

**At-home Keys4Life (KFL) program – A suggested outline for 10 lessons**

**What is Keys4Life about?**

[Keys4Life](https://www.sdera.wa.edu.au/programs/keys4life/) commenced in 2004 and is a hands-on, life skills pre-driver program that assists students to:

* Develop resilient skills and positive road user attitudes and knowledge.
* Consider and rehearse ways to manage challenging social and traffic situations.
* [Learn the road rules](https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp) in preparation for safer driving and the Learner’s Permit Test.
* Discuss [safer driving](https://www.wa.gov.au/organisation/road-safety-commission/learner-drivers) and the learn-to-drive process with a parent/carer/family/teacher.

Approximately 25,000 students and 70% of schools participate in Keys4Life annually and Keys4Life teachers are encouraged to adapt the program for the diverse learning needs of students in WA.

Teachers can also offer parents a Keys4Life session – either online, or face-face at school.

**In what other ways do students benefit from Keys4Life?**

The Department of Transport recognises Keys4Life as a pre-requisite to the [WA licensing system](https://www.transport.wa.gov.au/licensing/learn-to-drive-my-first-licence.asp). Trained (and registered) Keys4Life teachers are authorised to administer the official Learner’s Permit test (test) on behalf of Transport. Students who pass, can utilise a **Keys4Life certificate** as an:

1. official form of identity for a Learner’s Permit application; and
2. exemption from sitting the test (again) when applying for their ‘Ls’ (saving a $20 fee).

Accordingly, a series of teacher and student obligations underpin this process.

**What are the Keys4Life teacher and student obligations?**

Teacher obligations:

Prior to implementing the program teachers/educators must complete these processes:

1. Attend a [Keys4Life professional learning workshop](https://www.sdera.wa.edu.au/professional-learning/) to become a ‘Registered Keys4Life teacher’. This provides them with 2 Keys4Life user accounts and the authorisation to administer the Learner’s Permit test at school.
2. Provide evidence of (either): a Teacher Degree; or a Certificate IV in Training and Assessment. Only one qualification is required – not both.

Keys4Life teachers must follow these procedures after the workshop:

1. Implement a minimum of [10 Keys4Life lessons](https://www.sdera.wa.edu.au/programs/keys4life/keys4life-teacher-resource/) (ie based on the school timetable).
2. Inform parents/carers/families about the Keys4Life program.
3. Enrol students in the \*SCSA–endorsed Keys4Life course (ie exactly the same program).
4. Use a Keys4Life Class record to monitor student attendance and workbook tasks.

After administering the test, teachers will upload test results to the Keys4Life Portal, and receive
pre-filled Keys4Life certificates (via the post) only for those students who have passed the test.

Student obligations:

Students are provided the privilege of undertaking the official Learner’s test at school after they have successfully completed the Keys4Life lessons which includes:

1. Attending at least 80% of the Keys4Life lessons.
2. Submitting a completed student workbook.

They must also be at least 15 years of age on the day of the test. Younger students can still sit the test, but the teacher will delay the test until those students have turned 15 years of age.

**What about the governance of Keys4Life?**

Keys4Life is funded by the Road Safety Commission, administered by the Department of Education and supported by the Department of Transport (since 2003). It is also endorsed by the \*School Curriculum and Standards Authority.



**At-home Keys4Life (KFL) program – A suggested outline for 10 lessons**

**INTRODUCTION**

Teachers can use and modify this suggested outline to deliver 10 or more KFL lessons to students who are studying at home or at school. For those students with little or no internet access, teachers can print and post materials to students and receive responses and tasks via phone, email or in writing via the post.

The Learner’s Permit Test (test) is administered by registered KFL teachers (ie teachers who have attended a KFL professional learning workshop) after implementing a minimum of 10 KFL lessons.  Students are deemed eligible to undertake the test when they are 15 years of age (or older) on the day of the test, and have:

(a)    actively participated in at least 80% of the KFL lessons; and

(b)    submitted a completed Behind the Wheel journal or a KFL Student Workbook.

