



Road Smart Teacher Toolkit

Lesson Plan 7 - Rights of way: On-road rights and responsibilities (Part 1)

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Student Outcomes

Students will be able to:

- Demonstrate understanding of the rights and responsibilities of different types of road users
- Describe how the rights and responsibilities of different types of road users impacts on individual users

Timing

45 – 50 min

Materials and Preparation

- Devices with internet access for each group of students so they can access the relevant online materials referenced in this lesson plan.
- A computer and projector, and/or digital projector for the teacher to show the opening video (where necessary).
- Print-outs, for each group, of *Resource 1: Know the rules* worksheet and the *Resource 3: Empathy map* worksheet from this document (and writing implements to complete them with).

Lesson Description and Background

The activities and scenarios in this lesson are designed to build students' understanding of the rights and responsibilities of different road users, the responsibilities that all road users share and an appreciation of the consequences of individual road users' actions.

This lesson focuses on pedestrians as road users.

Students first explore the responsibilities of road users through the '*Know the Rules*' enquiry-based learning activity (Resource 1), and have an opportunity to discuss differences in interpretations of road users' responsibilities using the evidence they have found during the activity.

Then, students use an '*Empathy Map*' (Resource 4) to explore a scenario from the perspective of different road users. Students learn how perspectives of different road users can change perceptions of a situation.

Key Terms

Rights and Responsibilities are the legal rights and responsibilities of all road users when they are using the road or road-related areas (e.g. footpaths) as well as those determined by cultural and personal ethics.

Road Users are pedestrians, cyclists, passengers and drivers. Although not mentioned in this resource, motorcyclists, heavy vehicle and bus drivers and, in general, people of all ages are also included in the term 'road users'.

Empathy Map is a tool that is used to help people understand what another person is experiencing. It allows the user to immerse themselves into the environment being discussed

Interactions are the reciprocal actions or influences and their effects between road users, e.g. a car stopping at a pedestrian crossing for a pedestrian to cross the road is an interaction.

Coaching Tip

Road safety is a shared responsibility, and everyone needs to be thinking of others and looking out for each other in order to make the road a safe place.

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 Standard (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.

Ethical Capability. Content Description

- Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues ([VCECU021](#))

Lesson Part 1 – Introduction (5 minutes)

1. Show students the TAC video Space to ride. <https://www.youtube.com/watch?v=J-sHBJofCol>
(NB: If your students have already seen this video as part of another lesson, you are free to replay it if you wish, or skip to step three).
2. Ask students what is meant by the phrase “Drivers, give the space to ride safe”, which appears at the very end of the video. Explain that it means road safety is a shared responsibility, and that everyone needs to be thinking of others and looking out for each other in order to make the road a safe place.
3. Explain to students that in this lesson they will be learning about the rights and responsibilities of different road users. Introduce the idea that whilst road users have many responsibilities, the number one responsibility of every road user is to obey the law.
4. Explain to students that the scenarios will explore interactions between road users from different perspectives – enabling them to put themselves in others’ shoes and change the way they think about road safety.

Lesson Part 2 – Enquiry-based Learning – “Know the rules?” (15 minutes)

1. Divide students into groups of two or three.
2. Distribute the Know the Rules worksheet (Resource 1) to each group, and ask students to find solutions to each question or statement as written. Students should use the space provided to write a few words about why they’ve reached their conclusion. It is advised that students use the internet to complete this task. A sample completed template is included in this resource.
3. Ask each group to share their responses with the class. If there are any disagreements in answers from the class, ask two groups to share their rationale and their source. If you are located close to other states, look out for sources from outside the state of Victoria, or examples not specifically related to Victoria. The sample completed template has correct answers on it, including sources.

Lesson Part 3 – Scenario-based Learning – “A mile in their shoes...” (20 minutes)

1. In the same groups, ask each group to read the following scenario found in the Scenario Worksheet (Resource 2). Alternatively, you may like to project this onto a board in the room, or read the scenario aloud for the whole class.
2. Ask students to put themselves in the position of the people in the scenario, and imagine all the things going on in their head and in the environment. Get some initial reactions and responses from the class about what each person in the scenario might be thinking.

3. Hand out copies of the Empathy Map worksheets (Resource 3) to each group (see Appendix)
4. Ask students to complete the Empathy Maps for each road user in the scenario.
5. Have each group give a short description of their highlights for each part of the Empathy Map.
6. *(Optional)* If time allows, ask students to reflect on a time where they've been in a similar situation. Students can share their own scenarios and offer suggestions on what they could have done differently to reduce their risk in a similar scenario in the future.

Lesson Part 4 – Conclusion (5-10 minutes)

Conclusion

1. To finish, direct each group to answer two final questions based on the scenario and their Empathy Map:
 - a. What could each road user do differently to decrease the risk in the scenario?
 - b. What can you do to decrease your level of risk when using roads?
2. *(Optional)* Distribute a copy of the completed template to each student for future reference.

Resource 1: Know the rules worksheet

Directions: Using the road rules of Victoria, Find answers to the following 'TRUE or FALSE' questions. Use the internet to attempt to find answers to questions where you don't know the answer. In the 'source and evidence' column, indicate where you found your answer, and the evidence for why you think it is correct.

