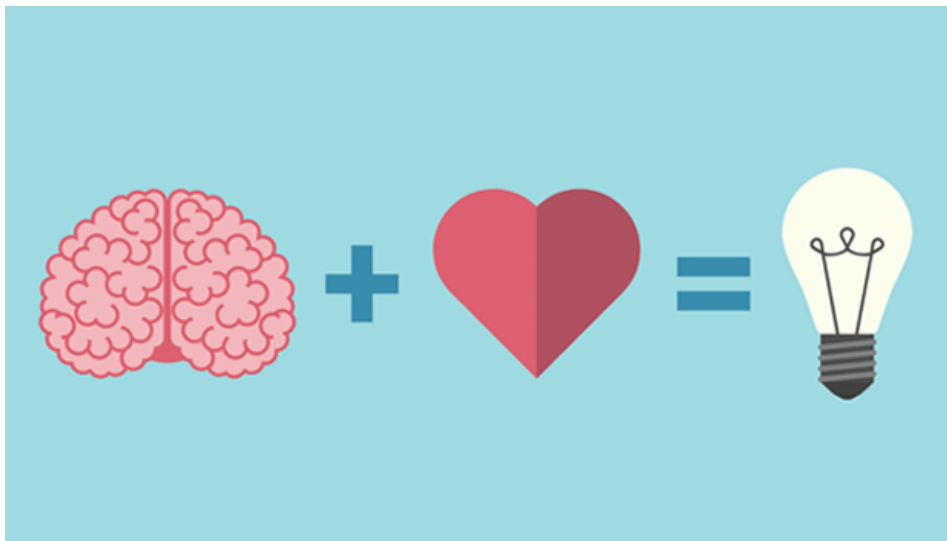


STAGE 5 PDHPE

TERM 2 2020

THEORY UNIT – WHERE'S YOUR HEAD AT?

PRACTICAL UNIT – PRACTICE, PRACTICE, PRACTICE



Miss Wrightson
MANILLA CENTRAL SCHOOL |

TERM 2 WEEKS 3-4

Contact

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Google Classroom Codes for Stage 5 PDHPE:



9/10 PD1 code: d7qqlp2
9/10 PDA code: tadnvl2

Finished booklets are to be submitted to google classroom (digital copy submission) or handed in to the secondary office/ teacher (hard copy submission).

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Lesson 4 –Illicit Drug Use

Learning Goal: Assess the costs and impact of illicit drug use to the community and recommend strategies that support individual health and safety.

Success Criteria: I can identify and assess the costs and impact of illicit drug use to the community. I can recommend a range of strategies that support individual health and safety.

Smoking is the leading cause of preventable death in Australia. Through the introduction of tougher laws and confronting advertising campaigns, the percentage of people smoking is decreasing; however, it is still a major concern, with smoking killing more Australians every year than road accidents, alcohol and other drugs combined. On the other hand, the use of illicit drugs — especially so called ‘party drugs’ — is increasing.

1. What is an illicit drug?

2. The following are types of illicit drugs. Match the Drug with the names they are also known as.

Marijuana	Eccy, MDMA, E, the love drug
Amphetamines	GBH, Fantasy, liquid ecstasy, G
Heroin	Coke, Charlie, gold dust, rock
Methamphetamine	Smack, white lady
Cocaine	cannabis, pot, weed, mull, ganja
GHB	‘The drugs that’ll keep you awake all night’
Ecstasy	Ice, meth, crystal, chalk

3. We all know smoking and illicit drugs are bad for our health, so why do people still use them? List as many reasons as you can:



What we Know About Young People and Drugs

DID YOU KNOW?

The number of people aged 12–24 who have experimented with drugs continues to fall. In the 18–24 age group, only 28 per cent had tried drugs in 2016, down from 37 per cent in 2001. The average age at which people first tried an illicit drug is also rising — to 19.7 in 2016, the oldest age of initiation since 1995.

Current rates of smoking among high school students have gone down dramatically: from 27.3% in 1984 to only 6.7% in 2014.

4. Read the article [‘What we know about young people and drugs’](https://junkee.com/young-australians-drug-use-statistics/223296) - <https://junkee.com/young-australians-drug-use-statistics/223296>

Read the article contents under their subheading and take notes about the key strengths or positives about young Australian’s drug use.

Article Subheading	Strengths/ Positives
1. Actually, A Lot Of Us Are Sober ... Especially Gen Z	
2. No, Not Everyone At Festivals Is On Pills But Cannabis Is The Most Commonly Used Drug In The Country	
3. The Truth Is, Less Young People Are Taking Drugs Than You Think	

Ice: The Scourge of Regional Australia

5. Watch this documentary about [Ice: The Scourge of Regional Australia](#) (35 mins) and answer the questions that follow:

a. What is ice?

b. How can ice be taken?

- c. How many people are needed in emergency to assist a person experiencing an ice induced psychosis? Include who in your answer.

- d. How many ice users are there in Australia?

- e. Complete the sentence by placing the % where you see a _____:

Ice use in regional Australia has increased by _____ % since 2007. That is compared with a _____ % rise in the cities.

- f. Can ice become addictive after just one hit?

- g. What are the consequences of ice on the individual?

- h. How are the family and friends of the ice user impacted by their drug use?

i. What are the crimes associated with ice?

j. What does MDT stand for?

k. What are the statistics for drivers being caught driving under the influence of drugs?

l. List some of the advice given to young people regarding ice.

Impact of Drug Use in the Community

6. Read this webpage from AIHW which contains facts and statistics about [Alcohol, Tobacco and Other Drugs in Australia](#). What are the main impacts of drug use in the community (take note of the subheadings) and make a list of some of the facts about the impacts drug has in each category.