The test cannot be administered to students at home.  Teachers can opt to either:

(a)    Conduct the test at school
Make arrangements to conduct the test at school on a suitable date with only those students who are eligible to sit the test - based on the criteria listed above (ie lesson attendance and journal completion).
Students who pass the test at school will receive a KFL certificate which can be redeemed for licensing exemptions during the Learner’s Permit application process at a DVS centre or agent.
The KFL certificate is valid for 2 years and is recognised by the Department of Transport, as:

o   one of the five forms of identity that are required when applying for a Learner’s Permit; and

o   an exemption for the applicant passing and paying $19.60, for the computerised theory test.

Students must be at least 16 years of age to apply for a Learner’s Permit in Western Australia (WA).
The KFL certificate cannot be used before the age of 16 years.

(b)    Students sit the computerised theory test at a DVS centre
Suggest to students they can sit the computerised theory test at a Driver and Vehicle Services (DVS) centre or agent, independently of the KFL program.  They must be at least 16 years of age to do this test which is part of the Learner’s Permit application process. Students who follow this option will gain a Learner’s Permit but will not receive a KFL certificate and will therefore not receive the exemptions listed above.

Teachers can access KFL information by:

(a)    downloading material at <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-teachers/>;

(b)    downloading the KFL Teacher Resource at <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-teacher-resource/>

(d)    emailing queries to the Road Safety and Drug Education branch at sdera.co@education.wa.edu.au.

**LESSON 1
PROGRAM OVERVIEW AND THE LEARNER DRIVER**

**Online teaching and student tasks**

·   **Introduce KFL to students:**Start by explaining to students that the purpose of KFL is to build a driving culture of respect, responsibility and safety, and that:

(a)    gaining a licence is a privilege (not a right);

(b)    there are student obligations relating to lesson attendance and completion of a journal or workbook;

(c)     the Department of Transport recognises KFL as the main pre-driver strategy in Western Australia (WA);

Explain to students that:

(b)    KFL will help them to develop awareness, attitudes and intentions about safer driving and licensing.

(c)     There are two important, evidence-based factors they need to be aware of in terms of reducing their crash risk, particularly as a [provisional (P-plate or novice) driver](https://www.rsc.wa.gov.au/Your-Safety/People/Novice-Drivers).  These are:

o   Gain extensive and varied driving experience while under supervision as a [learner driver](https://www.rsc.wa.gov.au/Your-Safety/People/Novice-Drivers/Your-licence); and

o   Use/choose/buy/borrow the safest car available – based on [used and new car safety ratings](https://www.rsc.wa.gov.au/Your-Safety/People/Novice-Drivers/Your-first-car).

·   **Task 1**: Students download KFL resources from <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-students/> or the teacher can download and email the following PDFs from the student resource section of the KFL Connect Library:

­   [*Behind the wheel journal*](https://www.sdera.wa.edu.au/programs/keys4life/keys4life-students/)(writable PDF) - can only be used on a PC or laptop, not a hand-held device

­   [*Keys4Life student workbook*](https://www.sdera.wa.edu.au/programs/keys4life/keys4life-students/)(writable PDF) - can only be used on a PC or laptop, not a hand-held device

­   [*Let’s Practise* booklet](https://www.sdera.wa.edu.au/media/4248/sdera-k4l-lets-practise-amend-proof3.pdf) (PDF)

­   [*Drive Safe* book](https://www.transport.wa.gov.au/mediaFiles/licensing/DVS_DL_B_DriveSafeFull_o.pdf) (PDF)

­   [*Your Secure Identity* factsheet](https://www.transport.wa.gov.au/mediaFiles/licensing/LBU_FS_YourSecureID.pdf) (PDF).

