

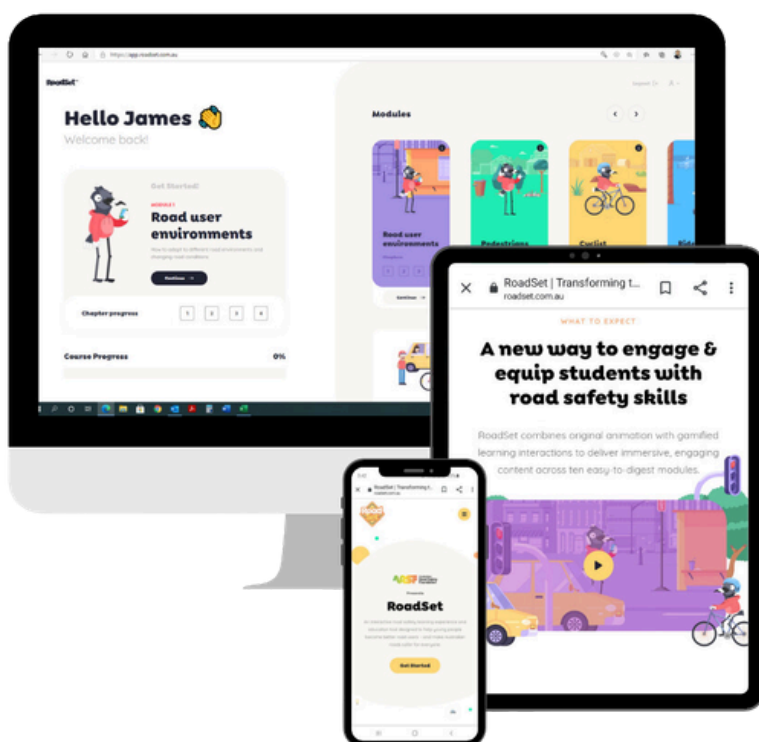


presented by

AAMI

EDUCATOR RESOURCES

V9 AUSTRALIAN CURRICULUM ALIGNED



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



Driven By



Australian Government

Office of Road Safety

Funding provided by the Australian Government



**Australian
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Foundation**



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AAMI

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GETTING STARTED WITH ROADSET

WELCOME TO ROADSET!

An initiative of the Australian Road Safety Foundation (ARSF), RoadSet 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 Pack has been constructed to support the quality teaching and learning of road safety skills for Year 9 students.

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.

Road trauma is the biggest killer of children 1-14 years old in Australia

Every year more than 1,200 people are killed on Australian roads



ACCESSING THE PROGRAM

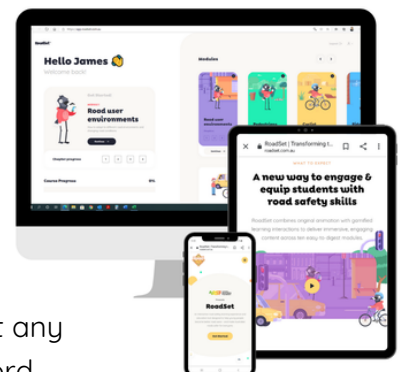
To access the program, students will need to register by visiting www.roadset.com.au and selecting “Get Started”. Once registered, students can commence working through the modules immediately and at their own pace. The app is available on desktop, mobile and tablet. Our recommendation is to use Chrome on a desktop or laptop device to receive the optimum experience.

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 progress at the end of each module. 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 log in with your email address and password.



GETTING STARTED WITH ROADSET

HOW TO ROADSET

Each student needs:



Access to a computer, tablet, phone or smart device



Internet connectivity



Latest version of Microsoft Edge or Google Chrome



Headphones

Now you are set to go to:

www.roadset.com.au



COMPLETION

At the end of Module 10, students will complete the outro survey and be able to download their RoadSet certificate of completion.



ROADSET MODULES

- Module 1: Road user environments
- Module 2: Pedestrians
- Module 3: Cyclists
- Module 4: Rideables
- Module 5: Being a passenger
- Module 6: Fit for the road
- Module 7: Distraction
- Module 8: Becoming a driver
- Module 9: Driver basics
- Module 10: Responsible road users

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.

CURRICULUM LINKS

Our activities are linked to Version 9 of the Australian Curriculum to aid integration into existing programs. However, the program is flexible and aligns to multiple 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”?

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.

To extend, have the students write the information they collected into an informative brochure including graphics.

