UNIT 1: Driving or just steering

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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 1: Driving or just steering

Young drivers are over-represented in road crashes not only in Victoria, but elsewhere in Australia and in many overseas countries. Around 100 people are killed and about 2000 are seriously injured in crashes involving 18-25 year old drivers in Victoria each year. In 2012 23% of drivers killed were aged 18-25 years, however, this age group represents only around 14% of Victorian licence holders. Young drivers are at greatest risk of dying or being seriously injured in the first six months of driving and the crash risk for a Probationary Licence driver is around three times that of more experienced drivers. Inexperience has been identified through research as a key reason for this over-representation in road crashes.

The reality of learning to drive is that the physical skills required to drive a car (such as steering, braking, changing gears) can be learned quite quickly. As a result young people often believe they know how to drive very early in the learner phase. However, higher order cognitive skills (such as judging speed and distance, gap selection and interpreting and applying road law) and hazard recognition skills (such as anticipating and responding to other road users, and managing personal risks) take much longer to develop. Extensive on road supervised experience, in a range of driving conditions, in the learner phase has been shown to reduce crash risk.

The Graduated Licensing System (GLS)

The GLS in Victoria was first introduced in Victoria in 2007. It seeks to help new drivers to be safer by:

- preparing learners for solo driving through extended learning
- testing learners to ensure they can drive safely in everyday traffic
- protecting probationary drivers by keeping them out of higher risk situations
- motivating probationary drivers to drive more safely and within the law.

This ensures that new drivers move through the learner permit and the P1 and P2 probationary licence stages to earn their full driver licence without being exposed to high risk driving situations before they are ready. Since its introduction the GLS has contributed to a significant reduction in crashes involving newly licensed probationary licence holders in Victoria.

For more details on road safety in Victoria and to find out more about the issue of young drivers in Victoria, visit: www.roadsafety.vic.gov.au

Some things to remember

- Throughout this unit the term ‘crash’ is used rather than ‘accident’. This is because ‘accident’ implies a chance occurrence and a ‘crash’ is as a result of largely preventable causes, such as speed, alcohol, lack of driver experience or attention, mechanical failure or error of judgment.
- When exploring road trauma it is important to be aware that some students may have personal experiences that may cause them distress. Alert them in advance that you will be addressing the issue, be sensitive to any signs of a student becoming upset and respond accordingly.
Essential learning

As an outcome of this unit students will understand that:

- young people are at great risk on the road as drivers and passengers
- driving is more complex than it appears and requires the full attention of the driver
- safe driving has a number of skills which need to be learned, practised and automated
- at least 120 hours of supervised practice in all conditions (daytime, night, rain, etc.) should reduce risks when solo driving
- there can be a difference between driver confidence and driver competence, driving skills and road craft.
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Links to AusVELS

**English**

**Literacy**
- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
- Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)
- Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)

**Literature**
- Evaluate the social, moral and ethical positions represented in texts (ACELT1812)
- Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)

**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.

**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.

**Dimension: Working in teams**

**Learning Focus:** Students take opportunities to work in diverse teams within and beyond school, including the workplace, to complete tasks with several interrelated components. Some of these tasks are managed by the team, with limited teacher input.

**Standard:** At Level 10, students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. Working with the strengths of a team they achieve agreed goals within set timeframes. Students describe how they respect and build on the ideas and opinions of team members and clearly articulate or record their reflections on the effectiveness of learning in a team. They develop and implement strategies for improving their contributions to achieving the team goals.
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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.

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.

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.
Problem recognition:
The over-representation of young people in road crashes

Preparation
The class will need access to the Internet to conduct research, or this can be done as a homework activity. Similarly they will need access to slideshow presentation software.

What to do

Discussion
Write this statement on the board:

Young people are at greater risk of being involved in a road crash.

Discuss what this means and ask whether students believe it to be true.

Internet Research
In small groups direct students to use the Internet to search for data that supports or disproves the statement. They should search for crash statistics and information for Australia and at least two other countries. Before they start discuss:

- What do we mean by ‘young people’?
- What is meant by the terms fatality, serious injury, other injury and not injured?

In their research they should look at:

- age groups
- gender
- road user types (driver, passenger, pedestrian, cyclist, motorcyclist)
- types of crashes that young people are involved in (e.g. single vehicle or multiple vehicle, crashes where speed is a factor, run-off road crashes)
- levels of injury – fatality, seriously injured, injured and not injured.

They should focus on the following questions:

- How do young road users compare with other road users?
• How do young Australians compare with young road users in other countries?
• What could explain this?