·   **Task 2**: Ask students to read ‘The L Plate Driver’ on pages 6 -7 in the [*Let’s Practise* booklet](https://www.sdera.wa.edu.au/media/4248/sdera-k4l-lets-practise-amend-proof3.pdf)and discuss their responsibilities as a learner driver.  Students then complete ‘What sort of driver do you want to be?’ on page 3 of the [*Keys4Life student workbook*](https://www.sdera.wa.edu.au/programs/keys4life/keys4life-students/)and submit and discuss their answers.

·   **Task 3**: Students complete the first task in the­   [*Behind the wheel journal*](https://www.sdera.wa.edu.au/programs/keys4life/keys4life-students/)– ‘Keeping an Eye on Things’ on page 4 – with help from either the teacher or parent/carer/supervisor.

·   **Task 4**: Ask students to start reading Part 1 of the [*Drive Safe* book](https://www.transport.wa.gov.au/mediaFiles/licensing/DVS_DL_B_DriveSafeFull_o.pdf)titled, ‘Safe Driving’ (in their own time) and to familiarise themselves with the chapters of this book as it includes all the road rules and information on which the Learner’s Permit Theory Test (test) is based.

**Find out more**

·   <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-students/> – KFL for students.

·   <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-teachers/> – KFL for teachers.

·   [Key4Life Connect Community](https://connect.det.wa.edu.au/group/staff/ui/community/summary?coisp=DomainCommunity:267865440#438490_1) – available only for government school teachers.

**Engage parents**

Distribute the family fact sheet ‘Before You Start’ to parents (using the school’s online communication system), to start a family conversation about learning to drive. Refer to <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-family-information-sheets/>.

Distribute the Let’s Practise booklet to inform parents about the Keys4Life program. Refer to <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-parents/>

**Something interesting**

Overview of the learn to drive process at <https://www.transport.wa.gov.au/licensing/learning-to-drive-overview.asp>

**LESSON 2
THE WA LICENSING SYSTEM**

**Online teaching and student tasks**

·   **Task 1:**Briefly review Lesson 1 tasks and if time permits complete the unfinished tasks. Do a flick of the Drive Safe chapters.

·   **Task 2:**Explain and explore the WA Licensing System via the Let’s Practise booklet (pages 9 – 11) and the steps described at <https://www.transport.wa.gov.au/licensing/step-1-get-a-learner-s-permit.asp>

·   **Task 3:**Ask students to complete task 2 ‘Spot the Error’ on page 5 in the Behind the Wheel student journal, with help from the teacher or parent/carer/supervisor.

·   **Task 4:**Ask students to read Part 2 in Drive Safe titled, ‘How to obtain a WA Driver’s Licence’ and ask them to email the teacher a summary of this chapter in 5 dot points.

**Find out more**

·   [Key4Life Connect Community](https://connect.det.wa.edu.au/group/staff/ui/community/summary?coisp=DomainCommunity:267865440#438490_1) –available only for government school teachers.

**Engage parents**

Distribute the family information sheet ‘The WA Graduated Driver Training and Licensing System’ to parents (using the school’s online communication system) to start a family conversation about the licensing system. Refer to <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-family-information-sheets/>.

**Something interesting**

View road safety films made by Victorian students <http://www.mafmad.com.au/latest-winner/i-shouldve-said-something>.

 **LESSON 3
RESPONSIBILITIES OF BEING A DRIVER & KNOWLEDGE OF THE ROAD RULES**

**Online teaching and student tasks**

·   **Task 1:**Briefly review the Lesson 2 tasks and ask students to share their most interesting point from Part 2 of Drive Safe.

·   **Task 2:** Use the family information sheet titled ‘Communication Styles’ to explain assertive communication (available at <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-family-information-sheets/>). If students have internet access ask them to view the film clips (as a trigger) ‘Grow up’ and ‘Closer to home than you think’ at <https://www.rsc.wa.gov.au/Campaigns> and revisit the discussion about the type of driver they want to be – but this time focus the discussion on being a driver using assertive (not aggressive) communication.

