



Educator Pack

An interactive road safety learning experience and education tool designed to help young people become better road users – and make Australian roads safer for everyone.

Driven By



Australian
Road Safety
Foundation

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Welcome to RoadSet!

An initiative of the Australian Road Safety Foundation (ARSF) with funding provided by the Australian Government, the RoadSet app educates and empowers our youth to become safer road users.

The self-paced experience led by a narrator, introduces a character named “Charlie” who has clearly not spent a great deal of time on or around our roads and thus makes some seriously questionable choices resulting in poor consequences.

Featuring original relatable animation and interactive gamified learning, students use their new knowledge to keep Charlie safe.

RoadSet is a free, interactive online road safety learning experience that can be easily integrated into existing or new road safety programs. It is aligned to the Australian Curriculum and takes students on an engaging, self-guided learning journey, helping them to develop their road awareness skills across a range of conditions, environments and scenarios. Our Educator Resources Pack has been constructed to support the quality teaching and learning of road safety skills for Year 9 students.

Did you know?

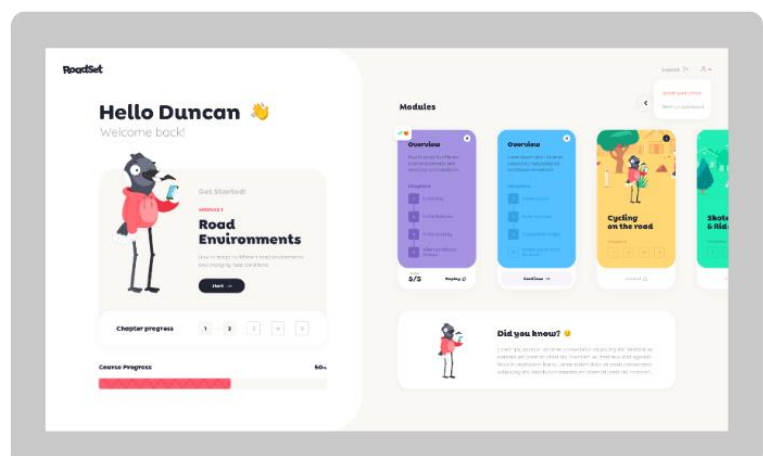
- Road trauma is the biggest killer of children 1-14 years old in Australia
- Every year around 1200 people are killed on Australian roads

Developing road safety awareness skills in young Australians is an essential component of reducing road trauma and preventing further crashes on roads in our communities. Be a part of generational change by implementing RoadSet.

Accessing the program

To access the program, students will need to register by visiting www.roadset.com.au and select “Get Started”. Once registered, students can commence working through the modules immediately and at their own pace.

The app is available on desktop, mobile and tablet. Our recommendation is to use Chrome on a desktop or laptop device to receive the optimum experience.



Getting started with RoadSet



How to RoadSet™

Each student needs:

-  Access to a computer, phone or smart device
-  Internet connectivity
-  Latest version of Microsoft Edge or Google Chrome
-  Headphones

Now you are set go to:

www.roadset.com.au

What happens after registration?

- After registration, the RoadSet introduction will play.
- When finished, the dashboard appears ready for further modules.
- Select Module 1 to begin and work through the modules at your own pace.
- The program will save each participant's place ready for the next session.
- When returning to the program, simply select the next module to continue.

Already registered?

If you are already registered, you can return to www.roadset.com.au at any time and on any device and login with your email address and password.

Educator resources

Educator resources can be found both in the Educator's Resource Pack and also at www.roadset.com.au

Accessible via the website, an educator's page and a student activity worksheet are available for download for use with each of the modules.

The Educator's Resource Pack also includes suggested responses for the student worksheets.

The RoadSet modules include:

Module 1: Road user environments

Module 2: Pedestrians

Module 3: Cyclists

Module 4: Rideables

Module 5: Being a passenger

New modules coming soon:

Module 6: Fit for the road

Module 7: Distraction

Module 8: Becoming a driver

Module 9: Driver basics

Module 10: Responsible road users

Completion

At the end of module 10, students will be able to download their RoadSet certificate of completion.



Curriculum

Our activities are linked to the Australian Curriculum Health and Physical Education learning area to aid integration into existing programs. However, the program is flexible and can also be used in other learning areas.

Community and family groups may also implement RoadSet as a road safety education program.



Module 1

Road User Environments

Educator Resource



Students explore a variety of Australian road environments. They investigate city, suburban and rural areas, as well as changing weather conditions and the time of day. At the end of the module, students will have a deeper understanding of the different road user environments and conditions and how these affect our safety.

Module Outcomes

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

- identify changes in Australian road environments
- understand changing weather conditions and the time of day can affect road users
- recognise strategies to reduce risk in different road environments

Guided Discussion Questions

- Name three different road environments in Australia? Do they have any unique safety challenges? What preventative actions can we take to improve our safety in these environments?
- What about changing weather conditions? How do they affect our safety on the road?
- Does the time of day make a difference to our safety? What precautions can we take?
- What does it mean if we say "Every road is different every time you use it"?

Australian Curriculum Links

Year 9 Content Description

Learning Area: Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Communicating and interacting for health and wellbeing

Learning intention:

Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)

Learning Activity

Examine actions everyone can take to be more responsible in relation to road user safety.

Use the worksheet provided to analyse the influence of Australian road environments, weather conditions and times of day on road users from the interactive module.

Guide students to recognise strategies they can apply to reduce their risk in different environments.

Resources

Download the student worksheet for use with this activity.



Module 1

Road User Environments

Student Worksheet



Road environments in Australia can vary. Consider the differences between city, suburban and rural areas. Daily weather conditions and the time of day you choose to use the road can also change and affect your safety. Take a few minutes to reflect on the road risks and the actions you can take to be more responsible for your safety now and in the future. Write your responses below.

