

## LESSON PLAN

# Take The Pressure Down: Learning To Drive & Communication



STAGE  
**Years 9 - 10**



DURATION  
**45 minutes**



SUBJECT  
**Health &  
Physical  
Education**



### RESOURCE OVERVIEW

Learning to drive can be a great way to strengthen the relationship between the learner driver and the supervising driver, often a parent or carer. However, it can also be a stressful experience for both.

In this lesson, students look at ways of communicating with the supervising driver that can build partnerships, develop communication skills and lower stress in the car. They undertake a group activity to dissect different types of communication to see how each can decrease stress, and they undertake scenario-based role play to practise communication skills in the context of learning to drive.

# Resource Details

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## CURRICULUM ALIGNMENT

This activity supports:

- Plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community (VC2HP10P08)
- Evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeing (VC2HP10P06)
- Plan, justify and critique strategies to enhance their own, others' and community's health, safety, relationships and wellbeing (VC2HP10P10)

## RESOURCE REQUIREMENTS

In this lesson, teacher/s will need:

- Resource 1: Casualty crashes pre- and post-GLS graph displayed digitally or blown up to a size that it can be seen by all students
- Resource 2: Emotions and decision making displayed digitally or blown up to a size that it can be seen by all students
- A printout of Resource 3: Communication techniques for each group
- Resource 4: Learner driver scenarios, cut into pieces so the scenarios can be distributed amongst groups

## LEARNING INTENTION

In this lesson, students will:

- Develop communication skills to manage (and lower) stress.

## SUCCESS CRITERIA

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

- Identify how language use can affect people.
- Describe how reacting with extreme emotion may impact on effective communication.
- Identify and practise using communication strategies to engage with and work effectively with a supervising driver.

# Lesson Plan



## Tuning in

APPROX. 10 MINUTES

Lead a group discussion about learning to drive by working through each of the following questions:

- How many of you are learning to drive?
- What's good and bad about learning to drive? (If students aren't yet learning to drive they may have observed older siblings, relatives or friends learning to drive and their interactions with the supervising driver.)
- What makes the good things good? (Focus on responses that highlight good communication between the supervising driver and the learner driver such as clear instructions, doesn't get stressed or yell.)
- Why can learning to drive be stressful for both learners and parents/supervisors? (Someone is likely to bring up that learning to drive can be stressful and that their supervising driver gets stressed and has yelled at them – or they yell at their supervising driver or the lesson ends with one of them in tears.)

Tell students that, because they need at least 120 hours of supervised driving before they can go for their probationary licence, it's worth working with their supervising driver/s to make learning to drive a great experience. Tell them that the myLearners App (available from the App Store and Google Play) has valuable resources that helps to support them, and their supervising driver, when learning to drive.

Show the graph on Resource 1: Casualty crashes pre- and post-GLS graph and explain that while they are learner drivers they are the safest drivers, but when they first start to drive independently they will be the drivers most likely to be involved in a casualty – a crash where someone gets hurt or killed. The graph also shows how successful the GLS (the Graduated Licensing System which requires 120 hours of driving practice) has been in reducing the number of casualty crashes involving young drivers.

Explain to students that this lesson is about effective communication and how to make the learning to drive experience positive for both the learner and the supervising driver.

## Main activity: Styles of communication to take the pressure down

APPROX. 30 MINUTES

Show Resource 2: Emotions and decision making using a digital whiteboard or blown up to a size that it can easily be seen by the class.

Ask students:

- To think of a time (not necessarily related to learning to drive) when they've been emotional, stressed or angry and how it affected their decision making.
- Where on Resource 2 they would place their emotional state and ability to make good decisions. Ask for a few students to mark this on Resource 2.

Now ask students:

- To think of a time when they have had to make a decision when they weren't emotional, stressed or angry.
- Where on Resource 2 they would place their emotional state and ability to make good decisions. Ask for a few students to mark this on Resource 2.

Try to highlight that stress, anxiety and our emotions impact our ability to make good decisions and judgements, which is why it is important to learn to manage stress when learning to drive.

Divide students into groups and distribute Resource 3: Communication Techniques worksheet to each group. This

sheet describes four different elements of communication; tone of voice, choice of words, volume of speech, and body language. You may like to have students demonstrate each element.

In groups, students should discuss how each element can have positive or negative impact on emotions, stress and anxiety and then complete the worksheet.

Facilitate a group discussion where students share their responses with the rest of the class.

Hand each group a learner driver scenario (from Resource 4: Learner driver scenarios) and explain to students that they are to role play how to take the pressure down and make the experience positive by using the elements of communication.

Each role play should be between 30 – 60 seconds.

Give students about 10 minutes to prepare their role plays.

Facilitate a group discussion focussing on how they can lessen stress through communication.

## **Reflecting activity**

**APPROX. 5 MINUTES**

Ask students how taking the pressure down (lowering stress) could impact their relationship with their supervising driver.

Ask how they could 'take the pressure down' in other situations and what the effect would be.

Remind participants that the myLearners App has valuable resources to help them and their supervising driver/s.