·   **Task 3:** Explain that developing positive road user attitudes and self-management skills is a critical part of becoming a responsible driver. A person’s attitudes and beliefs influence their intention to behave a certain way, and their intentions affect their behaviour. Explain to students that the KFL lessons will provide them with opportunities to:

(a) clarify their values and attitudes about safer driving and safer socialising; (b) develop the skills of negotiation, planning, decision-making and assertive communication; and (c) rehearse and practise ways to respond assertively in challenging on-road and social situations. Ask students to complete the attitude activity on pages 8-9 in the KFL Student Workbook titled, ‘Does your attitude match your behaviour’ and ‘Your story’ and then discuss.

·   **Task 4:** Students complete task 3 ‘Tolerance and Courtesy on page 6 of the Behind the Wheel student journal, with help from the teacher or parent/carer/supervisor.

·   **Task 5:** Ask students to read Part 3 (road rules) on pages 40 – 48 of the Drive Safe handbook and ask questions in the next lesson about this chapter.

**Find out more**

·   [Key4Life Connect Community](https://connect.det.wa.edu.au/group/staff/ui/community/summary?coisp=DomainCommunity:267865440#438490_1) –available only for government school teachers.

**Engage parents**

Distribute the family fact sheet titled ‘Young Drivers’ to parents (using the school’s online communication method) to start a family conversation about driving - <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-family-information-sheets/>.

**Something interesting**

View road safety films made by Victorian students <http://www.mafmad.com.au/past-winners/2012/the-deso>.

 **LESSON 4
ROAD SAFETY FACTS & KNOWLEDGE OF THE ROAD RULES**

**Online teaching and student tasks**

·   **Task 1:**Briefly review the Lesson 3 tasks and have students ask road rules questions from pages 40-48 of Drive Safe. Explain to students that part of KFL is about learning the road rules in preparation for passing the Learner’s Permit Test and being a safe driver.  The test can be undertaken at school or at a Driver and Vehicle Services (DVS) centre.

·   **Task 2:**Ask students to create 5 quiz questions about the road rules from pages 40-48 and pages 49 – 58 of the [Drive Safe handbook](https://www.transport.wa.gov.au/mediaFiles/licensing/DVS_DL_B_DriveSafeFull_k.pdf) and the ‘The 12 most asked questions about road rules’ at <https://roadrules.rsc.wa.gov.au/>. Choose a suitable method to conduct a short quiz using all or some of of the students’ quiz questions –.

·   **Task 3:**Students complete task 4 ‘Be Aware of Distractions’ on page 4 of the Behind Wheel student journal, with help from the teacher or parent/carer/supervisor.

·   **Task 4:**Students review some of the penalties at <https://www.rsc.wa.gov.au/Rules-Penalties> and discuss which restrictions they believe to be relevant to young people. Ask students what other restrictions they would enact if they were the Road Safety Commissioner, Police Commissioner or Minister for Police and Road Safety in WA.

**Find out more**

·   Drive Safe –  <https://www.transport.wa.gov.au/mediaFiles/licensing/DVS_DL_B_DriveSafeFull_k.pdf> – Transport

·   Road rules and penalties – <https://www.rsc.wa.gov.au/Rules-Penalties> – Road Safety Commission

**Engage parents**

Distribute the family fact sheet ‘Sharing the Road’ to parents (using the school’s online communication method) to start a conversation about driving safely with oversized vehicles and trucks and how to share the road safely with bikes and pedestrians.  Refer to <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-family-information-sheets/>

**Something interesting**

View road safety films made by Victorian students <http://www.mafmad.com.au/past-winners/2012/yes-mum>

 **LESSON 5
REDUCING THE RISKS (PART 1) AND KNOWLEDGE OF THE ROAD RULES**

**Online teaching and student tasks**

·   **Task 1:**Briefly review the tasks from Lesson 2 and 3 and if time permits complete any unfinished tasks.

