

## LESSON PLAN

# Risky Behaviours: Managing Risks As A Driver

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STAGE  
**Years 9-10**



DURATION  
**45 minutes**



SUBJECT  
**Health &  
Physical  
Education**



### RESOURCE OVERVIEW

When young people start to drive solo, they are more at risk of crashing than any other drivers.

In this lesson, students identify behaviours and situations that may impact negatively on their driving, then develop and rehearse strategies to deal with these.

*Some students may find the video confronting. Please ensure suitable support is available for them.*

# Resource Details

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## CURRICULUM ALIGNMENT

This activity supports:

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).

## RESOURCE REQUIREMENTS

In this lesson, teacher/s will need:

- A computer and projector, and/or digital whiteboard to show the opening video.
- *Yes Mum, Make a Difference* (MAFMAD) video ([https://www.youtube.com/watch?v=g2X9Q-Xre\\_Q](https://www.youtube.com/watch?v=g2X9Q-Xre_Q)). (The TAC's MAFMAD competition invited young filmmakers to write a short film idea to challenge young people's attitudes to driving and encourage them to look out for their mates. *Yes Mum* was one of the winners.)
- Digital or enlarged hard copy of both *Resource 1: Young driver crash risk graph* and *Resource 2: Road crash fatalities for ages 15–21 by gender*
- *Resource 3: Crash risk scenarios*, cut into separate scenarios to be distributed amongst groups
- Copies of *Resource 4: Crash risk worksheet* for each group  
*Sample answers - Resource 4*

## LEARNING INTENTION

In this lesson, students will:

- Identify potential risk factors for them as drivers, and develop and apply strategies to increase their safety.

## SUCCESS CRITERIA

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

- Identify risks in situations which impact their behaviour as drivers.
- Propose realistic responses to stay safe in situations where the behaviour of others may negatively impact their driving.
- Identify responses that enable them to stay safe in situations where the behaviour of others may impact negatively on their driving.

# Lesson Plan

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## Tuning in

APPROX. 10 MINUTES

Show students the TAC's MAFMAD video YES MUM ([https://www.youtube.com/watch?v=g2X9Q-Xre\\_Q](https://www.youtube.com/watch?v=g2X9Q-Xre_Q)).

Ask students what happened in the video and why it was a high-risk situation.

Inform students that they will look at some behaviours and situations that may negatively impact how they drive, and then develop strategies to be safer road users.

Ask students which drivers are at highest risk of a crash (all P-plates, but especially P1 drivers), and discuss reasons for this. This conversation is important as students are soon to be in this highest risk group.

Show the graph titled *Resource 1 - Young Driver Crash Risk*.

Together with students, brainstorm factors that lead to this high crash risk. These factors include:

- Lack of driving experience
- Over-confidence
- Time of day/night the driving takes place
- Type of vehicle, and whether it has adequate safety features
- Peer pressure and distraction by other passengers
- Risky behaviours such as speeding, mobile phone use (and other distractions like using the infotainment system), driving fatigued and drink/drug-driving

Show *Resource 2* and discuss the difference in fatalities for males and females. Note that the majority of deaths are drivers, followed by passengers.

Discuss with students possible reasons for the higher fatality rate of males.

## Main activity: Scenario role play & group work – “Dealing with sticky situations”

APPROX. 30 MINUTES

Divide students into groups and give each group a different scenario from *Resource 3: Crash risk scenarios*.

Give the groups approximately 10 minutes to read and understand their scenario. Ask them to put together a 60-90 sec role play demonstrating their scenario. All members of the group should participate in the role play, even if some only have a minor role. (See below for possible variations to the activity.)

Ask each group to role play their scenario to the class.

Distribute a copy of *Resource 4: Crash risk worksheet* to each group. As each group role play their scenario, the observing students should fill out the worksheet.

After each group has presented, facilitate a short discussion where students share their answers, focusing on:

- The risks and distractions faced by the driver in the scenario.
- How they might best handle this situation to stay safe, e.g remaining calm, prioritising their focus on where it needs to be, politely asking passengers to be quieter, not participating in risky behaviours.

# Lesson Plan

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## Reflecting activity

APPROX. 5 MINUTES

Give students one minute to reflect on the behaviour of the passengers in the scenarios and to come up with one thing they could start doing today, as a passenger, to make the road a safer place.

