

# ADDITIONAL ACTIVITIES FROM UNIT 1

## Activity 1.6 Licensing questions



### WHAT YOU WILL NEED

- Activity sheet 1.6 *Licensing questions* – photocopy and cut one set of cards per group

1. Place students in small groups.
2. Give each group a set of *Licensing questions* cards.
3. Explain that the question cards should be placed face down in a pile. The answer cards are to be distributed equally between the group members.
4. Students take turns to turn over and read a question card then find the answer.
5. Check that students have correctly matched the cards and clarify any questions about the licensing system.



# Activity sheet 1.6

## Licensing questions

*Learner drivers need to record their driving hours in a 50 hour Log Book*

**TRUE** 25 hours are recorded before the Practical Driving Assessment (PDA) and another 25 hours after the PDA.

*A person must have held a licence continuously for a minimum of four years to be eligible as a driving supervisor.*

**TRUE** A driving supervisor must have held a current driver's licence continuously for four years, and this can include two years on P plates.

*The earliest you can sit your Learner's Permit Test is 17 years of age.*

**FALSE** You can sit the Learner's Permit Test at the age of 16 years. A pass means you get your L plates, Learner's Permit card and a 50 hour log book and can start learning to drive with a supervisor.

*You cannot start recording the second 25 hours in your Log Book until you are at least 17 years old and have passed the Practical*

**FALSE** At 16½ years you can do the Practical Driving Assessment. If you pass, you must take at least 6 months to complete the second 25 hours in your Log Book.

# Activity sheet 1.6

## Licensing questions

*You must always display L plates while undertaking and recording 50 hours of supervised driving for your Log Book.*

**TRUE** While completing your 50 hour Log Book as a learner driver under supervision, you must display L plates at all times.

*You have to pass the Hazard Perception Test before becoming a Provisional driver on red P plates.*

**TRUE** To become a Provisional driver on red P plates, you must pass the Hazard Perception Test. If you pass you will be on your red P plates for 6 months.

*Learner drivers can practise driving on freeways.*

**TRUE** Learner drivers can drive on freeways both before and after the Practical Driving Assessment. However, learner drivers must not exceed 100km/h, and feel competent and ready to

*A learner driver can drive up to 100 km/h where sign posted.*

**TRUE** Learner drivers are allowed to drive up to 100 km/h where sign posted.

# Activity sheet 1.6

## Licensing questions

*You do not need your Log Book signed by your supervisor after each driving session.*

**FALSE** Your Log Book must be signed by your supervisor after each driving session. Sessions of 10 minutes or more can be recorded.

*Red P plate drivers can't drive between midnight and 5 am.*

**TRUE** In the first 6 months of driving on P plates, drivers must not drive between midnight and 5am unless they have been allowed an exemption.

*The BAC limit for P plate drivers is 0.05%.*

**FALSE** The BAC limit for both red and green P plate drivers is 0.00%.

*The Learner Permit Test has 30 questions. The minimum pass mark is 24 out of 30.*

**TRUE** The Learner's Permit Test has 30 questions. The minimum pass mark is 24.

# Activity sheet 1.6

## Licensing questions

*After passing the Practical Driving Assessment (PDA), it is compulsory to complete another 25 hours of supervised driving and record this in your 50 hour Log Book.*

**TRUE** It is compulsory for Learner drivers to complete a final 25 hours of supervised driving before they can sit the Hazard Perception Test and this must be completed over 6 months.

*Red and green P plate drivers can have a BAC of 0.02%.*

**FALSE** A 0.00% BAC is the limit for L and P plate drivers.

*If you are older than 21 you only have to complete the Provisional driving step of the Graduated Driver Training and Licensing System before getting a full driver's licence.*

**FALSE** There are 6 steps to go through before getting a full driver's licence regardless of your age.

*A driver must stay on P plates for one year.*

**FALSE** A provisional driver stays on P plates for two years – 6 months on red P plates and 18 months on green P plates.

### Activity 1.7

## Advantages and disadvantages of getting a driver's licence



#### WHAT YOU WILL NEED

- Activity sheet 1.7 *Advantages and disadvantages of getting a driver's licence* – photocopy one A3 copy per group.

1. Ask students to **brainstorm** (refer to page 302 or the *Keys for Life* DVD) future events that young people their age look forward to and write these on the board. Ideas could include going to the Year 12 ball, being able to vote or legally drink alcohol, having an 18th or 21st birthday, driving a car or motorbike.
2. Give each group a copy of *Advantages and disadvantages of getting a driver's licence* or alternatively, students can draw up a **T chart** (refer to page 305 or the *Keys for Life* DVD) on a sheet of A3 paper.
3. Ask students to **brainstorm** (refer to page 302 or the *Keys for Life* DVD) the advantages and disadvantages of getting a driver's licence and write these on the T chart. Some examples are provided.