The following websites will be good starting points:

www.roadsafety.vic.gov.au
www.tacsafety.com.au
www.vicroads.vic.gov.au
www.nhtsa.dot.gov
www.grsproadsafety.org
www.thinkroadsafety.gov.uk
www.erso.eu

Present Findings

Each group should develop and make a slideshow presentation of their findings and deliver this to the rest of the class.

After all of the presentations have been delivered, ask each group to comment on what was good about the other group presentations and how they may have improved their own presentation.
Problem recognition: Identifying the causes of young people’s involvement in road trauma

Preparation

Students will need to produce copies of their surveys or they could develop an online survey using one of the many free online survey tools (search for ‘free online survey maker’), if practical.

What to do

Brainstorm and discuss

Challenge students to consider if there is a ‘young driver problem’ (general issues for all young drivers) or ‘young problem drivers’ (issues with certain groups of young drivers).

Brainstorm and discuss possible reasons why young people may be over-represented in the road crash data.

Survey Friends and Family

To get a better understanding of the young driver problem, have students in small groups develop, conduct and analyse a survey about young drivers and driving. Have each group take a different issue for their survey.

Each group of students needs to:

- identify the research question
- develop a survey tool
- survey at least 20 people (these could be young drivers, or older drivers on their attitudes to young drivers)
- analyse the data and draw some conclusions
- present a report using graphs, tables and written summaries of responses.

A bit more info…

Why young people are over-represented in road crashes

Driving is more complex than it looks. It takes time to become a safe driver, and for the different skills required to develop and become automatic. Driving requires:

- physical skills (steering, braking, indicating, etc.)
- cognitive skills (judging speed and distance, interpreting and applying road law, and planning routes)
- hazard perception skills (ability to recognise a hazard, such as a pedestrian or turning vehicle, on the road ahead and respond appropriately).

Young people may:

- overestimate their skill and experience level
- drive older cars that lack many safety features newer vehicles have
- drive at high risk times (late at night)
- lack experience in judging speed and keeping a safe following distance when vehicles are in front of them
- be influenced by passengers to take risks
- suffer fatigue due to socialising, studying or working
- drive after using alcohol and other drugs.
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Class Debate

Use the results of the survey work to inform a class debate on the topic:

*It takes time to gain the experience needed to be a safe driver.*
Problem recognition:
Identifying the costs associated with road trauma

Preparation

What to do
Encourage students to understand that road trauma is very costly for all Australians. Invite students to estimate what road trauma costs the Australian community, including the cost of each fatality and serious injury.

Begin by identifying categories of costs (for example: financial [$] costs, social and emotional costs). The $ costs are easiest to calculate.

Mind Mapping
In small groups have students develop a mind map that explores who they think becomes involved or is impacted after a crash occurs.

Encourage students to think about all the people affected by such a crash, including all the family and friends of those involved and how they may be affected.

A bit more info...
What are the predicted costs of crashes?
Crash costing is a fairly inexact science, but in 2006 it was estimated by the Australian Bureau of Infrastructure, Transport and Regional Economics that the average cost of a fatal crash is $2.4 million; serious injury crash, $214,000; minor injury crash, $2,200. The estimated cost of road trauma in Australia in 2006 was approximately $17.85 billion annually.

The costs include:
- Human costs – medical, rehabilitation, ambulance, legal, funeral, loss of labour, coronial services, correctional services, courts, quality of life.
- General – police, fire and emergency services, insurance, travel delays, non-vehicle property damage.
- Vehicle – repairs, towing, unavailability of vehicles.

A bit more info...
Examples of people connected to the crash victims
Family; friends; neighbours; team mates; police; ambulance; other emergency services; trauma services; medical people; media; coroners court; legal services; insurance industry; witnesses and their friends; colleagues; counselling services; workers involved in cleaning up after a crash; and those affected by roads being closed.
Creative Writing


Ask students to write a short creative piece about the personal consequences of involvement in a road crash.

Have them share their creative pieces with the rest of the class.
Preparation


What to do

Brainstorm

Identify ways that local, national and international communities are responding to the over-representation of young people in road crash data.

Develop a list of young driver safety strategies.

Internet Research

Break the class into small groups. Hand out Activity Sheet 1.1: Positives and negatives of young driver safety strategies.

Allocate three different young driver safety strategies to each group and have them research what it involves, and the positives and negatives of the strategy for young people and others such as road users, friends and family.

Present Findings

Have each group present their findings and discuss and debate the merits of each strategy.

Explore Victoria’s Graduated Licensing System with the students:

- How does the system work?
- How do you move from one stage to the next?
- What are the restrictions for P1 and P2 drivers?