Ask students to share their answers with the class.

Finish by telling students that safer cars make a big difference to driver and passenger safety, as well as to pedestrians and bike riders. One thing they could all do is tell someone who is looking to buy a car about [howsafeisyourcar.com.au](http://howsafeisyourcar.com.au), a website that provides information about the safety rating of cars in different price ranges.

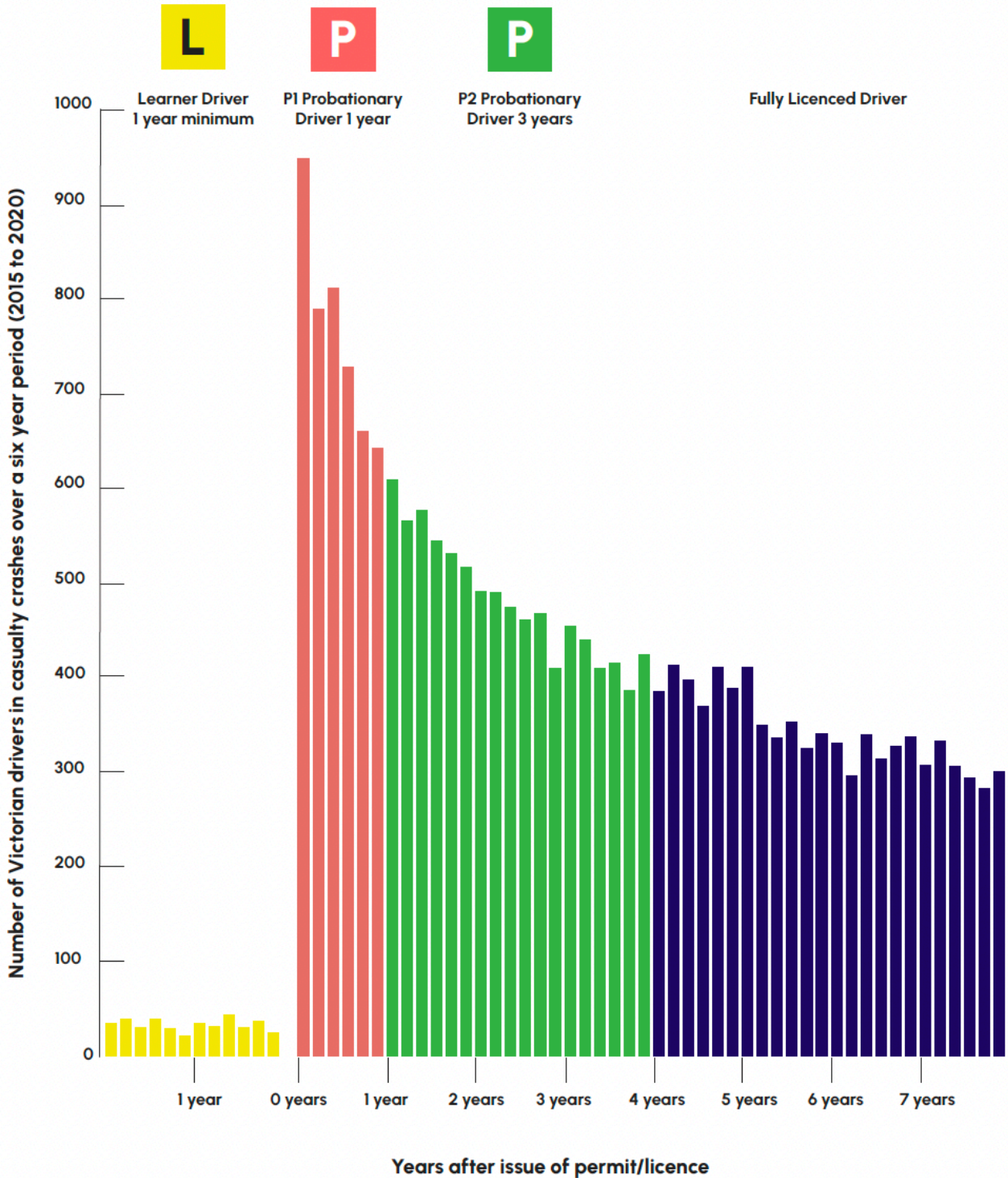
## Possible adaption...

