



Road Smart Teacher Toolkit

Lesson Plan 10 - Rights of way: On-road rights and responsibilities (Part 4)

February 2018

Lesson 10 - Rights of way: On-road rights and responsibilities (Part 4)

Table of Contents

Student Outcomes	3
Timing	3
Materials and Preparation	3
Lesson Description and Background	3
Coaching Tip:	3
Curriculum Mapping	3
Lesson Part 1 – Introduction (5 minutes)	4
Lesson Part 2 – Enquiry-based Learning – “Know the rules?” (15 minutes)	4
Lesson Part 3 – Scenario-based Learning – “A mile in their shoes...” (20 minutes)	5
Lesson Part 4 – Conclusion (5-10 minutes)	5
Resource 1: Know the Rules worksheet	6
Road User: Passengers	6
Resource 2: Know the Rules worksheet (completed sample)	7
Resource 3: Scenario worksheet	8
Resource 4: Empathy Map worksheet	9

Student Outcomes

Students will learn to:

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

Timing

45 – 50 min

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 3)”, however can also be delivered stand-alone.

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 passengers as road users.

Students first explore the responsibilities of road users through the *Know the Rules* enquiry-based learning activity, and have an opportunity to discuss differences in interpretations of road users’ responsibilities using the evidence they have found during the activity.

Then, students use an Empathy Map to explore a scenario from the perspective of different road users. Students learn how perspectives of different road users can change perceptions of a situation.

Key Terms

Rights and Responsibilities are the legal rights and responsibilities as well as those determined by cultural and personal ethics.

Road Users are pedestrians, cyclists, passengers, drivers and motorcyclists. 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 Driver think Rider, Rider think Driver.
<https://youtu.be/cDvuEZgLQQs>
(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 “Driver think Rider. Rider think Driver”, 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. It is advised that students 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 following 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: Passengers

Statement	TRUE or FALSE (circle one)	Source and Evidence
Children aged 7-16 years must travel in either a booster seat or use an adult seatbelt	TRUE FALSE	
Motorcycle passengers can sit side-saddle	TRUE FALSE	
Pregnant women don't have to wear a seatbelt when in a car	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
Children aged 7-16 years must travel in either a booster seat or use an adult seatbelt	TRUE FALSE	Road Rule 266 (1) The driver of a motor vehicle (except a bus or motor bike) that is moving, or is stationary but not parked, must ensure that:(a) each passenger in or on the motor vehicle who is under 16 years old is appropriately secured;
Motorcycle passengers can sit side-saddle	TRUE FALSE	Road Rule 271 (2) A passenger on a motor bike (except a passenger in a sidecar or on a seat designed for a passenger, other than a pillion seat) that is moving, or is stationary but not parked, must - (a) sit astride the pillion seat facing forwards
Pregnant women don't have to wear a seat belt when in a car	TRUE FALSE	Road Rule 265 (3) A passenger who is 16 years old or older and is in or on a motor vehicle that is moving, or that is stationary but not parked, must - (a) occupy a seating position that is fitted with an approved seatbelt; and (b) wear the seatbelt; and (c) must not occupy the same seating position as another passenger.

vicroads.vic.gov.au/safety-and-road-rules/vehicle-safety/child-restraints/frequently-asked-questions-about-child-restraints

vicroads.vic.gov.au/safety-and-road-rules/vehicle-safety/buying-a-safe-car/seat-belts

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 vehicle is carrying two occupants – a driver and their carpool passenger – travelling to work at 7:00 am on a Tuesday morning. The route the vehicle takes runs from the suburb where they live, along a busy freeway and then into the inner-city road network to finally reach an office in the Central Business District (CBD).

The vehicle is currently driving in heavy traffic along a multi-lane road, just after exiting from the freeway. There is a stretch of approximately three kilometres where the vehicle is on this road. This road is also a common route used by other road users including motorcyclists and public transport, trams and buses. There is a high volume of pedestrians on the footpath and crossing at traffic signals. Many cyclists also use this route to get into the CBD.

The vehicle is in the middle lane of three. The lane to the left is a clearway used by buses and cyclists while the lane on the right has frequent traffic signals that help other drivers turn right onto other roads.

As usual, at this time of day vehicles are frequently stopping due to traffic congestion and traffic signals at intersections. During this morning's journey, a cyclist has been in approximately the same position on the road as the vehicle, with the vehicle and the cyclist moving between lanes frequently. For example, when the traffic is flowing, the driver will pass the cyclist because they are travelling faster and then, once the traffic stops due to congestion or signals, the cyclist will pass the car in the bus lane.

The passenger in the car is now aware of an increasing level of tension in the car, with the driver becoming more aggressive; braking and accelerating more abruptly as the cyclist continuously moves between lanes to get around buses and other vehicles. The driver is verbally abusing the cyclist through the open passenger window when they pass each other. The cyclist is paying more attention to the vehicle than to the road in front of them and is gesturing wildly while being shouted at. The passenger is becoming nervous about the exchange happening across them, and can see both road users steering their vehicles erratically; moving all over the lanes they're travelling in.

Nearing the end of this stretch of road, there is no longer a dedicated bus lane as the road narrows to two lanes. The cyclist now has to move into the more congested lane with the frustrated vehicle in it, as opposed to the bus lane they were able to ride in.

The passenger, becoming increasingly concerned about the aggressive driving, takes an opportunity at the next set of traffic signals where the vehicle stops to talk to the driver. The passenger tells the driver that the current situation is making them very uncomfortable and that they're not happy being in such a risky situation. The passenger asks the driver to focus on driving safely as they feel a crash may occur if the driving continues in this manner. Following up, the passenger requests that if the driver isn't going to change their behaviour to please take the next available, safe left turn and where appropriate, to let them out of the car so they can either walk or catch a tram. Due to the actions of the passenger the driver experienced a reality check. Realising that their behaviour was reckless and had the potential to cause harm to the cyclist.

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 perspective.
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?