Social impacts of drug use in the community	Facts and statistics

Letter to a friend

7. You are concerned about a friend who you know has used/or is thinking about using an illicit drug. Use the scaffold below to write a letter to them to tell them:

- Your concern and to give them facts about the drug
- The health effects
- Effects on mental health
- What can happen if mixed with other drugs
- How else it can affect their life
- Quitting options
- Tips to keep themselves safe

Use the [Drugaware](https://drugaware.com.au/getting-the-facts/) website for your research. - <https://drugaware.com.au/getting-the-facts/>

Use the '[harm reduction tips](https://drugaware.com.au/getting-the-facts/staying-safe/#Harm-reduction-tips)' webpage to give reasons to your friend that can help to keep themselves safe. <https://drugaware.com.au/getting-the-facts/staying-safe/#Harm-reduction-tips>

Intro/your concern:	
The health effects:	
Mental health effects:	
What can happen if mixed with other drugs:	
How else it can affect their life:	
Quitting options:	
Tips to keep themselves safe:	
Sign off:	

Lesson 5 – Road Safety

Learning Goal: Identify major causal factors in road and traffic-related injuries and assess the strategies and actions to promote their own and others' health, safety and wellbeing.

Success Criteria: I can identify major casual factors in road and traffic-related injuries. I can assess strategies and actions to promote my own and others health, safety and wellbeing.

Reducing the road toll

Over the past decade, road fatalities in Australia have decreased by 23.5 per cent. Despite this, in 2017, 1225 people lost their lives on our roads. The National Road Safety Strategy 2011–2020 has a vision that no person should be killed or seriously injured on Australia's roads. In this subtopic, you will explore the factors that contribute to these deaths and what can be done to help reduce the road toll.

1. Using the space below, brainstorm all the different factors that increase the chance of injury or fatality on the road:

2. Then use the following resources to read articles about young drivers

Car choice - <https://www.heraldsun.com.au/archive/news/young-drivers-making-killer-car-choices/news-story/d2139101bad210e690017e37d3198298>

YOUNG people gravitate towards the most unsafe vehicles on the roads - and it is a choice that is killing them, according to new research.

A Monash University study of 250,000 crashes involving young people on Australian roads has shown their poor choice of cars is a significant factor in increasing their likelihood of death and injury, the *Courier-Mail* reports.

The study, the largest of its kind, shows an unsafe car can increase 17 to 25-year-olds' risk of crashing by 11 per cent, and fatalities in the age group could be reduced by 80 per cent if drivers were in safer cars. Last year, 181 young people were killed on the roads, 73 in Queensland.

The most popular cars among 17 to 25-year-olds include the Hyundai Excel, Ford Laser, Mitsubishi Lancer and Holden Commodore (VL and VP) - and they all score badly on safety ratings.

Monash Accident Research Centre member Dr Stuart Newstead said the cars young people drove were usually older, and for female drivers, smaller, than average, creating a potentially lethal mix. He added that even taking vehicle age out of consideration, the types of cars driven by young people still had the worst injury protection performance.

He warned parents against buying cars that rated low in the safety stakes for their teenage drivers.

The Ford Focus (2005-2007), the Saab 9-3 (1998-2002), the Volkswagen Polo (1996-2000) and the Peugeot 307 (2001-2007) are the top rating used cars in terms of safety.

Mobile bans - <https://www.abc.net.au/news/2018-07-17/tougher-penalties-for-mobile-phone-use-while-driving/10004250>

Anyone caught using their mobile phones while driving will cop five demerit points instead of four under a crackdown on road safety by the New South Wales Government.

Minister for Roads Melinda Pavey said the tougher penalty for illegal mobile phone use behind the wheel would make motorists think twice before reaching out for their device.

"If you think about long weekends or double demerit periods you could actually be at risk of losing your license," she said.

A recent survey conducted by the Roads and Maritimes Service reveals 74 per cent of people support a tougher penalty for illegal phone use by motorists, Ms Pavey said.

"We have the community's support on this," she said.

"Three quarters of the population that we surveyed want better and stronger road rules around mobile phone use."

In New South Wales, Learner, P1 and P2 licence holders are not permitted to use a mobile phone at all while driving.

However, fully licensed motorists can use their phone legally to make or answer calls or listen to music only if it is in a cradle, doesn't obscure your view of the road and can be operated without touching any part of the phone, such as via Bluetooth or voice activation.

Texting, emailing, social media and photography are all prohibited unless a vehicle is parked out of traffic.

The demerit change, which will come into effect in September, is one of several measures the Government hopes will keep the public safe from dangerous drivers.

New legislation will be introduced to Parliament that will broaden the definition of "drug" to encapsulate "a broad range of new and emerging drugs" including prescription medications which can impair driving.

An advertising campaign about the risks of driving while on prescription medication will also be rolled out.

Changes to guidelines for the Opioid Treatment Program will encourage doctors to report a patient to the Driver Licensing Authority if they have concerns about their ability to operate a vehicle.

BAC 0.02 - <https://www.abc.net.au/news/2014-07-10/fewer-road-deaths-with-reduced-drink-driving-threshold-study/5587718>

Fewer people would die on Australia's roads if the blood-alcohol limit for motorists was lowered to 0.02, according to a study.

The Monash University Accident Research Centre compared drink-driving limits in different jurisdictions around the world to analyse the link to road fatalities.

In 2013, more than 10,000 people were caught drink-driving on Victoria's roads and people with a blood-alcohol limit over 0.05 made up about a fifth of the states road toll.

The study found high-range drink drivers generally reduced their drinking by between by 30 and 50 per cent when blood-alcohol levels were reduced.

Monash University Professor Max Cameron said having a lower blood-alcohol limit would discourage heavy drink-drivers from drinking.

"They unfortunately don't stop drink-driving, they just reduce the amount they drink," he said.

"It translates into substantial reductions of fatal crashes in particular."

The report recommended the Victorian Government consider reducing the limit.

"The road safety issue it is very cost effective and probably the most cost effective thing we could do," professor Cameron said.

"The only real additional cost was the concern about the need to do evidentiary testing after detecting drivers at random breath testing."