·   **Task 2:**Ask students to read and do the activity titled, ‘Think like a driver’ on the keys2drive website at <https://www.keys2drive.com.au/think-like-a-driver>. Discuss ways to regulate emotions and calm down before driving – such as mindfulness – to avoid being angry, distressed, irritated. Practice a 3-minute breathing exercise.

·   **Task 3:**Students complete task 5 ‘Get Ready to Stop’ on page 8 in the Behind the Wheel student journal, with help from the teacher or parent/carer/supervisor.

·   **Task 4:** Students complete ‘Driver Triangle’ on pages 4-5 in the KFL Student Workbook and discuss strategies for reducing risk on the road, including ‘stopping’, ‘leaving the keys at home’, ‘changing cars’, ‘delaying the trip’ etc.

·   **Task 5:**Students read Part 3 (road rules) on pages 59-67 in the Drive Safe handbook.

**Find out more**

·   Activity ‘Judge speed’ at <https://www.keys2drive.com.au/judge-speed>

·   Activity ‘Judge distance’ at <https://www.keys2drive.com.au/judge-distance>

**Engage parents**

Distribute the family fact sheet ‘How Fast Can You Stop’ to parents (using the school’s online communication system) to start a family conversation about driving in wet weather, tyre tread and stopping in time - <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-family-information-sheets/>

**Something interesting**

Learner drivers can register at [www.keys2drive.com.au](http://www.keys2drive.com.au/) for one free driving lesson in WA.

 **LESSON 6
WHY CRASHES HAPPEN AND KNOWLEDGE OF THE ROAD RULES**

**Online teaching and student tasks**

·   **Task 1:**Students read page 8 about ‘Common Crash Types’ in *Let’s Practise*and discuss with teacher.

·   **Task 2:**Students review pages 68 – 74 in the Drive Safe book and ask the teacher questions.

·   **Task 3:**Students complete task 6 ‘Keeping a Safe Distance’ on page 9 in the Behind the Wheel student journal, with help from the teacher or parent/carer/supervisor.

·   **Task 4:**Students complete ‘Driver Distraction’ on page 7 in the KFL Student Workbook and discuss.

·   **Task 5:** Students review rules about roundabouts, overtaking and turning in the Drive Safe handbook.

·   **Task 6:** Students complete the first quiz in the KFL Student Workbook (score and answers provided).

**Find out more**

·   Check ‘Your Safety’ on the Road Safety Commission website at <https://www.rsc.wa.gov.au/Your-Safety>

**Engage parents**

Distribute the family fact sheet ‘How Fast Can You Stop’ to parents (using the school’s online communication method) to start a conversation about keeping a safe distance from the car in front and speed and stopping distances in different weather - <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-family-information-sheets/>

**Something interesting**

Students try sample road rules tests at <https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp>

 **LESSON 7
REDUCING THE RISKS (PART 2) AND KNOWLEDGE OF THE ROAD RULES**

**Online teaching and student tasks**

·   **Task 1:**Review Lesson 6 tasks and ask students to make a list of the road rules they don’t fully understand – either from their reading or the quizzes – and spend time clarifying each one. Ask students to draw interconnecting roads on a large piece of paper – eg a 4-way intersection, a T-junction, a continuous road intersecting with a road at an angle, a double white line road etc – and practise the rules using this ‘road network’ with 3 matchboxes (as cars).

·   **Task 2:**Students read about speeding at <https://www.rsc.wa.gov.au/Your-Safety/Behaviours>. Discuss the main points and then play, ‘You decide your speed – physics decides the rest’ at <https://www.rsc.wa.gov.au/Your-Safety/Games>

·   **Task 3:**Students complete the activity ‘Speed’ on page 6 in the KFL Student Workbook and discuss.

·   **Task 4:**Students do task 7 ‘Check Your Speed’, on page 10 in Behind the Wheel, with help from the teacher or an adult.

·   **Task 5:**Students read the rest of Part 3 (road rules) in the Drive Safe handbook.