How does the system in Victoria compare with systems in other Australian states?

A bit more info...

Examples of the community response to the over-representation of young people in road crashes

Graduated Licensing System (GLS). Note that not all GLS are the same in each state, but in principle they all are designed to support the young person as they gain experience as a driver.

- Compulsory practice for learners.
- Minimum learner permit periods.
- Mobile phone restrictions.
- Peer passenger restrictions.
- Zero alcohol.
- Restrictions on driving certain vehicles.
- Night-time restrictions.
Preparation

Make copies of Activity Sheet 1.2: Selling the road safety message to young people (page 20). The class will need access to the Internet. You may like to preview the MAFMAD short films at www.mafmad.com.au. Either select one for the class to analyse or ideally have the students in small groups each take a different short film. Avoid using Social Death or The Party Planner as these are used in the Year 11 Fit to Drive (F2D) program.

What to do

Explanation

Introduce the activity by explaining that one of the strategies used by the Transport Accident Commission (TAC) in Victoria to reduce road crashes involving young people is through the Make A Film Make a Difference or MAFMAD initiative.

The MAFMAD initiative invites young film-makers to develop a concept for a short film designed to promote road safety messages to young people. Each year two are selected and funded to produce the short film that is then screened in cinemas and online through YouTube and the MAFMAD website: www.mafmad.com.au.

Show two of the more recent MAFMAD videos to the class. Ask the students what their reaction is to each:

- What were the key messages?
- Were they engaged by the film?
- How would most young people react to the film?

Small Group Work

Break the class into small groups and depending on the level of access there is to the Internet, either select one MAFMAD short film for the class to analyse or have the students in small groups each take a different video.
Hand out Activity Sheet 1.2: Selling the road safety message to young people. Explain the task is to analyse the short film together as a group and for them each to complete the activity sheet. Run through the questions on the sheet:

1. Who is the intended audience? *e.g. age, gender, driver or passengers or other road user*
2. What is the road safety issue? *e.g. seatbelt wearing*
3. How is it trying to engage the intended audience? *e.g. using humour, facts, emotions (fear, sadness, anger, etc.)*
4. What are the social values/opinions that the video is promoting? *e.g. that wearing a seatbelt is important and will help save you from injury in crash*
5. What are the representations of the young people in the video? *e.g. young passengers can be noisy and distract the driver, or a young driver may take risks*
6. What techniques does the film-maker use to create this representation? *e.g. sound, lighting, camera techniques, editing*
7. How effective do you feel the video is in promoting social values/opinions to the intended audience?

If the class is analysing the same short film then show this three times so that they are familiar with it. If each small group is analysing a different short film that you have assigned or they have selected then recommend they watch it a few times.

**Present Findings**

Have each group present their analysis to the rest of the class. If each small group has analysed a different short film then have them show this to the class first.

Conclude by asking how effective they think the *MAFMAD* initiative is as a road safety strategy and if they feel there could be ways to improve it.
**Preparation**

Ask students with a Learner Permit to bring in their *Guide for Learners / Learner Log Book*. Make copies of *Activity Sheet 1.3: Negotiating Blockers* (page 21). You may also like to find out about holding *Keys Please* session in your school and what is required (for details see *Enrichment Activities* on page 18).

**What to do**

**Discuss**

Discuss the importance and advantage of having extensive driving experience during the learner phase. Remind students there is a legal requirement to have a minimum of 120 hours supervised driving experience before applying for a probationary licence. This is based on research that indicates a significant reduction in crash risk when this amount of practice is gained as a learner.

**Brainstorm**

Brainstorm and identify ways that a learner driver could reach the minimum of 120 hours driving practice.

Look at a sample of the VicRoads *Learner Log Book* and discuss what is required and how it is recorded. Note the number of hours, different conditions and supervising driver details required. Discuss why these details are required - the *Guide for Learners* explains the stages for learning to drive.

Note that sometimes getting sufficient driving experience is difficult to do. Brainstorm possible times and scenarios where driving practice could be sought, and when it isn’t a good time to get practice. Encourage students to understand that most times they are in the car are good opportunities to get behind the wheel.

Discuss that parents/carers may sometimes be reluctant to hand over the wheel to the learner driver. This means that learning how to negotiate opportunities for driving practice can be important.

