

NAME _____

IN GEAR

9

Challenges and Choices

A resilience approach to road safety education

**TITLE: Challenges and Choices: A Resilience
Approach to Road Safety Education
Year 9 In Gear**

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A note to students

This workbook will help you to develop resilience and become a safer road user. There are resilience activities about assertive communication, decision making and goal setting, as well as road safety activities about why crashes happen, common risk factors and first aid.

A note to teachers and parent/carers

This workbook is designed to guide students through a series of activities about resilience and road safety. The activities complement the teaching and learning strategies in the Year 9 Challenges and Choices Teacher Resource and can be completed by students at home, or during class.

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Have you ever been in a situation where a person has tried to force you to see their point of view or to do what they want you to do? When you didn't agree, did they become angry and aggressive?

There will always be people who will try and force or manipulate you into doing the things that they want you to do. While they have the right to ask, you have the right to make your own decisions and decline their offer or suggestion. In most cases this will be the end of the matter, but there will always be some people who will try and push you further in the hope that you will change your mind and give in. The key to managing these situations and avoiding a serious conflict with the other person is to not lose control and to communicate effectively right from the start by speaking assertively.

Staying calm

To help you stay calm in conflict situations, and prevent the situation from escalating, there are a number of simple techniques that you can use to communicate clearly and assertively.

- 1 The first step is to stop, take a deep breath and let all the air out!
- 2 Think something positive – *I can do this. I can deal with this. I can get help if I need it.*
- 3 Value yourself and your rights. Understand that your rights, thoughts, feelings, needs and desires are just as important as the other person's, but they are not more important than anyone else's either. Believe you deserve to be treated with respect and dignity at all times.
- 4 Identify your needs and wants, and ask for your needs to be satisfied. Don't wait for the other person to work out what you need and want – you might be waiting forever. Make sure that you get your needs met without sacrificing the other person's needs in the process.
- 5 Receive feedback and compliments positively. Listen to what the other person has to say. Accept compliments graciously and accept feedback positively. If you don't agree with the feedback, or see it as criticism, try not to be defensive or angry.
- 6 Acknowledge that people are responsible for their own behaviour. Don't make the mistake of accepting responsibility for how people react to your assertive statements. You can only control yourself. As long as you are considerate of the other person's needs, you have the right to say or do what you want.
- 7 Express negative thoughts and feelings in a healthy and positive manner. It's okay to be angry, but always be respectful. Stand up for yourself and confront people who challenge you and/or your rights. Think before you speak and then say what's on your mind but do it in a way that protects the other person's feelings.
- 8 Learn to say 'no' when you need to. Know that you can't do everything or please everyone and learn to be okay with that.
- 9 Learn to use 'I' in your assertive responses. Statements that start with 'I' sound strong. They also tell the other person that you know what you want. Say things like – "I want..." "I need..." "I feel strongly about..." in a clear, calm and confident voice.
- 10 Walking away from the situation is okay. This will give you and the other person some time to calm down and think about the situation. But remember, you will need to go back and sort things out if you want to maintain your friendship or relationship.

AGGRESSIVE

I want this and what you want is not important.

ASSERTIVE

I respect myself and I respect you as well.

PASSIVE

What you want is important, so don't worry about me.

Let's look at the difference between the three communication styles

Assertiveness is based on balance. It requires being forthright about your rights, wants and needs while still considering the rights, wants and needs of others. When you are assertive, you ask for what you want but you don't always get it. It is a healthy way of communicating.

Aggressive behaviour is based on winning. It requires that you do what is in your own best interest without regard for the rights, needs, feelings or desires of others. When you are aggressive, you take what you want regardless, and you don't usually ask.

Submissive or passive behaviour fails to achieve anything. It is when a person fails to express their feelings, needs, opinions or preferences or they may be expressed but in an indirect manner.



When you act assertively, you act fairly and with empathy.

Speaking assertively is a critical communication skill that is important for your health, happiness and confidence.

Stop and think about how you usually handle situations. Do you use an aggressive or submissive style of communication or do you usually speak assertively?

▶ How would you rank your competency in speaking assertively on a scale of **1** (very competent) to **5** (not competent)? Explain your answer and write **one** way you can increase your competency.

0	1	2	3	4	5
MORE ASSERTIVE			LESS ASSERTIVE		

▶ How can you improve your communication style?



The power you use comes from your self-assurance and not from intimidation or bullying.

Being assertive allows you to get along with other people and to accomplish tasks, solve problems and reach solutions.

▶ Complete the questions

What are **three** statements that an assertive person would say to express their own thoughts, feelings and needs, and their intended action?

- 1.
- 2.
- 3.

What are **two** non-verbal messages an assertive person would use?

- 1.
- 2.

What are **two** outcomes that an assertive response should aim to achieve?

- 1.
- 2.

▶ Write how you would manage this situation assertively.

You're at a party with your older brother who is drinking with his friends. When it's time to leave, your brother throws you the car keys and says, "You wanted to come. You're driving home!" You've only had two lessons and are on your L plates and don't think your brother is able to supervise you.

CRUCIAL CONVERSATIONS

EASY AS ABC

A 'crucial conversation' is when your emotions are strong, your opinion may differ to someone else's, and you want to maintain your friendship or relationship with the person. These are difficult and risky conversations that tend to be avoided or not managed well because they usually happen when we are not at our best. The good news is crucial conversations skills can be learned and practised so that you can speak open and honestly with almost anyone about almost anything.



