

## 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.

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

### 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](http://mynrma.com.au/highschool) / [education@mynrma.com.au](mailto:education@mynrma.com.au)

## Live – Year 10

### Overview

This section of the program is tailored for year 10 students as they transition into adulthood. We begin the discussion on independent travel and adjusting their mindsets towards their personal safety. Students' workshop strategies on how to remain safe when travelling without their family. Also how to leverage this transition period to better prepare themselves for planning their own travel, managing employment and education, as well as instilling a mindful attitude towards independence.

### Keywords:

Road safety, respect, responsibility, risk, peer influence, mindset, mindfulness, awareness, planning, skills, development.

### Curriculum links:

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

## Curriculum links

### Year 10 Health and Physical Education

#### Australian Curriculum

Personal, Social and Community Health	
<b>Being Healthy, safe and active</b>	
<b>ACPPS091</b> – Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or other’s health, safety and wellbeing may be at short or long term risk	<b>ACCPS092</b> – Propose, practise and evaluate responses where external influences may impact on their ability to make healthy and safe life choices
<b>Communicating and interacting for health and wellbeing</b>	
<b>ACPPS094</b> – Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses	<b>ACPPS095</b> – Critically analyse and apply health information from a range of sources to health decisions and situations

### NSW Personal Development, Health and Physical Education (PDHPE) Syllabus Outcomes

Strand 1: Health, Wellbeing and Relationships	
<b>PD5-2:</b> researches and appraises the effectiveness of health information and support services available in the community	<b>PD5-9:</b> assesses and applies self-management skills to effectively manage complex situations
Strand 3: Healthy, Safe and Active Lifestyles	
<b>PD5-6:</b> critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity	<b>PD5-7:</b> plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
<b>PD5-9:</b> assesses and applies self-management skills to effectively manage complex situations	<b>PD5-10:</b> critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

### Year 10 Science

#### Australian Curriculum

<b>Science Understanding</b>	
ACSSU190 – Energy conservation in a system can be explained by describing energy transfers and transformations	ACSSU229 – The motion of objects can be described and predicted using the laws of physics
<b>Science as a Human Endeavour (SHE). Use and influence of science</b>	
ACSHE194 – People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people’s lives, including generating new career opportunities	ACSHE230 – Values and needs of contemporary society can influence the focus of scientific research
<b>SHE Skills: Planning and conducting</b>	
AC SIS200 – Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately	

Year 10 Science

Australian Curriculum continued

<b>SHE Skills: Processing and analysing data and information</b>	
AC SIS203 – Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies	AC SIS204 - Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
<b>SHE Skills: Communicating</b>	
AC SIS208 – Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations	

NSW Science Syllabus Outcomes

SKILLS		
A student	A student	A student
WS6 – Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively	WS7 – process, analyse and evaluates data from first-hand investigations and secondary sources to develop evidence based arguments and conclusions	WS8 – applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SKILLS		
A student understands	A student understands	A student understands
PW2 - The motion of objects can be described and predicted using the laws of physics	PW4 - Energy conservation in a system can be explained by describing energy transfers and transformations	LW1 - Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment

For more NRMA road safety resources visit:

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