UNIT 6:
Travel choices

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About Traffic Safety Essentials

Young people are at risk on our roads, particularly as passengers and when they begin driving. Road crashes are the single biggest killer of young Victorians aged 16-25 years. Victoria’s Road Safety Strategy 2012-2022 highlights the importance of road safety for young people, especially from the point at which they prepare for and begin to use the road as drivers. This starts just before they begin learning to drive right through to when they are fully licensed and have progressed through Victoria’s Graduated Licensing System.

Traffic Safety Essentials has been developed as the key Victorian road safety education resource for secondary schools with a focus on Year 10. It is in Year 10 that most young people become eligible for a Learner Permit, and begin the process of learning to drive a car. Traffic Safety Essentials links to AusVELS and is designed to assist secondary schools to implement a core road safety education program at Year 10. It is focused on helping young people to improve their decision making skills, develop an understanding of consequences and improve the safety of themselves and their peers.

This Year 10 classroom program takes an integrated approach to key road safety issues for young people at this critical point in their lives. It is around this time that they begin to learn to drive and also to travel more independently, often with their peers. Unfortunately young people can often be involved in tragic road crashes through poor decision making at critical times. The program takes this into account and features six units:

UNIT 1: Driving or just steering
UNIT 2: Focused or fractured
UNIT 3: Speeding and stopping
UNIT 4: Alcohol and other drugs
UNIT 5: Hoons or harassed
UNIT 6: Travel choices

All units contain a number of individual classroom activities, each of which are grouped into three sections that move students through a process, based around theories of behaviour change:

Problem recognition

Problem solving

Taking action

You can find details of other road safety education resources and programs that link with Traffic Safety Essentials at: www.roadsafetyeducation.vic.gov.au
Background to UNIT 6: Travel choices

Young people increasingly need to make choices about how they will travel now and in the future. These choices include the mode of transport they will use and who they will travel with. As students turn 16 years of age they are also faced with the significant choice of whether they should begin learning to drive.

As we face the challenges created by the impact of greenhouse gas emissions on our climate, and as fossil fuel supplies are dwindling, there are many reasons to consider alternatives to car travel.

From another perspective, as young people progress through secondary school they begin to travel more independently of their parents, and are more often in the company of friends their own age. This presents challenges for them in terms of making the right choices when presented with challenging situations that can involve a high degree of risk, such as being a passenger in a car being driven dangerously.

For young people, learning to think through options and making logical and informed decisions is essential.

Essential learning

As an outcome of this unit students will understand that:

- all road users should make safety a priority
- they can make choices in both the mode in which they travel and who they travel with
- there are alternatives to travelling by car
- they will need to make decisions about whether they should travel with certain drivers who they believe will take risks.
## Links to AusVELS

### Health and Physical Education
**Dimension:** Health knowledge and promotion  
**Learning focus:** Students examine perceptions of challenge, risk and safety in a variety of settings such as in the home, school, the workplace and the community. They contrast risks that promote personal and social growth with those that endanger health. They discuss ways to balance risk and safety, and refine and evaluate harm minimisation strategies.

Students explore assertiveness and resilience strategies that could be used in a range of situations. Using techniques such as role play or simulation games, students are provided with opportunities to practise and reflect on the usefulness of these strategies.

**Standard:** Students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence.

They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions.

### Civics and Citizenship
**Dimension:** Community engagement  
**Learning focus:** Students apply their knowledge about representative democracy and systems of government by researching and proposing possible action on an issue relevant to them at the local, state or national level. They explore the potential impact of the issue on different groups within the community, and the effectiveness of the democratic process in balancing individual and community rights in resolving the issue.

**Standard:** At Level 10, students draw on a range of resources, including the mass media to articulate and defend their own opinions about political, social and environmental issues in national and global contexts. They contest, where appropriate, the opinions of others. They develop an action plan which demonstrates their knowledge of a social or environmental issue and suggest strategies to raise community awareness of it. They participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community.

### Communication
**Dimension:** Presenting  
**Learning focus:** Students experiment with communicating complex ideas in a variety of ways. They organise their information, ideas and opinions into a coherent structure, select and adjust their mode of presentation to suit purpose and audience, and make appropriate adjustments in response to an audience.