I feel really embarrassed when you try to get me to scull vodka in front of everyone so can you please not do that again.



Read the 'crucial conversation' from the girl in the picture.

Notice how she expressed:

- A. How she felt (*embarrassed*).
- B. What happened to make her feel this way (*tried to make the person do something they didn't want to do in front of others*).
- C. A request for the future (*please don't try to make me drink alcohol*).



Can you think of a situation where you didn't say anything to a friend because you wanted to keep their friendship, and then felt that you'd let yourself down? Briefly explain what happened. (*Remember not to use the person's real name*).

Now write what you should have said at the time to the other person.

- A. I feel (*say how you feel*)
- B. When (*state the action or behaviour*)
- C. So (*explain your request*)



Think of another situation where you should have had a 'crucial conversation' with another person and complete the ABC steps.

- A. When (*state the action or behaviour*)
- B. I feel (*say how you feel*)
- C. So (*explain your request*)



THREE C'S OF DECISION MAKING

We make decisions every day; everything we say and do is the result of a decision, whether we make it consciously or not. Some of our decisions will be easy – *Do I want to go to the movies or the beach?* Others may have an impact on our lives right now and further into the future.

For every choice, big or small, there's no magic formula for making the right decision. The best you can do is to approach it from as many perspectives as possible and then choose a course of action that seems safe, reasonable and balanced. If you have a big decision to make, it can seem daunting. But there are some simple things you can do to make it less intimidating, such as identifying the worst case scenario, following your gut instinct or writing down the positives and negatives of your decision.

Some other things to do when you have to make an important decision

1. Consider whether or not you will be able to look proudly in the mirror the next day.
2. Set aside time to give careful thought to the decision. The worst thing you can do is act in haste.
3. Ask yourself some questions. *What's the worst that can happen? How likely is that to happen? Can you deal with it? Is this choice good for me? Is it good for my family? Who will it affect? What does my heart tell me? What does my head tell me?*
4. Talk it through with friends or family. Then after you have gathered as much information as possible, decide and act.
5. Check with your internal compass. Imagine having made the decision. If you get a feeling of relief, that's the way to go, even if it's coupled with sadness.
6. Have confidence in yourself as a decision maker. Whatever choice you make is valid, as you can gain experience and wisdom through any experience. Make mistakes and learn from them.



1. Challenge or a decision you are facing

2. Choices

3. Consequences of your choice

Positive

Negative

4. What is your decision? Why?

Skip forward to when you're 40. First, it will put the difficult decision into perspective – maybe it's not as big a deal as you think it is. Secondly, it will help you make a good decision for the long term, rather than just for instant gratification.



▶ Read the scenarios and decide what the character should do using the 5 Why technique. You can also use the steps on page 4 to help you identify the choices and consequences of your decision.

Asking yourself “why?” five times can help you to uncover the source of a problem and determine if you are making a decision for the right reasons.

For example, if you were trying to decide between keeping a relationship with a friend who often encourages you to behave unsafely and moving to another group who seem to have similar values to you, your five ‘whys’ might look like this:

1. “Why am I considering this move?” Because I don’t like being in situations where I feel unsafe.
2. “Why do I feel unsafe?” Because I know the possible consequences of being in a car with drivers who have been drinking or who speed.
3. “Why do I sometimes do things that I think are unsafe?” Because my friend encourages me too and I can’t say ‘no’.
4. “Why can’t I say no?” Because my friend is important to me and I want keep the friendship.
5. “Why do I want to keep this friendship?” Because most of the time our relationship is good.

So what might the decision be in this situation? Perhaps learning how to say ‘no’ assertively to the friend and also telling the friend that their friendship is valued but their behaviour is not.

Susie offers **Bob** a beer to drink before they ride their bikes to the beach. Bob doesn’t want to drink the beer and thinks that Susie shouldn’t drink either. He really likes Susie and doesn’t want her to think he’s a loser. What should Bob do?

Emily meets a boy who she is attracted to at a party. She has a few shots of spirits to get up the courage to go and talk to him. He seems to like her too and suggests they leave the party and go for a drive. What should Emily do?

Cameron is one of the last to leave the party. Mason is supposed to drive Cameron home, but he’s been drinking. He’s not really drunk but Cameron’s mum has told him never to get in a car with anyone who’s been drinking. Cameron’s family don’t have a car and Mason is leaving. What should Cameron do?

Advise yourself as if you were a friend.

Sometimes taking a step back from a decision can help you to determine the right choice. Think about what you would tell a good friend who was struggling with the same decision.

KICKING GOALS

We'd all like to have a crystal ball to see what our life might look like in a year, five years and beyond. Maybe you'd like to have a great job, car, Uni degree, trade or be travelling the world.

Sometimes our dream picture of our future life can seem hard to achieve but you don't have to do it all in one step. Being SMART about your goals and breaking them down into smaller, manageable steps can help you to make progress and also reduce some of the stress at various points along the way.



SO WHAT IS A SMART GOAL?

S SPECIFIC

Goals that are too vague and general are hard to achieve. Goals that work include specifics such as 'who, where, when, why and what'.

M MEASURABLE

Including a quantity of 'how much' or 'how many' makes it easy to know when the goal has been reached.

A ACTION ORIENTATED

Goals should be challenging but not impossible.

R REALISTIC

The goal should be relevant to the person and not something they believe others want them to achieve.

T TIMEFRAME

What must you do each day to make it happen? Be realistic and keep the end-by date in mind.

