



Road to freedom

Overview of the unit

For most VCAL students, getting their Ls, learning to drive and getting their licence are important goals. The activities in this unit use students' motivation to get their Ls and Ps to develop a range of research, team building and literacy skills.

The Learning Activities take students from getting their Ls through to getting their Ps. Activities can be used individually but a number can be grouped together to ensure students gain a more in-depth understanding of what is required at each stage of the learning to drive process. Suggested resources and links to websites serve to further ensure a greater understanding of the road laws and readiness to drive solo.

Purpose

Road safety:

This unit is designed to help young people understand the road laws, road hazards and the steps in getting a Probationary Driver's Licence. It addresses the crucial issue of understanding the road laws and promotes learner drivers gaining the necessary driving practice and experience prior to gaining their Probationary Licence. Gaining driving practice is both the responsibility of the learner driver and their parents or carers and this unit provides activities that not only target the learner driver themselves but also focuses on making their parents or carers aware of the necessity of supporting and working with the learner driver to enable them to become experienced drivers.

VCAL:

The purpose of the *Road to freedom* unit is to focus on the development of planning, knowledge and research skills related to a specific activity. The focus of the activity is to:

- improve subject specific knowledge applicable to getting a Probationary Driver's Licence
- develop basic research skills
- develop teamwork skills
- develop literacy skills related to reading information
- develop literacy skills related to writing instructional and transactional texts
- develop oral communication skills relevant to working with teams and solving problems.

Teacher information

P plate drivers are four times more likely to have casualty crashes than other drivers but the more practice on Ls, the lower the crash risk on Ps. The aim should be for learner drivers to have **at least** 120 hours of supervised practice in all types of driving conditions – light free-flowing traffic, busy city streets, freeways, country stretches, wet and dry conditions, day, night and dusk. Most importantly, the practice should be over a prolonged period of time, not in a short intensive burst and the practice that learner drivers receive with their parents/carer is not a substitute for the skills they learn in professional driving lessons.

This unit is based around encouraging learner drivers to understand what is required of them as learner drivers and how they can become safe and good drivers.



There are a number of resources to support learner drivers, some of these provide information about how to gain Ls and Ps and others help students to further develop driving skills. The *Drive Smart* CD ROM is a free training product that can help learner drivers understand how to become better, safer drivers. *Drive Smart* takes learners through a range of interactive driving scenarios and quizzes and can accelerate learning skills such as scanning and hazard perception.

It is assumed that this unit would be undertaken in conjunction with other units related to road safety, for example, *Keys Please* and *Safety in numbers*.

Resource requirements

Unit material

Handout 1: Driving conditions mindmap

Worksheet 1: Steps to getting your Ls

Worksheet 2: Millionaire driver

Worksheet 3: Steps to getting your Ps

Published material

Novice Driver Kit Part 1: Road to Solo Driving, VicRoads

Novice Driver Kit Part 2: Getting There: from Ls to Ps, VicRoads

Drive Smart CD ROM, TAC

Internet sites

The L site: www.lsite.vicroads.vic.gov.au

VicRoads: www.vicroads.vic.gov.au for information about gaining a driving licence and sample questions

RACV Road Rules Quiz:
www.racv.com.au/safety/quiz/quiz_main.asp

The Direct Route to Licence Town from the Vicroads website

Facilities & equipment

Access to the internet

Alignment of the unit to VCAL

VCAL units

Personal Development Skills Unit 1 and 2

Reading and Writing

Oral Communication

VCAL level

Activities in this unit are predominately focused at **Foundation** and **Intermediate** levels. The major difference is that students working at Intermediate level should work more independently and show leadership skills in organising and undertaking the required tasks.



