



# Road Smart Teacher Toolkit

Lesson Plan 5 - Confidence and over-confidence: What's the difference?

February 2018

# Lesson 5 - Confidence and over-confidence: What's the difference?

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## 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, in relation to road use:

- Describe the role of family, friends and community in influencing their risk-taking behaviours
- Describe how the expectations of others can influence their own decisions
- List strategies to deal with challenging or unsafe situations as a road user

### 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 for each group of *Resource 1: Driving Influences, Risk* and writing implements to complete it.

### Lesson Description and Background

This lesson builds on the previous lesson (“Risky behaviours: managing influences on how we drive”); however, it can also be delivered as a stand-alone lesson.

In this interactive and engaging lesson, students begin to question *what* they believe about driving and *why* they believe it. They also look at how these beliefs can shape their confidence, and even create over-confidence, perhaps increasing their risk.

Students begin by watching an amusing video that begins a light-hearted conversation about confidence (and over-confidence).

Students then break up into groups to complete an activity where they examine the different sources of information about driving, and how those difference sources shape our beliefs and attitudes towards driving.

Students then come together to define the difference between confidence and over-confidence, and examine how the sources of information they have looked at can affect those things.

### Evidence Base

Everyone – including young drivers – have pre-conceived beliefs about and attitudes towards driving. These beliefs and attitudes can shape our likelihood to take risks, and other important decisions on the road that make us safer or less safe.

### Coaching Tip

Focus on positive messages/influences as well as the negative.

### 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)
- Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)

Achievement Standards (excerpt only)

- By the end of level 10 students critically analyse contextual factors that influence their ... decisions and behaviours. ... They 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 (5 minutes)

1. Show students the short (funny!) video of runners being very confident about running in the snow... with sub-optimal results! <https://www.youtube.com/watch?v=-rk-zMSqE3Q>
2. Ask students whether they saw any signs of over-confidence in the runners – if so, what were the signs of over-confidence?
3. Inform students that over-confidence is a key factor in crash risk for young drivers. Explain further that over-confidence is a feeling we may all experience in our lives at some point, and that today they will be exploring the things that influence their beliefs, attitudes and behaviours when it comes to driving... and looking at overconfidence in particular.

## Lesson Part 2 – Group activity – “Beliefs about driving” (20-25 minutes)

1. Divide students into groups (up to five students per group)
2. Give each group a copy of the Driving Influences sheet (Resource 1). There is a sample of a completed worksheet included in this document for your reference (Resource 2).
3. Explain to students how to complete the sheet.
4. In the first column, describe what sorts of messages that source of information (e.g. friends, siblings) says about driving. They should be specific and detailed. Encourage students to share personal examples where appropriate, and even write down quotes from these sources (e.g. things they've heard in movies or from friends). For sources such as movies and video games, they should be encouraged to site specific examples (e.g. name films). Sample answers are provided for your reference in Resource 2.
5. In the second column, describe how these messages can influence people's attitude towards and beliefs about driving
6. Give students approximately 10-15 minutes to complete this activity in their groups. During this time you can circulate between groups and observe and assist in their discussion.
7. After the allocated time is up, ask members of each group to share their answers and discuss as a class.

## Lesson Part 3 – Group and class discussion – “Confidence versus over-confidence” (10-15 minutes)

1. Explain to students they are now going to examine how these different sources and influences affect confidence and over-confidence.
2. Write the following statement on the board (note, this is a quote from Dr. Joe Thurbon):  
**“Arrogance starts where ability stops”**  
Note - this quote is meant to be a little bit pithy and ironic.
3. Ask students what they believe this quote means as a general statement (i.e., not relating to driving), and whether they think it is true.
4. After the discussion has been running for 3-5 minutes ask students to consider the statement in relation to driving.
5. Split students up into different groups of between two and three, and give them three to four minutes to define the difference between ‘confidence’ and ‘over-confidence’. After the allocated time is up, have the groups share their responses with the class.
6. Referring back to their Driving Influences worksheet, ask students to describe how these influences may create over-confidence in drivers (and young drivers in particular).

