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| 1     | RAC presentation (1 hour) - Kathryn  
*How to get a driver’s licence*  
Advantages and disadvantages of having a licence  
*Consequences of driving* - order from least to most impact  
Swap Cards  
Small group Quiz (teacher made)/ on Part 1 of the *Drive Safe* book                                                                                                    | Quiz       |
| 2     | Crash Involvement - students sort 'people' from highest involvement to least involvement. Discuss by showing graph and answering questions on page 142.  
Assessment: What’s the Plan? DVD Decision-making model  
*Insignia*: What are mates for? Q. Do road safety ads have an impact on young people’s attitudes towards speeding and drink driving? Why?  
Advertisements DVD. Students rate them in a table as effective or ineffective and provide a reason.                                | Assignment 1: What’s the Plan? |
| 3     | Driving Triangle  
Brainstorm: How does each contribute: Driver, Environment, Vehicle?  
*Newspaper Articles*  
*Fatigue*  
Watch Fatigue Advertisements (DVD)  
Complete Y chart (looks like, feels like, sounds like) for Fatigue  
Brainstorm what can reduce fatigue related crashes?                                                                                     |            |
| 4     | How fast can you stop?  
Driver to remember the 2 second rule when driving 60km/h  
*Speed*  
*Values Continuum*  
*Seat Belt Scenarios*  
*Driving Distractions*  
Brainstorm all the distractions, then in small groups separate into "inside the car" and "outside the car" p236. Then separate into "predictable" and "unpredictable". | Assignment 2: Saving Lives  
Mind Map p170 |
| 5     | Foot on the Brake  
Practical activity requires: 1m ruler, 1m elastic, 30cm ruler, chair and desk.  
*Is Driving a Complex Activity?*  
*Driving Supervisors*  
Brainstorm: What qualities should your driving supervisor have?  
*Ben’s Road Movie DVD*                                                                                                                  |            |
| 6     | Communicating Effectively  
Role play examples for each: aggressive, assertive and passive                                                                                       |            |
| **In Control** - what to say in these scenarios.  
**Driving Skills**  
Students sort cards under the correct headings: vehicle control skills, traffic skills, safety skills and advanced safety skills |
|---|
| **Towards Zero DVD**  
What’s Important? students choose a card the discuss it with their small group and write reasons to convince the teacher.  
**Buying A Car**  
Sort reasons from highest priority to least priority. Discuss top 3.  
**Safety Ratings**  
Research safety ratings of popular cars for P platers using the iPads. |
| **Chloe’s Story DVD**  
Discuss her choices |
| **Assessment:**  
**Getting Home Safely** |
| **Assignment 3:**  
**Getting Home Safely** p370 |
| **Catch up:**  
Complete unfinished assignments.  
**Complete Behind the Wheel** books  
(Organise Parent Workshop for Term 3 week 2 with RAC presenter) |

K. Melvin