



Road Smart Teacher Toolkit

Lesson Plan 8 - Rights of way: On-road rights and responsibilities (Part 2)

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Student Outcomes

Students will be able to:

- Demonstrate understanding of the rights and responsibilities of different types of road users
- Describe how the rights and responsibilities of different road user types impacts on individual users

Timing

45 – 50 mins

Materials and Preparation

- Devices with internet access for each group of students so they can access the relevant online materials referenced in this lesson plan.
- A computer and projector, and/or digital projector for the teacher to show the opening video (where necessary).
- Print-outs, for each group, of *Resource 1: Know the rules* worksheet and the *Resource 3: Empathy map* worksheet from this document (and writing implements to complete them with).

Lesson Description and Background

This lesson is designed to follow on from the lesson “Rights of Way: On-Road Rights and Responsibilities (Part 1)”, however it can also be delivered as a stand-alone lesson.

The activities and scenarios in this lesson are designed to build students’ understanding of the rights and responsibilities of different road users, and an appreciation of the consequences of individual road users’ actions.

In this activity students focus on cyclists as road users. Students first explore the responsibilities of road users through the ‘*Know the Rules*’ enquiry-based learning activity (Resource 1), and have an opportunity to discuss differences in interpretations of road users’ responsibilities using the evidence they have found during the activity.

Then, using an ‘*Empathy Map*’ (Resource 4) applied to a specific scenario, students will explore how individual perspective of interactions between road users changes the situation can be perceived.

Key Terms

Rights and Responsibilities are the legal rights and responsibilities of all road users when they are using the road or road-related areas (e.g. footpaths) as well as those determined by cultural and personal ethics.

Road Users are pedestrians, cyclists, passengers and drivers. Although not mentioned in this resource, motorcyclists, heavy vehicle and bus drivers and, in general, people of all ages are also included in the term ‘road users’.

Empathy Map a tool that is used to help people understand what another person is experiencing. It allows the user to immerse themselves into the environment being discussed.

Interactions are the reciprocal actions or influences and their effects between road users. e.g. a car stopping at a pedestrian crossing for a pedestrian to cross the road is an interaction.

Coaching Tip

Road safety is a shared responsibility, and everyone needs to be thinking of others and looking out for each other in order to make the road a safe place.

Curriculum Mapping

Health and Physical Education. Content Description

- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk ([VCHPEP144](#))

Achievement Standard (excerpt only)

- By the end of Level 10, students ... compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing.

Ethical Capability. Content Description

- Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues ([VCECU021](#))

Achievement Standards (excerpt only)

By the end of Level 10, students ... examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions.

Lesson Part 1 – Introduction (5 minutes)

1. Show students the TAC video Space to ride. <https://www.youtube.com/watch?v=J-sHBJofCol> (NB: If your students have already seen this video as part of another lesson, you are free to replay it if you wish, or skip to step three).
2. Ask students what is meant by the phrase “Drivers, give the space to ride safe”, which appears at the very end of the video. Explain that it means road safety is a shared responsibility, and that everyone needs to be thinking of others and looking out for each other in order to make the road a safe place.
3. Explain to students that in this lesson they will be learning about the rights and responsibilities of different road users. Introduce the idea that whilst road users have many responsibilities, the number one responsibility of every road user is to obey the law.
4. Explain to students that the scenarios will explore interactions between road users from different perspectives – enabling them to put themselves in others’ shoes and change the way they think about road safety.

Lesson Part 2 – Enquiry-based Learning “Know the rules?” (15 minutes)

1. Divide students into groups of two or three.
2. Distribute the Know the Rules worksheet (Resource 1) to each group, and ask students to find solutions to each question or statement as written. Students should use the space provided to write a few words about why they’ve reached their conclusion. Students should use the internet to complete this task. A sample completed template is included in this resource.
3. Ask each group to share their responses with the class. If there are any disagreements in answers from the class, ask two groups to share their rationale and their source. Look out for sources from outside the state of Victoria, or examples not specifically related to Victoria. The sample completed template has correct answers on it, including sources.
4. *(Optional)* Distribute a copy of the completed template to each student for future reference.

Lesson Part 3 – Scenario-based Learning “A mile in their shoes...” (20 minutes)

1. In the same groups, ask each group to read the scenario found in the Scenario Worksheet (Resource 3). Alternatively, you may like to project this onto a board in the room, or read the scenario aloud for the whole class.
2. Ask students to put themselves in the position of the people in the scenario, and imagine all the things going on in their head and in the environment. Get some initial reactions and responses from the class about what each person in the scenario might be thinking.
3. Hand out copies of the Empathy Map worksheets (Resource 4) to each group (see Appendix)
4. Ask students to complete the Empathy Maps for each road user in the scenario.
5. Have each group give a short description of their highlights for each part of the Empathy Map.
6. *(Optional)* If time allows, ask students to reflect on a time where they've been in a similar situation. Students can share their own scenarios and offer suggestions on what they could have done differently to reduce their risk in a similar scenario in the future.

Lesson part 4 – Conclusion (5-10 minutes)

Conclusion

1. To finish, direct each group to answer two final questions based on the scenario and their Empathy Map:
 - a. What could each road user do differently to decrease the risk in the scenario?
 - b. What can you do to decrease your level of risk when using roads?