#### *Advantages*

- get to friends, work, sport, University/TAFE
- gain independence from parents
- convenient and efficient way to travel
- can be more sociable and employable
- able to access previously inaccessible places
- opens up new opportunities such as work, relationships, holidays

#### *Disadvantages*

- vehicle expenses such as fuel costs, insurance, repairs, registration
- parking costs and fines
- costs associated with Learner's Permit, Practical Driving Assessment, Hazard Perception Test and driving lessons
- young people are often killed or injured in road crashes
- more drivers means more cars on the road which adds to global warming

4. Encourage groups to share some of their ideas and decide if the advantages of getting a licence outweigh the disadvantages.



# UNIT 1

## becoming a driver

5. Use a **think-pair-share** (refer to page 310 or the *Keys for Life* DVD) for students to share their opinion to the following statement with a partner or small group.

*If getting a driver's licence is so beneficial, why isn't everyone issued with one as soon as they turn 17?*

6. Conclude with the following processing questions or by further discussing questions generated during the activity.
- *What might prompt you to get a driver's licence?*
  - *Will having friends with a driver's licence put pressure on you to get one too?*
  - *If you need to resit a test it will cost you more money. What can you do to make sure that you pass each test the first time?* (Practise the Learner's Permit Test and the Hazard Perception Test online. Before doing the Practical Driving Assessment make sure that all skills outlined in the *Let's practise* booklet have been achieved.)

### Extension

- *Reality bites* – cue the *Keys for Life* DVD
1. View *Reality bites* which shows a range of young people talking about getting a driver's licence.
  2. After viewing, discuss the points raised by the young people in the film clip.



## Activity sheet 1.7

# Advantages and disadvantages of getting a driver's licence

Most young people your age can't wait to get their driver's licence but have you thought about what this might mean?

Write some of the advantages and disadvantages of having a driver's licence.



### Advantages

### Disadvantages

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## Activity 1.8 What's the law?



### WHAT YOU WILL NEED

- Activity sheet 1.8 *What's the law?* – photocopy and cut out one set
- Strategy sheet 4 *Values continuum* (refer to page 312 or the *Keys for Life* DVD) – photocopy and cut out one set

1. Discuss with students why they believe it is necessary to have road rules (eg so that all road users can be safe, maintain traffic flow or avoid crashes).
2. Explain to students that there are many rules that drivers and motorcyclists should know and understand. Some of these have been common understanding for a long time (eg driving on the left hand side of the road throughout Australia) however rules continue to be developed and changed (eg roundabouts are a recent traffic control measure) to increase road users' safety.
3. Conduct a **question partners** (refer to page 303 or the *Keys for Life* DVD) using cards from *What's the law?*
4. Distribute one card to each student. Explain to students that there is another person in the room who has the matching question or answer to their card. Ask students to move around the room, interacting and discussing their cards with other students until they find their partner. When partners meet they should stand or sit down together.
5. Ask each pair to read their question and answer. Clarify any questions related to the information raised.
6. Set up a **values continuum** (refer to page 312 or the *Keys for Life* DVD) with the 'agree' and 'disagree' cards. Use some or all of the following statements for the discussion.
  - *Young drivers would have fewer crashes if they knew the road rules.*
  - *If young people don't follow road rules as a cyclist or pedestrian, they won't follow the rules when they are a driver.*
  - *Impounding cars will not stop young drivers from hooning.*
  - *All drivers should have to resit the road rules test on a regular basis.*
  - *Speeding fines are not high enough to deter people from speeding.*
  - *Double demerit points should occur every weekend not just on long weekends.*
  - *Everyone should have the right to decide if they do or don't wear a seat belt.*
  - *Drivers who break the rules should have to display a special sign on their vehicle.*
  - *Drivers who have a clear traffic record should be rewarded for their safe driving behaviour.*

# UNIT 1

## becoming a driver

7. Invite students to share their opinion with others standing nearby then open the discussion to the group. Allow students to change their position on the continuum after hearing others' opinions.
8. Conclude with the following processing questions or by further discussing questions generated during the activity.
  - *How important is it for young drivers to know the road rules?*
  - *Do you think drivers, the same age as your parents, know the current road rules? Why?*
  - *What road rules do you often see being disregarded by drivers? Why do you think this happens?*
  - *Which rules do you think drivers are often confused about and why?*



### Variation

Students can use the following websites to research road rules then devise their own set of question and answer cards to use in the same way as described in this activity.