**Standard:** At Level 10, students demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate. They use subject specific language and conventions in accordance with the purpose of their presentation to communicate complex information. They provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.
Unit 6: Travel choices

Thinking Processes

Learning focus: Students begin to formulate and test hypotheses, contentions and conjectures and to collect evidence to support or reject them. They develop their skills in synthesising complex information and solving problems that include a wide range of variables. Students develop questioning techniques appropriate to the complexity of ideas they investigate, to probe into and elicit information from varying sources. They work with others to modify their initial questions and to develop further their understanding that sources of information may vary in their validity.

Students explore differing perspectives and issues in depth and identify a range of creative possibilities. They are encouraged to examine and acknowledge a range of perspectives on an issue and to accommodate diversity. They engage positively with novelty and difference and are innovative in the ways they define and work through tasks, and find solutions. They practise creative thinking behaviours and strategies to find solutions, synthesise information and understand complex ideas.

Dimension: Reasoning, processing and inquiry

Standard: At Level 10, students discriminate in the way they use a variety of sources. They generate questions that explore perspectives. They process and synthesise complex information and complete activities focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions. They employ appropriate methodologies for creating and verifying knowledge in different disciplines. They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.

Dimension: Creativity

Standard: At Level 10, students experiment with innovative possibilities within the parameters of a task. They take calculated risks when defining tasks and generating solutions. They apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas.

Information and Communications Technology

Dimension: ICT for communicating

Learning Focus: Students expand their skills in locating information on websites by using general and specialised directories. They refine their searching techniques to get more precise results by using within suitable search engines, proximity operators, which specify where one term in a document must appear in relation to another term.

Standard: Students apply techniques to locate more precise information from websites, including searching general and specialised directories, and applying proximity operators.

Interpersonal Development

Dimension: Building social relationships

Learning Focus: They explore strategies to manage peer influence and to develop positive relationships with a wide range of peers, gaining confidence in stating clearly their own views and opinions, and the rationale for these.

Standard: At Level 10, students demonstrate awareness of complex social conventions, behaving appropriately when interacting with others. They describe how local and global values and beliefs determine their own and others’ social relationships. They evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it.
**Problem recognition:**
Is going by car the only way?

**Preparation**
Students will require access to the library and the Internet. Make copies of Activity Sheet 6.1: Travelling by car (page 15). For this activity you will also need poster paper and different coloured pens.

**What to do**

**Small Group Activity**
Ask students in small groups to brainstorm and list:

- The reasons **for** travelling by car
- The reasons **against** travelling by car. (*Activity Sheet 6.1: Travelling by car*).

Have each group report back to the rest of the class. Group the responses on the board under key headings.

Discuss the complexity of decision making in relation to travel, as each reason for doing something can be countered by an opposite argument. Weighing up the reasons for and against is called decisional balancing. Challenge students to identify what influences their decision making in relation to travel.

**Continuum Exercise**

Write each of the headings from the board on separate pieces of paper. Set up a continuum in a clear space in the classroom – with the word most at one end and least down the other.

Randomly spread the reasons along the continuum. Invite different students in turn to come and rearrange these in order of importance for them, when they make decisions about travel. Have students compare and contrast their choices with those of other students.

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**A bit more info...**

Suggested headings for collating student feedback:
- safety
- cost
- personal health
- community health
- the environment
- availability of alternatives
- convenience.

Examples of reasons why to reconsider travelling by car:

**Safety:** Do more young people get killed or injured in a motor vehicle or from using public transport or taxi?

**Cost:** How much does it cost on a weekly basis to maintain a vehicle (the RACV has details: [www.racv.com.au/drivingyourdollars](http://www.racv.com.au/drivingyourdollars)) compared with cycling, public transport or walking? What proportion of weekly income is required to purchase and maintain a car?
Back in small groups have students refer to the original list they made and revisit their reasons for travelling by car. Having heard the reasons for different priorities during the continuum activity, ask them to consider whether the reasons they originally listed were:

- True or false?
- Fact or myth?

Consider what could be an alternative perspective. Have them note their conclusions on their original list.

**Research and Report**

Have students use the library and the Internet to research what contribution cars make to greenhouse gas emissions, which is linked with climate change. Students should also explore the concept of ‘peak oil’ (that world oil production has peaked and supplies are dwindling) and the development of alternative fuels and energy sources.

