

Take the Wheel! Future Driver Module

PDHPE Stage 5

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Objective:

In this learning module, students will investigate the influences on risk-taking and decision-making as car users (driver and passenger) and evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels to reflect on their own opinions and behaviours.

This module contains five activities designed for students to work through autonomously, however activities can also be facilitated by the teacher in a classroom setting. A 'bonus activity' is provided for those students who intend to become future drivers.

Disclaimer: Care has been taken in the selection of content for this module. However, road safety can be a sensitive topic for students who have experienced road trauma. You know your students. Prepare an appropriate trigger warning and provide information for students to seek help or support, if required.

Curriculum Links:

Stage 5 PDHPE

Healthy, Safe and Active Lifestyles

Outcomes:

PD5-2 – researches and appraises the effectiveness of health information and support services available in the community

PD5-9 – assesses and applies self-management skills to effectively manage complex situations

PD5-10 – critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of contexts.

Content:

Key Inquiry Question: How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?

Students evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community:

– identify major causal factors in road and traffic-related injuries and assess the strategies and actions to promote their own and others' health, safety and wellbeing S I

Introduction:

For most of your life so far, decisions have been made for you by the adults in your life i.e. what school to attend, where you will live, all your daily travel plans, etc. You are now young adults yourselves and beginning to make your own decisions i.e. how you spend time with friends, future study, car purchase, etc. Learning to drive a car is your decision and when it comes to road safety, your choices could seriously impact someone's life, including your own.

Even if you decide not to drive, chances are that you will be a passenger in a vehicle at some point in your life. As a passenger, you can still make choices that will help keep you, and others, safe on the road.

When a decision we make leads to a negative outcome, it is largely due to two reasons:

Inexperience – we have never been in a similar situation and didn't understand the possible outcomes of the decision, or

Lack of information/education – we didn't have access to the appropriate/correct information prior to making our decision.

It is important to use past experiences, and information made available (such as in this learning resource), to help you make informed decisions about road safety.

Activity 1 – ROAD USER BEHAVIOURS BRAINSTORM:

There are many factors that can influence our decision making when it comes to how we behave as future drivers, and as passengers, in a vehicle.

1. Consider the following factors that influence road safety behaviour and group them using the fishbone chart in Appendix A:

- Mood
- Friends
- Fatigue
- Mobile phone
- Parents/guardian
- Drinking/drug-taking
- Weather conditions
- Driving instructor
- Speed camera
- Driving experience
- Type of road (suburban street/country highway)
- The age of your car
- Experience
- Education

2. Choose one of the above factors and write two different scenarios that show how decisions can have positive and negative consequences:

e.g. Factor = Mobile Phone

Scenario 1 – A decision that can lead to negative consequences

Nancy is driving down a quiet suburban street with no other cars around. She has left her phone on loud so when she hears a message come through, she is tempted to read the message. Nancy looks around and sees no police, so she decides to take a quick look. As she is reading the message she doesn't notice a car reverse too fast out of a driveway and has a crash.

Scenario 2 – A safer decision leading to more positive consequences

Nancy is driving down a quiet suburban street with no other cars around. She has left her phone on loud so when she hears a message come through, she is tempted to read the message. She decides to pull over on the side of the road and come to a complete stop to read the message. When she has finished replying, she continues on her journey with her phone out of her reach.

Activity 2 – NSW ROAD SAFETY PLAN - POSTER

1. Visit the [Towards Zero website](#) to learn about the NSW Government's Road Safety Plan.
2. Choose **one** of the 'six priority areas' as your focus area (*saving lives on country roads, liveable and safe urban communities, using the roads safely, building a safer community, new and proven vehicle technology or building a safe future*).
3. Using information from your chosen priority area and images from the internet, create a road safety poster to be displayed around your school. Ensure you communicate clearly **what concerns are being addressed** and **how the government intends to address the concerns**. This poster can be created using a program or app of your choice, or as instructed by your teacher.
4. Write a one paragraph reflection on how an individual's decision making can have a positive or negative impact on your chosen priority area.

Activity 3 - RESPONDING TO STATISTICS AND RESEARCH:

1. View the [statistics](#) on the Centre for Road Safety website and write a few sentences to explain how the data shows whether the Towards Zero Road Safety Plan is/is not working.
2. Investigate the [interactive crash statistics by behaviour](#) to compare the percentage of serious injuries and fatalities due to alcohol, speed **and** fatigue.
 - a) Choose a reporting year (2014-2018)
 - b) Choose the degree of casualty (killed or seriously injured)
 - c) Select a region (all, country or metro)
 - d) Compare the statistics reported for each of the three behaviours (alcohol use, speed and fatigue).
 - e) Use the statistics to write a short paragraph about which behaviour contributed to more casualties.
3. Visit NRMA to download and read the [Come Home Safe report](#) and answer the following questions;

- a) The Come Home Safe report is one in a series of reports by NRMA to identify the main factors involved in road crashes. Which group of drivers is the main focus of this report?
- b) After reading the introduction and statistics presented, explain why the NRMA decided this particular group of drivers was important to address.
- c) Explain why young drivers should not drive old cars and what tool is available for the public to help identify safer second hand cars.
- d) What is 'connected car technology' and do you agree with it? Why/why not?
- e) What is the 'keys2drive' program? Use the internet to research more information about it and outline how it would benefit you as a learner driver.

Activity 4 – FACT SHEET ABOUT A ROAD SAFETY CAMPAIGN:

1. Watch the video on YouTube [Mobile Phone – You Can Live without It](#) to learn about how mobile phones can cause a distraction while driving.
2. Write a fact sheet to accompany the video, to include:
 - a) A description of what the video is about
 - b) Identify the risk-taking behaviour in the video
 - c) Explain how the behaviour can lead to negative consequences
 - d) Conduct an internet search to identify the most current laws to stop people using mobile phones whilst driving. Outline these laws in the fact sheet.

Activity 5 – CREATE A CAMPAIGN OR PRODUCT FOR COMMUNICATING ROAD SAFETY

1. Watch the following road safety campaign videos from Transport for NSW:
 - [Don't Trust Your Tired Self – Metro](#)
 - [Don't Trust Your Tired Self – Rural](#)
 - [Speeding – How Sorry Will You Be?](#)
 - [How do you Protect Yourself as a Driver and a Passenger?](#)
2. Choose **one** factor from Activity 1 that influences road safety behaviour.
3. Present your campaign or product as a:
 - PowerPoint presentation
 - Website (Google Sites)
 - Video (iMovie)
 - Poster (Canva)
- ❖ The campaign should include:
 - a) facts and statistics about road safety in NSW
 - b) the consequences of risk-taking behaviours in drivers/passengers
 - c) A proposal for a strategy that could be implemented to improve the knowledge, skills and attitudes of drivers/passengers.



BONUS ACTIVITY – ARE YOU READY TO BE A LEARNER DRIVER?

1. Complete the [Driver Knowledge Test](#) practise
2. From your results, evaluate whether or not you are ready to be a learner driver (one paragraph)
3. Review the Graduated Licence Scheme in NSW (you can see a summary of it in the [Come Home Safe report](#))
4. Construct an argument for **or** against the following statement: *It takes too long to get your full licence in NSW*
5. Visit the NRMA website and read about what you need to know [after you get your licence](#)

Good luck on our journey as a future driver and/or passenger!

Appendix A

