

MODULE 10: Responsible Road Users

EDUCATOR RESOURCE



Students explore the responsibilities of being a road user. They become aware that there are national road rules but that each state or territory can have some rules unique to that area. Students learn about the fatal five (speeding, not wearing a seatbelt, drink or drug driving, fatigue and distraction). They develop an awareness of vehicle maintenance easy routines through the acronym R.O.L.L. (rubber, oil, liquids and lights). They will recognise positive actions to take to improve the safety of themselves and others on the road and that their actions help prevent road user incidents.

MODULE OUTCOMES:

At the end of this module, it is intended that students will be able to:

- understand that there are national road rules but that each state or territory can also have some rules unique to that area
- understand which risks make up the Fatal Five, namely speeding, not wearing a seatbelt, drink or drug driving, fatigue and distraction
- identify the role of the tyres in keeping road users safe
- develop an awareness of the basic items they need to check by learning the R.O.L.L. acronym (Rubber, Oil, Liquids and Lights)

GUIDED DISCUSSION QUESTIONS:

- What are the responsibilities of a being a road user?
- What are road rules? Why are they important?
- What are the Fatal Five?
- How can we maintain our vehicle? How does regular maintenance contribute to safer roads?

LEARNING ACTIVITY:

Create a health campaign in a print-based or digital environment to promote road safety in your community. Select a topic for your campaign from the Responsible Road Users module: being aware of personal responsibility, promoting road rules, reducing the Fatal Five (speeding, not wearing a seatbelt, drink or drug driving, distraction) or maintaining your vehicle with R.O.L.L. (rubber, oil, liquids and lights) or another topic from an earlier module.

AUSTRALIAN CURRICULUM LINKS:

Year 9 Content Description

Learning Area: Health and Physical Education

Strand: Personal, Social and Community Health

Sub-stand: Contributing to healthy and active communities

Learning intention: plan and evaluate new and creative interventions that promote their own and others' connections to community and natural and build environments (AC9HP10P10)

Year 9 Content Description

Learning Area: Digital Technologies

Strand: Knowledge and Understanding

Sub-stand: Data representation

Learning intention: represent documents online as content (text), structure (markup) and presentation (styling) and explain why such representations are important (AC9DT110K02)

Year 9 Content Description

Learning Area: English

Strand: Literacy

Sub-stand: Creating texts

Learning intention: plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literacy devices and multimodal features for purposes and audiences in what that might be imaginative, reflective, informative, persuasive, analytical and/or critical (AC9E9LY06)