Road User: Pedestrians

Statement	TRUE or FALSE (circle one)	Source and Evidence
Pedestrians must give way to drivers when crossing a driveway	TRUE FALSE	
Pedestrians must use the shortest and most direct route of crossing the road	TRUE FALSE	
Pedestrians have right of way over drivers in Shared Zones	TRUE FALSE	
Pedestrians have right of way when crossing, a path which is for bicycles and wheeled devices (a path showing a 'Bicycle lane' sign).	TRUE FALSE	
Pedestrians must use a crossing to cross the road if within 20 metres of one	TRUE FALSE	

Resource 2: Know the Rules worksheet (completed sample)

The highlighted answers below are correct, and we have included a link to the government source, VicRoads, for the answers at the bottom of the page.

Statement	TRUE or FALSE (circle one)	Source and Evidence
Pedestrians must give way to drivers when crossing a driveway	TRUE FALSE	Road Rule 74 (1) A driver entering a road from a road related area, or adjacent land, without traffic lights or a stop sign, stop line, give way sign or give way line must give way to— (a) any vehicle travelling on the road or turning into the road (except a vehicle turning right into the road from a road related area or adjacent land); and (b) any pedestrian on the road; and (c) any vehicle or pedestrian on any road related area that the driver crosses to enter the road; and (d) for a driver entering the road from a road related area— (i) any pedestrian on the road related area; and
Pedestrians must use the shortest and most direct route of crossing the road	TRUE FALSE	Road Rule 230 (1) A pedestrian crossing a road— (a) must cross by the shortest safe route
Pedestrians have right of way over drivers in Shared Zones	TRUE FALSE	Road Rule 83 A driver driving in a shared zone must give way to any pedestrian in the zone.
Pedestrians have right of way when crossing, a path which is for bicycles and wheeled devices (a path showing a 'Bicycle lane' sign).	TRUE FALSE	Road Rule. 239 (1) A pedestrian must not be on a bicycle path, or a part of a separated footpath designated for the use of bicycles,
Pedestrians must use a crossing to cross the road if within 20 metres of one	TRUE FALSE	Road Rule 234 (1) A pedestrian must not cross a road, or part of a road, within 20 metres of a crossing on the road,

Website reference: <https://www.vicroads.vic.gov.au/safety-and-road-rules/road-rules/a-to-z-of-road-rules/pedestrians>

Resource 3: Scenario worksheet

Directions: use the following scenario to explore as a class and to complete your Empathy Map worksheet.

This scenario may be printed and distributed to individuals, or projected for the class. You may also choose to have one or more students read the scenario out to the class to hear it together.

THE SCENARIO:

A pedestrian is walking down the footpath of a suburban residential area. It is 11 am on a sunny Saturday morning. The pedestrian is walking from their house to the local chicken shop to buy some food for lunch. The walk is about 800 m and takes the pedestrian down three separate streets, including the street their house is on and the street the chicken shop is on.

The pedestrian is listening to music through headphones at a high volume. The pedestrian is also using a Smartphone at the same time, looking down at the device and holding it in two hands while walking. By the halfway point of the trip, the pedestrian has bumped into one woman walking her dog and had two near misses, almost bumping into one pedestrian walking and another running.

As the pedestrian comes to the main road where the chicken shop is, they instinctively walk towards the white line markings of a pedestrian crossing. Music is still playing and they are still preoccupied, looking down at the Smartphone.

A driver living on the other side of the same suburb is headed to the local shops at the same time. The driver needs to pick up some wrapping paper from the newsagent. This suburb is classed as a 'built-up area' and the route from the driver's house to the shops is about one kilometre that takes a series of turns.

As the driver arrives at a pedestrian crossing, they notice the pedestrian walking toward the crossing with their head down, looking at a device and with headphones in their ears. It becomes apparent the pedestrian is not paying attention to where they're walking or what is going on around them. In accordance with the law, the driver slows to give way to the pedestrian to cross the street.

The pedestrian, upon stepping off the footpath and seeing the white lines of the crossing under foot, notices a flash out of the corner of their eye. It startles the pedestrian who immediately takes one hand away from the device, steps back, and looks up to see a driver giving way to them on the crossing.

After the pedestrian has crossed the road they continue the final 80 m to the chicken shop, with the volume on the headphones turned down lower and the device in the pocket.

The driver, after giving way to the pedestrian, drives slowly through the crossing and parks on the side of the street right outside the newsagent to complete their journey.

Resource 4: Empathy Map worksheet for scenario in Resource 3

Directions

1. Read the scenario as a group.
2. Use the questions in the boxes on the Empathy Map to help build a picture of both road user's perspective.
3. Discuss what you think the completed Empathy Map and the information on it means for the scenario and each road user.
4. Give a short description of your highlights for each road users' Empathy Map.

What does your road user Hear?	What does your road user(s) Think and Feel during the scenario and afterwards?
ROAD USER: _____	
What does your road user Say and Do?	What does your road user See?