**MOST SUCCESSFUL PEOPLE
HAVE FAILED MANY TIMES IN
THEIR LIFE.**

*Goal Formula:
I will + what + when.
Goals usually start with the words I will and have two parts – the 'what' which explains what you want to accomplish and the 'when' tells when you intend to accomplish it.*



Think of a goal that you want to achieve by the end of Year 12. Answer the following questions then use the SMART steps to describe how you will work towards achieving your goal.

1. What do I want?

2. What needs to change for me to have what I want?

3. What are the present limitations or things that are holding me back?



Now you've worked out your goal, you need to plan how to maximise your chances of achieving what you want for your future.

Write **two** things that you could do to take you closer to your goal or remove limitations on you achieving it. Think about the resources you might need and who might help you.

This week

- 1.
- 2.

This month

- 1.
- 2.

This year

- 1.
- 2.

Over the next 2 years

- 1.
- 2.

Write down **three** other goals that you plan to achieve in the future.

- 1.
- 2.
- 3.

How will you celebrate along the way and when you've achieved your goal?



Every day our lives involve travelling for various reasons: to get to school, work or sports training; to visit a friend; or do the weekly food shopping.

Each time we travel there are things we and other road users can do to make our journeys safer. This includes knowing the road rules and how to interact safely with the traffic environment, having positive attitudes, and a sense of responsibility.

 Read each statement then write agree or disagree in the 'before' column.

BEFORE Agree <i>or</i> disagree	Statement	AFTER Agree <i>or</i> disagree
	1. Older drivers like my parents are more likely to have a road crash than a young person aged 17 to 24 years.	
	2. More female drivers are killed or injured in crashes than male drivers.	
	3. There are more crashes in the country than the city.	
	4. If I wear a seatbelt I'm less likely to be injured in a crash.	
	5. It's okay to drive if you know about BAC, standard drinks and keep a check of how much you've been drinking.	
	6. Smoking a joint and then driving won't put you or anyone else at risk.	
	7. Road crash statistics only show the results of young people who made poor decisions.	
	8. A road crash has a ripple effect through the community.	
	9. It's hard for someone like me to say 'no' to a lift from a person who has been drinking.	
	10. Bike helmets are a waste of money.	
	11. Road safety education should be included in schools' health programs.	
	12. Random breath and drug testing is unfair and should be banned.	
	13. Everyone using the roads is responsible for their own safety and the safety of others.	
	14. I wouldn't travel in a car if there wasn't a seatbelt for me to wear.	
	15. I believe exceeding the speed limit is dangerous and causes crashes.	
	16. Most young people don't like to walk, cycle or take public transport because it can be dangerous.	
	17. I have talked with my parents about what to do to make sure I get home safely from parties or other social events.	
	18. Road rules only apply to drivers and bicycle, scooter and motorbike riders.	
	19. As a passenger in a vehicle, I have a responsibility to make sure the driver isn't distracted.	
	20. I know how to get myself out of situations where friends are influencing me to act unsafely.	



Answer the questions

1. How were your attitudes about road safety similar to your peers?



2. Has your attitude about road safety been influenced by your family, friends or peers? Explain your answer.

3. What did you learn from this activity?





The real road safety picture

Each year many Western Australians are killed or seriously injured in road crashes.

Some of these crashes are caused through human error or poor decisions at the time – looking around to check a child on the back seat or rushing across the road to catch a bus without checking the road is clear. However some crashes are caused because the road user makes a decision to behave illegally – speeding, driving or riding while alcohol or drug impaired, or using a mobile phone. Whichever way a crash occurs it has a far reaching impact on our community.

1. Write **one** road safety statistic for Western Australia that surprised you. Explain your answer.
2. What did you learn about young drivers in WA?
3. Why are more young people killed or injured than those in other age groups?
4. Why do you think more males than females are usually involved in road crashes?
5. Were there any similarities between the statistics for young people and other age groups?
6. Travelling as a passenger with a P plate driver can put you at risk. What are **two** ways you can make sure you arrive safely at your destination?
7. Write **three** road rules that apply to you – as a pedestrian, cyclist or passenger.
8. Will knowing the road crash statistics influence your behaviour on the road in the future? Explain your answer.
9. How do Western Australian crash statistics compare to other states and territories?
10. How do Western Australian crash statistics compare to other countries?

WHY CRASHES HAPPEN

A ROAD CRASH CAN HAPPEN IN MANY WAYS – SOMETIMES IT IS JUST AN ACCIDENT BUT OTHER TIMES IT CAN BE THROUGH ILLEGAL BEHAVIOURS SUCH AS SPEEDING, DRINK DRIVING AND TALKING ON A MOBILE PHONE.

THE VEHICLE

THE ENVIRONMENT



THE DRIVER

MOST ROAD CRASHES ARE BECAUSE OF THE ACTIONS AND CHARACTERISTICS OF THE DRIVER. VERY FEW CRASHES ARE THE RESULT OF THE VEHICLE OR THE ENVIRONMENT.

You can't ever be fully protected when you get behind the wheel of a car, but there's a lot you can do to make better informed decisions.

THE BIG 5

The **BIG 5** sounds like the title of a new movie but this is a term used to describe factors that cause crashes and contribute to injuries and deaths.

▶ Choose **one** of the BIG 5 to research

Give three statistics that support the inclusion of this factor in the Big 5.

List three reasons why this factor increases the level of risk for a road user.

Is this factor more of a problem in metropolitan or rural areas? Provide some evidence to support your response.