If students are unwilling to take part in a role play to the class, ask each group to video their role play using a mobile phone and show it to one or two other groups. They should complete Resource 4: Crash Risk worksheet for each video they view.

Alternatively, students could analyse two of the scenarios and complete Resource 4: Crash Risk worksheet for each scenario. Responses should be presented to the class and discussed.

# Resource Worksheets

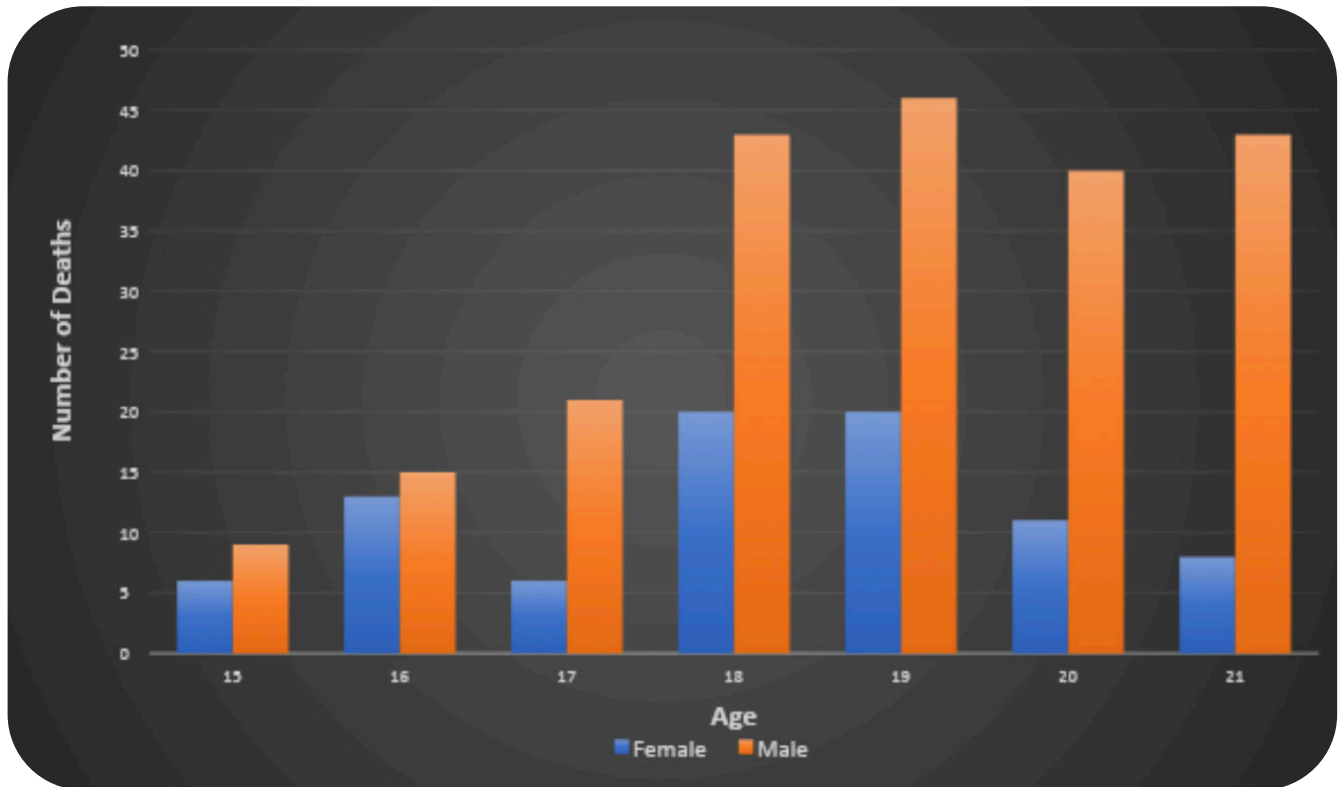
## Resource 1: Young Driver Crash Risk Graph



# Resource Worksheets

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Resource 2: Road crash fatalities for ages 15 – 21 by gender, Victoria 2012 - 2021



# Resource Worksheets

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## Resource 2: Crash Risk Scenarios

Cut these up and distribute on to each group.

Choose the scenarios you think are the most relevant and interesting for the students.