Learning outcomes

Activity	Units and learning outcomes
<p>1. Want your Ls?</p>	<p>Personal Development Skills Foundation Unit 1: 2. Demonstrate knowledge specific to a simple activity or goal</p> <p>Reading and Writing Skills Foundation: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject</p> <p>Reading and Writing Skills Intermediate: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p>
<p>2. Learning the law</p>	<p>Personal Development Skills Foundation Unit 1: 2. Demonstrate knowledge specific to a simple activity or goal</p> <p>Personal Development Skills Intermediate Unit 1: 2: Demonstrate knowledge and skills and abilities in the context of a complex project or activity</p> <p>Reading and Writing Skills Foundation: 2. Writing for practical purposes: Write a short instructional or transactional text on a familiar subject</p> <p>Reading and Writing Skills Intermediate: 2. Writing for practical purposes: Write an instructional or transactional text</p> <p>Oral Communication Skills Foundation: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p> <p>Oral Communication Skills Intermediate: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p>
<p>3. Getting roadworthy</p>	<p>Oral Communication Skills Foundation: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p> <p>Oral Communication Skills Intermediate: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p>



<p>4. Advertise practice</p>	<p>Personal Development Skills Foundation Unit 2: 3. Communicate information about a social issue or community activity</p> <p>Personal Development Skills Intermediate Unit 2: 3. Use a range of communication strategies to raise awareness of a complex social issue or community activity</p> <p>Oral Communication Skills Foundation: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p> <p>Oral Communication Skills Intermediate: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p> <p>Reading and Writing Skills Foundation: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject</p> <p>Reading and Writing Skills Intermediate: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p>
<p>5. Getting mobile</p>	<p>Personal Development Skills Foundation Unit 1: 2. Demonstrate knowledge specific to a simple activity or goal</p> <p>Reading and Writing Skills Foundation: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject</p> <p>Reading and Writing Skills Intermediate: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p>
<p>6. The graduated licensing system</p>	<p>Reading and Writing Skills Foundation: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject</p> <p>Reading and Writing Skills Intermediate: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p> <p>Oral Communication Skills Foundation: 2. Oracy for Knowledge: Use and respond to spoken language talks or discussions that present information about familiar topics</p> <p>Oral Communication Skills Intermediate: 2. Oracy for Knowledge: Use and respond to spoken language in informative talks</p>

Please note: The activities **support** the learning outcomes listed but may not cover all the assessment criteria/elements. Please check the relevant Curriculum Planning Guide to ensure all assessment criteria/elements are covered. For assessment purposes, in the Personal Development Skills, Reading and Writing and Work Related Skills Units, all the elements of a learning outcome must be covered in the one assessment task. Where an activity doesn't cover all the elements, the activity can be used to build the student's portfolio of evidence.



Assessment

The activities in this unit have been designed as learning activities. However, documentation can be used to build a portfolio of evidence to be used for the assessment of relevant learning outcomes.

Evidence may include:

- teacher checklist and observation
- materials produced as part of tasks undertaken
- advertising materials.

Sample assessment record sheet

See next page.



Sample assessment record sheet: Foundation

Unit name: Road to freedom

VCAL Level: Foundation

Student name:

Form/Group:

Unit Outline: This unit is designed to help young people understand the road laws, road hazards and the steps in getting a Probationary Driver's Licence. It addresses the crucial issue of understanding the road laws and promotes learner drivers gaining the necessary driving practice and experience prior to gaining their Probationary Licence. Learner's gaining driving practice is both the responsibility of the learner driver and their parents / carers and this unit provides activities that not only target the learner driver themselves but also focus on making their parents or carers aware of the necessity of supporting and working with the learner driver to become an experienced driver. The focus of the activity is to:

- improve subject specific knowledge applicable to getting your Driver's Licence
- develop basic research skills
- develop teamwork skills
- develop literacy skills related to reading information
- develop literacy skills related to writing instructional and transactional texts
- develop oral communication skills relevant to working with teams and solving problems.

Learning outcomes and performance:

Activity	Learning Outcomes	Performance	Evidence/comments
1. Want your Ls?	<p>Personal Development Skills Foundation Unit 1: 2. Demonstrate knowledge specific to a simple activity or goal</p> <p>Reading and Writing Skills Foundation: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject</p>		



<p>2. Learning the law</p>	<p>Personal Development Skills Foundation Unit 1: 2. Demonstrate knowledge specific to a simple activity or goal</p> <p>Reading and Writing Skills Foundation: 2. Writing for practical purposes: Write a short instructional or transactional text on a familiar subject</p> <p>Oral Communication Skills Foundation: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p>		
<p>3. Getting roadworthy</p>	<p>Oral Communication Skills Foundation: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p>		
<p>4. Advertise practice</p>	<p>Personal Development Skills Foundation Unit 2: 3: Communicate information about a social issue or community activity</p> <p>Oral Communication Skills Foundation: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p> <p>Reading and Writing Skills Foundation: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject</p>		