Have statistics for this factor increased or decreased in the last ten years? Why do you think this has occurred?

What are two myths about this factor (eg winding down the window helps overcome fatigue; if you wear a seatbelt you'll be trapped in the vehicle)?

What are two ways you could reduce your risk as a passenger in relation to this factor?



SPEED



DISTRACTIONS



NOT WEARING A SEATBELT



DRINK DRIVING



FATIGUE

Useful websites

www.rsc.wa.gov.au (Road Safety Commission)

www.atsb.gov.au
(Australian Transport Safety Bureau)

www.mentalhealth.wa.gov.au
(Mental Health Commission)

www.adf.org.au (Australian Drug Foundation)



Consider each of these statements and write one or two points to support your opinion.

1. Young people are generally aware of the dangers of drinking and interacting with the traffic environment. However some still aren't getting the message. How do you think authorities should tackle this problem?
2. As a person's Blood Alcohol Concentration (BAC) increases their ability to respond to traffic situations becomes slower. Should the legal BAC for fully licensed drivers be lowered to 0.00 BAC, the same as L and P plate drivers?
3. Young people can lead busy lives and most claim that they can drive sleepy and handle it. Is this being real or irresponsible?
4. Drivers who refuse to comply with speed limits don't believe that the faster you go the harder you hit or just don't care about their safety or the safety of others.
5. I should be allowed to decide if I wear a seatbelt or not.
6. Knowing about the Big 5 will influence how and what I do as a road user.



Reflection

Level of risk

My current risk of harm from the Big 5 is (choose your level of risk) because...

I can reduce my risk of harm or continue to maintain a low level of risk from the Big 5 by...

If I had a friend who often had a few drinks before walking, riding or driving, I would most likely...

If I was offered a lift in a car where a seatbelt wasn't available for me to wear, I would most likely...

WITH A BLOOD ALCOHOL CONCENTRATION (BAC) OF 0.05, THE RISK OF BEING INVOLVED IN A CRASH DOUBLES. WITH A BAC OF 0.08, YOU ARE 7 TIMES MORE LIKELY TO CRASH AND 25 TIMES MORE LIKELY WITH A BAC OF 0.15.



REACTION DISTANCE

This is the distance a car will travel from when the driver sees a problem and hits the brakes. The time it will take a driver to react – if they're alert and not playing with the radio or chatting with mates – is 1.5 seconds. But if the car is being driven at 60 km/h it will still travel 25 metres in the time it takes for the message to get from the driver's brain to their foot.

BRAKING DISTANCE

This is the number of metres a car will travel between the driver hitting the brakes and coming to a complete stop. The car will cover another 20 metres before this happens, assuming the road is dry, and the car has good tyres and brakes. If the road is wet or the car is a bit dodgy things can change dramatically.

STOPPING DISTANCE

This is worked out by adding the reaction distance to the braking distance. For example if a car is travelling at 60 km/h:

Reaction distance	Braking distance	Stopping distance
25 metres	+ 20 metres	= 45 metres



Let's assume it is a dry day, your car is new and the tyres and brakes are in good condition. You're driving along when a young child runs out onto the road about 30 metres in front of your car. How far do you think it will take you to stop? Unless you are travelling at 40km/h you probably will not be able to miss running the child over.

Speed	Stopping distance in metres		
	Reaction	Braking	Stopping
40 km/h	17	9	26
50km/h	21	14	35
70 km/h	29	27	56
100 km/h	42	54	96
110km/h	?	?	?



Answer the questions

Which would take longer to stop – a semi-trailer or a family car travelling at the same speed? Why?

Why should cyclists learn about stopping distances?

Why should pedestrians learn about stopping distance of vehicles?

Areas around schools have a 40km/h speed limit. What other areas should also have a 40km/h speed limit? Why?



TODAY ISSUE PRESENTS

HERE IS THE NEWS

Cyclist holding onto bus injured

Meekatharra police are investigating a crash involving a 15 year-old cyclist yesterday.

It is believed that the high school student was holding onto the back of the school bus as it moved away.

"She was holding onto the bus with one hand and her friends were hanging out of the bus window encouraging her. The driver must have realized what was going on and braked suddenly."

The cyclist's front wheel is thought to have hit the back of the bus throwing the girl onto the road where she was hit by a car following the bus. The teenager was not wearing a bike helmet.

The girl received head injuries and a broken pelvis. She was airlifted by the Royal Flying Doctor Service to Perth where she is reported to be in a critical condition.

Pedestrian death

A 14 year old girl from Karratha was killed yesterday when she was hit by a car near the town.

It is believed the girl had been at a friend's party for several hours before deciding to walk home.

Police say that the driver of the car swerved to avoid the girl as she stumbled out onto the road. "We have been told that the girl had been drinking with some friends and refused to be driven home."

Her parents said that they didn't know their daughter was at the party and blamed her friends for letting her walk home alone.

The 45 year-old driver of the car said that if the street had better lighting that he may have been able to see the girl as the teenager was wearing dark jeans and jacket.

The local council refused to comment on the state of the street lighting when contacted.

Teenager kills friend

A P-plater who crashed her new Porsche, killing one of her friends and seriously injuring two others, will spend at least six months in custody after her sentence was increased on appeal.

The 19 year old woman from Cottesloe, lost control of the high powered vehicle in Nedlands, in July 2006.

Suzie Cato, 18, died on impact while two other girls, both 17, were seriously injured.