Victoria Police renew drink-driving threshold debate

The study's findings were revealed as Victoria Police called for a renewed debate over the current 0.05 legal blood-alcohol limit.

Inspector Martin Boorman from Road Policing Command said while there had been a drop in the number of drink-drivers on Victorian roads, more work was still needed.

"Even though we've had the lowest road toll in 90 years we've still got more to do because people are still dying and being hurt on our roads," he said.

Inspector Boorman said making the blood-alcohol level zero should also be considered.

"Saying, well if you're going to drink don't drive, if you're going to drive don't drink," he said.

"It makes it a very simple yes, no, question."

Premier Denis Napthine said the Government had no plans to reduce the drink-driving threshold.

"This would have a significant implication for hospitality industry and quality of life across Melbourne and across Victoria," he said.

"Our priority should be about making roads safer. Having said that, let me say that we as a Government have no plans at this stage to change the 0.05."

What changes do you think will be MOST effective in improving road safety? Why?

Common Crash Types

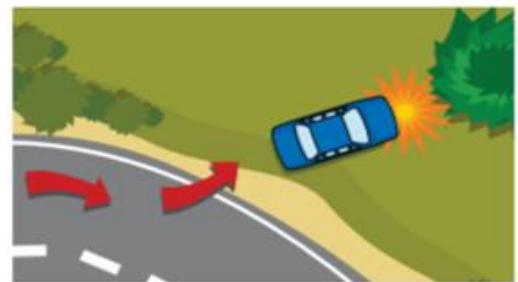
3. Review the diagram of crash types below. Predict the rank order of prevalence ie rank them from most common cause of crash to least common cause of crash.

Almost 90% of crashes involving new full licence drivers in NSW fall into the following five crash types.

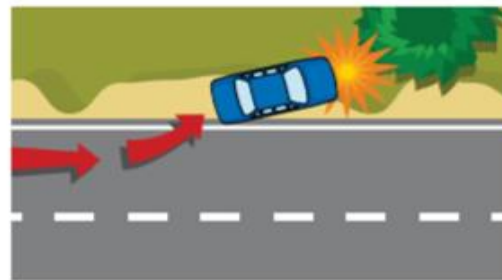
In the boxes, predict and rank the crash types in order from 1-5 (1 most common, through to 5 least common).



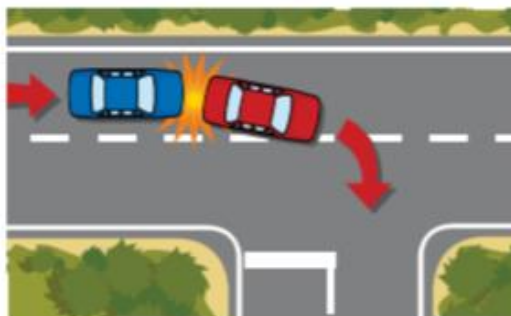
HEAD ON COLLISIONS



RUNNING OFF THE ROAD ON A CURVE AND HITTING AN OBJECT



RUNNING OFF A STRAIGHT SECTION OF ROAD AND HITTING AN OBJECT



REAR END COLLISIONS



COLLISIONS AT INTERSECTIONS
(USUALLY WITH A VEHICLE COMING FROM THE LEFT OR RIGHT)



Road traffic crashes - the facts

Safe driving is essential for reducing the risk of crashes, injury and death. All Australians have opportunities to make positive choices about safety, whether they are a driver, a passenger or a pedestrian.

Safe driving is compromised by many factors, including:

- inexperience as a driver, particularly for young drivers
- fatigue
- alcohol consumption
- use of medication and illicit drugs
- speeding.



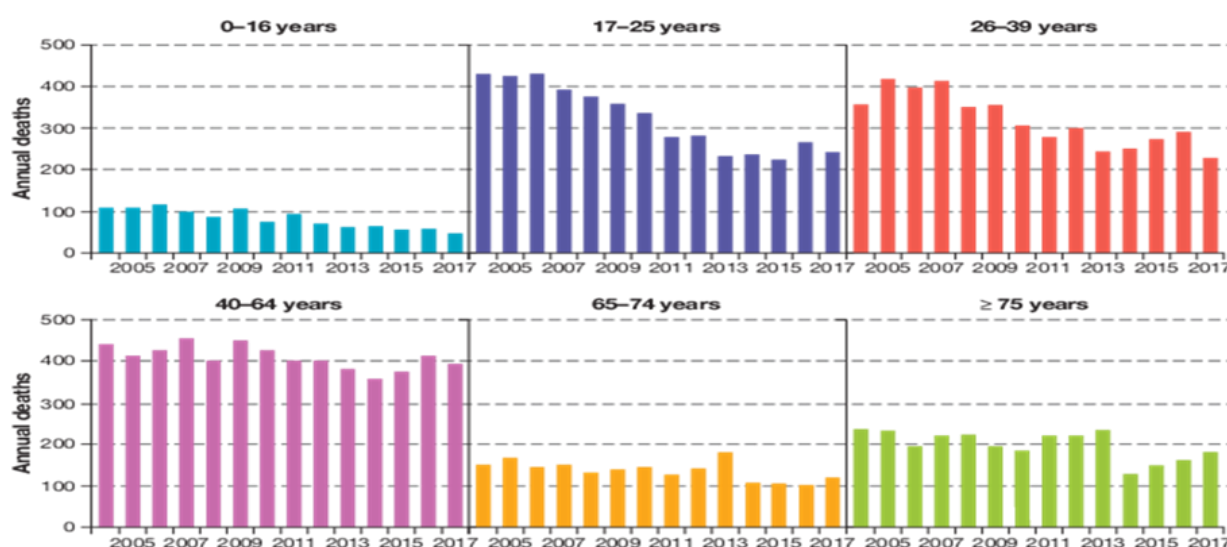
4. Who else in a vehicle has a responsibility to behave appropriately to reduce the likelihood of road accidents?