Road Environments

Identify the risk	Name an action to reduce the risk
City – High number of distractions	e.g. Put my phone away to reduce the load on my senses.
Suburban – Extra care zones	
Rural –	

Weather Conditions

Identify the risk	Name an action to reduce the risk
Bright sun –	
Heavy rain –	
Fog –	

Time of Day

Identify the risk	Name an action to reduce the risk
Early morning –	
Midday –	
Late at night –	



Module 1

Road User Environments

Student Worksheet – Suggested Responses



Road environments in Australia can vary. Consider the differences between city, suburban and rural areas. Daily weather conditions and the time of day you choose to use the road can also change and affect your safety. Take a few minutes to reflect on the road risks and the actions you can take to be more responsible for your safety now and in the future. Write your responses below.

Road Environments

Identify the risk	Name an action to reduce the risk
City – High number of distractions	e.g. Put my phone away to reduce the load on my senses.
Suburban – Extra care zones	Slow down.
Rural – Long trips	Take a break every 2 hours.

Weather Conditions

Identify the risk	Name an action to reduce the risk
Bright sun – Sun in eyes	Wear sunglasses to reduce glare and avoid looking directly into the sun.
Heavy rain – Flooding	Wait until the rain stops.
Fog – Poor visibility	Travel at a different time of day.

Time of Day

Identify the risk	Name an action to reduce the risk
Early morning – Angle of the sun	Stay alert and be aware that road users may have a more difficult time seeing other.
Midday – Lunch time rush	Use pedestrian crossings.
Late at night – Lack of lighting	Increase your visibility e.g. use bike lights if you must ride when it gets dark.



Module 2

Pedestrians

Educator Worksheet



Students explore the challenges faced by pedestrians on Australian roads. They learn how to minimise distractions with strategies such as listening for danger. In the user interactives, students experience how difficult it is to stay focused while distracted, especially by loud music and mobile phones. At the end of this module, students will have a better understanding about how to be a more responsible pedestrian and help minimise road incidents on our roads.

Module Outcomes

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

- make better choices about crossing roads
- explain how distractions impair cognitive ability
- recognise being a pedestrian comes with personal responsibility

Guided Discussion Questions

- Where are the safest places to cross the road? Do you cross at the safest place? Why/Why not? What can you do differently next time to ensure that you do?
- Are there any problems pedestrians cause drivers or other road users? How can we make sure we do not become a risk to other road users, even as a pedestrian?
- What does it mean if we say 'distractions impair our cognitive ability'?

Australian Curriculum Links

Year 9 Content Description

Learning Area: Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Being healthy, safe and active

Learning intention:

Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)

Learning Activity

Propose a travel plan (individually or in groups) for a local pedestrian route (to and from school, shops or sports fields). Ask students to create a map (digitally or hand drawn) to display their chosen route. Mark the travel directions and highlight any safety features or areas of risk, such as a pedestrian crossing or lack thereof. Optional Part B. Ask students to present their travel proposals in small groups or as a class and evaluate the effectiveness of the plans.

Use the worksheet to help with planning and evaluate any influences on making safe choices about using the road as a pedestrian. Close the activity by emphasising the impact it has on peers if we make the safest route our first choice. Acknowledge how this eliminates peer pressure and sets a good example for others.

Resources

Download the student worksheet for use with this activity.



Module 2

Pedestrians

Student Worksheet



Pedestrians are vulnerable road users. When travelling by foot, reduce risk by minimising distractions. Turn down loud music and avoid mobile phone use. Choose to walk on footpaths and use pedestrian crossings. Making responsible choices reduces your risk of harm and sets a good example to others. Use your knowledge of your area to create a safe travel plan for pedestrians.

Answer the questions below to propose your safe travel plan for pedestrians in your area.

1. List three places you travel to on foot. For example, walking to school, the shops or sports fields.

2. Choose one of these places and create a safe travel plan for walking to it.

The place I choose is: _____

3. Sketch a plan of your travel route. First mark a start and finish point. Then, show the directions you would take for the safest route if you were walking. Highlight at least three safety considerations and keep note of these in case you present these in class. These might be the locations of crossings or areas of high visibility. A space for your planning is provided below.

My safety considerations for this plan are:



PART B Presentation

4. Present your travel plan (to your partner, small group, class, facilitator or teacher).
Plan the points you would like to address in your presentation. Record your notes here.

5. Evaluate the effectiveness of each other's plans. Write a positive point and a point for improvement where applicable to provide feedback.



Module 2

Pedestrians

Student Worksheet – Suggested Responses



Pedestrians are vulnerable road users. When travelling by foot, reduce risk by minimising distractions. Turn down loud music and avoid mobile phone use. Choose to walk on footpaths and use pedestrian crossings. Making responsible choices reduces your risk of harm and sets a good example to others. Use your knowledge of your area to create a safe travel plan for pedestrians.

Answer the questions below to propose your safe travel plan for pedestrians in your area.

6. List three places you travel to on foot. For example, walking to school, the shops or sports fields.

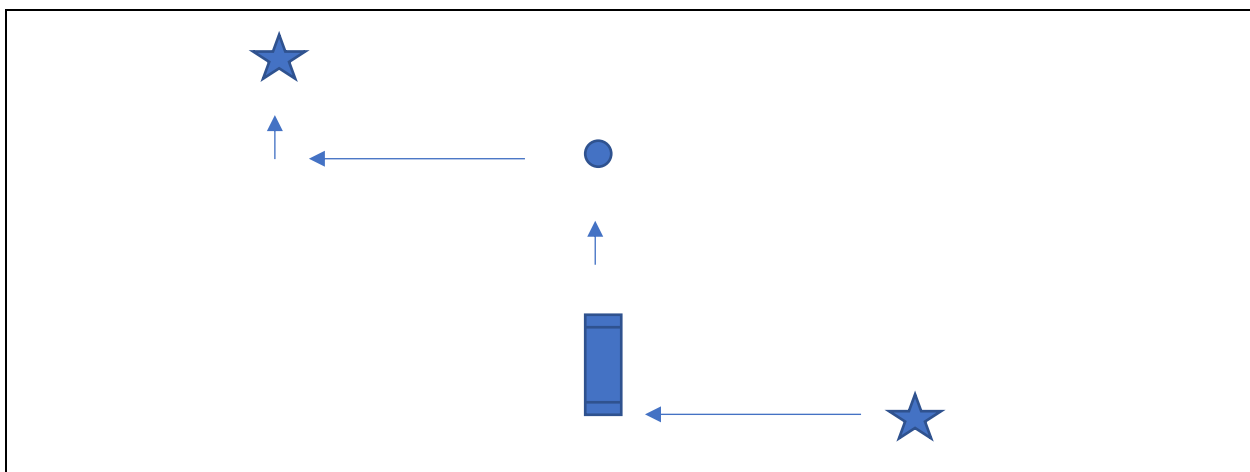
Various.