Judge Taylor Kenwick said evidence had shown the girl was driving at speeds between 85kmh and 95kmh in a 50kmh zone when she lost control of the car on a roundabout. The car mounted the kerb and travelled 50 metres before slamming into a brick wall.

She was initially sentenced to a maximum 18 months, with a non-parole period of two months.

The teenager was re-sentenced yesterday following an appeal by the Director of Public Prosecutions. Judge Kenwick increased her sentence to 20 months in a juvenile justice facility with a six-month non-parole period.



Trail bike rider killed

A teenager from Narrogin was fatally injured when his trail bike collided with a Commodore station wagon.

The 13 year-old, whose name has not been released, had been riding in local bush with two other youths from Narrogin. Witnesses say the boy shot out of the bush and tried to cross the road in front of the station wagon.

The driver of the Commodore tried to avoid the rider but clipped the side of the bike, tossing the teenager onto the road. The driver was uninjured in the crash.

Alcohol is believed to have contributed to the youth's unsafe behaviour as witnesses told police they had seen him drinking with mates prior to the crash.

"The community has been shocked by this latest tragedy," said local councillor, Jack Stewart. "We know kids just want to get out there and have fun but when will they realise that drinking and driving just doesn't make sense."

Fireworks night crash kills two WA teenagers

An 18 year old P-plate driver involved in a road crash in which two passengers died had a 0.055 BAC, a coroner has found. The head-on crash happened when a 4WD and a delivery truck collided just out of Bunbury on the South West Highway in January.

The victims, Neil White aged 17, an apprentice mechanic from Busselton, and Gina Rodgers, aged 14, a student from Parker Beach High School, both died at the scene of the crash.

Emergency crew had to cut the driver of the truck from his vehicle. He suffered severe injuries. The truck was a write-off.

The driver of the 4WD, a rising AFL player, suffered facial injuries, a broken pelvis and suspected spinal injuries. He was airlifted to Bunbury

Regional Hospital and was later transferred to Royal Perth Hospital.

Yesterday, Coroner Tracy Mitchell rejected poor weather, mechanical failure, sudden illness of the truck driver or a deliberate act on the part of the truck driver as probable causes of the crash.

Ms Mitchell said the crash was probably caused when the driver fell asleep and the 4WD veered onto the wrong side of the road into the path of the truck.

"The consumption of alcohol combined with fatigue would have increased the likelihood of crashing," said Ms Mitchell. The legal blood-alcohol limit in Western Australia is 0.05.

The driver and passengers travelling in the 4WD were returning home after the Australia

Day fireworks in Perth. The driver had borrowed his father's 4WD and had not driven this type of vehicle before.

Michael Richards, principal of Parker Beach High School, said Gina Rodgers was a popular and responsible student, and that the school community was shocked by her death.

"Unfortunately our school has had to go through this before. We've lost two other students due to road crashes. Young people just don't seem to understand that alcohol and driving don't mix."

The driver will appear in the Bunbury Court on 22nd April to face charges of drink driving and manslaughter.

THE RIPPLE EFFECT

Have you ever dropped a stone into the water and watched how the ripples continue to grow and spread? This ripple effect can be felt forever and in many different ways when a person is involved in a crash through their own doing or because of someone else's actions.



If you were injured today in a crash today, who would it affect? Your parents? Siblings? Your best friend? Girlfriend or boyfriend? The witness or the paramedic who attends the emergency scene? Your coach or teacher? The list goes on.

- ▶ Think of the different ways a crash can have a ripple effect in a person's life and write these under each of the headings.

LEGISLATIVE

SOCIAL

FINANCIAL

EMOTIONAL

PHYSICAL



- ▶ Take a look at www.everybodyhurts.com.au. Write the names of those who would be affected from your involvement in a road crash.

IT DOESN'T STOP AT THE CRASH!

We see news reports on car crashes showing vehicles crunched up, pieces strewn across the road and devastated families staring in disbelief that this tragedy has happened. What we rarely hear about is how the crash impacts on family, friends and the community weeks, months and years later.

Connecting the Dots was originally aired as an *Australian Story* program by the ABC. It tells the story of the aftermath of a crash involving a group of young men. Brenton Chaplin was driving at high speed and under the influence of alcohol when he lost control of the car and hit a pole. It was estimated that at the time, Chaplin's blood alcohol reading was 0.085. His best friend, Leigh Char, was killed. The father, Leigh Snr, later murdered Brenton Chaplin's mother, injured his brother, and stabbed his cousin. He later committed suicide.



The author acknowledges that this activity has been adapted from <http://www.tac.vic.gov.au/road-safety/schools/school-resources#dots>



List how the crash impacted the lives of three people in this story.

Person	Impact immediately after the crash	Impact one month after the crash	Impact one year after the crash
1.			
2.			
3.			

If the clock could be turned back in this situation, what might have changed some of the outcomes?

If you were in a situation where the only lift home was with a driver who had been drinking, what would you do? Have this discussion with your family and create a 'getting home safely' agreement.

MAKING DECISIONS



We all make decisions every day. Some are very simple like – Do I want cheese or ham in my roll for lunch? Others require us to spend more time thinking about our choices, deciding if there are any alternatives, and then making a decision. Our decisions are based on our attitudes and what we know.

DECIDE. ACT. REFLECT.

Reflecting is an important step to take after you have faced a situation and made a decision. Ask yourself – Did I make the right decision? What skills did I use to manage the situation well? What have I learnt from this situation? What would I do differently next time?