## Lesson Part 4 – Conclusion (5 minutes)

1. Give students one minute to reflect individually on what they have learned, and in particular how they may identify signs of over-confidence in themselves, and things they might do to counteract it.
2. Once step one has been completed ask for a couple of students to share their responses with the class.

## Resource 1: Driving influences worksheet

*Directions: During this activity you will discuss and brainstorm with your group. Listen to your teacher's instructions and complete the following table in your group. Influences will cover both positive and negative elements.*

Source of information/ influence	What are the key messages that this source says about driving?	What sort of influence does this have on our beliefs about driving?
<b>Yourself and personal influences</b>		
<b>Friends</b>		
<b>Siblings</b>		
<b>Parents</b>		
<b>Movies</b>		
<b>Video Games</b> (for example, <i>Need for Speed</i> or <i>Grand Theft Auto</i> )		
<b>Advertising</b> (for example, car advertisements)		
<b>Other sources</b> (any you can think of! For example, other drivers)		

## Resource 2: Sample completed worksheet

Directions: During this activity you will discuss and brainstorm with your group. Listen to your teacher's instructions and complete the following table in your group.

Source of information/ influence	What are the key messages that this source says about driving?	What sort of influence does this have on our beliefs about driving?
<b>Yourself and personal influences</b>	<p>"I'm going to stuff up royally"</p> <p>"It looks easy as, I don't see what the fuss is about"</p> <p>"There might be challenges but I've got this"</p>	<p>Negative and lacking confidence</p> <p>Overconfident</p> <p>Realistic mindset</p>
<b>Friends</b>	<p>"Come on man, go faster!"</p> <p>"Getting your P's is easy"</p> <p>"Driving is easy"</p> <p>"Driving is stressful"</p>	<p>Makes me nervous about driving</p> <p>Makes me confident and that driving is simple</p> <p>"If they can do it, so can I"</p> <p>Makes me believe driving should be avoided</p>
<b>Siblings</b>	<p>"I need you to get your licence so you can drive me around"</p> <p>"I got my licence when I was 18 so hurry up and get yours"</p> <p>"Mum and dad are good teachers and I can give you some help"</p>	<p>I owe it to other people to get my licence.</p> <p>If they did it like that, that's how I have to do it</p> <p>Makes me feel supported and confident in my learning approach</p>
<b>Parents</b>	<p>"You make me so nervous when you drive"</p> <p>"You drive like an idiot!"</p> <p>"SLOW DOWN!"</p> <p>"Take your time and you'll be fine"</p>	<p>Makes me super stressed out about driving.</p> <p>Makes me feel safe and confident</p>
<b>Movies</b>	<p>Fast and the Furious: "You can drive really fast and it's not that unsafe"</p> <p>"Getting your licence makes you popular"</p>	<p>Makes me confident that I can do it</p> <p>Makes it seem easy</p>
<b>Video Games</b> (for example, <i>Need for Speed</i> or <i>Grand Theft Auto</i> )	<p>"If you crash, you can just hit reset"</p> <p>"Going fast is easy"</p>	<p>Makes me feel like driving is a game with no real consequences</p>
<b>Advertising</b> (for example, car advertisements)	<p>"Cars make you important/cool"</p> <p>Driving is really dangerous – all the TAC ads about lives lost</p>	<p>Makes me really excited to get behind the wheel.</p> <p>Makes me scared to get behind the wheel because driving is so dangerous. Makes me anxious.</p>
<b>Other sources</b> (any you can think of! For example, other drivers)	<p>Motorsport: Cars are a way of life/driving is a career</p>	<p>Makes me really excited to get behind the wheel.</p> <p>Makes me enthusiastic to try going fast.</p>