

Road safety education. Life Ready - Safe travel - The choices we make

About this resource

Rationale:

Decision making can have both positive and negative consequences and short-term or long-term impacts. Through this activity, students explore, understand and appreciate the effects that road trauma can have on individuals and communities. Students will focus on developing their skills in decision making and problem solving. They will realise the importance of being assertive when faced with difficult or uncomfortable decisions.

Alignment to School Excellence Framework:

[School Excellence Framework](#)-

Learning domain: Curriculum, curriculum provisions

Teaching domain: Effective Classroom Practice, Explicit teaching.

Alignments to frameworks:

[Life Ready Course](#)

[Road Safety Education, Driver Education and Training Policy](#)

[Australian Professional Standards for Teachers](#) (2.1.2)

Further resources and professional learning opportunities:

[Road Safety Education website](#)

[Professional learning opportunities](#) – Road Safety Education

Consulted with:

Road Safety Education team, Transport for NSW and PDHPE curriculum team.

Suggested use and timeframe:

This resource has been developed to support implementation of the Stage 6 Life Ready course. Approximately 60-minute lesson.

Planning for diverse student needs:

- How can you provide options to engage, motivate and challenge every student?
- How can you plan flexible options for every student to acquire information and knowledge?
- How can you provide flexible ways for every student to respond and demonstrate what they know?

Research base:

[What works best in practice](#) – explicit teaching theme

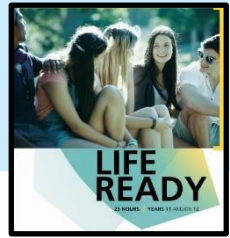
Feedback: Email feedback, questions and comments about this resource to the [Road Safety Education Team](#)

Reviewed by: Road Safety Education team.

Created/last updated: March 2024

Anticipated resource review date: March 2025

Contact: [Road Safety Education Team](#) for further support.



Life Ready - Safe Travel – The choices we make.

Course Outcomes

Outcome	Description
5.1	Critically analyse situations, attitudes and behaviours that influence independence, health, safety and wellbeing in different contexts
5.2	Recognise and respond appropriately to situations which may be limiting or harmful to self or others

Safe Travel Content

Content focus	Suggested content
Safe road use to protect each other	<p>Making safe decisions as road and transport users</p> <ul style="list-style-type: none"> making decisions and solving problems in real life situations assertive behaviour as drivers and passenger in various real-life contexts planning strategically for at risk situations, e.g. at night, social events, breakdowns and drink/drug walking

Skills

Communication and Interpersonal Skills
<p>Negotiation and refusal</p> <ul style="list-style-type: none"> negotiation, conflict management, assertiveness, refusal

Decision-Making, Problem-Solving and Critical Thinking Skills
<p>Decision-making and problem-solving</p> <ul style="list-style-type: none"> evaluating consequences, determining alternative solutions to problems <p>Critical thinking</p> <ul style="list-style-type: none"> analysing influences

Resources

1. [People we know – Tahlia Mardini.](#) (2:45 minutes)
2. Appendix 1 – Decision-making template

Video synopsis:

Tahlia Mardini was involved in a horrific car crash in the early hours of New Year's Day in 2018. The event changed her life forever. This is her story.

Video transcript:

It was the first day of 2018. It was meant to be a day of excitement and what goals were going to achieve this year and instead my family had police knocking on the front door at three o'clock in the morning. Me and my friend Teagan, we had never spent New Year's Eve together before. I was so excited. We were 16 years old. You know we're just having a mad time. We had found another party to go to, but we didn't know how we're going to get there. There was a boy Teagan knew well, we just sort of thought you know free lift. He was driving silly from the start. He has not judged the amount of space between his car and the ute coming up in front. He clipped the whole left side of the car, where Teagan was sitting. One of the main causes for the crash was speed. February, I woke up out of a coma that I was in for quite a few weeks. I had post-traumatic amnesia. Every day I kept asking you know where's Teagan, where's Teagan, she can come visit me now. Then it just got to a point my parents sat down with me and my mom was like I'm so sorry Tahlia, Teagan didn't make it. She lost so much blood they couldn't save her, and she died on the scene. I can't even explain the feeling. I've had 25 surgeries. I fractured my neck, broke my jaw, nose, cheek, eye socket. I had fluid in my brain. If he wasn't speeding that night my best friend would still be here. A car can kill you instantly. I don't think people realise that. Don't only think about yourself when you're driving, you know think about the other people around you, the people in your car. You know it's not cool to speed and a lot of people need to hear that.

Please consider: Some parts of Life Ready can be confronting and sensitive for some students.

Consider the students, school, and community history with road trauma before implementing this teaching and learning sequence.

Enable students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise because of a student making a public disclosure in the classroom.

Teaching and learning sequence:

Learning Intentions	Success Criteria
We will: <ul style="list-style-type: none">• explore safe road use to protect each other.	We will: <ul style="list-style-type: none">• reflect on decision-making and consequences.• discuss assertive behaviours for drivers and passengers.• practice strategic planning for at-risk situations.

1. Introduction:

Teacher to read:

Decision making is the process of making a choice, but it isn't always easy and can be complex in challenging situations. Lots of different factors can influence decision making such as your peers, family, media, values, culture, religion and where you live. Decision making can have both positive and negative consequences and short-term or long-term impacts.

Ask students to reflect on a decision they recently made and whether it was a good or poor choice?

