Take off 5 – Is it worth it?

Lesson plan description
Students discuss the effect of speed on the road toll and individual responsibilities associated with using the roads. They analyse braking distance data obtained from a simulation activity and apply the Equations of Motion and Newton’s Laws to determine stopping distances and forces involved. They then relate these to road safety issues and design a poster or prepare a storyboard for a video commercial about the effects of speed and braking distances.

Year levels
Later adolescence (16–18 years)

Explicit values focus
- Care and compassion
- Fair co
- Integrity
- Respect
- Responsibility

Key Learning Area
- Physics

Lesson plan
Getting started

The class discuss this video clip in the light of the effect that motor accidents have on the community and the responsibilities of road users, police and governments in reducing the road toll.

Using a Think, Pair, Share technique they consider the factors you might need to take into consideration in a calculation of braking distances and prepare a Mind Map that links these factors to consequences that they might have in the real world.

They then explore the The Lea@rning Federation (TLF) digital learning object It’s a Drag to become familiar with its features before designing a suitable experiment to collect data on the relation between the factors discussed above and braking distances.

Discovering
Students work in teams to design an experiment that quantifies the effects of one of the factors on braking distance – taking into account necessary controls – using data from the TLF digital learning object.

They use a spreadsheet to record their results and perform calculations using the Equations of Motion to determine acceleration and time taken to stop in different
situations, and the principles of Conservation of Energy to determine the energy involved in collisions.

They prepare a report of their investigation outlining the factors they were investigating, the method of investigation, a summary of results that includes tables and graphs, and conclusions that can be drawn from their investigation.

**Bringing it together**

Students discuss the results of their investigations and their implications for driving using the following questions:

- Should speed limits be obeyed?
- Are speed limits always appropriate?
- Should driver behaviour be affected by road and vehicle conditions?
- Whose responsibility is it to control driver behaviour?
- How can one person’s irresponsible behaviour affect others?
- How can a person demonstrate care on the road?

Students discuss the values being addressed in road safety campaigns and draft a poster or prepare a storyboard for a short video commercial for their own road safety campaign using knowledge of braking distances.

**Notes for teachers**

This activity refers to the Victorian Transport Accident Commission (TAC) Wipe Off 5 road safety campaign but it can be related to road safety campaigns in other States and Territories.


Equations of Motion

\[ V = u + at \]
\[ V^2 - u^2 = 2aS \]
\[ S = ut + \frac{1}{2} at^2 \]

Conservation of Energy

Kinetic Energy lost = Kinetic energy gained = \( \frac{1}{2} mv^2 \)