<p>5. Getting mobile</p>	<p>Personal Development Skills Foundation Unit 1: 2. Demonstrate knowledge specific to a simple activity or goal</p> <p>Reading and Writing Skills Foundation: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject</p>		
<p>6. The graduated licensing system</p>	<p>Reading and Writing Skills Foundation: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject</p> <p>Oral Communication Skills Foundation: 2. Oracy for Knowledge: Use and respond to spoken language talks or discussions that present information about familiar topics</p>		

Unit performance codes: Y = Yet to do; NYC = Not yet completed; CS = Completed satisfactorily

Teacher's signature:

Date:

Evidence of successful completion of the unit could include:

- teacher checklist and observation
- materials produced as part of tasks undertaken
- advertising materials.



Sample assessment record sheet: Intermediate

Unit name: Road to freedom

VCAL Level: Intermediate

Student name:

Form/Group:

Unit Outline: This unit is designed to help young people understand the road laws, road hazards and the steps in getting a Probationary Driver's Licence. It addresses the crucial issue of understanding the road laws and promotes learner drivers gaining the necessary driving practice and experience prior to gaining their Probationary Licence. Learners gaining driving practice is both the responsibility of the learner driver and their parents / carers and this unit provides activities that not only target the learner driver themselves but also focuses on making their parents or carers aware of the necessity of supporting and working with the learner driver to become an experienced driver. The focus of the activity is to:

- improve subject specific knowledge applicable to getting your Driver's Licence
- develop basic research skills
- develop teamwork skills
- develop literacy skills related to reading information
- develop literacy skills related to writing instructional and transactional texts
- develop oral communication skills relevant to working with teams and solving problems.

Learning outcomes and performance:

Activity	Learning Outcomes	Performance	Evidence/comments
1. Want your Ls?	<p>Reading and Writing Skills Intermediate:</p> <p>7. Reading for knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p>		
2. Learning the law	<p>Personal Development Skills Intermediate Unit 1:</p> <p>2: Demonstrate knowledge and skills and abilities in the context of a complex project or activity</p> <p>Reading and Writing Skills Intermediate:</p> <p>2. Writing for practical purposes: Write an instructional or transactional text</p> <p>Oral Communication Skills Intermediate:</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p>		



3. Getting roadworthy	<p>Oral Communication Skills Intermediate: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p>		
4. Advertise practice	<p>Personal Development Skills Intermediate Unit 2: 3. Use a range of communication strategies to raise awareness of a complex social issue or community activity</p> <p>Oral Communication Skills Intermediate: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p> <p>Reading and Writing Skills Intermediate: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p>		
5. Getting mobile	<p>Reading and Writing Skills Intermediate: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p>		
6. The graduated licensing system	<p>Reading and Writing Skills Intermediate: 7. Reading for knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p> <p>Oral Communication Skills Intermediate: 2. Oracy for Knowledge: Use and respond to spoken language in informative talks</p>		

Unit performance codes: Y = Yet to do; NYC = Not yet completed; CS = Completed satisfactorily

Teacher's signature:

Date:

Evidence of successful completion of the unit could include:

- teacher checklist and observation
- materials produced as part of tasks undertaken
- advertising materials.



Activity 1: Want your Ls?

This activity is targeted, mainly, at students who haven't got their Learner's Permit. In the unit they research what they need to do to get their Ls. This activity can be integrated with Activity 2 and for those students who already have their Ls, Activity 5 should be used.

What to do

Most young people are keen to get their Learner's Permit and to start learning to drive. Discuss with students who has their Ls, who would like to get them and when they are hoping to get them. Where appropriate, help students to establish a goal related to when they will sit for their Ls. They will need to think about the factors that need to be taken into account when setting the goal and may decide it is not appropriate for them to get their Learner's Permit at this stage.

Drawing on student's knowledge and experience discuss what they know about getting their Learner's Permit.

The discussion could be based around:

- how to book a test
- where to go for a test
- how much it costs
- how old they have to be
- what they need to take to the test
- what is 'the test'.

It may be relevant to discuss with them the languages that the test can be taken in.

You may like to record the information on a whiteboard for reference.