- Current school
- Local shopping centre
- Local tennis courts
- The beach

7. Choose one of these places and create a safe travel plan for walking to it.

The place I choose is: **the local tennis courts**

8. Sketch a plan of your travel route. First mark a start and finish point. Then, show the directions you would take for the safest route if you were walking. Highlight at least three safety considerations and keep note of these in case you present these in class. These might be the locations of crossings or areas of high visibility. A space for your planning is provided below.



My safety considerations for this plan are:

Various.

- Walk all the way to the crossing.
- Cross at the lights.
- Wait for the teacher and the rest of the group at the corner.
- Look both ways before crossing the road to make sure the road is safe to cross.



PART B Presentation.

9. Present your travel plan (to your partner, small group, class, facilitator or teacher). Plan the points you would like to address in your presentation. Record your notes here.

Various.

10. Evaluate the effectiveness of each other's plans. Write a positive point and a point for improvement where applicable to provide feedback.

Various.



Module 3

Cyclists

Educator Resource



Students learn how to stay safe when cycling. Students are introduced to a range of regulations and expectations that improve road safety. They learn strategies such as scanning the road, checking bicycles are roadworthy and wearing highly visible clothing. At the end of the module, students will have a better understanding of the hazards faced by cyclists and how to use the road more safely.

Module Outcomes

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

- identify laws and general expectations specific to cyclists
- recognise the importance of wearing a helmet, using lights and choosing visible clothing
- demonstrate an awareness of the correct way to signal and keep a safe distance from the vehicle in front when riding on the road

Guided Discussion Questions

- Who rides a bicycle? Is it for transport or recreation? Does this affect your safety differently? How?
- Is your bicycle roadworthy? When was the last time you checked? What would you check?
- Who is responsible for your safety on a bicycle? How about manufacturers and policy makers? How do they affect your safety?
- What steps can you take to improve your safety on a bicycle, even before you ride?
- How about the clothing you choose? Have you ever considered this? Why/Why not?

Australian Curriculum Links

Year 9 Content Description

Learning Area: Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Contributing to healthy and active communities

Learning intention:

Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)

Learning Activity

Create a new community website entry or newsletter that promotes the use of a natural setting within the local community for cycling. Use the worksheet to plan a welcome message, tips to stay safe when cycling, a checklist for a roadworthy bicycle, regulations for cyclists and great parks for bikes.

Resources

Download the student worksheet for use with this activity.



Module 3

Cyclists

Student Worksheet



Riding bicycles in our parks and natural settings is an enjoyable activity and a great way to stay healthy and active. Imagine you are the organiser of a new cycling committee. Your first role is to create a website entry or newsletter for your organisation. In a recent meeting, your committee voted on including the following topics in your first post:

- A welcome message
- Tips to stay safe when cycling
- A list or quiz for checking your bike is roadworthy
- Cycling regulations that apply to you
- Great parks for bikes

Use the space below to start planning your entry:

<p>Welcome to _____</p> <p>Think of a name for your committee.</p> <p>Write it here _____</p>	<p>Great parks for bikes</p> <p>Research the cycle pathways available in your area. It may be close by or one you would like to visit. Perhaps you would like to propose a new series of cycleways in your area.</p>
<p>Is your bike roadworthy? Take our quiz</p> <p>Create a quiz or checklist to check your bike is roadworthy.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Tips to stay safe while cycling</p> <p>Create a top ten list of ways to stay safe while cycling in your state or territory</p> <p>Bicycle regulations in your area</p> <p>Choose 1-5 regulations to highlight. Research the regulation and write a few sentences here.</p>



Module 3

Cyclists

Student Worksheet – Suggested Responses



Riding bicycles in our parks and natural settings is an enjoyable activity and a great way to stay healthy and active. Imagine you are the organiser of a new cycling committee. Your first role is to create a website entry or newsletter for your organisation. In a recent meeting, your committee voted on including the following topics in your first post:

- A welcome message
- Tips to stay safe when cycling
- A list or quiz for checking your bike is roadworthy
- Cycling regulations that apply to you
- Great parks for bikes

Use the space below to start planning your entry:

<p>Welcome to _____</p> <p>Think of a name for your committee.</p> <p>For example: RoadSet Cyclists</p>	<p>Great parks for bikes</p> <p>Research the cycle pathways available in your area. It may be close by or one you would like to visit. Perhaps you would like to propose a new series of cycleways in your area.</p>
<p>Is your bike roadworthy? Take our quiz</p> <p>Create a quiz or checklist to check your bike is roadworthy. For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell working <input type="checkbox"/> Brakes working <input type="checkbox"/> Air in tyres according to manufacturer <input type="checkbox"/> Seat at the right height <input type="checkbox"/> Reflectors on bike 	<p>Tips to stay safe while cycling</p> <p>Create a top ten list of ways to stay safe while cycling in your state or territory</p> <p>For example: Wear highly visible clothing</p>
<p>Is your bike roadworthy? Take our quiz</p> <p>Create a quiz or checklist to check your bike is roadworthy. For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell working <input type="checkbox"/> Brakes working <input type="checkbox"/> Air in tyres according to manufacturer <input type="checkbox"/> Seat at the right height <input type="checkbox"/> Reflectors on bike 	<p>Bicycle regulations in your area</p> <p>Choose 1-5 regulations to highlight. Research the regulation and write a few sentences here.</p> <p>For example: Wearing helmets</p>



Module 4

Rideables

Educator Worksheet



Students learn about skateboards, scooters and other rideables and how to use them more safely, especially in shared environments. Students consider the need for protective gear, such as helmets, elbow pads, knee pads and wrist guards. At the end of this module, students will be able to recognise it is their responsibility to be considerate of others and to help prevent road incidents when using rideables.