In pairs, students discuss:

- How did they know it was a good or poor choice?
- What factors influenced their decision?
- How much influence do their peers have on their decision making?

Teacher to highlight the focus for the remainder of this session will be on how the choices they make can influence their own and others safety when travelling.

Teacher note:

For this activity, consider the diverse needs of the students in your cohort. Students may need a guided discussion, scaffolded examples or sentence stems.
'A recent decision I made...'
'This was a good/poor choice because...'

2. Students watch the video – [People we know – Tahlia Mardini](#).

- In pairs or small groups students reflect on what they thought and how they felt while watching the video. Invite willing students to share their thoughts or feelings with the larger group.

Teacher note:

Students who have experienced road trauma may find this video personally confronting and should be offered the chance to withdraw.

3. Students to answer the following questions:

- a) Why do you think Tahlia got in the car with someone that she didn't know?
- b) Tahlia mentioned that the male driver was "driving silly from the start". What are some of the reactions/feelings Tahlia may have had to indicate she was in an unsafe situation?

Teacher note:

Answers for 3a) may include: peer influence, trusting her friend, wanting to go to the party to keep celebrating, alcohol consumption may have impaired her judgement, she may not have had another way of getting to the party, lack of other transport options, time, it was New Year's Day

Answers for 3b) may include: butterflies in her stomach, uneasy, sick, scared, holding on/bracing, feeling on edge.

4. Students to analyse and discuss the following questions if they were to find themselves in a similar situation:

- a) what are the different ways that you could get home safely?
- b) who are the people you could rely on to drive you home safely?
- c) what could you say or do to avoid getting a lift with someone you don't know well?
- d) if you accepted a lift with someone and started feeling unsafe on the journey, what could you say or do to get yourself out of the situation, without feeling embarrassed in front of your peers?

Teacher note:

Answers for 4a) may include: walk, drive, get a lift, taxi, train, tram, ride

Answers for 4b) may include: family members, friends, teammates, work mates, uber/taxi driver.

Examples for 4c) may include: "Mum is coming to get me in a little while"; "I have already booked an Uber"; "I'm going to call _____ to come and pick me/us up"; pretend they have left their phone inside and go back into the party, better planning before the party.

Answers for 4d) may include: "Pull over, I'm going to be sick!", "Can we slow down a bit - my mum uses a tracking app on my phone and if she sees that I am in a car that is speeding, I will be grounded".

Students may give answers that they think teachers want to hear, not what they really would say. Encourage students to think creatively about their answers so they can avoid embarrassment in front of their peers.

Creating a display on a wall is a great way of students to have a bank of answers for why they can't go (or stay) out. A digital display could work depending on space and student engagement in technology.

5. Use Appendix 1 - Decision-making template.

Students explore choices, influences and consequences of their decisions for one of the following scenarios:

- You are going to a party with friends. The designated driver has just announced that she was vaping marijuana oil with her boss at work that day. What would you do, to keep yourself and others safe?
- You've slept at a friend's house overnight, after having a big night out. Your friend has offered to drive you home on their way to work at 8am. They have just vomited and said they are feeling very hungover. What would you do, to keep yourself and others safe?
- You are the driver and your passengers have been drinking. They are turning up the music and yelling while trying to film a Tik Tok. What would you do, to keep yourself and others safe?
- You've been working on the family property all day and are exhausted. Your friends want to go out nightclubbing in town and have asked for you to be the designated driver to safely get them to and from town. What would you do, to keep yourself and others safe?
- You are driving to football and have arranged to carpool with four friends. A fifth friend can't get to the match and has asked to 'squeeze in' your car. Your friends don't have a problem with six people in the car. What would you do, to keep yourself and others safe?

Teacher note:

This activity can be completed individually or in small groups.
A template has been provided – Appendix 1.

Knowing your students is important when selecting scenarios.
Teachers should choose and/or adapt scenarios to reflect the needs of their students.

Consider the diverse needs of the students in the cohort, to enable full participation in this activity.
Suggestions include:

- scaffolding and/or prefilling elements of the template
- reducing the number of 'choices' for students to consider on the template
- accepting verbal responses instead of written responses
- adjusting the group size

Extension opportunity:

In small groups, students review/reflect on all 5 scenarios:

- rank the 5 scenarios from most risky to least risky. Students justify their answers.
- consider if they were to move to the city/rural for university/work would that change the personal risk ratings?

6. In small groups, students practice using **assertive responses**, as the driver and/or passenger for the above scenarios to keep themselves and others safe.

Teacher note:

Use the responses from questions 4c) and 4d) as examples of what students can say to control the situation. Students can role play these in front of the class.

Examples of what **assertive responses** could look like in action:

- assert own point of view
- reflect their views through their behaviours and actions
- respectfully state their needs, wants and feelings
- say no and able to resist peer pressure
- propose alternatives when situations are not what is expected or what suits

Life Ready support materials and considerations:







[Life Ready](#) – mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety – as they become more independent and gain more responsibilities.

[Life Ready course content](#) – course requirements, structure, content and advice for implementation.

[Creating a safe and supportive learning environment](#) - strategies to create a supportive learning environment, enabling students to feel safe to learn and ask questions.

[Life Ready support materials](#) - considerations when selecting resources and teaching and learning materials.

Appendix 1 – Decision-making template

Scenario			
Choices	Choice #1	Choice #2	Choice #3
			
Influences			
			
Potential consequences			
Decision			