Working in pairs or small groups, students should research the information they have previously discussed to check it is correct. If they are unsure of where to find the information, you should direct them to:

- the VicRoads website – www.vicroads.vic.gov.au and follow the links to *Licensing*
- the latest edition of *Road to Solo Driving* handbook which is available for purchase from The Victorian Government Bookshop (bookshop.vic.gov.au or 1300 366 356), attending VicRoads Customer Service Centre, selected newsagencies, some libraries and other retail outlets (cost can vary between retailers).

They may like to record the information they find using *Worksheet 1: Steps to getting your Ls*.

When they have completed the research, allow students time to compare their answers. This will help to ensure they have the correct information.

Reflection

Ask students to think about how easy / difficult it was for them to find the information.

Student role and responsibilities in relation to the activities

Contribute to class discussions.

Establish the goal of when they will sit for their Learner's Permit test.



Level of teacher support

Facilitate discussion.

Provide encouragement.

Provide information as required.

Make available access to the internet or paper based materials.

Key questions

What does getting a Learner's Permit entail?

What factors need to be taken into account when setting goals?

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist of class discussions
- Worksheet 1 completed.

Students working at Intermediate level should work more independently.



Activity 2: Learning the law

This activity is also targeted at students who are keen to get their Learner's Permit. In this activity they reflect on how they learn best and become familiar with the road law.

What to do

Ask students how they think they would best prepare for the multiple choice test on the road law, which is part of the test for getting a Learner's Permit. This discussion can raise student's awareness of how they learn best. Possible ways of learning to consider may include:

- reading the road laws by yourself
- reading aloud to another person
- listening to a tape or someone reading the book
- having someone explain the road laws
- looking at the diagrams and then reading the text
- using objects to demonstrate what the law means
- making notes from the book
- making question cards with a question on one side and the answer on the other. These can be used to test others or test self
- working through many practice tests
- using a mixture of strategies.

Students should spend some time becoming familiar with the road laws. Encourage students to try different ways of learning the road laws.

When students have some familiarity with the road laws they could try the practice tests on the VicRoads website (www.vicroads.vic.gov.au) or the [RACV Road Rules Quiz](http://www.racv.com.au/wps/wcm/connect/Internet/Primary/road+safety/advice+_+information/road+rules/quiz?CACHE=NONE) (www.racv.com.au/wps/wcm/connect/Internet/Primary/road+safety/advice+_+information/road+rules/quiz?CACHE=NONE) to check how they are going.

The next part of this activity is based on the TV game show *Who Wants To Be A Millionaire?* Students develop their own game show, *Millionaire driver*, based on the TV show. If students are unfamiliar with the game, they could go to www.dadt.com/millionaire to see (and play) the online version of the game.

Working as a whole class or in small groups, write down the rules of *Who Wants To Be A Millionaire?* and then decide how they will modify the rules for *Millionaire driver*.

In pairs or small groups students write their own questions about the road law. As in *Who Wants To Be A Millionaire?*, the questions should be easier at the beginning and become increasingly more difficult. Four possible answers should be developed for each question. Students may like to use *Worksheet 2: Millionaire driver* to record their questions.

Have one student volunteer to be the host. All other students can be potential players.

Choose one student to begin as the player. This can be done in the same way as in the game show or the class can agree on an alternative way to choose a player.

If the game is played on more than one occasion, a number of different questions must be developed.

A reward for the winner/s would be an added incentive to participating in the game.



Reflection

Ask the students to self-assess their performance in developing the game and questions. They could do this by rating their ability, on a scale from 1 to 10 with 10 being the highest, to:

- find information
- write questions so they become progressively more difficult
- write the game's rules so they are clear and coherent and can be easily understood by others.

Students should also make a list of any skills they have developed or extended during the activity . Next to the skill they should indicate if they could use these skills in different contexts and give an example.

For example,

I have learnt or increased my skills in ...	Could you use this skill in a different situation?	Give an example of how you could use the skill in a different situation
<i>Finding information on the inte </i>		

You may need to facilitate a discussion to help them to identify the type of transferable skills they may have developed during this activity (e.g. problem solving, negotiation, research skills).

Student role and responsibilities in relation to the activities

Work in teams.

Reflect on how they learn best and trying new ways of learning.

Become familiar with the road laws.

Actively participate in *Millionaire driver* quiz.

Level of teacher support

Facilitate discussion.

Provide encouragement.