**Small Group Discussion**

Break into small groups and hand out *Activity Sheet 1.3: Negotiating Blockers*. Students should discuss the excuses their parents may come up with for not wanting them to get driving practice, and note these in the left hand column. Share and discuss excuses with the class.
Discuss the components of a successful negotiation. Students could do some additional research on different negotiation strategies. Through a guided discussion establish with students that they should:

- Choose an appropriate time to negotiate supervised driving experience.
- Be clear about why it is important to get extensive experience.
- Clearly and effectively communicate with their parent/carer.
- Understand how differences in power can impact on negotiations.
- Understand how to manage their emotions and deal with conflict.
- Identify what they can do for the supervising driver to repay their support.

On the right hand side of the paper have each small group write down some possible negotiating responses to the blockers presented by parents/carers that they listed on the left hand side.

A bit more info…

How to negotiate blockers

- Parents may say that the young person may crash the car. Evidence will show that crash involvement of learner drivers during the learner period is lower than any other age group.
- Parents may also say they don’t have time to allow the learner to drive. Evidence will show that the travel time between a slower inexperienced driver and a more experienced driver is not that great – for instance consider a 10 kilometre journey with the experienced driver travelling at 60 kilometres per hour compared with the learner driver travelling slower at 50 kilometres per hour.
  
  10kms @ 60kph = 10 mins
  10 km @ 50kph = 12 mins.
  Difference is only 2 minutes.

Share the Ideas

Share and discuss the possible negotiating responses to the blockers that each group has developed.
ENRICHMENT ACTIVITIES

• Have the class organise and attend a *Keys Please* session. This free information session is run by a VicRoads presenter in schools during the day. *Keys Please* offers information and practical ideas for Year 10 students on how to use the learning to drive period, get 120 hours of practice and become safe drivers. The session takes 70 minutes and there are plenty of opportunities to ask questions. Contact VicRoads Tel: 13 11 71 for details and have students:
  o Promote the session using posters, newsletter inserts, local media coverage and extend invitations to parents/carers.
  o In the lesson after the *Keys Please* session, discuss students’ responses to the session and what they learned.

• As a follow-up activity at a later date have students compare and contrast their learner driver experiences as recorded in their *Learner Log Book*.

• Use the VicRoads Lessons from the Road resource available from the VicRoads website: [www.vicroads.vic.gov.au/supervisors](http://www.vicroads.vic.gov.au/supervisors). This resource contains tips and advice for learner and supervising drivers on how to get at least 120 hours of driving practice. After working through the resource in class encourage students to show the resource to their parents/carers or other supervising drivers.

## ACTIVITY SHEET 1.1  POSITIVES AND NEGATIVES OF YOUNG DRIVER STRATEGIES

Research young driver safety strategies. What does each of the driver strategies involve? What are their strengths (positives) and weaknesses (negatives)?

<table>
<thead>
<tr>
<th>Young driver strategy</th>
<th>What the strategy involves</th>
<th>Positives</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Ban on the use of mobile phones</td>
<td>No mobile phone use allowed during the probationary P1 period</td>
<td>Helps young drivers to focus on their driving</td>
<td>Makes it harder to keep in touch with friends</td>
</tr>
</tbody>
</table>

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**ACTIVITY SHEET 1.2  SELLING THE ROAD SAFETY MESSAGE TO YOUNG PEOPLE**

Watch the MAFMAD short film you have chosen and complete the following questions.

**Film Title:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
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<tbody>
<tr>
<td>1. Who is the intended audience?</td>
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<td>e.g. age, gender, driver or passengers or other road user</td>
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<td>2. What is the road safety issue?</td>
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<td>e.g. seatbelt wearing</td>
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<td>3. How is the film trying to engage the intended audience? e.g. using humour, facts, emotions (fear, sadness, anger, etc.)</td>
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<td>4. What are the social values/opinions that the film is promoting? e.g. that wearing a seatbelt is important and will help save you from injury in crash</td>
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<td>5. What are the representations of the young people in the film? e.g. young passengers can be noisy and distract the driver, or a young driver may take risks</td>
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<tr>
<td>6. What techniques does the film-maker use to create this representation? e.g. sound, lighting, camera techniques, editing</td>
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<tr>
<td>7. How effective do you feel the film is in promoting social values/opinions to the intended audience?</td>
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</table>
ACTIVITY SHEET 1.3  NEGOTIATING BLOCKERS

When you are learning to drive your parents may be reluctant to allow you to drive. Therefore it is important to be prepared to explain to your parents why it is important that you drive.

<table>
<thead>
<tr>
<th>Excuses parents may come up with for not wanting you to drive</th>
<th>Negotiation strategies</th>
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<tr>
<td>e.g. They are worried you may crash the car</td>
<td>Point out that learner drivers actually have less crashes than any other drivers</td>
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