Resource 1: Know the rules worksheet

Directions: Using the road rules of Victoria, Find answers to the following 'TRUE or FALSE' questions. Use the internet to attempt to find answers to questions where you don't know the answer. In the 'source and evidence' column, indicate where you found your answer, and the evidence for why you think it is correct.

Road User: Cyclists

Statement	TRUE or FALSE (circle one)	Source and Evidence
Cyclists may use a mobile phone when riding	TRUE FALSE	
Cyclists may ride without a helmet while riding on bicycle paths	TRUE FALSE	
Cyclists need a minimum of one light on their bikes when riding at night	TRUE FALSE	
Cyclists are allowed to ride a bike in bus lanes	TRUE FALSE	
Cyclists must ride on the left side of a left indicating and left turning vehicle	TRUE FALSE	

Resource 2: Know the Rules worksheet (completed sample)

The highlighted answers below are correct, and we have included a link to the government source, VicRoads, for the answers at the bottom of the page.

Statement	TRUE or FALSE (circle one)	Source and Evidence
Cyclists may use a mobile phone when riding	TRUE FALSE	Using a mobile phone is allowed to make or receive a phone call or to use its audio/music functions provided the phone: <ul style="list-style-type: none"> • is secured in a commercially designed holder fixed to the bicycle, or • can be operated by the rider without touching any part of the phone, and the phone is not resting on any part of the riders' body but can be in a pocket
Cyclists may ride without a helmet while riding on bicycle paths	TRUE FALSE	When you are riding a bike you and any passengers must wear a properly fitting and fastened helmet unless you are riding on private property.
Cyclists need a minimum of one light on their bikes when riding at night	TRUE FALSE	If you are riding a bicycle at night you must have a: <ul style="list-style-type: none"> • white light (flashing or steady) on the front • red light (flashing or steady) on the back • red reflector on the back.
Cyclists are allowed to ride a bike in bus lanes	TRUE FALSE	From 1 July 2017 cyclists can ride in a bus lane unless otherwise signed.
Cyclists must ride on the left side of a left indicating and left turning vehicle	TRUE FALSE	You must not overtake a vehicle: <ul style="list-style-type: none"> • on the left if it is turning left and indicating left

<https://www.vicroads.vic.gov.au/safety-and-road-rules/road-rules/a-to-z-of-road-rules/bicycles>
<https://www.victorialawfoundation.org.au/road-rules-bike-riders>

Resource 3: Scenario worksheet

Directions: use the following scenario to explore as a class and to complete your empathy map worksheet.

This scenario may be printed and distributed to individuals, or projected for the class. You may also choose to have one or more students read the scenario out to the class to hear it together.

THE SCENARIO:

A mountain bike rider is on the return leg of a training ride, about 8 km from town. It is 8:30 am on a Thursday morning. The ride has taken the cyclist a total of 80 km distance on an out-and-back course from their country town to some fire trails and a dam circuit and back again. This is a regular training route for this cyclist and is popular with other cyclists in the region. Although there is very little traffic for most of the ride, with the majority of it being in national parkland, 10 km at the beginning and 10 km at the end of the round trip (20 km total) is on a mix of suburban streets in a built-up area (in town) and rural gravel highway. There is a very small shoulder along the two-way gravel road and poor line markings.

Heavy vehicles often use the gravel highway in and out of town, especially during weekday mornings and evenings. The roads in the area are in the process of being upgraded and today, there are road works 8 km from town – along the cyclist's route home. The road works create an environment of grooved roads, loose gravel and debris. Large vehicles are often parked on the small shoulder of the road.

A light commercial truck, working on the road upgrade, travels past the cyclist at the same time they're passing the first part of the road work area. The truck is loaded up with tools and equipment and contains the driver and three other passengers. Shortly after passing the cyclist, the truck starts to slow down and pulls over to the side of the road to park. The truck come to a complete stop about 100 m from where it first passed the cyclist. The truck has not moved very far off the road and is taking up most of the narrow shoulder.

The cyclist, now in the road works zone, is forced to ride very close to the faded solid line that marks the shoulder from the traffic lane. To avoid some of the small potholes, the cyclist is required to ride on very loose gravel. The cyclist is approaching the truck and is observing the situation by paying close attention to the truck, which has begun reducing its speed. As the cyclist comes within 15 m of the truck, the rear passenger door very quickly swings wide open and one of the passengers starts to get out of the truck.

The cyclist is unable to stop quickly enough due to the short distance and loose surface. Instead, to avoid a collision with the passenger or the truck's door, the cyclist veers to the right into the traffic lane. Luckily for the cyclist, there was no other vehicle nearby at the time and they were able to veer back to the left and onto the shoulder again after avoiding the passenger and truck door.

The cyclist, startled by what has just happened, slows down to catch their breath and process the event. The truck passenger is rattled and feels relieved that their actions didn't result in an injury to the cyclist or themselves. Ten minutes later, the cyclist is in town and safely back home.

Resource 4: Empathy Map worksheet

Directions

1. Read the scenario as a group.
2. Use the questions in the boxes on the empathy map to help build a picture of both road user's perspectives.
3. Discuss what you think the completed empathy map and the information on it means for the scenario and each road user.
4. Give a short description of your highlights for each road users' *Empathy Map*.

What does your road user Hear?	What does your road user(s) Think and Feel during the scenario and afterwards?
ROAD USER: _____	
What does your road user Say and Do?	What does your road user See?