

## LESSON PLAN

# Confidence, under-confidence or over confidence?

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STAGE  
**Years 9-10**



DURATION  
**45 minutes**



SUBJECT  
**Health &  
Physical  
Education**



### RESOURCE OVERVIEW

Over-confidence is a key factor in crash risk for young drivers. It can lead to speeding and other high-risk behaviours.

In this lesson, students investigate how confidence, over-confidence and under-confidence might impact their driving. They then examine different sources of information about driving and consider how these sources shape their beliefs and attitudes towards driving, and consequently, their confidence when behind the wheel.

# Resource Details

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## CURRICULUM ALIGNMENT

This activity supports:

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

## RESOURCE REQUIREMENTS

In this lesson, teacher/s will need:

- A copy of *Resource 1: Young driver crash risk graph* for each student OR project a digital copy of the image.
- A computer and projector, and/or digital whiteboard for the teacher to show the opening video.
- Access to the snow jogger video - <https://www.youtube.com/watch?v=-rk-zMSqE3Q>
- A copy of *Resource 2: Under-confident, confident or over-confident worksheet* for each group (see also *Sample answers - Resource 2: Under-confident, confident or over-confident worksheet*)
- A copy of *Resource 3: Driving Influences worksheet* for each group (see also *Sample answers - Resource 3: Driving Influences worksheet*)

## LEARNING INTENTION

In this lesson, students will:

- Gain an understanding of the influences on their beliefs about driving, and how this can impact on their driving.

## SUCCESS CRITERIA

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

- Identify how family, friends and community influence, or could influence, their driving behaviour.
- Identify the consequences of under-confidence, confidence and over-confidence on driving behaviour.

# Lesson Plan

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## Tuning in

APPROX. 10 MINUTES

Explain that over-confidence is a key factor in crash risk for young drivers and that, in this lesson, students will be exploring things that influence their beliefs, attitudes and behaviours when it comes to driving and how that impacts on their confidence.

Show (or distribute) Resource 1: Young driver crash risk graph. Explain that young drivers are more at risk immediately after they have got their probationary licence.

Show students the short video of runners being very confident about running in the snow... with sub-optimal results! (<https://www.youtube.com/watch?v=-rk-zMSqE3Q>)

Ask students:

- Were the runners confident or over-confident?
- How do you know this? What were the signs?

Ask students for examples of times when they were over-confident, confident or under-confident. You may like to prompt them by asking if they would be under-confident, over-confident or confident if they went skiing, rollerblading, ice skating, hang gliding or had to sit an English exam. Ask why they might feel that way and how it could affect their ability to do the task.

List some of the examples provided under the headings *Over-confident*, *Confident* and *Under-confident*.

## Main activity: Influences on driving and confidence

APPROX. 30 MINUTES

### Confidence, under-confidence, and over-confidence

Ask students to form small groups.

Ask each group to define 'under-confidence', 'confidence' and 'over-confidence'. The following are possible definitions of these terms:

- *Confidence* – a realistic belief in your abilities and skills or those of others
- *Under-confidence* – underestimating your abilities and skills, or those of others
- *Over-confidence* – an unrealistic belief in your abilities and skills (or those of others), and that you will succeed no matter the situation.

The groups should share their definition with the class. You may like to write up an agreed definition of each.

Handout Resource 2: Under-confident, confident or over-confident worksheet (see *Sample answers – Resource 2*).

Ask each group to complete the worksheet. The worksheet asks them to identify the consequences of under-confidence, confidence and over-confidence when driving.

Students should share their responses and discuss as a whole class.

### Influences on driving

Give each group a copy of *Resource 3: Driving Influences worksheet*.

Explain how to complete the worksheet and work through a few examples as a class. You may like to refer to the sample answers.

Encourage students to share example sources and, if possible, to 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 cite specific examples (e.g. name films).

Give students 10-15 minutes to complete this activity.

When each group has completed the worksheet, facilitate a discussion allowing each group to share some of their answers.

# Lesson Plan

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## Reflecting activity

APPROX. 5 MINUTES

Give students one minute to reflect individually on how they may identify signs of under-confidence, confidence or over-confidence in themselves, and how that may impact them as a driver.

Finish the activity by asking for a couple of students to share their responses with the class.