Provide information as required.

Support in developing and playing the game.

Provide reward/s for winners.



Key questions

How do you learn best?

Do games improve learning? Why/why not?

Extension activity

Students can try a practice Learner Permit Test. This can be found on the VicRoads website at www.vicroads.vic.gov.au by following the links to *Licensing*. There are 32 questions in each practice test. These questions are randomly generated from a pool of 320 questions and are based on the *Road to Solo Driving* handbook. The test is different each time and can be taken online or printed off.

Tests completed online are marked and users are given the opportunity to repeat questions they answered incorrectly. They are also directed to the relevant section of the handbook so they can study the information more thoroughly. When the test is printed, an answer sheet is provided so learner drivers can check how well they are going.

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist and observation
- documented rules for the *Millionaire driver* game show
- questions and answers for the *Millionaire driver* game show.

Students working at Intermediate level should work more independently when developing the questions and rules for the *Millionaire driver* game show and should show leadership in how the game can be run in the class setting.



Activity 3: Getting roadworthy

This activity is designed to make students aware of some of the factors they will need to be aware of once they get their Ls. Most learner drivers will have heard that practice in all types of driving conditions is important. In this activity students work in small groups to produce a mindmap of different driving conditions, the possible dangers and strategies for avoiding them.

What to do

Ask students to brainstorm what driving conditions they need practice in as learner drivers. This should include the level of traffic congestion, weather conditions, different times of the day and roads in rural and urban areas.

Students should then choose a type of driving condition (e.g. weather conditions, traffic congestion) and prepare a mindmap of the conditions, the potential dangers and the strategies to avoid crashes in these conditions. If students are not sure about how to undertake a mindmapping exercise it may be better to work as a whole group for the activity or to develop a mindmap about related content.

Handout 1: Driving conditions mindmap may help to get students started.

Ask students to work in groups to complete their own mindmaps relating to road conditions. These should be done in a way that can be presented to other students. It may be helpful for students to use butcher's paper or A3 paper for the mindmap.

Each group should nominate one person to explain their mindmap. The speaker and group members should be expected to answer questions related to their mindmap.

Student role and responsibilities in relation to the activities

Contributing to class discussions.

Working together in teams.

Seeking assistance/support with the tasks as required.

Level of teacher support

Facilitate discussion.

Provide encouragement.

Provide examples of mindmaps and model how to do mindmaps, if necessary.

Provide advice to individual students or groups in relation to specific tasks when sought.

Key questions

What strategies can be used to overcome potential dangers when driving in different conditions?

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist and observation
- mindmap.

Students working at Intermediate level would work more independently and should show leadership when working in teams.



Activity 4: Advertise practice

This activity is also designed to enhance students' awareness of what learner drivers need to do to become good and safe drivers. Experts have found that learner drivers need to gain a minimum of 120 hours of supervised driving practice in a range of driving conditions before they have enough experience to get their licence. In this activity, students work in small groups to design an advertisement to encourage parents/supervisors or learner drivers to practise as much and as often as possible.

What to do

Tell students that you want them to work in groups to design and produce an advertisement for either:

- parents / supervising driver
- or
- learner drivers.

that promotes driving practice for learner drivers.

When student groups have decided on the target audience for the ad for they will need to consider the format or medium they will use (e.g. a poster, flyer, ad for newspaper, audio or film format, etc).

It may be beneficial to facilitate a discussion about the importance of audience and purpose and how these effect the product/text in relation to key messages, information included, graphics and layout, language used, etc.

They will need to research:

- why driving practice is important
- what sort of practice learner drivers need
- how much driving practice learner drivers need.

Some good sources of information are:

- *Getting There: from Ls to Ps*, VicRoads
- *The L site* – www.lsite.vicroads.vic.gov.au
- *120 hours behind the wheel*, TAC.

It may also be helpful to look at the *Drive Smart* CD ROM which is designed to increase learner driver's skills in scanning and hazard perception.

They will also need to consider:

- the key message
- the information they think will be the most effective for the audience and format
- the graphics that will be most effective for the audience and format.

Students will need to identify the tasks that need to be undertaken and decide, in their groups, who will undertake the tasks.

Consideration should be given to how the ads can be used within the school and the broader community. For example, students may approach the local newspaper or radio station about having the ads published/broadcast.



