

Year 10 PDHPE

Learning from Home Booklet

Term 3 - Weeks 2 & 3

This booklet has been broken up into Theory and Practical lessons for PDHPE.

Follow your normal timetable and complete each lesson when you would normally have PDHPE.

If you can, join the Year 10 PDHPE Google Classroom (if you haven't already) – [xyc6vvo](#)

Your PDHPE teacher will regularly post work on the Google Classroom as well, which is similar to the work in the booklet. If you are able to, take a photo of your completed work and email it to your teacher to check.

If you can – join your class for a zoom lesson, as scheduled on the Google Classroom so you can see your classroom teacher and peers and connect with them.

THEORY LESSON #1

This lesson will focus on exploring the negative risks and the factors that influence risk-taking and decision-making in a variety of contextual factors.

Activity 1: Risk Factors

In the space below, identify all the different factors that could lead to a traffic accident. This could be as a driver, a passenger, a road user (bicycle, scooter, skateboard etc) or pedestrian. Then identify all the consequences that could occur from being in a traffic accident.

Answers could include:

Risk factors: not paying attention, hard to see at night, other road users etc.

Consequences: injury to self or others, loss of licence, damage to vehicle

Risk factors	Consequences

Activity 2: Cause and Effect

Select a risk factor that could lead to a road traffic accident and consider the consequences that could occur. Complete the scaffold below to generate a report on the risky behaviour.

Introduction:

Body Paragraphs (Description):

The possible consequences of this behaviour/risk factor for the driver.....

The possible consequences for people other than the driver.....

It is important to consider the consequences...

Conclusion:

Summary of the above...

Activity 3:

Select another risk factor that could lead to a road traffic accident and consider the consequences that could occur. Complete the scaffold below to generate a report on the risky behaviour.

Introduction:

Body Paragraphs (Description):

The possible consequences of this behaviour/risk factor for the driver.....

The possible consequences for people other than the driver.....

It is important to consider the consequences...

Conclusion:

Summary of the above...

THEORY LESSON #2

This lesson will focus on identifying safe and unsafe behaviours and environments. Students will explore self-management and interpersonal skills required to make themselves and other people safe.

Activity 1:

Read the latest statistics on crashes involving drivers/riders using hand-held mobile phones and complete the following questions.

ROAD RISK – MOBILE PHONES AND OTHER MOBILE DEVICES

In NSW since 2012, there have been 202 casualty crashes involving a driver/rider using a hand held mobile phone – resulting in 18 deaths and 271 injuries. This is based on preliminary data available as at 1 September 2020. Over the same period in country areas of NSW there have been 103 casualty crashes involving a driver/rider using a hand held mobile phone - resulting in 15 deaths and 132 injuries.

From July 2019 to June 2020, more than 62,400 fines were issued to drivers and riders in NSW for illegally using hand-held mobile phones whilst driving or riding, showing the problem is still prevalent.



Legal Mobile Phone Use

<i>Use or Function</i>	<i>Unrestricted licence holders</i>	<i>Learner and provisional licence holders</i>
<i>Make or receive audio phone call</i>	<i>Yes, ONLY if the phone is either:</i>	<i>No.</i>
<i>Use music or audio functions</i>	<ul style="list-style-type: none"> <i>• Secured in a cradle fixed to the vehicle; or</i> <i>• Can be operated without touching any part of the phone, (e.g. Bluetooth controls)</i> 	<i>No.</i>
<i>Use as a driver's aid (e.g. navigation, Speed Adviser app or dispatch system)</i>	<i>Yes, ONLY if the phone is secured in a cradle fixed to the vehicle</i>	<i>No.</i>
<i>Access a Digital Driver Licence</i>	<i>Yes, ONLY after a police officer has asked you to do so.</i>	
<i>Use wallet functions (make a transaction, show a coupon or voucher, or to access an area)</i>	<i>Yes, ONLY if the vehicle is:</i> <ul style="list-style-type: none"> <i>• Stationary; and</i> <i>• Off the road (such as in a carpark, driveway or drive thru)</i> 	

All other functions including video calling, texting, emailing, social media, web browsing and photography are prohibited unless parked.

QUESTIONS:

1. Why are mobile devices often a factor in road crashes?

2. What are the legal requirements concerning driving and mobile phone use?

3. What strategies can young drivers adopt to minimise distraction from mobile phones?

Activity 2:

Read the latest statistics on speeding and watch the short YouTube video 'Your Speed Decides the Outcome' - <https://www.youtube.com/watch?v=yuniF1YtZPw&t=23s>

Write down some notes as you watch the video – *what are the impacts of the crash, how could the accident have been avoided.*

A large, empty rectangular box with a thin black border, intended for students to write their notes on the video. The box is currently blank.