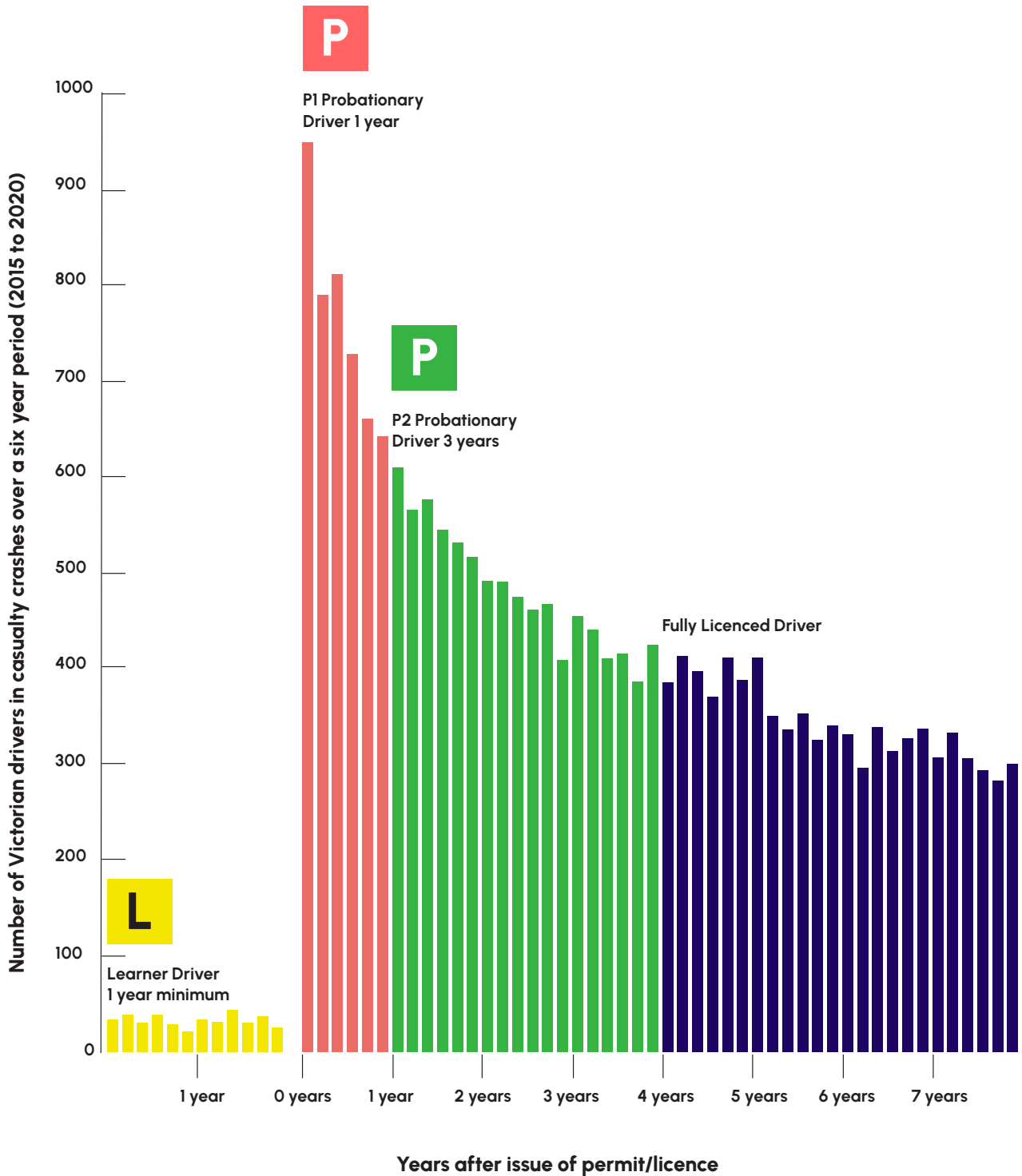
## Possible adaption...

If students are not learning to drive and unlikely to do so in the near future, generalise the activity to drivers in general (not them as drivers).

Resource 3 could be completed using Google Docs. This could be done as a whole class or in groups.