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: critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions (AC9HP10P09)

Year 9 Content Description

Learning Area: English

Strand: Literature

Sub-strand: Creating literature

Learning Intention: create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences (AC9E9LE06)

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 - long trips	

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

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, and it is safe to keep travelling
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 can impact visibility	Stay alert and be aware that other road users may have difficulty seeing what is around them
Midday - lunch time rush	Use pedestrian crossing and stay alert
Late at night - lack of lighting	Increase your visibility e.g. use bike lights and wear bright or reflective clothing if you must ride at night

MODULE 2: Pedestrians



EDUCATOR RESOURCE

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”?

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.

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 strategies for managing situations where their own or others' health, safety or wellbeing may be at risk (AC9HP10P08)

Year 9 Content Description
Learning Area: Geography
Strand: Skills
Sub-strand: Communicating

Learning Intention: create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings (AC9HG9S06)

Year 9 Content Description
Learning Area: English
Strand: Literacy
Sub-strand: Creating texts

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

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 have chosen is:

- 3.** Sketch a plan of your travel route in the space below. 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. These might be the locations of crossings or areas of high visibility.

A large empty rectangular box with a black border, intended for sketching a travel route.

My safety considerations for this plan are:

MODULE 2: Pedestrians



STUDENT WORKSHEET - PART B

- 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 another safe travel plan in your group or class. Write a positive point and a point for improvement where applicable to provide feedback.

MODULE 2: Pedestrians



SUGGESTED ANSWERS

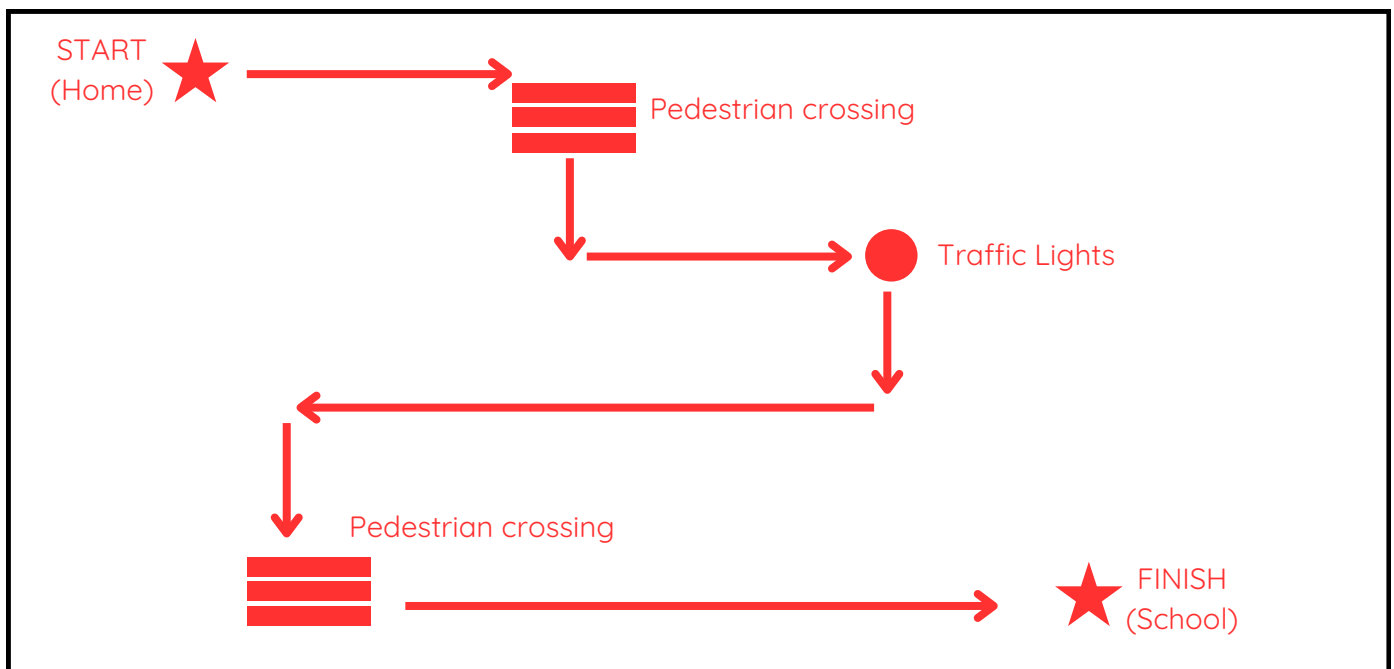
Pedestrians are vulnerable road users. When travelling by foot, reduce risk by minimising distractions. Turn down loud music and avoid mobile phone use. Choose to walk on footpaths and use pedestrian crossings. Making responsible choices reduces your risk of harm and sets a good example to others. Use 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.
e.g. school, local shopping centre, tennis courts, beach

- 2.** Choose one of these places and create a safe travel plan for walking to it.
The place I have chosen is:

- 3.** Sketch a plan of your travel route in the space below. 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. These might be the locations of crossings or areas of high visibility.