<http://www.ors.wa.gov.au/road-safety-topics/road-issues/road-rules-and-penalties>  
(Road rules and penalties)

<http://www.transport.wa.gov.au/licensing/learner-activities-and-resources.asp>  
(Department of Transport – *Drive Safe* handbook)

# Activity sheet 1.8

## What's the law?

**Question** Babies and young children can be held by an adult if a child car restraint is not available.

**False** Using an appropriate child car restraint can greatly reduce the risk of death or serious injury to a child in the event of a crash. Babies and children travelling in a vehicle must be placed in an approved child car restraint, based on the child's age and height (not weight).

**Question** It's okay to have your arm out of the window of a car.

**False** Passengers and drivers must not place any part of their body outside of the vehicle.

**Question** Seat belts don't have to be worn in the back seat.

**False** It is compulsory to wear a seat belt whether you are in the back or front seat of a vehicle. In a crash, a seat belt can keep you from hitting some part or other people in the vehicle, or from being thrown out.

**Question** A driver must always travel with their licence.

**True** A driver must be able to show their driver's licence on request from police.

**Question** It is legal to drive an unlicensed vehicle.

**False** All vehicles must be licensed.

**Question** Learner drivers must be able to show their Learner's Permit card if requested by a police officer.

**True** A learner driver must be able to show their Learner's Permit card if requested by a police officer. It is a condition of the permit.

# Activity sheet 1.8

## What's the law?

**Question** Under the 'anti hoon' legislation, drivers and motorcyclists who endanger lives through reckless behaviour can have their vehicles impounded or confiscated.

**True** People caught racing or doing 'burnouts' can lose their vehicles. If a second offence occurs, the vehicle can be impounded for up to 3 months and their driver's licence suspended. On a third offence the vehicle can be confiscated altogether and the driver's licence permanently disqualified.

**Question** Drivers turning left or right or making a legal U turn must give way to any pedestrian at, or near, the intersection on the road or part of the road the driver is entering.

**True** Motorists must give way to pedestrians before proceeding to turn left or right or while making a legal U turn.

**Question** Learner drivers are not allowed on the freeway.

**False** It is true that learner drivers are allowed to drive on freeways when they feel they have the skills and experience to do so.

**Question** It is legal for a driver to make or receive calls using a 'hand held' mobile while their vehicle is stopped in traffic.

**False** It is illegal for a driver to make or receive calls using a 'hand held' mobile phone while the vehicle is moving or stopped in traffic. This includes SMS texting or using other phone functions (eg playing games).

**Question** You can get your P plates when you turn 17.

**True** A provisional licence may be issued if the driver has completed Learner Driver requirements and has passed the Hazard Perception Test.

**Question** If you have a passenger who is up to the age of 16, it is their responsibility to wear a restraint (ie seat belt).

**False** Drivers are legally responsible for ensuring that all occupants are suitably restrained in a vehicle.

# Activity sheet 1.8

## What's the law?

**Question** Pedestrians must give way to vehicles entering or exiting a driveway.

**False** Motorists entering or exiting a driveway must give way to pedestrians walking on the footpath.

**Question** It is compulsory to wear a helmet if you are riding a motorbike.

**True** It is compulsory to wear a helmet when riding a motorbike.

**Question** Motorcyclists can ride 'two abreast' on the road.

**False** Motorcyclists must ride single file as any other vehicle on the road.

**Question** It is okay to have passengers travelling in the open space of a vehicle.

**False** It is against the law to travel in the open space of a vehicle where restraints are not provided (eg the back of a van, ute or wagon).

**Question** All vehicle occupants must wear a restraint.

**True** Every person travelling in a motor vehicle must use an appropriate restraint.

**Question** If there aren't enough seat belts you can 'double up' or fasten a seat belt around two people.

**False** Seat belts are designed to be used by only one person at a time. 'Doubling up' is both illegal and unsafe.



### Activity 1.9 Getting a moped or motorcycle licence



#### WHAT YOU WILL NEED

- Activity sheet 1.3 *Moped and motorcycle BINGO* - photocopy one per student

1. Describe to students the four steps for gaining a moped (R-N) licence and the six steps for gaining a LAMS motorcycle (R-E) licence. Refer students to the Department of Transport website for additional information (<http://www.transport.wa.gov.au/licensing/my-drivers-licence.asp>).
2. Distribute the BINGO sheet. Students need to be standing for this activity, and approach a different student for each question on the sheet. Continue until at least one student has four correct answers in a row - either vertically, horizontally or diagonally.
3. Go through all questions on the BINGO sheet using the table below for the correct answers.