Think about this situation

Your best friend Charlie has offered to be the skipper and drive you to a party about 5kms from your home. During the night you notice that Charlie is smoking a joint.

▶ If you were in this situation, what would you do? Think about each of these decision-making steps and write your answer.

1. What is the problem in this situation?
2. What is the decision that needs to be made?
3. What are your options? List at least two.
 - 1.
 - 2.
4. Are there any potential positive consequences of these options? What are the potential negative consequences of these options?
5. Which option will you choose and why?
6. What will you need to do or say?

▶ What do you know about cannabis use and driving?

PLAN B

Sometimes the best of plans can come unstuck and situations can get out of control through no fault of your own. This is when damage control or a *Plan B* needs to kick in to keep yourself and others safe.

▶ **Use the steps in the decision-making model to help you decide what the character(s) in these situations could do to get home safely.**

You arranged with a friend to get a lift home with her mum from the party.

You find out that your friend has left without you and you need to get home before 10pm. You don't have any money for a taxi and don't know anyone else well enough to ask for a lift. You've had a few drinks and know your parents won't approve.

You are at a beach party with your friend and it's time to go home.

When you find your friend she is sitting with a group of older guys who are smoking 'ice'. You can see that your friend is having fun but you don't want to leave her with strangers. You are also worried that your friend might try the drug.

You planned to get a lift home from a music festival with your best friend's sister.

When you go to get in the car you can see that it is overcrowded with people sitting on other people's laps and they are not wearing seatbelts. You didn't bring your mobile phone with you and there is no public transport available.

You and your older brother are at a party about a kilometre from your house. Your parents have let your brother drive their car and have given you both an 11pm curfew.

When it's time to go you realise that your brother has been drinking. He says he is okay and that if he doesn't get the car home before curfew, that you'll both be grounded. You don't know anyone else at the party who can take you home or has a car that isn't already overcrowded. You are worried about your parents' response to this situation.

Your friends have all left the party. A guy you don't know keeps coming on to you and asking you to go outside with him. There are a couple of adults at the party who you don't know and they are in another room.

You want to leave the party but your mum went out to dinner and isn't due to pick you up for another hour. The party is only 5 kilometres from your home but you're not sure of the directions.



ALCOHOL AND OTHER DRUGS SLOW YOUR REFLEXES, REDUCE COORDINATION, INCREASE RISK TAKING BEHAVIOUR AND DECREASE YOUR ABILITY TO MAKE A GOOD DECISION.

Make a Plan B

For your own safety and the wellbeing of others, have a Plan B to get home.

- Use public transport www.transperth.wa.gov.au
- Take a taxi – have the number in your phone
- Get a lift with someone who has not been drinking or using drugs
- Stay at a friend's house
- Walk home with a friend



HELP!

CPR can increase the person's chances of survival if started soon after the heart has stopped beating. If no CPR is performed, it only takes 3 to 4 minutes for the person to become brain dead due to lack of oxygen.

Having to make a 000 call can be frightening but it can also be the difference between life and death. Knowing what information you will need to give when the emergency operator answers your call is important. You will be asked several questions like – *Where are you? What is the exact address? What number are you calling from? What is the problem? Is the person conscious?*

Make sure you keep as calm as possible, speak clearly and don't hang up. If you don't speak or understand English, the operator will organise for a translator to take your call.

If the emergency is due to illegal drug use the police will not usually attend the emergency unless the paramedics ask them to be there because they feel under threat of violence or another crime is taking place.

Answer the questions to test your first aid knowledge

1. What is the first thing you should do to manage a crash where someone needs first aid?

- a) Move the casualty out of the car
- b) Ask the casualty if they are pain
- c) Sit the casualty up
- d) Check for any danger – for yourself and then the patient.

2. What is the telephone number to call in an emergency?

3. What should you manage first in an unconscious person?

- a) Spinal injuries
- b) Airway
- c) Fractures
- d) Bleeding

4. How do you check for breathing?

- a) Check the colour of their skin
- b) Look, listen and feel for breaths
- c) Check their pulse
- d) Count the number of breaths

5. What should you do if the person is not breathing?

6. How many compressions and breaths should you do? Is this the same for babies?

How many compressions How many breaths Are babies the same?

7. How can you stop external bleeding?

8. What condition may develop as a result of injury or illness?

9. If you call an ambulance for someone who has overdosed on drugs, will the police turn up too?

10. What is the acronym that gives you the steps for basic life support?

You should start CPR even if you are not sure whether a person is in cardiac arrest. If the person does not require CPR they will probably respond to your attempt and you are unlikely to cause any harm to the person.

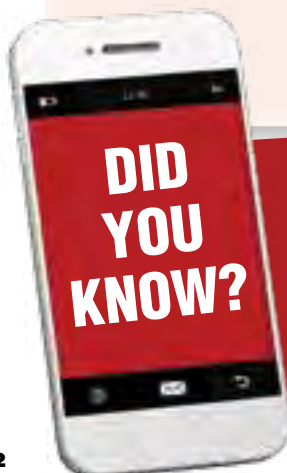
HELP!

▶ Test your first aid skills

You're the first person at the scene of a road crash. There are a lot of confusion and several scared and injured people. Decide the order in which you would help each of the people who have been involved in the crash and explain how you made your decision and what first aid you would administer.