Activity 3:

Based on the information from the video in the previous activity and the information below about 'speeding' answer the following questions.

ROAD RISK – SPEED

Driving too fast is the single biggest contributor to death and injury on NSW roads. Speeding consistently contributes to around 41 per cent of road fatalities and 24 per cent of serious injuries each year. This means almost 150 lives lost and 1,270 people seriously injured each year.

Over the five years from 2015 to 2019, 743 people were killed and 6,372 were seriously injured in speed-related crashes in NSW.

Speeding is never safe. Speed increases both the risk of having a crash, as well as the severity of the crash outcome.

Key Statistics

- *Injury is the single biggest killer of Australian young people; more than all other causes combined*
- *45 per cent of all Australian injury deaths are due to fatality road crashes*
- *Young drivers (17-25 years) represent one-quarter of all Australian road deaths.*
- *A 17 year old driver with a P1 Licence is four times more likely to be involved in a fatal crash than a driver 26 years of age.*
- *Of all hospitalisations of young Australians, almost half are drivers involved in a car crash and another quarter are passengers.*
- *A biggest killer of young drivers is speeding and around 80 per cent of this killed are male*
- *One-third of all speeding drivers and motorbike riders in fatal crashes are males aged 17-25; 6 per cent are females aged 17–25.*

To reduce the risk of a crash, drivers should stay under the speed limit and drive to the conditions, such as slowing down in wet weather or poor visibility.



QUESTIONS:

1. Why is speed a significant contributor to road crashes?

2. Are there groups in the community more at risk? For example, males / females?

3. Are young drivers more at risk? Why? Why not?

4. Why do some young people ignore the risk?

THEORY LESSON #3

This lesson will focus on recognising potentially unsafe situations and environments and strategies to promote health, safety and well-being in a variety of situations.

Activity 1:

Students read each pressure statements and comment on what 'you will do' in the following situation. Take a photo of your completed work and if you can, upload it to the google classroom for your teacher to check.

Under Pressure Role Statements

The Inexperienced Driver

Last month you passed your test and achieved your goal – you are now on your ed P licence. Freedom at last for you and your friends, as you are the first one in your group to gain your licence. The others won't be old enough for months to come. The problem is you're always the designated driver!

Lastly you have been working extra shifts at your part time job, as well as staying up late to finish school assessments. You're exhausted, but today your friends are desperate for you to drive them across the city or to the next town to meet with some new friends.

You want to go, and you don't want to let your friends down, but you're so tired...

What will you do?

Friend 1

You have enjoyed being driven around to all the local events since your driver friend gained their licence – The first one in your group.

Today you planned to drive with your friends to a neighbouring town or suburb to meet with some new friends. Your driver friend is looking very tired.

You are anxious that the driver is feeling pressured to drive when really, clearly, your friend needs sleep, but you really want to go...

What will you say?

Friend 2

You have enjoyed being driven around to all the local events since your driver friend gained their licence – The first one in your group.

Today you planned to drive with your friends to a neighbouring town or suburb to meet with some new friends. Your driver friend is looking very tired.

You have heard about accidents involving driver fatigue. Television advertisements talk about micro sleep and the crashes that can happen in an instant! As much as you'd like to go on the planned outing, you're too worried about the condition of the driver and what might happen. You must stop the all from getting in that car...

What will you say?

Friend 3

You have enjoyed being driven around to all the local events since your driver friend gained their licence – The first one in your group.

Today you planned to drive with your friends to a neighbouring town or suburb to meet with some new friends. Your driver friend is looking very tired.

You are determined to go today, but the only way to get there is if your friend drives you. You know that you'll be able to keep your driver friend awake by talking and clowning around! You have to try and convince everyone it will be OK. The driver can sleep later...

What will you say?

Activity 2:

Develop a scenario that places a driver under pressure, for example, pressure to drive after drinking, pressure to answer a phone or pressure to speed and develop role descriptions for each participant.