Students should establish criteria to evaluate their final products and should either evaluate the ads themselves or have others evaluate them.

Student role and responsibilities in relation to the activities

Contributing to class discussions.

Undertaking agreed tasks.

Seeking assistance/support with the tasks as required.

Level of teacher support

Facilitate discussion.

Provide encouragement.

Provide information about writing and designing materials for different audiences, purposes and formats.

Provide advice to individual students or groups in relation to specific tasks when sought.

Key questions

How does the audience change what you write and how information is presented?

Does the format change what information is included and how it is presented?

What are the key messages to get across for learner drivers?

What are the key messages to get across for parents / carers?

Extension activities

1. Students take part in the RACV Transmission Program in which they investigate a road safety issue and explore ways to creatively and effectively present a road safety message to their peers. This is done through developing a production design for a Community Service Advertisement suitable for TV. Resource kits relating to this program can be obtained from the RACV.
2. Students produce a report using the information they have researched as to why driving practice is important during the learning phase, the type and extent. This would cover Reading and Writing Learning Outcome 3: Writing for Knowledge. The length and complexity of the report will determine the level.

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist and observation
- advertising materials.



Activity 5: Getting mobile

This activity is similar to Activity 1 but in this activity students research what they need to do to get a Probationary Driver's Licence.

What to do

Drawing on student's knowledge and experience discuss what they know about getting a Probationary Driver's Licence.

The discussion could be based around:

- how to make an appointment to go for the test
- where to go for a test
- how much it costs
- how old they have to be
- how long they need to have had the Learner's Permit for
- what they need to take to the test
- what the test is comprised of.

You may like to record the information on a whiteboard for reference.

Working individually, in pairs or small groups, students can research the information they have previously discussed to check whether it is correct. If they are unsure of where to find the information, you should direct them to:

- the VicRoads website – www.vicroads.vic.gov.au and follow the links to *Get my licence for the first time*
- the latest edition of *Road to Solo Driving* and *Getting There: From Ls to Ps* handbooks which are produced by VicRoads and are available from VicRoads Customer Service Centres, RACV shops and some newsagents and bookshops
- the What you need to know about your licence assessment brochure which is produced by VicRoads.

They may like to record the information they find using *Worksheet 3: Steps to getting your Ps*.

When they have completed the research, they may like to compare their answers. This will help to ensure they have the correct information.

Discussion of how students will know when they are ready to do the test should also take place at this stage.

If and when students are ready, they may like to make a booking for their Probationary Licence Test.

Reflection

Ask students to think about how easy / difficult it was for them to find the information.

Student role and responsibilities in relation to the activities

Contribute to class discussions.

Undertake research tasks.



Level of teacher support

Facilitate discussion.

Provide information as required.

Make available access to the internet or paper based materials.

Key questions

What does getting a Probationary Driver's Licence entail?

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist of class discussions
- Worksheet 3 completed.

Students working at Intermediate level should work more independently.



Activity 6: The graduated licensing system

This activity is designed to develop students' awareness of the graduated licensing system, which was introduced in 2008. Information on the different licences can be found at www.vicroads.vic.gov.au by going to Safety & rules / Drivers & safety / Young & new drivers.

What to do

Discuss with students what they already know about the graduated licensing system and the restrictions on p-plate holders. Ask students what they would like to find out about the different licences.

Inform students that they will be writing a Frequently Asked Questions (FAQ) resource about the graduated licensing system to provide information to young people.

Show students the video: *The Direct Route to Licence Town* from the VicRoads website.

In small groups students brainstorm types of questions that could be included in the FAQ resource to help people to understand the licensing system. Ask each group to share the questions they have generated. Write a list of the questions on the board.

Divide the questions between each of the groups. Ask each group to research the answers to the questions they have been allocated and write them up.

Have students combine their answers on a blog or wiki.

Student role and responsibilities in relation to the activities

Contribute to class and whole group discussion

Work cooperatively in a group

Complete a FAQ resource

Level of teacher support

Facilitate discussion

Support students with research

Key questions

What should young people know about the graduated licensing system?

What makes an effective FAQ resource?

Extension activities

Develop a quiz for other students to complete after reading the FAQ

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist and observation of the discussion.
- research notes
- completed questions and answers.