Young driver statistics

Road crashes are a major cause of both injury and death for young adults. Road traffic crashes cause 45 per cent of injury deaths of young Australians. Although they comprise only 12 per cent of the New South Wales population, young people aged 17–25 made up 20 per cent of all hospitalisations for road traffic crashes.

5. Look at the image below and circle the 17-25 year old age group.

Road deaths by age group: Source: Australian Road Deaths database, September 2018 © Commonwealth of Australia



6 What is the general trend in road deaths for the 17-25 year old age group?

7. Watch this introductory clip: Out of Tragedy - A Mother's story.

<https://youtu.be/bGCDIs8g0oE> (warning – this involves a story of a road incident.
Viewer discretion is advised)

What was the major causal factor in this incident? Describe the impact this had?

Road related deaths for people aged 15-24

8. In relation to deaths for people aged 15–24 years, suggest reasons for each statistic:

• The riskiest period is shortly after receiving your licence.	Eg Inexperience
• More males are killed in road crashes than females.	
• 77 per cent of deaths are passengers of the vehicle, not the driver.	
• 67 per cent are killed in crashes in which no other vehicles are involved.	
• Most road deaths for 15–24-year-olds happen in the evening (3 pm to 9 pm) on the weekend (Friday and Saturday nights).	
• 25 per cent of all serious crashes involve young people, although they make up only 14 per cent of licence holders.	
• There is a high financial cost to the community for road casualties. In Australia in 2016, this was \$33.16 billion. In New South Wales, this was around \$7.3 billion, with more than half of this (\$3.6 billion) coming from hospitalisation costs.	

Licensing schemes in Australia

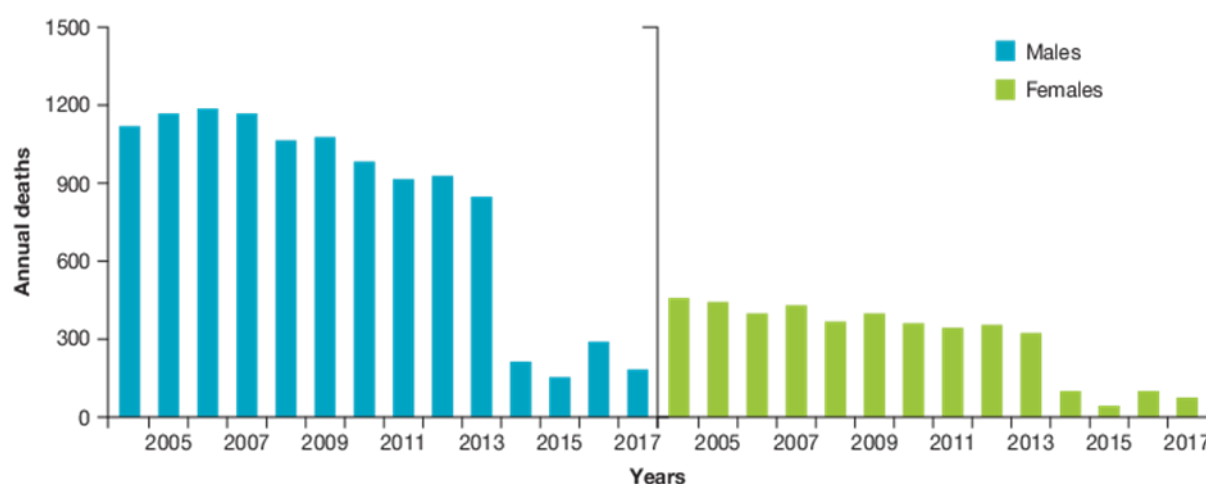
Both age and lack of experience are associated with increased risk of crashes. As a result, all states and territories in Australia have licensing schemes that are based around a learner period and a provisional period, with strict conditions applied to both.

Compared to a decade ago, in Australia today there are much tighter rules for novice/provisional drivers. Longer learner periods and restrictions on provisional licence holders have been introduced. The aim is to improve young drivers' skills before they encounter situations that may increase risk to dangerous levels.

Gender statistics

Males account for 79 per cent of all deaths on our roads. During the 12 month period from mid 2017 to mid 2018, 171 males and 45 females were killed on New South Wales roads.

Road deaths by gender: Source: Crash and Casualty Statistics NSW, data for 1996–2017 © State of New South Wales (Transport for NSW)

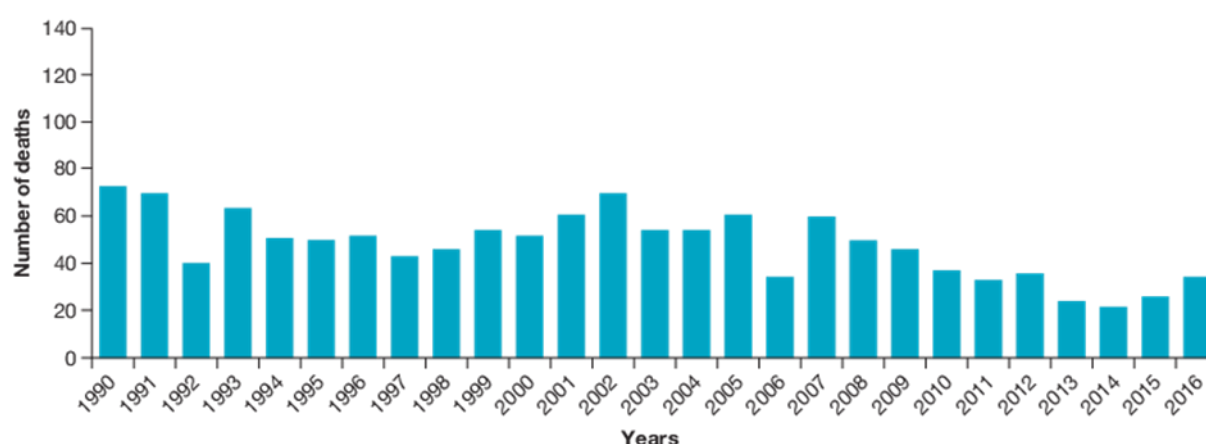


9. In what year does there appear to be a steep decline in both male and female road deaths? The reasons for this will be explored soon.