Under Pressure Role Play – Alternative Scenario

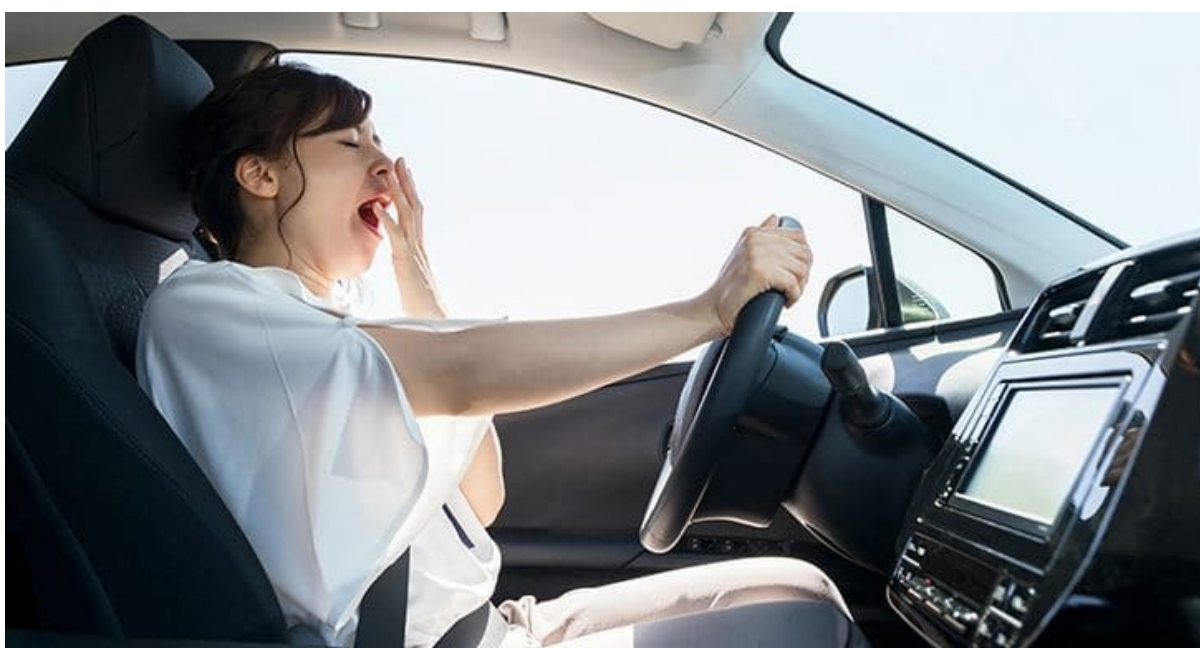
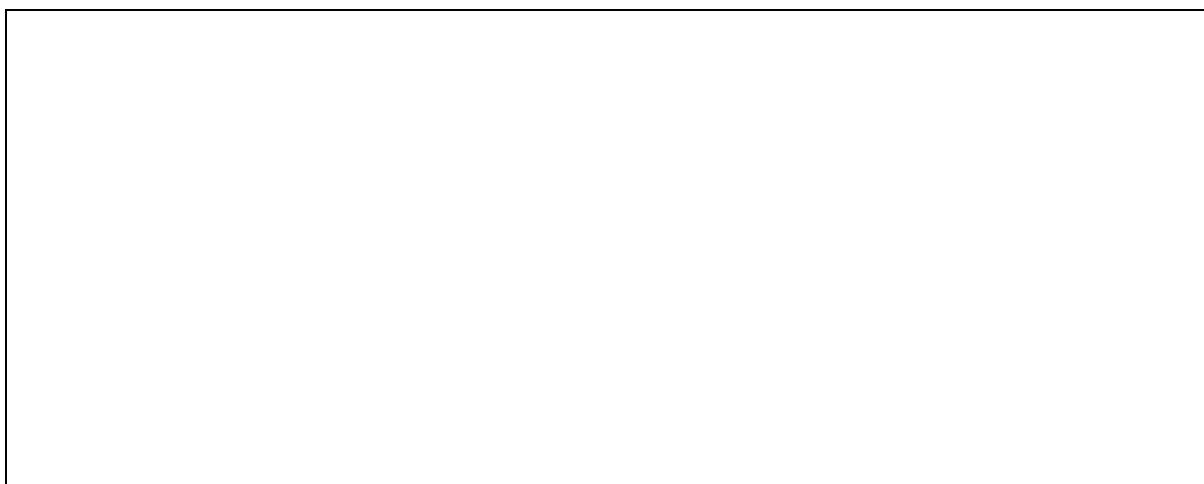
CHARACTER 1: THE DRIVER

CHARACTER 2: _____

CHARACTER 3: _____



CHARACTER 4: _____



Activity 3:

Pick 3 Scenarios you think are most interesting and complete the following questions on the table.

Crash Risk Scenarios

Scenario 1

A group of three friends are all at a mate's place after a party one Saturday night. None have been drinking but they want to get a ride from their friend, Alex. Alex is a P-plater and knows they're not meant to have more than one passenger in the car...but his friends are trying hard to get a ride and putting on all sorts of pressure!