Worksheet 1: Steps to getting your Ls

Information to find about getting your Ls	Answer	Where you found the information
How do you book for a Learner's Permit test?		
Where would you go for the test?		
How much does it cost to go for a Learner's Permit? How can you pay?		
How old do you have to be to get your Learner's Permit?		
What do you need to take with you to the test?		
What is 'the test'?		
Which language will you take the test in?		



Worksheet 2: Millionaire driver

\$ amount	Question	Answers
\$100		A. B. C. D.
\$200		A. B. C. D.
\$300		A. B. C. D.
\$500		A. B. C. D.
\$1,000		A. B. C. D.



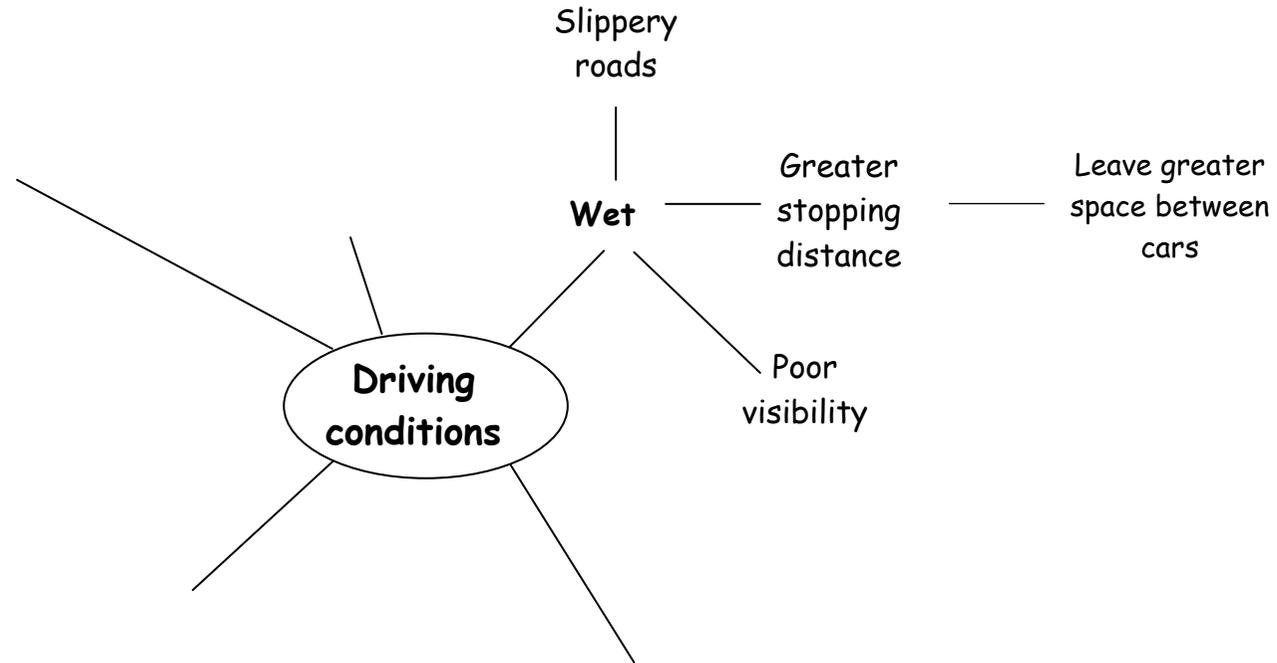
\$ amount	Question	Answers
\$2,000 •		A. B. C. D.
\$4,000 •		A. B. C. D.
\$8,000		A. B. C. D.
\$16,000		A. B. C. D.
\$32,000		A. B. C. D.



\$ amount	Question	Answers
\$64,000		A. B. C. D.
\$125,000		A. B. C. D.
\$250,000		A. B. C. D.
\$500,000		A. B. C. D.
\$1,000,000		A. B. C. D.



Handout 1: Driving conditions mindmap





Worksheet 3: Steps to getting your Ps

Information about getting your Ps	Answer	Where you found the information
How do you make an appointment for a test?		
Where would you go for the test?		
How much does it cost to go for the Test and Licence?		
How can you pay?		
How old do you have to be to get a Probationary Driver's Licence?		
What do you need to take with you to the test?		
How long do you need to have held a Learner's Permit for?		
What will you be tested on?		
Can you take the test in a language other than English?		



Notes: