

Back-Seat Driver – Suitable for S3

Research shows that young people are most influenced by their parents and significant others when in a car. They are more likely to adopt behaviours that they have seen as a passenger when they themselves become drivers.

1. Ask the class how they would describe a good driver?

Copy the **Back-Seat Driver** sheet for each student.

2. Working alone, ask the students to use the field of phrases and underline all the behaviours that they observe when they are a passenger.
3. Ask them to identify what is safe behaviour and what they regard as unsafe.
4. Ask them to write a profile of the kind of driver that they are going to become. They can, of course, have additional driving skills and habits that they have thought of themselves.

Questions to ask when they feed back their driver profile:

- a. Are they planning to be much the same kind of driver as the people they travel with regularly, or are they going to be different?
- b. Why is it important to be a good driver?
- c. Why is it necessary to have rules of the road?
- d. Where else do you notice rules?

Links Across Learning

SRUA

Back Seat Driver & Safe Driver

These exercises can be used as part of **Developing Positive Road User Attitude** in the SQA/DSA **Safe Road User Award**, for any age group.

After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. [HWB 3-41a/HWB 4-41a](#)

I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. [HWB 3-19a](#)

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately.

*Responsibility of all [LIT 4-25a](#)