Module Outcomes

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

- identify protective gear that can help reduce the impact of road trauma
- appreciate the importance of appropriate stopping distances when using rideables
- make appropriate decisions about using rideables in shared spaces

Guided Discussion Questions

- What is a rideable? Is it a skateboard? scooter? e-scooter? All of these?
- Does anyone have a rideable?
- How does a rideable become a safety hazard?
- Do you wear protective gear when you use a rideable? What type? Do you think you will consider wearing more protective gear in the future? Why/why not? What are the barriers? How can we overcome these?

Australian Curriculum Links

Year 9 Content Description

Learning Area: Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Being healthy, safe and active

Learning intention:

Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)

Learning Activity

Analyse how expectations influence the way young people think about risk-taking behaviour in relation to using rideables, such as skateboards and scooters, in road user environments.

Research the regulations for using skateboards, scooters and/or e-scooters in your state.

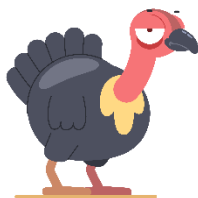
After or before the research, lead a discussion about how rules and regulations have come to be a part of our society. Evaluate how regulations shape our identities - that we identify with our society being a relatively safe one, but only because Australians are generally responsible citizens that follow the rules and regulations of our society.

Resources

Download the student worksheet for use with this activity.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





Module 5

Being a Passenger

Educator Worksheet



Students explore the responsibilities of being a passenger in a vehicle. They learn about the positive and negative impacts that they can have on the driver and road safety. Students recognise actions they can take to improve the safety of themselves and others on the road and that their actions help prevent road user incidents, even as a passenger.

Module Outcomes

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

- understand the importance of wearing a seatbelt
- identify safe and unsafe actions of a passenger inside a vehicle
- recognise passengers contribute to overall vehicle safety

Guided Discussion Questions

- What are the responsibilities of a passenger in a vehicle?
- Are you a 'five-star' passenger? Why/why not?
- How might your behaviour impact the safety of yourself, the driver or other road users?
- What are some actions you can take to improve the safety of yourself and others?
- Are you more likely to consider your behaviour after participating in this module? Why/Why not?

Australian Curriculum Links

Year 9 Content Description

Learning Area: Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Being healthy, safe and active

Learning intention:

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 short or long term risk (ACPPS091)

Learning Activity

Plan, rehearse and evaluate realistic responses to manage safety in the following situations:

1. Passenger not wearing a seatbelt
2. Passenger kicking the back of a seat
3. Passenger raising their voice
4. Driver fumbling for the phone to answer a call
5. Driver unable to get clear reception on the radio
6. Driver becoming frustrated with the navigation system
7. Driver reaching for something in the back seat
8. Passenger playing with the window settings
9. Noticing stopped traffic at roadworks and the driver doesn't seem to have noticed

Resources

Download the student worksheet for use with this activity.



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Module 5

Being a Passenger

Student Worksheet



Have you ever thought about the responsibility of a passenger when riding in a vehicle? Your actions can have both positive and negative impacts on the driver and road safety. Being a responsible passenger means choosing actions that can improve the safety of yourself and others.

Here are 9 scenarios. Plan a response to each situation and role play the scenario with a partner. Swap roles and listen to your partner. Provide feedback about the responses. Are they realistic? Are they effective? Are there any modifications that are needed? Remember to use assertive language.

Situation	Your Response
1. Passenger not wearing a seatbelt	
2. Passenger kicking the back of a seat	
3. Passenger raising their voice	
4. Driver fumbling for the phone to answer a call	
5. Driver unable to get clear reception on the radio	
6. Driver becoming frustrated with the navigation system	
7. Driver reaching for something in the back seat	
8. Passenger playing with the window settings	
9. Noticing stopped traffic at a roadworks and the driver doesn't seem to have noticed. (kangaroos, pet running across road)	



Module 5

Being a Passenger

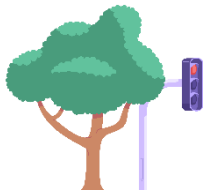
Student Worksheet – Suggested Responses



Have you ever thought about the responsibility of a passenger when riding in a vehicle? Your actions can have both positive and negative impacts on the driver and road safety. Being a responsible passenger means choosing actions that can improve the safety of yourself and others.

Here are 9 scenarios. Plan a response to each situation and role play the scenario with a partner. Swap roles and listen to your partner. Provide feedback about the responses. Are they realistic? Are they effective? Are there any modifications that are needed? Remember to use assertive language.

Situation	Your Response
1. Passenger not wearing a seatbelt	Buckle up. We'll head off when everyone's got their seatbelt on. Ask if they have found the seatbelt.
2. Passenger kicking the back of a seat	Hey, mum's driving. Feet still. If the rear seat passenger is very young, try and entertain them.
3. Passenger raising their voice	Inside voices, please.
4. Driver fumbling for the phone to answer a call	Can I suggest it goes to voice mail? Let me get that, you need to focus on driving.
5. Driver unable to get clear reception on the radio	I'd be happy to change that for you.
6. Driver becoming frustrated with the navigation system	Looks frustrating. Can I enter that for you?
7. Driver reaching for something in the back seat	Let me get that for you.
8. Passenger playing with the window settings	Aircon's on. Windows up, everyone.
9. Noticing stopped traffic at a roadworks and the driver doesn't seem to have noticed. (kangaroos, pet running across road)	Stopped traffic ahead. Looks like things are slowing down, why is that?



Module 6

Fit for the Road

Educator Worksheet



Students explore the idea of being fit for the road. Students learn they need to be in a reliable condition to use the road.

Students identify a range of impairments caused by alcohol and other drugs, as well as fatigue. It is intended students will understand that being fit for the road is everybody's responsibility and in doing so they can help reduce the number of road incidents on our roads.

Module Outcomes

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

- understand the concept of being fit for the road
- recognise the impairments caused by alcohol and other drugs on driving ability
- understand fatigue can impair driving ability as much as alcohol and other drugs
- develop strategies to reduce the impact fatigue can have on driving ability

Australian Curriculum Links

Year 9 Content Description

Learning Area: Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Being healthy, safe and active

Learning intention:

Examine the impact of changes and transitions on relationships (ACPPS090)

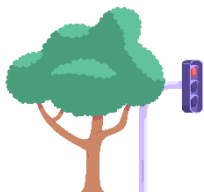
Learning Activity

Students are presented with a range of situations that they may encounter when they become drivers.

Students practice skills to deal with challenging or unsafe situations, such as refusal skills, communicating choice, expressing opinion and initiating contingency plans for situations around being fit to drive.

Resources

Download the student worksheet for use with this activity.



Module 6

Fit for the Road

Student Worksheet



When you and your peers start driving, it will be a big change. It is likely you will need new skills. Apart from driving skills, you may need to develop your communication skills. For example, what happens if somebody is not fit to drive? It might be the first time you need to communicate how you feel about this. Perhaps you will need to refuse a lift. If this happens, what is your contingency plan? A contingency plan is your plan in case something happens.

Student Activity

Read the following situations and suggest a contingency plan. That way you will be more likely to deal safely with an unexpected situation when it arises.

Situation	Contingency plan
A driver is showing signs of fatigue. They have been driving for 2 hours without a break.	
Plans have changed and now you won't be able to borrow your parent's car. One of your parents offers to drive you but you know that they have just taken some strong medicine for a health issue.	
As the designated driver, things didn't go to plan and now you won't be able to drive your friend home.	
A driver seems intoxicated and you feel uncomfortable about accepting a lift home.	
The person who drove you to the party is now upset and angry about something and wants to get the car and leave now.	
You and a friend were planning to leave for a camping trip but your friend had to work extra hours and it's now quite late.	



Module 6

Fit for the Road

Student Worksheet – Suggested Responses



When you and your peers start driving, it will be a big change. It is likely you will need new skills. Apart from driving skills, you may need to develop your communication skills. For example, what happens if somebody is not fit for the road? It might be the first time you will need to communicate how you feel about this. Perhaps you will need to refuse a lift. If this happens, what is your contingency plan? A contingency plan is your plan in case something happens.

Student Activity

Read the following situations and suggest a contingency plan. That way you will be more likely to deal safely with an unexpected situation when it arises.

Situation	Contingency plan
A driver is showing signs of fatigue. They have been driving for 2 hours without a break.	Take the lead. Let the driver know that you need to stop to use the bathroom and it would be a good idea for them to take a break as well.
Plans have changed and now you won't be able to borrow your parent's car. One of your parents offers to drive you, but you know that they have just taken some strong medicine for a health issue.	Whilst it might disrupt your plans or cost you some extra money, don't let someone drive if they are affected by medications. Get a friend to pick you up or catch a ride with a taxicab or ride share.
As the designated driver, things didn't go to plan and now you won't be able to drive your friend home.	Own the mistake. As the designated driver, you can't have any alcohol in your system. You'll have to stay the night or call a taxicab or ride share.
A driver seems intoxicated and you feel uncomfortable about accepting a lift home.	Resist peer pressure. Call it out and suggest that driving is not a safe idea for them right now. Friends don't let other friends drink and drive.
The person who drove you to the party is now upset and angry about something and wants to get the car and leave now.	Assess the situation and don't let them drive off angry. Suggest going for a walk with them to talk it over or arrange another option to get them home.
You and a friend were planning to leave for a camping trip but your friend had to work extra hours and it's now quite late.	Suggest you leave it until tomorrow to depart. It's not worth the risk if the driver has already had a long day at work.



Module 7

Distraction

Educator Worksheet



Students refine their understanding of driver distractions. They identify different types of driver distractions, including programming satellite navigators and responding to mobile phones.

Students learn why this makes driving higher risk and how they can reduce the number of driver distractions to improve safety and prevent road incidents on Australian roads by broadening their focus.

Module Outcomes

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

- identify inattention and distraction are leading contributors to traffic crashes
- identify distraction from a mobile phone as a road issue for all road user groups
- recognise mobile devices engage three types of distraction - physical, visual and cognitive
- demonstrate ways to decrease driver distraction that cause narrow and internal focus and return to a safer, broader and more external focus

Guided Discussion Questions

- What is a distraction?
- What are types of driver distractions?
- How can driver distractions make driving higher risk?
- How can we reduce the risk of driver distraction?

Australian Curriculum Links

Year 9 Content Description

Learning Area: Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Being healthy, safe and active

Learning intention:

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 short or long term risk (ACPPS091)

Learning Activity

Read the transcript of an interview about driver distractions and examine the processes for ensuring safe practices when driving by reducing driver distractions.

Resources

Download the student worksheet for use with this activity.



Module 7

Distraction

Student Worksheet



Student Activity

Read the interview below with Russell White, CEO of the Australian Road Safety Foundation. Russell outlines important points about the growing issue of driver distraction and what we can do about it. Underline the distractions mentioned and keep note of some of the actions that reduce risk.

Interview with Russell White, CEO of the Australian Road Safety Foundation

What are some of the biggest issues with driving on the road today?

RW: With the pressures of daily life being what they are, it seems that we're more or less expected to be able to do more than one thing at a time. This "multi-tasking" culture also continues when we get behind the wheel and that's a big problem.

Inattention is one of the leading contributing factors when it comes to traffic crashes. So, what is inattention? It basically means being distracted from the task at hand. I'm sure we've all seen distracted drivers doing things like programming the satellite navigation unit, changing a music track, daydreaming, checking out things by the roadside, getting dressed, putting on makeup and eating. These are just a few examples. All of these types of activities distract the driver from the driving task and compromise their focus or situational awareness.

Are mobile phones distractions?