Drink-driving

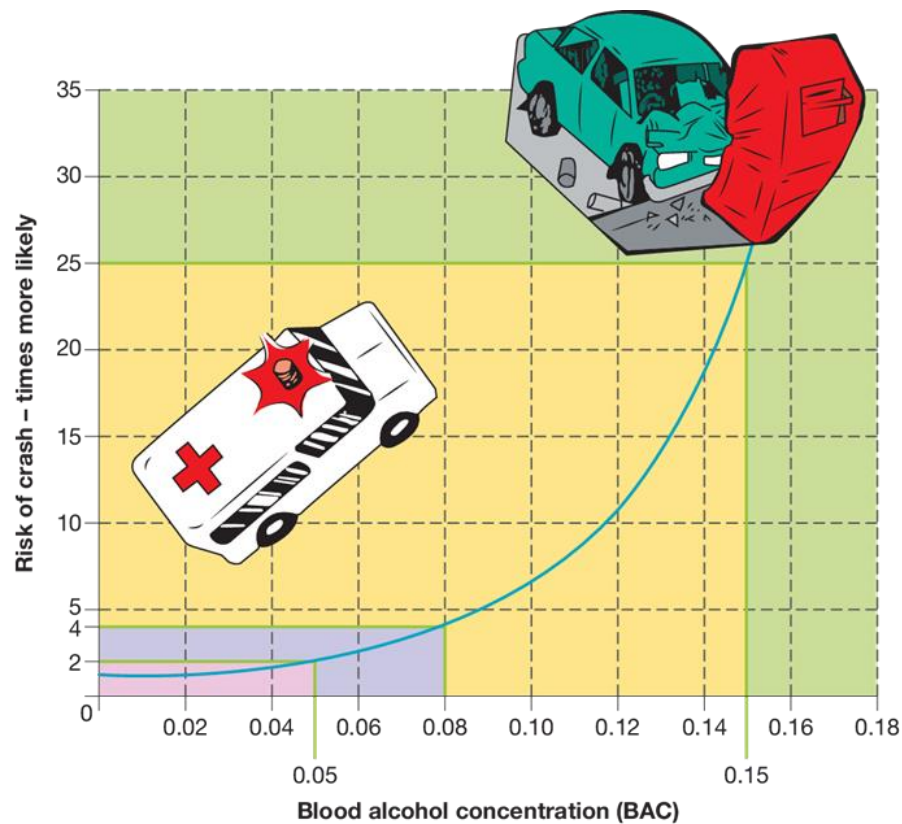
Alcohol continues to be a major factor in serious casualties, with more than a quarter of fatal crashes involving a driver over the legal blood alcohol concentration (BAC) limit. Thirty per cent of all deaths and serious injuries resulting from crashes are a result of drink-driving. The risk of involvement in a casualty crash increases rapidly with increasing BAC levels. This is true for all motorists; however, studies have shown that the risks are significantly higher for younger drivers. In Australia, 33 per cent of all drink drivers involved in fatal accidents are aged between 17–24. The majority of drink-drivers in fatal accidents are heavily intoxicated, registering more than three times the legal limit.

Drivers/riders killed with a BAC at or over .05:



10. Watch this Drink Driving Clip: Highway Patrol Australia which demonstrates the consequences of driving with a high BAC. <https://youtu.be/BdUj10TrmZM>

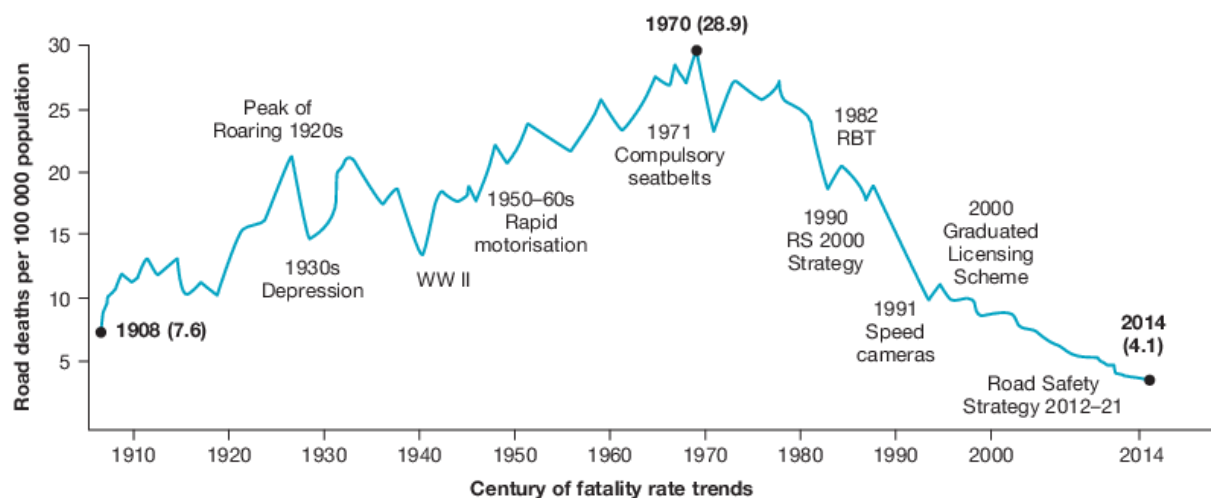
11. Examine the table graphic below. Explain in your own words what this means? Provide an example to demonstrate your point.



Harm minimisation and road safety

The figure below clearly shows the long-term positive effect of introducing seatbelt regulations in 1969 and random breath testing in 1978 on the number of road fatalities in Australia. This is a strong example of the concept of harm minimisation, where although people obviously still drive cars, the implementation of these road safety strategies has reduced the incidence of harm. For more information about road safety, go to the NSW Centre for Road Safety weblink in the Resources tab.