### **Scenario 1: Friends put pressure on a red P-plate driver**

A group of three friends are all at a mate's place after a party one Saturday night. None have been drinking but they want to get a ride home from their friend, Alex. Alex is on red P-plates and knows red P-plates aren't meant to have more than one peer passenger in the car ... but his friends are trying hard to get a ride and putting on all sorts of pressure!

Decide what Alex should do.

### **Scenario 2: Passenger distracts driver**

Two secondary school friends are in the car driving home from school. The driver has their red P-plates, but the passenger doesn't have a driving licence yet. The passenger pulls out their phone and starts checking Instagram. The passenger keeps shoving the phone in the face of the driver to try and get the driver to look at the Instagram pictures. The driver finds this very distracting.

Decide what the driver should do.

### **Scenario 3: Sibling behaviour in the back seat**

A learner driver is in the car with their supervising driver in the front seat and two much younger siblings in the back. The two kids in the back are making lots of noise and have even started pushing into each other as the driver takes each corner and being very distracting. The supervising driver is paying attention to the road, but not to what is going on in the back and doesn't realise the effect the noise is having on the learner driver.

Decide what the L-plate driver should do.

# Resource Worksheets

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## Resource 2: Crash Risk Scenarios (cont..)

Cut these up and distribute on to each group.

Choose the scenarios you think are the most relevant and interesting for the students.

### **Scenario 4: Passenger removes seatbelt**

A P-plater is driving their friend (who is in the front passenger seat) home from school. They are having a conversation. The passenger's mobile phone rings, and they realise it's in their school bag which is wedged in behind the passenger seat, behind where they're sitting. The passenger suddenly takes off their seatbelt to reach around and get their bag.

Decide what the driver should do.

### **Scenario 5: Passengers encourage driver to speed up**

A learner driver is driving their siblings home from school. The supervising driver is in the front seat. The siblings in the back keep complaining that they are going to be late for their favourite TV shows and urging the driver to hurry up. The supervising driver encourages the learner to speed up, even though the learner feels uncomfortable going any faster.

Decide what the learner driver should do.



# Resource Worksheets

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## Resource 4: Crash Risk

Directions: Fill in the table below as you watch each group present their role play.

Scenario	What happened in the scenario? Briefly describe the situation including what the driver did.	What were the risks and distractions in the scenario?	Do you think the driver did the right thing? Why?	If you were the driver, what could you do to stay safe?
1				
2				
3				
4				
5				

# Resource Worksheets

## Sample Answers: (Resource 4) Crash Risk

Directions: Fill in the table below as you watch each group present their role play.

Scenario	What happened in the scenario? Briefly describe the situation including what the driver did.	What were the risks and distractions in the scenario?	Do you think the driver did the right thing? Why?	If you were the driver, what could you do to stay safe?
1	<p>3 friends are trying to persuade Alex, a red P-plater, to give them a lift. Alex knows he's not allowed to do this.</p> <p>Alex refuses to give them a ride and accuses them of trying to make him lose his licence.</p>	<p>Alex might be distracted by the friends when driving and have a crash.</p> <p>Alex might lose his licence for breaking the law.</p>	<p>Alex was right in refusing to give them a ride, but he should have explained that he couldn't risk losing his licence by being caught with all of them in his car.</p> <p>He also could have offered to give one of them a lift or made suggestions about other ways they could have got home.</p>	<p><i>Responses will vary according to student's experiences, attitudes and knowledge</i></p>
2	<p>A red P-plater driver is driving a friend home. The friend doesn't have a license yet. The passenger keeps holding up their phone to show the driver Instagram posts. The driver finds this distracting and tells the passenger to @#\$% stop or get out of the car.</p>	<p>The driver was distracted by the Instagram posts they are being shown. Taking your eyes off the road for 2 seconds or more doubles your chance of being involved in a crash. If you were travelling 50kmh and looked at something else for 2 seconds, you would travel 28 metres. This can reduce your reaction time to a hazard like someone stepping out on the road or a vehicle stopping in front of you. You might also drift into another lane or miss that the traffic lights have changed.</p>	<p>The driver did the right thing by telling the passenger to stop putting the phone in their face BUT the driver should have asked the passenger to put the phone away so they could concentrate on driving. They could also have explained the risk of taking your eyes off the road.</p>	<p><i>Responses will vary according to student's experiences, attitudes and knowledge</i></p>
3	<p>L-plate driver is driving. The supervising driver is sitting next to them. Two siblings are in the back seat. The siblings are making a lot of noise and messing around in the back.</p> <p>The driver yells at the supervising driver to make them shut up and stop being stupid.</p>	<p>The noise and behaviour of the passengers was distracting.</p> <p>Driving is very demanding for learner drivers. Much of their mental ability is being taken up with steering, changing gears, looking out for hazards, etc. Being distracted makes it harder to do these things and increases your chances of having a crash.</p> <p>The driver may have looked in the rear vision mirror to see what their siblings were doing. Taking your eyes off the road for 2 seconds or more doubles your chance of being involved in a crash.</p> <p>If you were travelling 50kmh and looked at something else for 2 seconds, you would travel 28 metres.</p> <p>This can reduce your reaction time to a hazard like someone stepping out on the road or a vehicle stopping in front of you. You might also drift into another lane or miss that the traffic lights have changed.</p>	<p>Depending on the stage of learning the driver is at, it may be their responsibility to manage distractions or the supervisor's. In Stage 4 of learning to drive the learner should try and manage distractions (with the help of the supervising driver). In Stage 4, learner drivers are getting ready to drive solo – they are getting closer to going for their licence.</p> <p>For learners who are in earlier stages of learning to drive, the supervising driver should make sure there are no distractions or they are minimised. So, if the learner was in Stage 4 of learning to drive, they should have asked their siblings to be quiet and stop messing around because it was distracting them. This would have alerted the supervising driver to how the siblings were impacting the driver and they could have assisted in managing the situation.</p> <p>For other learners, the supervising driver should have managed the situation and the learner was right to ask the supervising driver to manage the situation. However, it would have been better to ask the supervising driver to do this rather than yell at them.</p>	<p><i>Responses will vary according to student's experiences, attitudes and knowledge</i></p>