# Resource Worksheets

## Resource 1: Young Driver Crash Risk Graph



# Resource Worksheets

## Resource 2: Under-confident, Confident or Over-confident

What could be the consequences of being under-confident, confident or over-confident when driving?	
UNDER-CONFIDENT	
CONFIDENT	
OVER-CONFIDENT	

# Resource Worksheets

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## Sample Answers: (Resource 2) Under-confident, Confident or Over-confident

What could be the consequences of being under-confident, confident or over-confident when driving?	
<b>UNDER-CONFIDENT</b>	<p><i>Not willing to try to drive.</i></p> <p><i>Very tentative and anxious when driving which means I make mistakes, burst into tears a lot, yell at my supervising driver.</i></p> <p><i>Angry with my parents/friends/siblings for making me feel like this.</i></p>
<b>CONFIDENT</b>	<p><i>Willing to listen to my supervising driver.</i></p> <p><i>Realise that I can take as long as I need to get my Ps.</i></p> <p><i>Understand that I can be a good driver.</i></p> <p><i>I'll drive carefully because I could get caught if I do the wrong thing.</i></p>
<b>OVER-CONFIDENT</b>	<p><i>Getting my Ps as soon as possible.</i></p> <p><i>Driving fast.</i></p> <p><i>Taking risks because it's fun and exciting.</i></p>

# Resource Worksheets

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## Resource 3: Driving Influences

People, media and games that influence your beliefs about driving.	What's their main messages about driving?	How does this influence your driving and how you feel about driving?	Does this make you under-confident, confident, over-confident? <i>Note: it may have no impact on your confidence.</i>
MOVIES			
VIDEO GAMES			
ADVERTISING			
SOCIAL MEDIA			



# Resource Worksheets

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## Resource 3: Driving Influences (cont..)

People, media and games that influence your beliefs about driving.	What's their main messages about driving?	How does this influence your driving and how you feel about driving?	Does this make you under-confident, confident, over-confident? <i>Note: it may have no impact on your confidence.</i>
PARENTS			
SIBLINGS			
FRIENDS			
YOU			

# Resource Worksheets

## Sample Answers: (Resource 3) Driving Influences

People, media and games that influence your beliefs about driving.	What's their main messages about driving?	How does this influence your driving and how you feel about driving?	Does this make you under-confident, confident, over-confident?  <i>Note: it may have no impact on your confidence.</i>
<b>MOVIES</b>	<p><i>Fast and the Furious: You can drive really fast and it's not that unsafe.</i></p> <p><i>Getting your licence makes you popular.</i></p>	<p><i>Makes it seem easy.</i></p> <p><i>Driving is cool.</i></p>	Over-confident
<b>VIDEO GAMES</b>	<p><i>If you crash, you can just hit reset.</i></p> <p><i>Going fast is easy.</i></p>	<p><i>Makes me feel like driving is a game with no real consequences.</i></p>	Over-confident
<b>ADVERTISING</b>	<p><i>Cars make you important/cool.</i></p> <p><i>Don't text when driving.</i></p> <p><i>You'll get caught before you do something wrong.</i></p>	<p><i>Makes me really excited to get behind the wheel.</i></p> <p><i>Aware that I could get caught if I do the wrong thing.</i></p>	<p>Over-confident</p> <p>Confident</p>
<b>SOCIAL MEDIA</b>	<p><i>Cars make you important/cool.</i></p> <p><i>It's OK to take risks when you drive.</i></p>	<p><i>Makes me really excited to get behind the wheel.</i></p> <p><i>More likely to take risks because everyone does it.</i></p>	<p>Over-confident</p> <p>Over-confident</p>

# Resource Worksheets

## Sample Answers: (Resource 3) Driving Influences (cont..)

People, media and games that influence your beliefs about driving.	What's their main messages about driving?	How does this influence your driving and how you feel about driving?	Does this make you under-confident, confident, over-confident? <i>Note: it may have no impact on your confidence.</i>
<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.</p>	<p>Under-confident</p> <p>Confident</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 I'll be fine and get my Ps.</p>	<p>Under-confident</p> <p>Confident</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 believe that driving is simple.</p> <p>"If they can do it, so can I"</p> <p>Makes me believe driving should be avoided</p>	<p>Under-confident</p> <p>Over-confident</p> <p>Confident</p>
<b>YOU</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 anxious</p> <p>I can easily do it.</p> <p>Realistic about driving and learning to drive.</p>	<p>Under-confident</p> <p>Over-confident</p> <p>Confident</p>



[www.roadsafetyeducation.vic.gov.au](http://www.roadsafetyeducation.vic.gov.au)