RW: Of course, we can't fully cover this topic without discussing the use of mobile phones. You might think about your phone as the key to your life. But it is a major distraction for you when you are on the road. It is illegal to use a hand-held mobile phone whilst driving and with very good reason. There are also additional restrictions on L and P plate drivers. These restrictions are there because you already have a heavy workload with driving at this early stage, and distraction only complicates things further...

Why are mobile phones such a distraction?

RW: It all comes down to workload. Humans cannot multitask, we process things sequentially. That means we can't focus on two tasks at the same time. Research shows that when drivers are using a mobile phone their ability to focus and deal with what is going on around them is greatly impacted. This results in people spending considerable amounts of time not looking at the road ahead because they are engaging with the device, looking down at a screen or pre-occupied with some aspect of the device. We see issues like poor lane positioning, increased reaction times and people not being aware of what's going on around them.

What about hands-free mobile phones?

RW: The potential risk with mobile phones doesn't just sit with handheld operations. It also extends to hands-free use as well. The key problem surrounding mobiles and driving is the distraction that the conversation itself causes, hands-free or not. So, while it may still be legal to use a hands-free unit, it would be a good idea to think about the implications any phone conversation could have on your driving.

What advice can you give young Australians, our future drivers?

RW: The best advice is to leave the phone off when you drive and let the calls go to your message bank.



What is the reality of this situation?

RW: Mobile devices are a large part of our daily lives, but we need to understand that there are times when you can't afford to be distracted. Driving or being on a road is one of those times.

The reality is that we can't split our concentration between two tasks. It's not possible to do two things at once without compromising your focus. When you're behind the wheel you need to focus on just one job, driving the car. Everything else is a distraction that could have catastrophic consequences.

Thank you for your time today.

There are many different types of driver distraction. Three categories of driver distraction are physical distraction (touching), visual distraction (looking) and cognitive distraction (thinking). Distractions make driving riskier, so it is important to reduce the number of driver distractions to improve road safety.

In the interview, there were many distractions mentioned.

List some of the distractions in the categories below. Can you also think of an action to reduce risk? Write it below.

Driver distractions mentioned in the interview

Physical	Visual	Cognitive
e.g. touching your phone	e.g. looking at a screen	e.g. talking on the phone
Action to reduce risk		



Module 7

Distraction

Student Worksheet – Suggested Responses



Student Activity

Read the interview below with Russell White, CEO of the Australian Road Safety Foundation. Russell outlines important points about the growing issue of driver distraction and what we can do about it. Underline the distractions mentioned and keep note of some of the actions that reduce risk.

Interview with Russell White CEO of the Australian Road Safety Foundation

What are some of the biggest issues with driving on the road today?

RW: With the pressures of daily life being what they are, it seems that we're more or less expected to be able to do more than one thing at a time. This "multi-tasking" culture also continues when we get behind the wheel and that's a big problem.

Inattention is one of the leading contributing factors when it comes to traffic crashes. So, what is inattention? It basically means being distracted from the task at hand. I'm sure we've all seen distracted drivers doing things like programming the satellite navigation unit, changing a music track, daydreaming, checking out things by the roadside, getting dressed, putting on makeup and eating. These are just a few examples. All of these types of activities distract the driver from the driving task and compromise their focus or situational awareness.

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RW: It all comes down to workload. Humans cannot multitask, we process things sequentially. That means we can't focus on two tasks at the same time. Research shows that when drivers are using a mobile phone their ability to focus and deal with what is going on around them is greatly impacted. This results in people spending considerable amounts of time not looking at the road ahead because they are engaging with the device, looking down at a screen or pre-occupied with some aspect of the device. We see issues like poor lane positioning, increased reaction times and people not being aware of what's going on around them.

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What is the reality of this situation?

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*The reality is that we can't split our concentration between two tasks. It's not possible to do two things at once without compromising your focus. When you're behind the wheel you need to **focus on just one job, driving the car**. Everything else is a distraction that could have catastrophic consequences.*

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In the interview, there were many distractions mentioned.

List some of the distractions in the categories below. Can you also think of an action to reduce risk? Write it below.

Driver distractions mentioned in the interview

Physical	Visual	Cognitive
e.g. touching your phone	e.g. looking at a screen	e.g. talking on the phone
Eating Programming the satellite navigation unit Changing a music track Getting dressed Putting on makeup	Checking the internet Checking out things by the roadside	Answering a call Daydreaming
Action to reduce risk		
Eat before you leave or when you arrive. If it is a long trip, stop at a service centre, take a break and have something to eat. Make adjustments while the car is parked correctly. Adjust settings before you leave home.	Wait until you get home	Let the call go to message bank



Module 8

Becoming a Driver

Educator Worksheet



Students learn about becoming a driver. They learn to recognise that learning to drive is just the beginning. Students are introduced to basic road rules and vehicle maintenance routines to set them in the right direction. They learn that recognising these actions can improve the safety of themselves and others when using the road.

Module Outcomes

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

- understand road use is a life skill that we need to develop
- identify a range of road signs
- develop an awareness of the driver's set up including how to set mirrors for safer driving

Australian Curriculum Links

Year 9 Content Description

Learning Area: Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Communicating and interacting for health and wellbeing

Learning intention:

Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)

Learning Activity

Students unscramble the following list of actions to reveal respectful and responsible actions drivers can demonstrate on the road.

1. Think and plan ahead
2. Be patient on the road
3. Establish a safe following distance
4. Allow drivers to merge into traffic
5. Remain calm when other drivers have made errors
6. Share the road with cyclists
7. Give way to pedestrians
8. Obey the road rules
9. Always concentrate and be prepared
10. Use your indicators correctly

Discuss how using your empathy on the road creates a respectful road user environment for everyone.

Resources

Download the Becoming a Driver graphic organiser for use with this activity.



Module 8

Becoming a Driver

Student Worksheet



Student Activity

Unscramble the sentences to reveal positive actions that can create respectful relationships between road users on the road. Notice how using your empathy when making decisions on the road creates a respectful road user environment for everyone.