My safety considerations for this plan are:

e.g. walk all the way to the pedestrian 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 it is safe

MODULE 2:

Pedestrians



SUGGESTED ANSWERS - PART B

- 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.

Various responses

- 5.** Evaluate the effectiveness of another safe travel plan in your group or class. Write a positive point and a point for improvement where applicable to provide feedback.

Various responses

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?

LEARNING ACTIVITY:

Create a new community website blog 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.

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' connections to community and natural and build environments (AC9HP10P10)

Year 9 Content Description

Learning Area: Digital Technologies

Strand: Knowledge and Understanding

Sub-stand: Generating and designing

Learning intention: create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings (AC9HG9S06)

Year 9 Content Description

Learning Area: English

Strand: Literacy

Sub-stand: Creating texts

Learning intention: design and prototype the user experience of a digital system (AC9TDI10P08)

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, blog 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 if your bike is roadworthy
- Cycling regulations that apply to you
- Great parks for riding bikes

Use the spaces below to start planning your entry.

WELCOME MESSAGE

Think of a name for your committee and the topics you want to include in your entry.

SAFE CYCLING TIPS

Create a top ten list of ways to stay safe while cycling in your area.

BICYCLE RULES & REGULATIONS

Research 2-5 bicycle related regulations to highlight in your entry.

IS YOUR BIKE ROADWORTHY?

Create a quiz or checklist to make sure your bike is roadworthy.

BICYCLE PARKS

Research the cycle pathways or parks 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.

MODULE 3:

Cyclists



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, blog 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 if your bike is roadworthy
- Cycling regulations that apply to you
- Great parks for riding bikes

Use the spaces below to start planning your entry.

WELCOME MESSAGE

Think of a name for your committee and the topics you want to include in your entry.

e.g. RoadSet Cyclists

SAFE CYCLING TIPS

Create a top ten list of ways to stay safe while cycling in your area.

e.g. Wear bright and reflective clothing

BICYCLE RULES & REGULATIONS

Research 2-5 bicycle related regulations to highlight in your entry.

e.g. Wearing helmets

IS YOUR BIKE ROADWORTHY?

Create a quiz or checklist to make sure your bike is roadworthy.

e.g.

Bell working
Brakes working
Air in tyres according to manufacturer
Seat at the right height
Reflectors and light on bike

BICYCLE PARKS

Research the cycle pathways or parks 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.

MODULE 4:

Rideables



EDUCATOR RESOURCE

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?
- How fast can your scooter go? How fast are you allowed to go legally? Do you ride on roads or footpaths? What are the rules?

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

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: analyse factors that shape identities and evaluate how individuals influence the identities of others (AC9HP10P01)

Year 9 Content Description

Learning Area: English

Strand: Literature

Sub-strand: Creating texts

Learning Intention: plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical (AC9E9LY07)

MODULE 4: Rideables



STUDENT WORKSHEET

Activities, such as skateboarding and scooter riding, require participants to follow certain rules and regulations. This is what makes our society a relatively safe one. When we all work together, we can create recreational environments everyone can enjoy.

RESEARCH ACTIVITY:

Research the regulations for using skateboards, scooters and e-scooters in your state. In the spaces below, make notes on your findings then write a 2 minute presentation for the class on the rules of your chosen rideable.

Research notes:

Presentation notes:

MODULE 4:

Rideables



SUGGESTED RESPONSES

Activities, such as skateboarding and scooter riding, require participants to follow certain rules and regulations. This is what makes our society a relatively safe one. When we all work together, we can create recreational environments everyone can enjoy.

RESEARCH ACTIVITY:

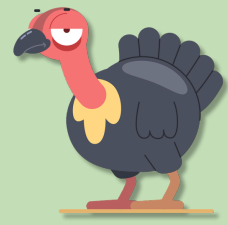
Research the regulations for using skateboards, scooters and e-scooters in your state. In the spaces below, make notes on your findings then write a 2 minute presentation for the class on the rules of your chosen rideable.

Research notes:

Responses will vary according to state and territory regulations.

Presentation notes:

MODULE 5: Being a Passenger



EDUCATOR RESOURCE

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?