A moped is a vehicle which is unable to exceed 50 km/h.	How many questions are in the motorcycle theory test and what is the pass mark?	What does the acronym LAMS stand for?	The engine capacity of a scooter does not exceed 50cc.
<b>True</b>	<b>28/35</b>	<b>Learner Approved Motorcycle Scheme</b>	<b>False</b>
Which road(s) are moped riders not permitted to ride on?	Moped and motorcycle riders in Australia are 30 times more likely to be killed in a road crash.	Are moped riders (R-N class vehicle) subject to a demerit point system?	The more hours of supervised riding a motorcyclist completes during the learning to ride process, the safer they will be.
<b>Freeways</b>	<b>True</b>	<b>Yes</b>	<b>True</b>
What is the minimum age to sit the Practical Driving Assessment for a moped (R-N) licence?	Do moped riders have to complete the required 50 hours of supervised driving when applying for a car licence?	What is the minimum power to weight ratio and engine capacity for a LAMS motorcycle?	There is no Log Book and Hazard Perception Test requirement for a moped (R-N) class vehicle licence.
<b>16 years</b>	<b>Yes</b>	<b>150kw/t and 660cc</b>	<b>True</b>
Name 4 articles of protective equipment that should always be worn by moped and motorcycle riders?	A person can apply for a Learner's Permit for a LAMS motorcycle (R-E) licence at 16 years.	What is the minimum age to sit the Practical Driving (PDA) Assessment for a LAMS motorcycle (R-E) licence?	Is there a graduated licensing system for a moped (R-N) licence?
<b>Helmet, gloves, boots, jacket, motorcycle pants. (Helmet is the only legal requirement and the others are highly recommended.)</b>	<b>True</b>	<b>16½ years</b>	<b>No</b>

# Activity sheet 1.9

## MOPED AND MOTORCYCLE BINGO



A moped is a vehicle which is unable to exceed 50 km/h.	How many questions are in the motorcycle theory test and what is the pass mark?	What does the acronym LAMS stand for?	The engine capacity of a scooter does not exceed 50cc.
Which road(s) are moped riders not permitted to ride on?	Moped and motorcycle riders in Australia are 30 times more likely to be killed in a road crash.	Are moped riders (R-N class vehicle) subject to a demerit point system?	The more hours of supervised riding a motorcyclist completes during the learning to ride process, the safer they will be.
What is the minimum age to sit the Practical Driving Assessment for a moped (R-N) licence?	Do moped riders have to complete the required 50 hours of supervised driving when applying for a car licence?	What is the minimum power to weight ratio and engine capacity for a LAMS motorcycle?	There is no Log Book and Hazard Perception Test requirement for a moped (R-N) class vehicle licence.
Name 4 articles of protective equipment that should always be worn by moped and motorcycle riders?	A person can apply for a Learner's Permit for a LAMS motorcycle (R-E) licence at 16 years.	What is the minimum age to sit the Practical Driving (PDA) Assessment for a LAMS motorcycle (R-E) licence?	Is there a graduated licensing system for a moped (R-N) licence?



## Activity 1.10 Young driver attitudes and influences



### WHAT YOU WILL NEED

- Access to the internet
- Lyrics and recording of *Untitled* by Simple Plan and/or *Last Kiss* by Pearl Jam – photocopy one per student
- Die
- Activity sheet 1.8 *What influences the way young people drive?* – photocopy one A3 copy per group

1. Have students locate the words to songs about driving and road crashes such as *Untitled* by Simple Plan and/or *Last Kiss* by Pearl Jam using [www.songlyrics.com](http://www.songlyrics.com) or a similar website.
2. Place students in groups and give each member a copy of the lyrics to one of the songs. Play the song then ask students to discuss the following questions.
  - *What story did the song writer want to tell?*
  - *What does this song mean to you?*
  - *What are the road safety messages in this song?*
  - *What consequences of being in a road crash are highlighted in this song?*
  - *Would hearing this song influence the way a young person acts or behaves as a driver? Why?*
3. Use a **head talk** (refer to page 304 or the *Keys for Life* DVD) to nominate the students who are to report on points discussed in their group.
4. Give each group a copy of *What influences the way young people drive?*
5. Suggest to students that knowledge about driving does not always lead to safe driving behaviour. Young people's driving may be influenced by a range of factors such as education, employment, family members, friends, traditions, beliefs, previous experiences, media, income, religion, accepted norms in the group, and licence restrictions.
6. Ask students to **brainstorm** (refer to page 302 or the *Keys for Life* DVD) a list of factors and write these on the A3 sheet. The headings provided are a guide only and may be changed.
7. Discuss the factors identified and decide which of these may most influence the way young people drive.
8. Conclude with the following processing questions or by further discussing questions generated during the activity.
  - *Which young driver influences do you believe can be addressed or challenged?*
  - *The social environment in which a young driver lives can influence their driving behaviour. For example, excessive use of alcohol or not wearing seat belts in some communities is the norm. What messages may resonate more loudly with young drivers living in these towns? (Research shows that knowing that they may injure their family or friends, or lose their vehicle, resonates more with young male drivers.)*

### Extension

1. Students write a poem or song lyrics that focus on safer driving.

# What influences the way young people drive?