**Find out more**

·   Read about speed at <https://www.rsc.wa.gov.au/Research/Completed-Research/Papers-about-Safe-Speed> and the penalties in WA for speeding at <https://www.rsc.wa.gov.au/Rules-Penalties/Browse/Speeding>.

**Engage parents**

Distribute the family fact sheet ‘Safety Tips for Avoiding Crashes’ to parents (using the school’s online communication method) to talk about safe driving in WA - <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-family-information-sheets/>

**Something interesting**

Students research about bald tyres at the RAC website - <https://rac.com.au/car-motoring/info/balding-tyres>

 **LESSON 8
DRIVING PRACTICE AND KNOWLEDGE OF THE ROAD RULES**

**Online teaching and student tasks**

·   **Task 1:**Students read page 20 (‘Hitting the 12’) and pages 22 – 23 (‘The 4 stages of learning to drive’) in the *Lets’ Practise*booklet and discuss with teacher.

·   **Task 2:**Student read ‘Getting started’ at the keys2drive website - <https://www.keys2drive.com.au/getting-started>

·   **Task 3:**Students complete task 8 ‘Stop? Hazards Ahead’ (p11) from Behind the Wheel student journal, with help from an adult driver/parent/carer/supervisor.  Students read more of Part 3 (road rules) in the Drive Safe book.

·   **Task 4:** Students read and complete 2 activities on pages 10-12 in the KFL Student Workbook about choosing a driving supervisor - ‘Personal characteristics (of a driving supervisor) and ‘Choosing a supervisor’ (with the decision making process about this on page 12). Discuss the need to choose a few supervisors and their time availability.

·   **Task 4:** To sharpen their road-rules knowledge, students should now be regularly attempting quizzes from all these sources: (a) 10 quizzes on pages 20-29 in the Behind the Wheel journal; (b) 5 quizzes in the KFL student workbook; and (c) the 11 online road rules tests at <https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp>; and

**Find out more**

·   Read ‘Working with your supervisor’ - <https://www.keys2drive.com.au/working-with-your-supervisor> -

**Engage parents**

Distribute the family fact sheet ‘Factors that affect a person’s BAC’ to parents (using the school’s online communication) to talk about not drinking and driving - <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-family-information-sheets/>

**Something interesting**

Students should be aware of how to prepare and plan for a long road trip in WA or anywhere in Australia by referring to the RAC’s long distance driving tips at <https://rac.com.au/car-motoring/info/long-distance-driving-safety-tips> and to the RAC’s road trip checklist at <https://rac.com.au/car-motoring/info/road-trip-checklist>.  Trip planning is critical for safe driving. **LESSON 9
PLANNING AHEAD AND KNOWLEDGE OF THE ROAD RULES**

**Online teaching and student tasks**

·   **Task 1:**Students read pages 16 – 19 in *Let’s practise*about knowing your car, driving instructors and getting ready to drive and to research ‘Safer Vehicles’ at <https://www.rsc.wa.gov.au/Your-Safety/Vehicles/Safe-Vehicles>. Discuss the key findings and have students create an advertisement about ‘my dream car’ which will include their ideal safety features (eg seat belts that work, air bags, autonomous emergency braking, electronic stability control etc) and other features (eg fuel efficiency, colour, good tyres, cost, model etc).

·   **Task 2:**Student do the ‘Detect road hazards’ activity at <https://www.keys2drive.com.au/detect-road-hazards>. Discuss.

·   **Task 3:**Students complete the task ‘Check out the conditions’ on pages 12-13 in the Behind the Wheel journal, with help from the teacher or parent/carer/supervisor.

·   **Task 4:**Students read Part 3 (road rules) on pages 59-67 in the Drive Safe handbook.

·   **Task 5:**Students attempt 3 road rules quizzes on pages 24-29 in Behind the Wheel (answers on pages 31-32) and  a few online road rules tests at <https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp>

**Find out more**

·   Students should be made aware of how to avoid bankruptcy and financial problems relating to contractual arrangements when purchasing a car. Refer them to the My Car website at <https://www.legalaid.wa.gov.au/find-legal-answers/cars-and-driving> (Legal Aid WA website).

