

Year 10 Traffic 2017 Semester 1&2 COURSE OUTLINE			Victorian Curriculum
Week	Topic	Learning Focus	Strands and sub strands
1-4	Cars, Purchasing, Insuring and Running	<ul style="list-style-type: none"> Investigate the costs involved in purchasing a car Examine the requirements for registering and insuring a car Explore the legal requirements of being a registered owner and operator of a vehicle Discover the hidden costs of driving 	<p>Evaluate factors that shape identities, and analyse how individuals impact the identities of others</p> <p>Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices</p>
5-12	Road Law/Road to Solo Driving	<ul style="list-style-type: none"> Understand the need for rules and regulations regarding road use Practice the correct procedures for completing 120 hours of supervised driving Explore myths associated with road law and road use 	<p>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk</p>
13	Keys Please	<ul style="list-style-type: none"> Apply knowledge from road law to group discussion Engage in peer led activities to further explore cultural trends in young people and driving habits Examine current trend and statistics amongst young drivers 	<p>Examine the impact of changes and transitions on relationships</p> <p>Critique behaviours and contextual factors that influence the health and wellbeing of their communities</p>
14	Guest Speakers	<ul style="list-style-type: none"> Learn about the history and changes of driver behaviour over time Explore the impact of road trauma on individuals, families and communities Interact with Law Enforcement agencies and consider the effect of driver behaviour beyond the individual 	<p>Investigate how empathy and ethical decision-making contribute to respectful relationships</p> <p>Critique behaviours and contextual factors that influence the health and wellbeing of their communities</p>
13	Show Me the Ropes	<ul style="list-style-type: none"> Learn a safe and secure method to restrain a load Understand the need for carrying goods safely and the possible impact on other road users 	<p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing</p>

Please note that all activities are subject to venue availability and timetabling factors

			Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk
14	Braking Distances	<ul style="list-style-type: none"> • Discover the relationship between reaction time, speed and total braking distance • Understand the need for speed limits in and around suburban areas • Investigate the relationship between different road conditions and braking distance 	<p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing</p> <p>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk</p>
15	Phones and Driving	<ul style="list-style-type: none"> • Experiment with different types of distractions in a controlled environment • Discover the impact of phone use and concentration • Look at the relationship between safe performance and increased phone use whilst driving 	<p>Evaluate health information from a range of sources and apply to health decisions and situations</p> <p>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk</p>
16-17	TAC and MAFMAD	<ul style="list-style-type: none"> • Examine previous road safety messages and their impact • Identify a current cultural trend amongst young road users that needs to be addressed • Produce an advertisement to highlight the need for change aimed specifically at the target audience 	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities
18-19	Hands on experiences	<ul style="list-style-type: none"> • Using the resources available within the Automotive workshop, practice the following common tasks: <ul style="list-style-type: none"> ○ Jumpstart/Roll start ○ Change a tyre/check tyre wear ○ Fill up washer bottles ○ Change blown fuses/globes ○ Check oil/fluid levels ○ Battery checks and cleaning 	<p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing</p> <p>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk</p>

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		○ Basic engine inspection	
		•	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments
		•	Critique behaviours and contextual factors that influence the health and wellbeing of their communities

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