Car occupant	Order of first aid	First aid administered
Back seat passenger has a broken arm and can't move because the door has been pushed in		
Toddler sitting in a child car restraint in the back seat is covered in glass and has a deep cut on her arm that is bleeding a lot		
Driver is slumped at the wheel and isn't responding		
Baby is in a child car restraint in the middle of the back seat and is very quiet and doesn't appear to be injured		
Front seat passenger has a small cut to the forehead and is screaming for you to help her children		



You can call Triple Zero (000) 24 hours a day, seven days a week from any landline, pay phone or mobile phone. Calls to 000 are always free and you can access the line even if you do not have any credit or your phone is locked.

112 is an emergency number that can be called from mobile phones.

If you have a hearing or speech impairment then you should call 106. This is a text-based emergency call service using a text phone.



Basic life support guidelines

First aid is as easy as ABC well DRS ABCD re:
 – Danger, Response, Airway, Breathing, CPR (cardiopulmonary resuscitation) and Defibrillation. Knowing some basic steps can help you to give first aid to an injured or ill person until an ambulance arrives.



D	Dangers	Check for danger to you, to bystanders and to the patient.
R	Response	Check the patient for response - call or ask their name - gently squeeze their shoulders. If there is a response - make the patient comfortable, check for injuries and keep watching the patient. If there is no response you need to send for help.
S	Send for help	Call 000 (or 112 for mobiles) for an ambulance or ask a bystander to make the call. Be ready to answer the operator's questions as this will help the ambulance get to you as quickly as possible. The operator will ask you what has happened, the location (nearest intersection) and the state from which you are calling.
A	Airway	Open the patient's mouth and check for any foreign material or obstructions. If there is nothing there, put the patient in the recovery position. If there is foreign material, put the patient in the recovery position, open their airway by tilting their head with a chin lift then scoop out the mouth from top to bottom. Check their breathing.
B	Breathing	Check that the patient is breathing by looking, listening and feeling (2 substantial breaths are required within 10 seconds). If the patient is breathing normally put them in the recovery position, tilt their head back to make sure the airways stay clear, keep watching their breathing, and treat any minor injuries. You will need to start CPR if the patient is not breathing.
C	CPR	<p>Put the patient on their back on a flat firm surface. Kneel next to the patient and near their chest. Make a pistol grip with your thumb and index finger and place on the patient's jaw. Gently lift their jaw to tilt their head back. Seal their nose with your thumb and index finger (hand that is on forehead). Open their mouth wide enough to make a seal over the patient's mouth. Give 2 breaths then 30 chest compressions by locating the lower half of the breastbone in the centre of the chest. Place your heel of one hand on top of the compression site and the other hand on top. Perform CPR at a rate of 30 compressions and 2 breaths.</p> <p>Once you have started CPR it is important you keep going. Do not stop and start. Only stop CPR if signs of life return or if there is someone else to take over CPR or if medical aid arrives. If the patient starts to breath, put them in the recovery position, reassure them, keep them warm and check breath and signs of life every 2 minutes.</p>
D	Defibrillation	If a defibrillator is available follow the instructions and continue with CPR until ready to use the defibrillator. When an ambulance arrives with medical equipment, keep the CPR going until instructed to stop.

Basic life support guidelines

Infection control when performing CPR

Diseases such as HIV (AIDS) and Hepatitis (B & C) can be transmitted through blood-to-blood contact and Hepatitis B through bodily fluid. That means their blood or vomitus material must enter your bloodstream via a cut or opening in your skin. It is hard to contract these diseases if you are not bleeding or don't have any cuts in or around your mouth and lips and the person you are performing CPR on is also not bleeding anywhere that you are touching.

It's most likely that the person you perform CPR on will be someone you know but if you are concerned, use a resuscitation mask to reduce the chances of contracting communicable diseases. These are small plastic sheets with a one-way air valve. If you don't have a resuscitation mask and feel uneasy about performing mouth to mouth, continue with the compressions alone.



Where to learn first aid and CPR

You can attend a CPR training course or first aid course with St John Ambulance. There is no age limit to learning CPR and is a life skill that everyone should know. Remember doing CPR in an emergency is better than doing nothing at all.



Complete an online first aid course at <http://clicktosave.com.au/>

If you notice any of these signs **TAKE ACTION IMMEDIATELY** and follow the **DRS ABCD** steps

- Blue lips, fingernails and/or toenails
 - Cold and clammy skin
 - Bluish or purplish skin
- Not responding to squeezing of shoulders or shouting
- Shallow or very slow (10 seconds between breaths) breathing or no breathing
 - Gurgling noises
 - Vomiting without waking up



Adapted from DRSABCD action plan viewed at www.stjohnnorg.au. It is important to learn first aid as preferred steps for helping patients may change.

SAFER PARTYING AGREEMENT

Have you had 'the talk' with your parents?

No, not that talk, the 'how will I get home when my Plan A has gone wrong'. A safer partying agreement with your parents can help you to get home safely. It says what you will and you won't do, and also what your parents will and won't do too.

Imagine you are about to have this conversation with your parents. How will you start it off? What skills will you need to use? Are you prepared to negotiate? What can you do to let your parents know that you acknowledge their concern but you want them to trust you and your decisions?

Negotiation is having a two-way conversation that requires good listening and thinking skills.