1. Thkni and pnla ahdea

2. Be patniet no het rdoa

3. Eatslbsih a fase olflowngi distneca

4. Aowll dirvers to ergem inot traicff

5. Rainme mlac nehwh rehto drviers aveh mead error

6. Shera the oard ithw cslitsyc

7. Giev ayw ot pedriansest

8. Oeby teh raod urels

9. Alywas cconneettra nad be ppreeard

10. Use yuor indiatcors coerrctly



Module 8

Becoming a Driver

Student Worksheet – Suggested Responses



Student Activity

Unscramble the sentences to reveal positive actions that can create respectful relationships between road users on the road. Notice how using your empathy when making decisions on the road creates a respectful road user environment for everyone.

1. Thkni and pnla ahdea

Think and plan ahead

2. Be patniet no het rdoa

Be patient on the road

3. Eatslbsih a fase olflowngi distneca

Establish a safe following distance

4. Aowll dirvers to ergem inot traicff

Allow drivers to merge into traffic

5. Rainme mlac nehwr rehto drviers aveh mead errsor

Remain calm when other drivers have made errors

6. Shera the oard ithw cslitsyc

Share the road with cyclists

7. Giev ayw ot pedriansest

Give way to pedestrians

8. Oeby teh raod urels

Obey the road rules

9. Alywas cconneettra nad be ppreeard

Always concentrate and be prepared

10. Use yuor indiatcors coerrctly

Use your indicators correctly



Module 9

Driver Basics

Educator Worksheet



Students learn the importance of establishing a safe following distance and explore the three parts of braking that critically affect ability of a vehicle to stop. They learn about perception time, reaction distance and breaking distance.

Students observe how these affect the total stopping distance of a vehicle. Students are reminded to drive to the conditions and also learn that changing conditions can affect the amount of stopping distance required to stop safely.

Module Outcomes

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

- understand leaving a safe following distance is a critical safety measure
- recognise the risks of travelling too close to another vehicle
- identify the three stages of braking

Guided Discussion Questions

- What is an appropriate following distance between vehicles?
- How can we check if we have established a safe following distance between us and the next vehicle?
- What are the three key stages critical to breaking?
- How do perception time, reaction distance and breaking distance play a part in a vehicles ability to stop?
-

Australian Curriculum Links

Year 9 Content Description

Learning Area: Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Contributing to healthy and active communities

Learning intention:

Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)

Learning Activity

Examine the social-economic, cultural and human factors that influence driver behaviour. Discuss how some of the factors might influence road safety skills, such as leaving a safe following distance. Discuss with students that they should always aim to establish a safe following distance.

Resources

Download the Driving graphic organiser for use with this activity.



Module 9

Driver Basics

Student Worksheet



Many elements influence driver behaviour. These might be socio-economic, cultural or human factors. Complete the table by writing the factors listed below in the most appropriate column.

Factors affecting driver behaviour

- age
- gender
- road rules and regulations
- peer attitudes
- road safety education
- patterns of road use
(e.g. school pick up times, peak hour)
- speed
- drink driving
- distractions
- attitudes around being on time
- personal health

Socio-economic	Cultural	Human factors

An effective measure to reduce risk on the road is to establish a safe following distance. This reduces risk because it can mean that a driver has enough time to respond to changing road conditions and stop if needed.

Discuss how some of the factors above might have an influence on whether or not a road user establishes a safe following distance.



Module 9

Driver Basics

Student Worksheet – Suggested Responses



Many elements influence driver behaviour. These might be socio-economic, cultural or human factors. Complete the table by writing the factors listed below in the most appropriate column.

Factors affecting driver behaviour

- age
- gender
- road rules and regulations
- peer attitudes
- road safety education
- patterns of road use
(e.g. school pick up times, peak hour)
- speed
- drink driving
- distractions
- attitudes around being on time
- personal health

Socio-economic	Cultural	Human factors
<ul style="list-style-type: none">- road rules and regulations- road safety education	<ul style="list-style-type: none">- peer attitudes- patterns of road use e.g. morning, lunch and afternoon school pick up e.g. peak hour traffic created by a 9-5 work culture- attitudes around being on time	<ul style="list-style-type: none">- age- gender- drink driving- speed- distractions- personal health

An effective measure to reduce risk on the road is to establish a safe following distance. This reduces risk because it can mean that a driver has enough time to respond to changing road conditions and stop if needed.

Discuss how some of the factors above might have an influence on whether or not a road user establishes a safe following distance.



Module 10

Responsible Road Users

Educator Worksheet



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?
- What are the Fatal Five?
- How can we maintain our vehicle?

Australian Curriculum Links

Year 9 Content Description

Learning Area: Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Contributing to healthy and active communities

Learning intention:

Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)

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.

Resources

Download the student worksheet for use with this activity.



Driven By



Australian
Road Safety
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Australian Government



Australian Government
Office of Road Safety



Module 10

Responsible Road Users

Student Worksheet



Increase the number of safe road users on our roads by being a responsible road user. Adhere to the road rules, take measures to avoid the fatal five (speeding, not wearing a seatbelt, drink or drug driving, fatigue and distraction) and maintain your vehicle with routines such as R.O.L.L (rubber, oil, liquids and lights). Share the message with your community by creating a road safety campaign.

Create a health campaign in a print-based or digital environment to promote road safety.

