Road Smart Teacher Toolkit

Lesson Plan 4 – Risky behaviours: Managing influences on how we drive

February 2018

Lesson 4 – Risky behaviours: Managing influences on how we drive

Table of Contents

Student Outcomes

In this interactive lesson, students will deepen their understanding of the various influences on the way they think about risk and driving.

By the end of this lesson, students will be able to:

- Explain how societal norms, stereotypes and expectations influence the way young people think about risk-taking behaviours
- Describe the role of family, friends and community in influencing their own risk taking behaviours
- Describe how the expectations of others can influence their own decisions

Suggested Timing

40 - 50 min

Materials and Preparation

- A computer and projector, and/or digital whiteboard for the teacher to show the opening video.
- A copy of *Resource 1: Graph of Young Driver Crash Risk* for each student, OR a digital copy of the image to project.
- The scenarios from *Resource 2: Crash Risk Scenarios*, cut up along the lines, with enough to be distributed amongst 4-5 groups.
- Print-outs, for each student, of *Resource 3: Crash Risk Worksheet*.

Lesson Description and Background

In this highly interactive and engaging lesson, students will begin to develop an understanding of *why* they are in a high-risk driver group, and *how* they can lower their risk.

Students begin by watching a powerful short film from the MAFMAD campaign (made by a teenager) showing a group of fictional teens in a car immediately pre-crash.

This is used as a launch pad to give students a series of scenarios. Splitting up into teams, students must 'role play' these scenarios for the rest of the class, while observers look for the different types of influences present in the scene.

Students then work together to answer a series of questions about how <u>they</u> could behave differently to alter the outcomes of these situations, as they begin to build real skills in self-management and self-awareness.

Evidence Base

Young drivers are often in situations where they might engage in high-risk behaviours when driving. Sometimes, they may not have the confidence or skills to manage such situations, and it can have disastrous consequences.

Coaching Tip

Always use the term "crash" rather than "accident". Accident implies a chance occurrence and a crash is as a result of largely preventable causes e.g. speed, alcohol and lack of driver experience.

Curriculum Mapping

Health and Physical Education

Content Description

- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144)

Achievement Standards (excerpt only)

- By the end of level 10 students … compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.

Lesson Part 1 – Introduction (10 minutes)

1. Show students the TAC video YES MUM.

2. http://www.tac.vic.gov.au/road-safety/tac-campaigns/mafmad/yes-mum-2012
   Note: This video is part of the MAFMAD student video competition and was created by a teenager in 2012. It is quite confronting. Be aware students may have a strong reaction.

3. Ask students to identify what happened in the video and why it was a high-risk situation. Inform students that in today's lesson they will be discussing personal factors that influence driver behaviour – and how they can be safer road users.

4. Ask students which drivers are at highest risk of a crash (all P-platers, but especially P1 drivers), and discuss reasons for this. Note this conversation is important as students are soon to be in this highest risk group.

5. Show the graph titled Young Driver Crash Risk (Resource 1). This can be printed and distributed if desired.

6. Discuss with students how there are a combination of factors that lead to this high crash risk including the following:

   a. Inexperience
   b. Over confidence
   c. What time the driving takes place
   d. Type of vehicle
   e. Distraction by other passengers
   f. Peer pressure
   g. Risky behaviours such as speeding, mobile phone use (and other distractions like interacting with the infotainment system), driving fatigued and drink/drug-driving

Lesson Part 2 – Scenario role play and group work – "Dealing with sticky situations" (30-40 minutes)

- Divide students into a maximum of four groups.

- Give each group a different scenario from the Crash Risk Scenarios sheet (Resource 2). Ask groups not to share their scenario with other groups at this stage.

- Give the students a maximum of 10 minutes in their groups to read and understand their scenario, and put together a short role play (maximum 60-90 seconds) for the rest of the class demonstrating their scenario. All members of the group should participate in the role play (even if some only have 'minor' roles!).

- Bring the groups back together and distribute a copy of the Crash Risk Worksheet (Resource 3) to each individual student. Ask the groups to take turns presenting their scenario to the rest of the class.

- While observing other groups presentation, students should fill out their own worksheets.

- After each group has presented, facilitate a short discussion where students share the answers from their worksheet, focusing in particular on how they might best handle this situation in real life.

- At the conclusion of the activity, ask students to identify the positive and negative influences in each scenario.

- Positives could include the following:

  o Remaining calm
  o Prioritising their focus on where it needs to be
  o Initiating conversations with passengers without the need of supervising driver's input
  o Not participating in risky behaviours

Lesson Part 3 – Conclusion (5 minutes)

1. Give students one minute to reflect on their own conclusions, and come up with one thing they could start doing as a passenger today that could make the road a safer place.

