5.1 – Critically analyse situations, attitudes and behaviours that influence independence, health, safety and wellbeing in different contexts
5.2 – Recognise and respond appropriately to situations which may be limiting or harmful to self and others	6.1 – Assess, adapt and apply skills to develop and maintain respectful relationships and successfully participate in education, work and community contexts
6.2 – Demonstrate behaviours that model positive values, beliefs and attitudes and promote inclusion and equity for self and others	7.3 – Apply skills to take personal responsibility for their actions to protect and enhance the independence, health, safety and wellbeing of others

For more NRMA road safety resources visit:

<https://www.mynrma.com.au/community/what-we-do/education-centre>