**Engage parents**

Distribute the family fact sheet ‘What is a Standard Drink’ to parents (using the school’s online communication method) to talk about reducing risks when driving - <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-family-information-sheets/>

**Something interesting**

Students can read ‘A guide to driving on WA roads’ which summarises many of the road rules. Refer to <https://www.rsc.wa.gov.au/RSC/media/Documents/Resources/Publications/on-the-roadsEN.pdf>

 **LESSON 10
ON THE ROAD AND KNOWLEDGE OF THE ROAD RULES**

**Online teaching and student tasks**

·   **Task 1:** Ask students which road rules they didn’t fully understand from the quizzes they attempted from previous lessons and clarify each one. Have students attempt the last 2 quizzes in the KFL Student Workbook.

·   **Task 2:**Students read pages 24 – 36 in the *Let’s Practise*booklet which provides detail about the stages of learning to drive and elements of both the Hazard Perception Test and Practical Driving Assessment (PDA). Explain that because many learner drivers fail their first and second attempt at the PDA and pay for each test, it is important to be fully competent before the PDA. Some students may pay for a professional driving lesson to check their skills.

·   **Task 3:**Students complete task 10 ‘Get Ready to Stop’ on page 8 in the Behind the Wheel student journal, with help from the teacher or parent/carer/supervisor.

·   **Task 4:**Students read Part 4 (emergencies and incidents) in the Drive Safe handbook.

·   **Task 5:** Students fill in the 2 Safe Driving Agreements in the KFL Student Workbook (page 15 – 17) and discuss.

·   **Task 6:** Students must understand the acceptable forms of identity to submit for a learner’s permit by reading the [*Your Secure Identity*](https://www.transport.wa.gov.au/mediaFiles/licensing/LBU_FS_YourSecureID.pdf) fact sheet with the teacher.

·   **Task 8:** Students need to be aware of where to go for extra help when driving or what to do in the event of a crash: Insurance Commission of WA (after a crash) – [www.icwa.wa.gov.au](http://www.icwa.wa.gov.au/); Road Trauma Support (free counselling) – <https://www.rtswa.org.au/>; St John Ambulance – <https://stjohnwa.com.au/>; RAC – https://rac; and keys2drive (‘How to reduce risk on P plates) – <https://www.keys2drive.com.au/how-to-reduce-risk>

**Find out more**

Locations of all Driver and Vehicle Services (DVS) centres in WA – <https://www.transport.wa.gov.au/licensing/visit-a-licensing-centre-or-agent.asp>.  A list of licensing fees are provided in this document on page 7.

**Engage parents**

Distribute the family fact sheet ‘Before Other Help Arrives’ to parents (using the school’s online communication) to talk about driving safely - <https://www.sdera.wa.edu.au/programs/keys4life/keys4life-family-information-sheets/>

**LEARNER’S PERMIT THEORY TEST (TEST)**

·   Students that are eligible to sit the test with a teacher are those who are 15 years of age or older on the day of the test and have:
(a) actively participated in 80% of the KFL lessons; and (b) completed the *Behind the Wheel*journal or the *KFL Student Workbook*.

·   Students can sit the test at school or when they return to school however, they cannot sit the test at home.  Alternatively, students can choose to sit the computerised theory test at a [DVS centre](https://www.transport.wa.gov.au/licensing/visit-a-licensing-centre-or-agent.asp) when they are 16 – independently of the KFL program.

·   Students who pass the test at school as part of the KFL program will receive a KFL certificate (valid for 2 years) which can be redeemed for licensing exemptions during the Learner’s Permit application process – saving them $19-60. The KFL certificate is accepted as a category C identity document. A letter from the school (or employer) with the student’s name and residential address, is accepted as a category D identity document.