They should document their findings and conclusions as either a poster display, web page, slideshow presentation or written report. This could be undertaken as either a small group or individual activity, in class or as homework.
Problem solving: Finding alternative ways to travel

Preparation

Make copies of Activity Sheet 6.2: Decision making process (page 16).

What to do

Scenarios and Solutions

Discuss with students that it is best to plan travel well before they leave on a journey. The benefits of considering travel options when planning or organising an activity saves time and trouble later. Planning travel ahead of time also means safe and sustainable travel can be better considered.

Direct students to develop some small scenarios based on travelling to an activity they may wish to attend or one they have attended where they faced a travel dilemma. The scenario should include details of who they plan to or did travel with and any potential problems or dilemmas.

Examples of suggested scenarios students may encounter

- Going to a party on the weekend. It’s about 5 kms from home. No public transport is available after midnight. So I will walk home.
- Have a weekend job that doesn’t pay much. It’s about 4 kms from home. Because I work I now don’t have time for exercise.

Brainstorm

Pool all the dilemmas. As a group brainstorm for each dilemma the:

- alternative ways to travel to and from activities
- potential risks with suggested ways to travel
- contingency plans for when situations change.

Focus on the idea of travelling as a passenger in a car. Brainstorm and list factors that should be considered by a potential passenger, in terms of their safety.

A bit more info...

Factors to consider:

- Driver – Do they have a licence? Are they impaired by alcohol/drugs? Are they tired (fatigue)? Do they usually drive too fast? Are there enough seat belts for the number of passengers? Does the driver try to impress by hooning? Do they get distracted from driving by using a mobile phone?
- Other passengers – Are they a P1 driver and restricted to only one peer aged passenger? Will they distract the driver? Will they influence the driver to take risks?
- How safe is the car? How do I know? What are car safety features? Is it road worthy?
- Is there a better alternative way to travel?
The Decision Making Process

Explain that these are all things to consider but that what is important is to make the right decision and act on this. Decision making generally has three components:

1. Deciding (What are my choices? What are the alternatives?)
2. Acting (What do I need to do? Taking the appropriate action)
3. Reflecting (Did I make the right decision? How would I do it differently next time?).

Take students through the decision making process in relation to being a passenger using the scenario below.

Decision making process scenario

You have been invited to a party a long way from home and your friend Chris has volunteered to drive you there and back, and promises not to drink. During the night you see Chris smoking marijuana.

Use a branched layout for recording the decision making process on the board. Discuss each step in the process and record suggestions (see diagram below).

Deciding

What is the Decision/Problem?
Will I be a passenger in Chris’ car?

Why is this a problem? (brainstorm ideas)
What are the reasons for it being a problem and potential consequences?

What alternatives are there? (brainstorm ideas) e.g. be a passenger, public transport, taxi, call parents, stay at a friend’s house.

Analyse the alternatives. If you take this course of action what may happen? What may you have to do and say? What are the consequences?

What are the best of the alternatives? e.g. go with Chris or call parents for a lift.

Plan the next steps. What are you going to do next?

Acting

What will you need to do to make sure you carry out the action as planned? e.g. need to explain to Chris what you are doing and why (be assertive), explain to your parents.

Reflecting

How did it go and would you do anything differently next time?
Writing Task

Ask each student to write about a scenario where they are in a car being driven unsafely (for example, speeding, driving an overloaded car or driving while impaired by alcohol). Ask them to work through the decision making process and explain what they would do (Activity Sheet 6.2: Decision making process).

Ask students to read their responses to the class. Contrast and compare the different approaches.
**What to do**

**Research**

Many communities and businesses have recognised the challenges some people have to travel in a way that is safe, healthy and sustainable for the environment.

Ask students to research and identify ideas, services or initiatives that are designed to ensure their safety, health or the environment when travelling.

Students should research what is available in their community, or they could investigate what is happening in another community that they would like to have adopted, to ensure the safety of travellers, the personal health of individuals and the environment.

Students should briefly review the idea, service or initiative and identify:

- what it is and who it is intended for
- where it can be accessed
- how they could use it to be either safer, healthier or travelling in a more sustainable way
- its strengths and weaknesses.