LEARNING ACTIVITY:

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

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

AUSTRALIAN CURRICULUM LINKS:

Year 9 Content Description

Learning Area: Health and Physical Education

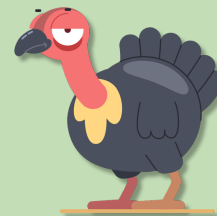
Strand: Personal, Social and Community Health

Sub-strand: Being healthy, safe and active

Learning Intention: plan, rehearse and evaluate strategies for managing situations where their own or others' health safety or wellbeing may be at risk (AC9HP10P08)

MODULE 5: Being a Passenger

STUDENT WORKSHEET



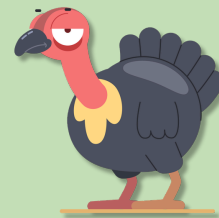
Have you ever thought about the responsibility of a passenger when riding in a vehicle? Your actions can have both positive and negative impacts on the driver and road safety. Being a responsible passenger means choosing actions that can improve the safety of yourself and others.

Plan a response to each scenario below 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 or wanting to change the music	
6. Driver becoming frustrated with the navigation system	
7. Driver reaching for something in the back seat	
8. Passenger playing with the windows	
9. Noticing stopped traffic up ahead (from roadworks, animal running across the road, etc.) and the driver hasn't noticed	

MODULE 5: Being a Passenger

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.

Plan a response to each scenario below 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 or wanting to change the music	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 windows	Aircon is on. Windows up, everyone.
9. Noticing stopped traffic up ahead (from roadworks, animal running across the road, etc.) and the driver hasn't noticed	Stopped traffic ahead. Looks like things are slowing down, why is that?

MODULE 6: Fit for the Road

EDUCATOR RESOURCE



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

GUIDED DISCUSSION QUESTIONS:

- What does it mean to be “fit for the road”?
- What are some ways alcohol and other drugs can impair a person's ability to drive safely? How might these impairments affect decision-making or reaction time?
- How does fatigue impact driving ability? Why do you think it is considered as dangerous as driving under the influence?
- What strategies can you implement to ensure you are fit for the road? How can you encourage others to do the same?

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.

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: refine, evaluate and adapt strategies for managing changes and transitions (AC9HP10P02)

Year 9 Content Description

Learning Area: Personal and Social Capability

Strand: Self-Awareness

Sub-strand: Emotional awareness

Learning Intention: reflect on emotional responses to different situations (AC9HP10P06)

Year 9 Content Description

Learning Area: Personal and Social Capability

Strand: Self-Management

Sub-strand: Goal setting

Learning Intention: adapt goals and plans, apply strategies, evaluating their suitability and effectiveness (AC9HP10P08)

Year 9 Content Description

Learning Area: Personal and Social Capability

Strand: Self-Management

Sub-strand: Perseverance and adaptability

Learning Intention: devise, evaluate and adapt strategies to engage with unexpected or challenging situations (AC9HP10P08)

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



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 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.	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 RESOURCE

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?

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. Sort the distractions mentioned into the 3 categories (physical, visual, cognitive) and suggest an action to reduce the risk.

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: analyse factors that shape identities and evaluate how individuals influence the identities of others (AC9HP10P01)

Year 9 Content Description

Learning Area: English

Strand: Literacy

Sub-strand: Analysing, interpreting and evaluating

Learning Intention: use comprehension strategies such as visualizing, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts (AC9E9LY05)

MODULE 7: Distraction



STUDENT WORKSHEET

Read the interview below with Russell White, Founder 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 on the next page.

Interview with Russell White, Founder 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.

MODULE 7: Distraction



STUDENT WORKSHEET

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.

STUDENT ACTIVITY:

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 in the table below.

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

MODULE 7: Distraction



SUGGESTED RESPONSES

Read the interview below with Russell White, Founder 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 on the next page.

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Thank you for your time today.

MODULE 7: Distraction



SUGGESTED RESPONSES

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.

STUDENT ACTIVITY:

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 in the table below.

	Distractions	Action to reduce risk
Physical	e.g. touching your phone Eating Programming the satellite navigation unit Changing the music Getting dressed Putting on makeup	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.
Visual	e.g. looking at a screen Checking the internet/phone messages Checking out things by the roadside	Wait until you arrive to your destination
Cognitive	e.g. talking on the phone Answering a call Daydreaming	Let the call go to voicemail

MODULE 8: Becoming a Driver



EDUCATOR RESOURCE



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 setup including how to set mirrors for safer driving

GUIDED DISCUSSION QUESTIONS:

- Why do you think learning to drive is considered a lifelong skill rather than something you master immediately? How might your driving change as you gain experience?
- What are some common road signs you have seen? Why are they important? What can happen if they are ignored?
- Why is setting up driver's seat, mirrors and other vehicle adjustments important before starting to drive?
- How can drivers' actions affect the safety of other road users? What can you do to be more aware of others while driving?
- How does empathy and respect create a respectful environment for all road users?