Impact of harm-minimisation strategies on road crash deaths, 1910–2014



12. Briefly describe the general trend for each Time Period and identify possible causes for the trend. Use this website for assistance:

<https://roadsafety.transport.nsw.gov.au/statistics/fatalitytrends.html>

Time Period	General Trend in Fatalities	Possible Causes of trends
1910 to 1940		
1940 to 1970		
1970 to 1990		
1990 to 2014		

13. Log on to the [NSW Road Fatality Trends](https://roadsafety.transport.nsw.gov.au/statistics/fatalitytrends.html) <https://roadsafety.transport.nsw.gov.au/statistics/fatalitytrends.html> and write a paragraph to respond to the following question:

Explain the road safety initiative that has had the most significant impact on reducing the number of fatalities on NSW Roads since 1908.

14. Using the Interactive Crash Site -

<https://roadsafety.transport.nsw.gov.au/statistics/interactivecrashstats/nsw.html?tabnsw=5> , complete the following table by inserting the percentages for each of the following categories by clicking on the “ Behaviour” tab on the top of the interactive graph.

Percentage of fatalities on NSW Roads

	Alcohol (2018)	Speeding (2018)	Fatigue (2018)	2014 - 2018 Trend
Metropolitan				
Country				

15. Click on the “People” tab and complete the table below which shows the total number of fatalities on NSW roads between 2014 and 2018 based on Gender.

Total number of fatalities on NSW Roads

	Driver	Passenger	Motorcyclist	Pedestrian	Bicyclist
Males					
Females					

16. Outline the differences in fatalities experienced by:

- Metropolitan and Country fatalities
- Male and Female fatalities

• Metropolitan and Country fatalities:	
• Male and Female fatalities:	

Harm-minimisation

17. What harm-minimisation strategies do you use, or have you observed in relation to road safety?

18. What vehicle or road safety precaution or device do you most often see/ utilise?

19. Describe and rank ten road harm-minimisation techniques that you could use to help avoid risk or injury:

Harm minimisation technique	Rank 1-10 (1 = most effective)
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10

20. Have a go at this Driver Fatigue Test – <https://testyourtiredself.com.au/results>

21. Practice Learners Test - test your knowledge of the road rules.
<https://practicetest.rms.nsw.gov.au/pages/practice-tests?init=true>

Lesson 6 – Managing Road Distractions

Learning Goal: Identify major causal factors in road and traffic-related injuries and assess the strategies and actions to promote their own and others' health, safety and wellbeing.

Success Criteria: I can identify major casual factors in road and traffic-related injuries. I can assess strategies and actions to promote my own and others health, safety and wellbeing.

Reaction Time:

1. Go to the website: <https://www.humanbenchmark.com/tests/reactiontime>
 - a. When you are ready, choose 'Click to start' in the blue area
 - b. When the red screen turns green, click again as quickly as you can
 - c. Record your reaction time in milliseconds (ms) in Table 1.
 - d. Record all five reaction times, as well as your average in Table 1.
 - e. Record the average reaction times for five other students in your class (face to face learning) in Table 2.
 - f. Plot the data from Table 2 on a graph. The dependent variable (the one you are measuring) goes on the vertical axis. Label your axes (x) and (y).

Table 1: Reaction time

Trial	Reaction time (ms)
1	
2	
3	
4	
5	
Average	

Table 2: Average reaction time of five classmates

Student name	Average reaction time (ms)

2. Create a line graph of your results in the space below:



3. Why might a good reaction time be useful when driving a car? Give examples in your response:

4. What sorts of things might affect the reaction time of a driver? Record at least 3 things in the table below:

• Eg fatigue, age	•
•	•
•	•

Distractions

5. Take this Concentration Test - <https://youtu.be/47LCloidJh4>

6. Can you look away and still stay on task?

All too often, drivers take their eyes off the road to attend to a task in the car, such as taking sunglasses out of a bag, selecting a song to play or looking at a passenger. How easy is it to stay focused on the task of driving when you are not looking at what you are supposed to?

What you need:

- Piece of A4 paper per pair
- Pen or pencil
- Stopwatch

What to do:

- Work in pairs.
- Draw a single line track that zigzags and loops from one corner of the paper to the diagonally opposite corner.
- Trace your finger along the line. Make sure the track is long enough that it takes about 20 seconds to complete at a slow pace.
- Estimate how many seconds you can each look away from the line and keep your finger on it.
- Person 1 traces their finger along the line and looks away for an increasing number of seconds - timed by Person 2.
- Person 2 records the maximum number of seconds Person 1 can look away and keep their finger on the line.
- Swap roles and repeat Steps 5 and 6.

Results:

Person	Prediction How many seconds do you think you can look away from the line and still keep your finger on the line?	Experimental result Actual number of seconds you can look away and keep your finger on the line.
1		
2		

7. Watch the following clips about distracted driving:

- a. Drive Now. Text Later - <https://youtu.be/opS4wK3JbtI>
- b. Know the distance of distraction (2 clips embedded in the webpage) - <https://www.rsc.wa.gov.au/Campaigns/Know-the-distance-of-distraction>
- c. When you're on the phone, you're driving blind - <https://youtu.be/JCSWRRCB1Ek>

When might a driver be tempted to look away while driving a car? How many of these reasons are necessary?

8. Is it ever safe to look away while driving, even when stopped at the traffic lights? Why/Why not?

9. How can a driver reduce the amount of time they spend taking their eyes off the road when driving their car?

Using technology on the roads is an impulsive and dangerous behaviour. Mobile phones are a major distraction for all drivers, particularly young drivers. Driving is already complex and challenging enough without adding other elements.