Scenario 2

Two-high school friends are in the car driving home from school. The driver has their P-plates, but the passenger does not. The passenger pulls out their phone and starts checking Instagram. The passenger keeps shoving the phone in the face of the driver to try to get the driver to look at Instagram pictures. The driver finds this very distracting

Scenario 3

An L-plater is driving their friend (who is in the passenger seat) home from school. They are having a conversation. The passenger's mobile phone rings, and they realise that it is in their school bag, which is wedged in behind the passenger seat, behind where they were sitting. The passenger suddenly takes off their seatbelt to reach around and get their bag.

Scenario 4

An L-plater is driving their 12 year old and 15 year old siblings home from school with their supervising driver in the front seat. The siblings in the back keep complaining that they are going to be late for their favourite TV show and urging the driver to hurry up. The supervising driver encourages the learner to speed up, even though the learner driver feels uncomfortable going any faster.



Crash Sheet Table

Scenario Number	What happened in the scenario? Describe the situation and events in your own words	What were the risks, distractions, or negative influences that were present in the scenario?	If <u>you</u> were the driver in this scenario, what could you do to achieve a better outcome?

PRACTICAL LESSON #1

Our unit this term is HIT SPORTS (hockey, lacrosse, golf, tennis, baseball etc). The topic is centred around sports where you need to hit an object with a club, bat, stick or racquet.

Activity 1: “Stick Balance”

I need you to find a tennis racquet, cricket bat, golf club, baseball bat, badminton racquet or squash racquet. If you do not have these, you can find an object roughly around 1m in length around the home. You may use a broom stick, a roll of wrapping paper or even a stick from the garden.

Once you have your object you are to try and balance the object on 3 body parts.

Body Part 1 = best time on the end of your FINGER (1 min max)

Body Part 2 = best time on the top of your FOOT (1 min max)

Body Part 3 = best time on the tip of your NOSE (1 min max)

A maximum combined time of 3 minutes

Any score above 1minute and 30seconds is the goal

The highest combined time will be the winner.



Good luck!



Activity 2: “Keepy Uppy”

Find any ball in your household to use for this one, if you don't have a ball be creative, roll up a pair of socks, scrunched up paper etc. Using any part of your body, all you have to do is try to keep your ball in the air for 30 seconds - catching the ball is not allowed. If you want to add a twist, you can use a racket, bat or a club to help keep the ball up. If you want to work together with somebody else in your household, you can. Tag your videos @LHSPDHPE for your chance to win a prize.

Make it harder

Use a smaller or bouncier ball

Limit yourself to only 1 or 2 parts of your body

Make it easier

Use a bigger or lighter ball. Or a balloon.

Allow the ball to bounce on the floor once after you hit it



Tag your videos @LHSPDHPE for your chance to win a prize.

PRACTICAL LESSON #2

Our unit this term is HIT SPORTS (hockey, lacrosse, golf, tennis, baseball etc). The topic is centred around sports where you need to hit an object with a club, bat, stick or racquet.

Activity 1: "Rebound"

I need you to find a tennis racquet, squash racquet, badminton racquet, cricket bat, baseball bat or you could even use your hands or your feet.

I also need you to find a small ball. It could be a tennis ball, table tennis ball or even a soccer ball or basketball.

Once you have your equipment ready, you will also need to find a wall that you can hit or kick the ball against. Your family might like you to find a wall outside as this may be noisy inside the house.

You will need to take 2 steps away from the wall and then face the wall. You will then hit or kick your ball against the wall, trying to keep the ball off the ground and in the air. It will look and feel like a game of tennis against a wall.

I want you to count the amount of times that you can hit/kick the ball against the wall without the ball touching the ground.

Different equipment will change the difficulty of this challenge, but you should be aiming for over 10 consecutive hits/kicks.

The most consecutive hits/kicks in a row will be the winner.



Activity 2: “Pair Your Socks”

To take part in the 'pair your socks' challenge all you need is a maximum of 10 pairs of socks and something to collect your socks in. Place your sock collector (I used a shoe box) in front of you, then unpair your socks and place 1 sock around 2 steps to the left of you and the other, 2 steps to the right of you. Stand facing your sock collector, you then have 30 seconds to collect as many pairs of socks as you can. To do this you quickly sidestep in both directions to pick up a pair of socks and collect them in your collector, before continuing and collecting the next pair. You can only pick up 1 sock at a time and you continue until the time runs out. Most pairs in 30 seconds will win. Tag your videos **@LHSPDHPE** for your chance to win a prize.

Make it harder

Move the socks further away from you.

You can only pick up with 1 hand. So if you choose to only use your right hand, when picking up a sock on the left side of your body you must reach across your body to pick up while continuing to face forward.

Make it easier

Move the socks closer

You don't have to collect matching pairs.

You don't have to pair socks up before putting them in your collector



Upload a video to Instagram and tag **@LHSPDHPE** for your chance to win.