LEARNING ACTIVITY:

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

- Think and plan ahead
- Be patient on the road
- Establish a safe following distance
- Allow drivers to merge into traffic
- Remain calm when other drivers have made errors
- Share the road with cyclists
- Give way to pedestrians
- Obey the road rules
- Always concentrate and be prepared
- Use your indicators correctly

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: evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships (AC9HP10P04)

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 adn pnla ahdea

2. Be ptaniet no het rdoa

3. Eatslbsih a fase olflowngi distneca

4. Aowll dirvers to ergem inot traicff

5. Rainme mlac neh w rehto drviers aveh mead errsor

6. Shera teh oard ithw cslitsyc

7. Giev ayw ot pedriansest

8. Oeby teh raod urels

9. Alywas cconneettra nad be ppreeard

10. Ues yuor indiatcors coerrctly

MODULE 8: Becoming a Driver

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.

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Think and plan ahead

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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

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Share the road with cyclists

7. Giev ayw ot pedriansest

Give way to pedestrians

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Obey the road rules

9. Alywas cconneettra nad be ppreeard

Always concentrate and be prepared

10. Ues yuor indiatcors coerrctly

Use your indicators correctly

MODULE 9: Driver Basics



EDUCATOR RESOURCE



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 braking 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 braking?
- How do perception time, reaction distance and braking distance play a part in a vehicle's ability to stop?

LEARNING ACTIVITY:

Examine the socio-economic, cultural and human factors listed on the worksheet 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.

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: propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination)

Year 9 Content Description

Learning Area: Personal and Social Capabilities

Strand: Social Awareness

Sub-strand: Relational awareness

Learning Intention: evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships

MODULE 9: Driver Basics



STUDENT WORKSHEET



Many elements influence driver behaviour. These might be socio-economic, cultural or 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.

STUDENT ACTIVITY:

Complete the table by writing the factors listed below in the most appropriate column. Discuss how some of the factors above might have an influence on whether or not a road user establishes a safe following distance.

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

MODULE 9: Driver Basics



SUGGESTED RESPONSES

Many elements influence driver behaviour. These might be socio-economic, cultural or 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.

STUDENT ACTIVITY:

Complete the table by writing the factors listed below in the most appropriate column. Discuss how some of the factors above might have an influence on whether or not a road user establishes a safe following distance.

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 <ul style="list-style-type: none"> ◦ school pick up ◦ 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

MODULE 10: Responsible Road Users

EDUCATOR RESOURCE



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 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 built 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, literary devices and multimodal features for purposes and audiences in what might be imaginative, reflective, informative, persuasive, analytical and/or critical (AC9E9LY06)

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.

STUDENT ACTIVITY:

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
- Preventing the Fatal Five
 - Speeding
 - Not wearing a seatbelt
 - Drink or drug driving
 - Fatigue
 - Distraction
- Promoting road rules
- Road safety is up to me
- Maintaining your vehicle with R.O.L.L.
 - Rubber
 - Oil
 - Liquids
 - Lights

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 and engage the community? (e.g. will you design and print flyers or create a social media campaign?) Will there be a specific target audience (e.g. cyclists, learner drivers, pedestrians, students).

List the steps you need to take below.

MODULE 10: Responsible Road Users



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.

STUDENT ACTIVITY:

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

Example campaign poster:



FURTHER INFORMATION



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.

RoadSet was developed with funding provided by the Australian Government as part of its pledge to support priority areas such as regional road safety, driver distraction, protecting vulnerable road users and reducing drug driving.

RoadSet is an innovative Ed-tech tool aimed at Year 9 students. It features ten memorable and engaging modules covering road safety issues related to pedestrians, passengers, cyclists, skateboard and scooter riders and ultimately becoming a safe driver.

The road safety modules in RoadSet aim to support the quality teaching and learning of road safety in school and community road safety education programs. They are free to use and can be accessed on computers, smartphones and tablets.

CONTACT US

If you require further information about implementing RoadSet in your organisation, please contact the RoadSet Engagement Team. We can help with technical questions, road safety education information or getting involved in other ARSF initiatives.



RoadSet Engagement Team

 **1300 723 843**

 **roadset@arsf.com.au**

 **www.roadset.com.au | www.arsf.com.au**

TESTIMONIALS:



Angela White
adolescentsuccess.org.au

“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.”



Melissa McGuinness
You Choose - Youth Road Safety

“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.”



Josh Nielson
Road trauma survivor

“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.”



AAMI

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Driven By



Australian Government

Office of Road Safety

Funding provided by the Australian Government

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