It is dangerous to use a mobile phone while driving because:

- it affects your judgement and concentration, and often results in riskier decision-making
- it causes slower reaction times, especially when deep in conversation
- you are not alert to your surroundings, so you check your mirrors less often and are not aware of what is going on around you when texting, you often wander out of your lane or miss road signals such as those giving pedestrians and cyclists right of way.

10. Watch this 12 minute clip from the 60 minutes program called Fatal Distraction (access via Clickview).

11. Toyota USA has teamed up with Discovery Education to create Toyota Teen Driver. Try out their online driving simulator, Heads Up <https://www.teendrive365inschool.com/sites/default/files/headsup/index.html> and see how well you can drive while dealing with distractions. This simulator requires the operator to not only read and respond to text messages, but they must also manage other common distractions while driving.

Mobile Phone Laws

In all Australian states and territories, it is illegal to use a hand-held mobile phone when driving and when your vehicle is stationary but not parked, such as when you are at a red light.

12. Watch the clip from the following website:

<https://roadsafety.transport.nsw.gov.au/stayingsafe/mobilephones/know-the-rules.html>

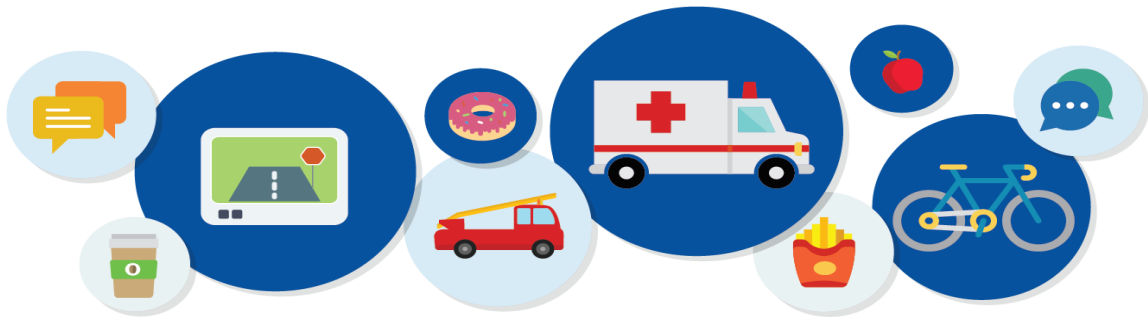
13. Use the information on the webpage to answer the following:

Assess (make a judgement and state reasons for or against) whether the strategies and actions suggested to minimise harm are effective or not. State reasons why:

	Effective or Not?	State reasons why?
Full licence holders and bicycle riders are permitted to use particular mobile phone functions. These include making or answering a phone call, or playing audio, if the phone: Is secured in a cradle; or can be used without touching any part of the phone (e.g. Bluetooth).		
Restricted licences holders including learner, P1 and P2 drivers and riders are not permitted to use their phone at all while driving or riding. This includes use of hands-free and Bluetooth functions.		
The mobile phone detection camera program enforcing illegal mobile phone use by drivers commenced on 1 December 2019.		



Common Driving Distractions and How They Affect You



Drivers engaged in the following distractions
ARE MORE LIKELY TO BE IN A CRASH OR NEAR COLLISION EVENT
compared with non-distracted drivers:



Texting

UP TO
8 TIMES
AS LIKELY



Talking on the phone

UP TO
4 TIMES
AS LIKELY

Source: AAA Foundation

BEFORE You Drive

- Allow plenty of travel time
- Set the GPS and/or review all maps & directions before driving
- Stow and secure loose objects
- Prepare children with everything they need before driving

WHILE You Drive

- Do not text, use apps, or read emails
- Let calls go to voicemail
- Do not groom
- Keep two hands on the wheel at all times
- Avoid eating or drinking while driving

14. Watch [Pre-trip prep 101](#) to see some tips for how to reduce distractions before you drive.

Safe mobile phone and driving tips include the following:

- Pull over safely and park before making or receiving a call.
- Never read, write or send text messages.
- Never look up phone numbers or search on the internet while driving.
- Plan breaks in your trip for phone calls.
- Use voicemail.

15. Design a clever slogan for a bumper sticker to encourage other drivers not to use their mobile phones while driving:

Time permitting:

19. Have a go at the carpark challenge:

<http://www.carparkchallenge.com.au/game.html?brand=nrma>

20. Virtual Reality Experience: <https://www.itcanwait.com/vr>

21. On the next page, read the Toyota Mutual Driving Agreement, discuss with parents/carers and sign to agree to be a safe driver. It can also be found at -

<https://www.teendrive365inschool.com/sites/default/files/2018/MDA.pdf>

Toyota Mutual Driving Agreement

- I AGREE to ALWAYS obey the posted speed limit.
- I AGREE to consider the weather and road conditions and adjust my speed appropriately.
- I AGREE to follow safe driving practices and avoid tailgating, speeding, weaving in and out of traffic or participating in any aggressive or reckless driving behavior.
- I AGREE that I will only drive when I am calm and emotionally controlled.
- I AGREE that I will only be a passenger in a vehicle in which I feel comfortable or safe.



GENERAL SAFETY

- I AGREE that if I need to use my cell phone, I will pull over to a safe location away from traffic before I use my phone.
- I AGREE to participate in a safe and proper behavior that keeps me focused on the road and free from all distractions.
- I AGREE to create a plan to eliminate distractions that are my personal enemies.
- I AGREE to set rules for my passengers so they don't distract me while I am driving.



DISTRACTIONS

- I AGREE that I will only drive sober, drug free and well rested.
- I AGREE that I will only ride in a car with someone who is sober, drug/alcohol free and is well rested.
- I AGREE to call you if I am ever in a situation where I feel it is unsafe for me to drive, or unsafe for me to ride with someone else.



UNDER THE INFLUENCE

- I AGREE to wear my safety belt at all times.
- I AGREE that I will only drive a vehicle when all passengers are buckled up. No exceptions.
- I AGREE that I will only ride in a vehicle as a passenger while being buckled up.
- I AGREE that I will only ride in a vehicle where the driver and other passengers are buckled up.