# Resource Worksheets

## Sample Answers: (Resource 4) Crash Risk

Directions: Fill in the table below as you watch each group present their role play.

Scenario	What happened in the scenario? Briefly describe the situation including what the driver did.	What were the risks and distractions in the scenario?	Do you think the driver did the right thing? Why?	If you were the driver, what could you do to stay safe?
4	<p>A P-plate driver is driving their friend home from school. The friend is sitting in the front seat. Their school bags, with their phones, are on the floor in the back seat.</p> <p>The passenger's phone rings. The passenger suddenly takes off his seat belt and reaches around to get the phone out of the bag.</p> <p>The driver asks who was ringing and then tells the passenger they really shouldn't have taken off their seatbelt.</p>	<p>There were risks for the passenger and driver.</p> <p>Not wearing a seatbelt is dangerous. Wearing a seatbelt reduces the risk of serious injury or death by about half.</p> <p>In the last five years, around 30% of 18-21 year old drivers killed were not wearing a seatbelt.</p> <p>The driver may have also been distracted by the passenger taking off their seatbelt and reaching into the bag and may have taken their eyes off the road. Taking your eyes off the road for 2 seconds or more doubles your chance of being involved in a crash.</p> <p>If you were travelling 50kmh and looked at something else for 2 seconds, you would travel 28 metres.</p> <p>This can reduce your reaction time to a hazard like someone stepping out on the road or a vehicle stopping in front of you. You might also drift into another lane or miss that the traffic lights have changed.</p>	<p>The driver should have told the passenger not to take their seatbelt off when the car was moving.</p> <p>The driver should have explained how dangerous it is to take your seatbelt off.</p>	<p><i>Responses will vary according to student's experiences, attitudes and knowledge</i></p>
5	<p>A learner driver is driving their siblings home from school. The siblings want the driver to drive faster so they can get home to watch their favourite TV programs.</p> <p>The learner driver doesn't want to go any faster but the supervising driver encourages the learner driver to hurry up. Because the supervising driver said to go faster, the learner doesn't say anything but feels angry and upset and doesn't go faster.</p>	<p>Driving faster may mean not being able to see and react to hazards such as other vehicles and pedestrians.</p> <p>Being angry and upset can also distract a driver. They may think about why they are upset and not concentrate on the road and other road users.</p>	<p>The learner driver should have said they didn't feel comfortable driving any faster and should have asked the passengers to be quiet and let them concentrate.</p>	<p><i>Responses will vary according to student's experiences, attitudes and knowledge</i></p>



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