**Publishing the Findings**

Have students prepare a booklet, web page or poster display around the ideas, services and initiatives they researched. Have the results made available to senior students in the school. The work could also go on display in a community setting, such as the local library, Council offices or Youth Services.

Alternatively, have the students write a letter to the local council arguing why the council should improve relevant services in their municipality.

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**A bit more info...**

**Examples of safety, health and environmental initiatives:**

- stay at the venue/friend’s house
- Night Rider Buses
- agreements with parents to pick up from wherever
- designated driver schemes
- you drink we drive schemes
- car pooling
- bike paths
- public lighting.
Taking action: Being assertive

What to do

Understanding Assertiveness

Explain to students that to ensure they remain safe and travel in a way that is the best way for them, they must learn to be assertive. Ask what assertiveness means to them. Sometimes assertiveness is mistaken for aggressiveness, but this is wrong.

Explain the key elements of assertive communication:

- You need to express your own thoughts, feelings and needs clearly.
- You can make reasonable requests of other people, but need to accept they have the right to say ‘no’.
- You should stand up for your own rights, and be prepared to say ‘no’ to requests from others without feeling guilty.
- Consideration should be given to body language (non-verbal communication), and that the verbal and non-verbal messages match.
- The verbal message, your intended action and why, needs to be clearly stated, and not said aggressively.
- Be prepared to hear new facts but not easily persuaded from your original position.

A bit more info...

When a person acts assertively they know what they want and have the facts and reasons at hand. They anticipate other’s responses to them. They prepare and use good questions to challenge the other person’s ‘arguments’. They make their decision and can’t be persuaded.
Role Playing

As a class develop some scenarios similar to the examples below.

<table>
<thead>
<tr>
<th>Example scenarios to allow students to practise being assertive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Kyle has his Learner Permit and his parents are away. Their car and keys are available and you all are at his house and want pizza. There is no home delivery service. He insists on driving down to pick it up.</td>
</tr>
<tr>
<td>• You decide you will ride your bicycle to the end of year break-up party. Everyone gives you a hard time and laughs at the possibility of you turning up with a helmet on and riding gear.</td>
</tr>
<tr>
<td>• You are at a mate’s house and it’s time to go home. He wants to give you a lift, but you think he may have had too much to drink and it would be better if you walked. It’s only 2kms.</td>
</tr>
<tr>
<td>• Your best mate offered to drive you to and from the party. You notice that he didn’t drink any alcohol, but you saw him take some pills.</td>
</tr>
</tbody>
</table>

Have small groups of students role play responding assertively to the scenarios. Their assertive message should be:

- clear
- concise
- contain at least two parts (i.e. What you are going to do and why?)
ENRICHMENT ACTIVITIES

• Have students in small groups research government initiatives in Victoria and elsewhere in Australia designed to reduce car use and encourage sustainable transport. Present the findings as a slideshow presentation at, for example, a school assembly, or an open day at the school.

• Students could develop and implement a campaign for their school to reduce car use and encourage sustainable transport. VicRoads has promotional materials around the issue of safe driving around schools: vicroads.vic.gov.au/safetoschool

• Research and find evidence proving the statement ‘young Australians are at greatest risk of death and injury through road trauma rather than for any other activity or illness.’ What could explain this? Have students use the Internet to identify the statistical breakdown of road user type, age group and gender of young people killed or injured on the road. Some useful websites for crash data are:
  o Australian Department of Infrastructure and Transport website: www.infrastructure.gov.au/roads/safety

• Brainstorm with students driving situations which they think are the riskiest when travelling – such as speeding, unlicensed driving, hooning/showing off, driving long distances. Students choose one of the risks, and research how this risk is being managed in Victoria, in one other State in Australia and in one other country. Present the findings as a poster.

EXPLORE OTHER ROAD SAFETY EDUCATION RESOURCES AND PROGRAMS FOR SECONDARY SCHOOLS ONLINE AT: www.roadsafetyeducation.vic.gov.au
### Activity Sheet 6.1 Travelling by Car

Use the decision-making process to explain what you would do.

<table>
<thead>
<tr>
<th>Reasons for Not Travelling by Car</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit 6: Travel choices
ACTIVITY SHEET 6.2  DECISION MAKING PROCESS

Write a scenario where you are required to make a decision about travelling safely.

Deciding

Action

Reflecting

Use the decision making process to explain what you would do.