2. Ask students to share their answers with the class.

Resource 1: Graph of young driver crash risk
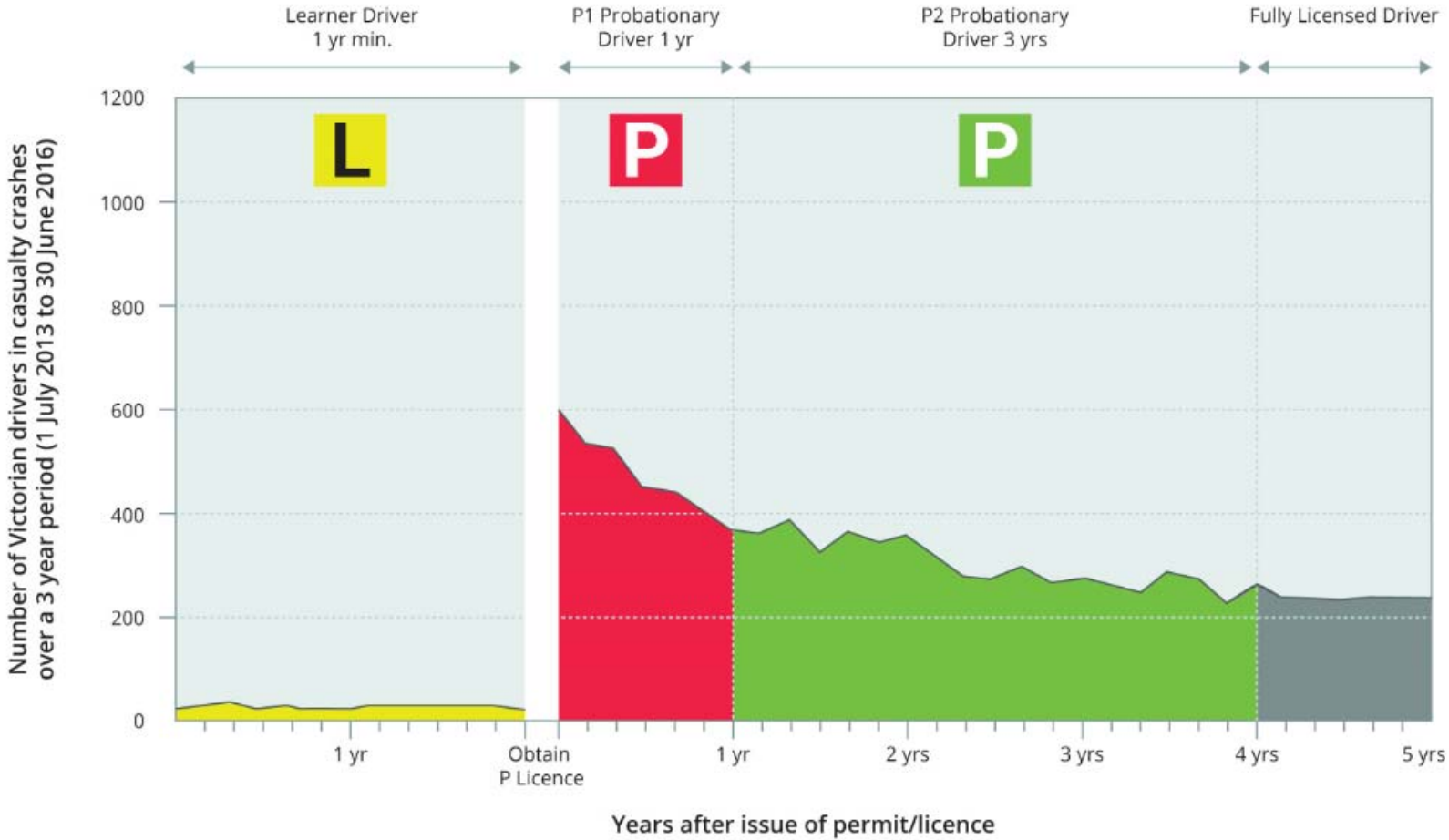
Resource 2: Crash risk scenarios

(Note: Cut these up and distribute **one per group** – pick whichever scenarios you think are most interesting and relevant for your students)

A group of three friends are all at a mate's place after a party one Saturday night. None have been drinking but they want to get a ride home from their friend, Alex. Alex is a P-plater and knows they're not meant to have more than one passenger in the car … but his friends are trying hard to get a ride and putting on all sorts of pressure!

Two high-school friends are in the car driving home from school. The driver has their P-plates, but the passenger does not. The passenger pulls out their phone and starts checking Instagram. The passenger keeps shoving the phone in the face of the driver to try and get the driver to look at Instagram pictures. The driver finds this very distracting.

An L-plater is in the car with their supervising driver in the front seat, and two much younger siblings in the back. The two kids in the back are making lots of noise, and have even started pushing into each other as the driver takes each corner and being very distracting. The supervising driver is paying attention to the road, but not to what is going on in the back, and does not realise the effect the noise is having on the learner driver.

A P-plater is driving their friend (who is in the front passenger seat) home from school. They are having a conversation. The passenger's mobile phone rings, and they realise that it is in their school bag, which is wedged in behind the passenger seat, behind where they are sitting. The passenger suddenly takes off their seatbelt to reach around and get their bag.

An L-plater is driving their 12-year old and 15-year old siblings home from school with their supervising driver in the front seat. The siblings in the back keep complaining that they are going to be late for their favourite TV show and urging the driver to hurry up. The supervising driver encourages the learner to speed up, even though the learner driver feels uncomfortable going any faster.

Resource 3: Crash risk worksheet

Directions: Fill in the below table as you are watching other groups present their role play.

Fill in the sheet by answering the questions at the top of the table for each group. You should fill in one row per group.

Group	What happened in the scenario? Describe the situation and events in your own words.	What were the risks, distractions, or negative influences that were present in the scenario?	If you were the driver in this scenario, what could you do to achieve a better outcome?
1			
2			
3			
4			