



Road Smart Teacher Toolkit

Lesson Plan 9 - Rights of way: On-road rights and responsibilities (Part 3)

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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

This lesson is designed to follow on from the lesson “Rights of Way: On-Road Rights and Responsibilities (Part 2)”. However, it can also be delivered as a stand-alone lesson.

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

In this activity students focus on drivers as road users.

Students first explore the responsibilities of road users through the *Know the Rules* enquiry-based learning activity. They have an opportunity to discuss differences in their interpretations of road users’ responsibilities using the evidence they have found during the activity.

Then, students use an Empathy Map 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 as well as those determined by cultural and personal ethics.

Road Users are pedestrians, cyclists, passengers and drivers. Although not mentioned in this resource, motorcycles, heavy vehicles and, in general, people of all ages are also included in the term ‘road users’.

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.

Empathy Map 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.

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)

Achievement Standards (excerpt only)

- By the end of Level 10, students ...examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions.

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. Students should 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. 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.
4. *(Optional)* Distribute a copy of the completed template to each student for future reference.

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 3). 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 4) 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?

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: Drivers

Statement	TRUE or FALSE (circle one)	Source and Evidence
Taking your eyes off the road for just 2 seconds or longer doubles your crash risk	TRUE FALSE	
Texting is safe as long as you keep looking up at the road	TRUE FALSE	
Drivers can drive through a yellow traffic light if it's safe to get through the intersection	TRUE FALSE	
The default speed limit is 60 km/h in a built-up area	TRUE FALSE	
Drivers cannot do a u-turn on roads with a single continuous line down the centre	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
Taking your eyes off the road increases your crash risk	TRUE FALSE	Stat found in the <i>Navigation devices and GPS units</i> of the following website: ¹ https://www.vicroads.vic.gov.au/safety-and-road-rules/road-rules/a-to-z-of-road-rules/mobile-phones-and-driving
Texting is safe as long as you keep looking back at the road	TRUE FALSE	Texting increases your crash risk by 10 times regardless of how you do it.
Drivers can drive through a yellow traffic light if it's safe to get through the intersection	TRUE FALSE	Road Rule 57 ² (1) A driver approaching or at traffic lights showing a yellow traffic light must stop - (a) if there is a stop line at or near the traffic lights and the driver can stop safely before reaching the stop line—as near as practicable to, but before reaching, the stop line.
The default speed limit is 60 km/h in a built-up area	TRUE FALSE	Road Rule 25 ² (2) The default speed-limit applying to a driver for a length of road in a built-up area is 50 kilometres per hour.
Drivers cannot do a u-turn on roads with a single continuous line down the centre	TRUE FALSE	Continuous lane lines If you are in a lane with a continuous line between your lane and the next lane, you are not allowed to change lanes or cross over that line unless: <ul style="list-style-type: none"> • you are avoiding an obstruction • there is a sign saying you can • you are driving a special vehicle that is allowed in that lane (e.g. a bus).

¹<https://www.vicroads.vic.gov.au/safety-and-road-rules/road-rules/a-to-z-of-road-rules/mobile-phones-and-driving>

²<https://www.vicroads.vic.gov.au/safety-and-road-rules/road-rules/a-to-z-of-road-rules/traffic-controls-at-intersections>

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

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 driver and a passenger are leaving a sports event on a wet Sunday afternoon. The game has finished and the local team won. There are approximately 500 people walking from the sportsground to the car park to head home after a good afternoon.

With hundreds of other vehicles trying to leave the venue, our passenger and driver find themselves in a complex driving environment. Here are some of the things happening in and around the vehicle as they're trying to make their way out of the car park:

1. Fans from both teams are waving flags, singing, talking and shouting and laughing in groups ranging from two to more than ten people.
2. The groups are filtering in between the parked cars in the car park and the line of traffic queueing to leave the car park.
3. The queue of cars is tightly packed – 'bumper to bumper' – and there are several lanes of traffic merging into two exit lanes from the car park.
4. The driver has turned on the stereo in the car and started to play music loudly enough that the passenger couldn't easily have a conversation if they wanted to.
5. There are drivers in other vehicles using their mobile phones illegally while in the line of traffic.
6. As the passenger and driver are exiting the car park onto the crowded street outside, the weather changes and the sky begins to darken. It begins to build from a light shower to heavy rain.

The driver notes that they're in a rush to get home for dinner with the family and comments on how long it took to get out of the car park due to the heavy traffic the weather is creating. The passenger begins to notice a more forceful use of accelerator and brake.

At that moment, the driver notices a gap in traffic in the lane next to them and in a very quick and forceful manoeuvre positions the car into the next lane without using their indicator or looking in their mirrors. Now in a clear lane, the driver quickly accelerates to get further up the road. About 50 m along the road, the driver is forced to apply the brakes very forcefully because another car pulls out in front of them in exactly the same way the driver did moments ago.

The passenger asks the driver to take it easy and drive to the conditions saying "We can't control the weather and the traffic, but you need to drive more carefully. If you're trying to get home for a specific time, let me call ahead for you and tell them we're going to be a bit late."

Resource 4: Empathy Map worksheet

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?