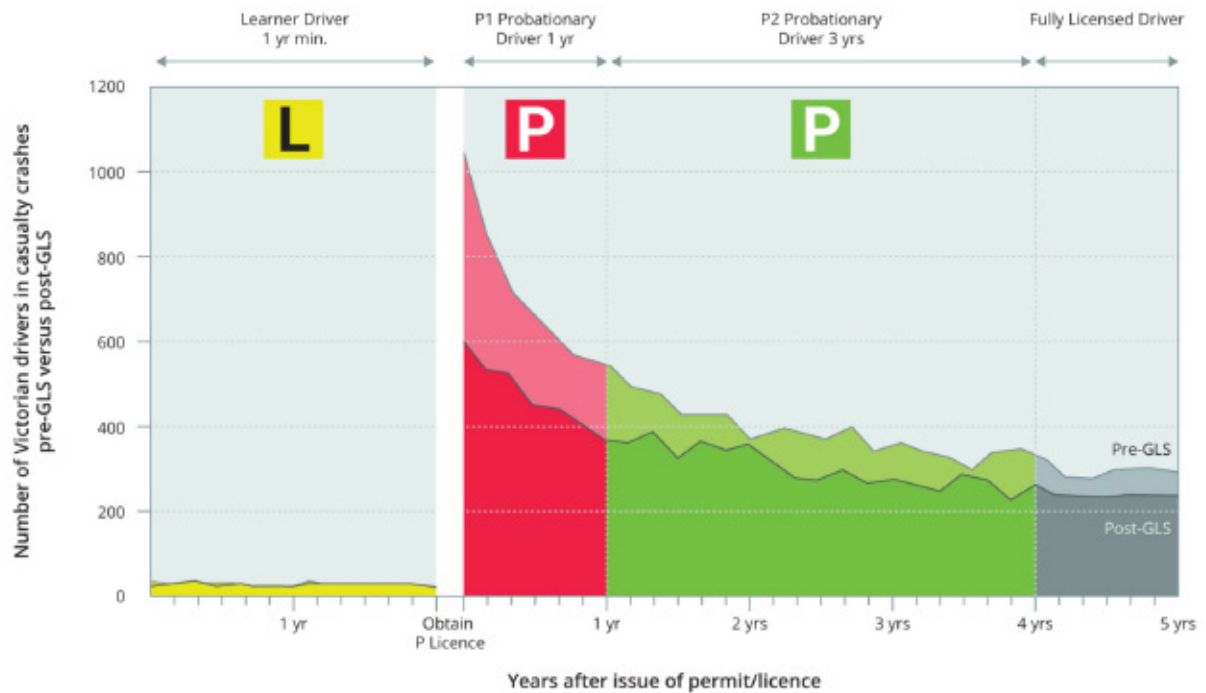
## **Possible adaption**

If students are unwilling to perform their role play in front of the class, they could make a video and show it to one or two other groups. Alternatively, they could write a script for the role play and then storyboard it.

You should then facilitate a general discussion about how the communication of the participants in the role plays affected stress and emotion, leading to a positive learner driver/supervising driver partnership.

# Resource Worksheets & Answers

## Resource 1: Young driver crash risk pre- and post-GLS



## Resource 2: Emotions and decision making

<b>High emotions, stress or anxiety</b>	<b>Poor decision making</b>
<b>Low emotions, stress or anxiety</b>	<b>Great decision making</b>

## Resource 3: Communication techniques worksheet

Directions: This worksheet looks at four elements of communication that can influence emotions, stress and anxiety.

With your group, brainstorm examples of how each element could decrease and increase emotions, stress and anxiety. Try to come up with examples from your own experience.

ELEMENT OF COMMUNICATION	WAYS IT CAN INCREASE STRESS	WAYS IT CAN DECREASE STRESS
<b>Volume of speech</b> How loud or soft someone speaks.	For example, speaking very loudly can make you feel anxious.	For example, speaking softly can make you feel relaxed.
<b>Tone of voice</b> Voices can sound angry, happy, anxious, scared, excited, soothing.	For example, speaking angrily can make you feel scared.	For example, using a happy tone can make others feel happy too.
<b>Choice of words</b> The words you use impact how people feel.	For example, 'Stop now!' can make you feel stressed.	For example, 'Could you please pull over now' isn't stressful and says the same thing as 'Stop now!'
<b>Body language</b> How people gesture and use their body when talking. Different cultures use body language in different ways.	For example, standing very close to someone may make them feel anxious.	For example, smiling lets people know you are approachable and friendly.

## Resource 4: Learner driver scenarios

Cut these up and distribute one to each group. Choose the scenarios you think are most relevant and interesting for your students.

A learner driver is on one of their first drives with their supervising driver, and the supervising driver wants the learner to navigate to their destination. The learner driver is having trouble driving and working out where to go.

A learner driver is driving and their supervising driver is speaking really loudly on the phone, making it hard for the driver to concentrate.

A learner driver is driving a car with their supervising driver in the front seat and two other passengers in the back seats. There is a robust conversation that is bordering on an argument about a reality TV show. The level of noise is becoming overwhelming and distracting to the learner driver.

A learner driver is stopped at a busy roundabout, waiting for a chance to enter. They are nervous about selecting a safe gap. The supervising driver is getting increasingly frustrated that the learner is missing opportunities to enter the roundabout. The learner is unsure how to proceed.

A learner driver is driving on moderately busy streets in an area they are not familiar with. The supervising driver is giving the learner many instructions about where to go and what to do. The learner is finding it difficult to follow all the instructions.

A learner driver is driving on a country road with their supervising driver. It is the first time the learner has driven in the country. After they have been driving for a while, the supervising driver starts asking the learner about school and their last basketball match. It is hard for the learner driver to concentrate on driving and respond to all the questions.





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