SAFETY BELTS

I, The Parent Agree:

I will approach the process of teaching you to drive with patience and support. I promise to be a positive role model by demonstrating safe driving, following all the traffic safety laws and regulations that I have asked you to follow.

I agree to establish a schedule of training and to honor that schedule. I also agree to make myself available to discuss progress on a regular basis. I will be involved in your driving!

Your safety is my #1 priority and I will be there when you need me. I agree to come and get you wherever you are, whatever the time of day or night, if you are not able to return home safely.

PARENT SIGNATURE

DATE

I, The Teen Driver Agree:

I promise to abide by the rules outlined above. I understand that driving is a privilege, not a right and that I will only drive the car with permission.

I understand that I am responsible for my driving actions and there are many consequences for my behavior.

If I break any rules we have agreed to, I will accept the consequences that we have discussed. I also understand that the terms of this agreement may be changed based on how I handle the responsibility of driving.

TEEN SIGNATURE

DATE

PRACTICE, PRACTICE, PRACTICE

Dear Students, Parents/Carers,

The health and wellbeing of our students and wider community is very important to us and we have put together some ideas for you to do at home if, you are looking for a bit of inspiration to keep yourselves moving.

We understand this is a very difficult time for all families and finding some time to move each day will help us to physically and emotionally get through these unprecedented and challenging times. Most of the matrix activities can be completed by the whole family. Below you will also find some guidelines for physical activity, sedentary behaviour and sleep for school age children from the [Department of Health](#).

National Physical Activity, Sedentary Behaviour, and Sleep Recommendations for Children and Young People (5-17 years)

Physical Activity

- Accumulating 60 minutes or more of moderate to vigorous physical activity per day involving mainly aerobic activities.
- Several hours of a variety of light physical activities;
- Activities that are vigorous, as well as those that strengthen muscle and bone should be incorporated at least 3 days per week.
- To achieve greater health benefits, replace sedentary time with additional moderate to vigorous physical activity, while preserving sufficient sleep.

Sedentary Behaviour

- Break up long periods of sitting as often as possible.
- Limit sedentary recreational screen time to no more than 2 hours per day.
- When using screen-based electronic media, positive social interactions and experiences are encouraged.

Sleep An uninterrupted 9 to 11 hours of sleep per night for those aged 5–13 years and 8 to 10 hours per night for those aged 14–17 years. Have consistent bed and wake up times.

CIRCUIT BUILDER

Activity: Design your own circuit and activity cards

Research and design a circuit (at least 10 stations) for local secondary school students, including yourself. Your circuit should, Include a warm-up, conditioning and a cool-down. Use non-specialised equipment, e.g. equipment found around the home, garden or park. Incorporate the natural environment in your circuit. For example, place it in your garden, a park, a paddock or the beach. It should also include the number of repetitions or time frame for each station.

Use the template below to plan your circuit.

Circuit Component	Activity	Repetitions/ Time Frame
Warm Up		
Conditioning 10 x Stations	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	
Cool Down		

Activity: Design activity cards

For each of the stations within your circuit (at least 10), design an activity card. Pretend your target audience has never performed these exercise before. Each station should include:

- written key components of the activity
- diagram/ video
- option for lower or more advanced performers

An app such as [Workout producer](#) could be helpful to create the workout.

You are to submit your activity cards to Google Classroom or bring them to your week 4 face to face class.

Activity: Marketing and promotion

Justify why and how your circuit will be effective in impacting your target audience.

You are going to complete your own circuit and swap your circuit with someone else's in the class to then complete at home.

PDHPE Physical Activity & Sleep Log

Week 3	Sleep Hours	Activity1 (Duration 10 mins)	Activity2 (Duration 10 mins)	Activity3 (20+ mins)	Total Minutes
Monday	9 hours	10 mins of soccer	10 mins of basketball	20 mins of helping my dad unbox because we moved into a new house.	40 mins
Monday SPORT 11/5		Circuit x 3 - 10 lunges (each leg) - 10 tricep dips - 20 situps or 2 min plank	Walk/ Run/ Ride Go for a 10 minute walk, run or ride with a friend.	Play a game - Cricket - Soccer - Table tennis - Football etc.	
Tuesday SPORT 12/5		Circuit x 3 - 5 Burpees or 40 sec wall sit - 10 pushups - 20 squats	Practice a new skill - Juggle 2/3 tennis balls - Spiral pass a football	Play a game - Netball - Putt Putt - Tennis - Basketball etc.	
Wednesday 13/5					
Thursday 14/5					
Friday 15/5					
Saturday 16/5					
Sunday 17/5					
Total Sleep					

Week 1: Goal 30-60 minutes a day

Goal achieved? _____

Weekly total? _____



Week 4	Sleep Hours	Activity1 (Duration 10 mins)	Activity2 (Duration 10 mins)	Activity3 (20+ mins)	Total Minutes
Monday	9 hours	10 mins of soccer	10 mins of basketball	20 mins of helping my dad unbox because we moved into a new house.	40 mins
Monday 18/5					
Tuesday 19/5					
Wednesday SPORT 20/5		Circuit x 3 - 20 Star jumps - 20 high knees - 10 side lunges each leg	Stretch - Toe touch - Arm stretch - Calf stretch - Quad stretch + anything else	Play a game - Netball - Putt Putt - Tennis - Basketball etc.	
Thursday SPORT 21/5		Design your own Backyard Fitness Circuit Course for the whole family and complete it with them.	Walk/ Run/ Ride Go for a 10 minute walk, run or ride with a friend.	Practice a new skill - Juggle 2/3 tennis balls - Spiral pass a football	
Friday 22/5					
Saturday 23/5					
Sunday 24/5					
Total Sleep					

Week 2: Goal 30-60 minutes a day

Goal achieved? _____

Weekly total? _____



Name: _____