1. Select a topic for your campaign.

Some ideas are:

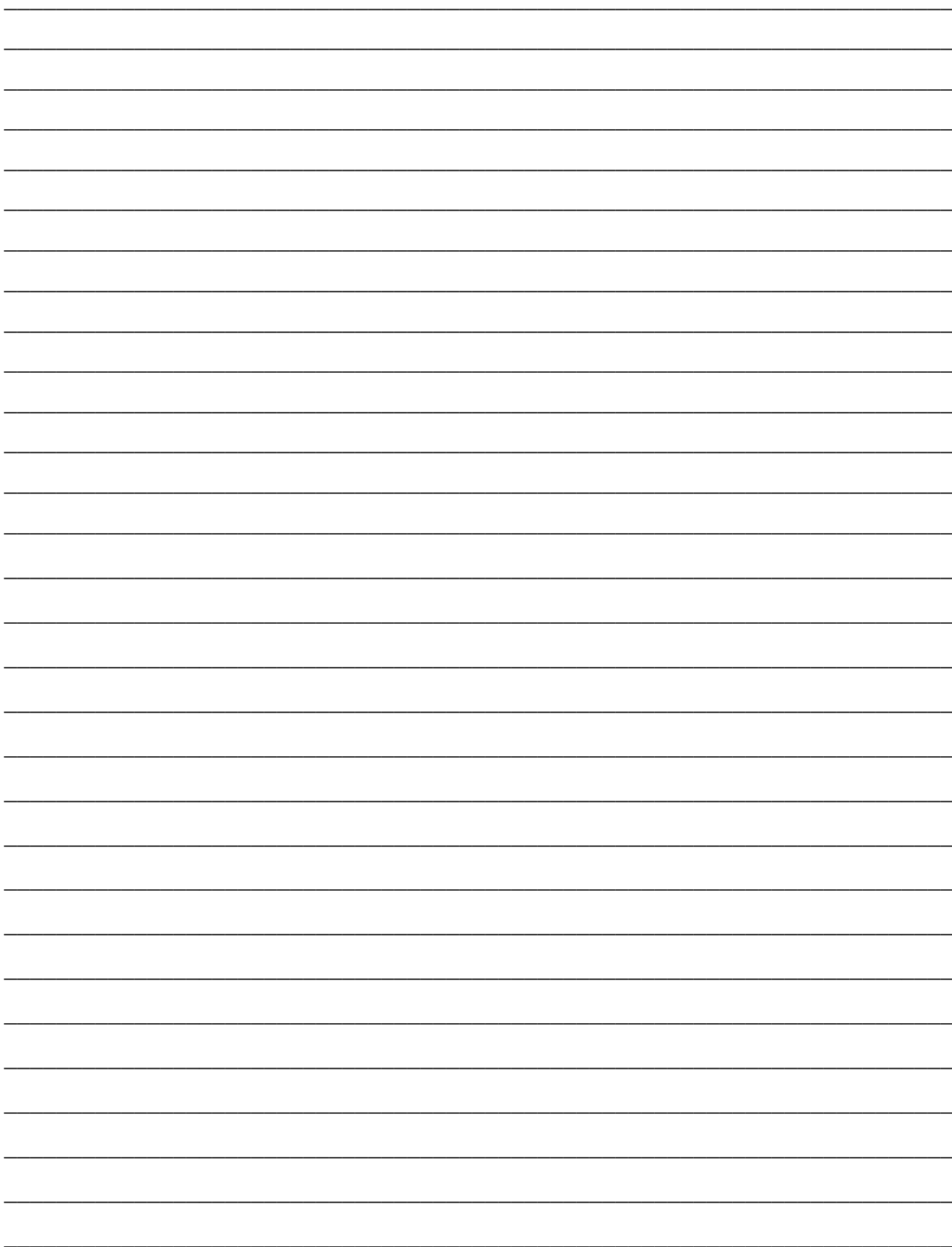
- Being aware of personal responsibility
- Road safety is up to me
- Promoting road rules
- Preventing the Fatal Five
 - speeding
 - not wearing a seatbelt
 - drink or drug driving
 - fatigue
 - distraction
- Maintaining your vehicle with R.O.L.L
 - rubber
 - oil
 - liquids
 - lights
- Other: _____

2. Discuss and confirm your road safety campaign topic with your teacher.

3. Is your campaign print based or digital? _____

4. What is your plan for the campaign? How will you promote your message? How will you engage the community?

List the steps you need to take here:





Module 10

Responsible Road Users

Student Worksheet – Suggested Responses



Increase the number of safe road users on our roads by being a responsible road user. Adhere to the road rules, take measures to avoid the fatal five (speeding, not wearing a seatbelt, drink or drug driving, fatigue and distraction) and maintain your vehicle with routines such as R.O.L.L (rubber, oil, liquids and lights). Share the message with your community by creating a road safety campaign.

Create a health campaign in a print-based or digital environment to promote road safety.

5. Select a topic for your campaign.

Some ideas are:

- Being aware of personal responsibility
- Road safety is up to me
- Promoting road rules
- Preventing the Fatal Five
 - speeding
 - not wearing a seatbelt
 - drink or drug driving
 - fatigue
 - distraction
- Maintaining your vehicle with R.O.L.L
 - rubber
 - oil
 - liquids
 - lights
- Other: _____

6. Discuss and confirm your road safety campaign topic with your teacher.

7. Is your campaign print based or digital? _____

8. What is your plan for the campaign? How will you promote your message? How will you engage the community?

List the steps you need to take here:

R O L L



Rubber

Check tyre pressure and tread depth



Oil

Check oil levels



Liquids

Check water levels



Lights

Check that your lights function



Testimonials

“Getting teenagers to pay attention to road safety messages can be a challenge. RoadSet’s approach is refreshingly different and talks to students on their level.”

Angela White, Executive Officer, www.adolescentsuccess.org.au

“RoadSet empowers teens to take ownership of their own behaviour as road users and reinforces that road safety isn’t about luck, it’s about the choices we make as individuals.”

Melissa McGuinness, You Choose – Youth Road Safety

“We need programs like RoadSet to encourage young people to take greater care on the road – had it been available to me during my school years, I might have made very different choices.”

Josh Nielsen, road trauma survivor

Further information

If you require further information about implementing RoadSet in your organisation, please contact us at roadset@arsf.com.au. We can help with presentation and webinar requests, technical questions, road safety education information or getting involved in other ARSF initiatives.

Thank you

RoadSet is an initiative of the Australian Road Safety Foundation (ARSF). Our innovative program has been designed to increase road safety awareness skills in young Australians and highlight strategies to help prevent crashes and reduce road trauma. In this way, we can increase the number of safe road users on Australian roads and promote a cultural change that will save lives.

Thank you for being a part of RoadSet!

Contact us

Australian Road Safety Foundation

RoadSet Engagement Team

1300 723 843

roadset@arsf.com.au

www.roadset.com.au

www.arsf.com.au