You will need to:

- Prepare before hand – think about alternatives in case you can't get your preferred outcome
- Find out the other person's perspective – know what motivates their decisions
- State your own needs – explain why something is important to you
- Don't argue – it's not productive and it gets tempers up
- Choose timing – allow a generous amount of time that is mutually convenient when neither of you are preoccupied
- Choose a good place that is comfortable – where you can speak without battling noise and distractions



SAFER PARTYING AGREEMENT

I agree that I will:

- Leave accurate details about where I am going and when I will be home.
- Not drink alcohol unless we have discussed it prior to the event.
- Drink the agreed amount and type of alcohol.
- Let you know if my plans change or I am going to be late.
- Only get a lift home with someone I know who has not been drinking or using other drugs.
- Not walk or ride home alone.
- Not walk or ride home if I have been drinking or using other drugs.
- Call you if I can't get a lift home or if I feel threatened or vulnerable.
- Take a mobile phone with me and ensure it is charged and has enough credit.
- Accept the consequences as discussed if I fail to keep this agreement.

Signed Jamie Green

I agree that I will:

- Come and get you at any hour or pay for a taxi if you are unsafe or unable to get home safely.
- Wait outside in the car when I arrive.
- Organise a way for you to get home if I can't pick you up.
- Call you if you're not home by an agreed time.
- Listen to your side of the story and not jump to conclusions.
- Not start a discussion about what has happened unless we are both calm.
- Not start a discussion about what has happened until the morning/next day if you are intoxicated.
- Enforce the consequences if you fail to keep this agreement as discussed.

Signed Susie Green



Start writing your own agreement in preparation for having the talk with your parents.

SAFER PARTYING AGREEMENT

I agree that I will:

Name

I agree that I will:

Name

Be prepared.
Know what to do
when your Plan A
doesn't work.



Reflect on this activity and answer the questions.

1. What planning ahead strategies would be useful for you? Explain your answer.
2. What 'damage control' or Plan B strategies would be useful for you? Explain your answer.



TAKE RESPONSIBILITY

Most people do the right thing when they are travelling on our roads. They make good decisions that contribute to getting themselves and other road users safely to their destinations. This shared responsibility is a key component of WA's road safety strategy. But as we know, every now and then someone's irresponsible decisions result in tragic circumstances.



Read one of the scenarios on the next page and write your answer to each question.

1. How might your character in this situation be feeling? What are they thinking? What might they decide to do?
2. What responsibilities does your character have in this situation? To themselves? To others?
3. What might happen to your character in this situation?
4. What can your character do to get home safely and to make sure others also get home safely?



Write your opinion about each statement. Give reasons to support your opinion.

Anyone found driving with a Blood Alcohol Content (BAC) over the legal limit should have their licence cancelled for life.

Getting a driver's licence is the same as entering a contract.

TAKE RESPONSIBILITY - SCENARIOS



Four teenagers have been to an all day concert at a venue about 30 minutes from home. They were given a lift by one of their parents. Now it's time to go home.

- The driver of the vehicle has had a few beers.
- The teenager whose parent has been drinking tells the others that having a few beers doesn't make any difference and it will be okay.
- One of the teenagers has been in some trouble lately and has to be home by 10pm - definitely not late.
- The brother of one of the teenagers has just recently been injured in a road crash. He was a passenger in a vehicle where the driver had been drinking. He's still in hospital and might not walk again.
- One of the teenagers has always been encouraged to speak up if there is a problem but doesn't want to look like a 'loser' in front of the others.

Four teenagers have been to a party. One of the teenagers offered to be the 'skipper' and take everyone home. Now it's time to go and two other friends have asked the driver for a lift. The car is a small sedan and everyone is ready to go.

- The driver hasn't told anyone about having a few shots at the start of the party 3 hours ago and is feeling okay.
- One of the teenagers is really drunk and feels like they're going to be sick.
- One of the teenagers has offered to share a seatbelt so everyone can fit in the car.
- The aunty of one of the teenagers has just recently been killed in a road crash. She was coming home from work at night and was hit head on by a drunk driver. Her two kids are now being cared for by their grandparents.
- One of the teenagers has been in a similar situation before and usually speaks up if there is a problem but it's getting late.



Four teenagers have been surfing down south and are about to travel back to the city, a drive of about 3 ½ hours. They travelled down in a 4WD. It's around 3pm and they're ready to go.

- The driver of the vehicle didn't get a lot of sleep the night before and was up early to go surfing.
- One teenager has a driver's licence but hasn't had any country driving experience and has never driven a 4WD.
- One of the friends wants to sleep on the way home so has rolled up a sleeping bag up and is lying down on the back seat and is not wearing a seat belt.
- The sister of the one of the teenagers has just recently been injured in a road crash. She wasn't wearing a seat belt and has spinal injuries. She is still in hospital.
- One of the teenagers is originally from the country and knows you need to plan ahead when travelling long distances but doesn't want to cause a fuss in front of the others.



Being there for friends when they have a problem is what friends do but it is up to your friend to decide if they want help or not. If you friend chooses not to ask you for help, that is their choice, but if you are worried about their safety or the safety of others around them then you need to let someone else know. If you feel that your friend's problem is too big for you and your friend to deal with on your own, you should seek help from a trusted adult.

Seeking help



Read the scenario about a road trauma situation involving Charlie and Billy.

Decide which of the sources of help listed in the table, would be useful for Charlie and Billy. Decide the advantages and disadvantages of seeking help from each of these sources.

Billy and Charlie were passengers in a car crash where another occupant was killed. Charlie has noticed that Billy has become withdrawn and doesn't seem to be interested in the things that he loved to do before the crash like riding his motocross bike or going to parties with mates from school. Charlie has also heard Billy say some things that have really worried him. Charlie wants to help Billy but he isn't sure what to do.

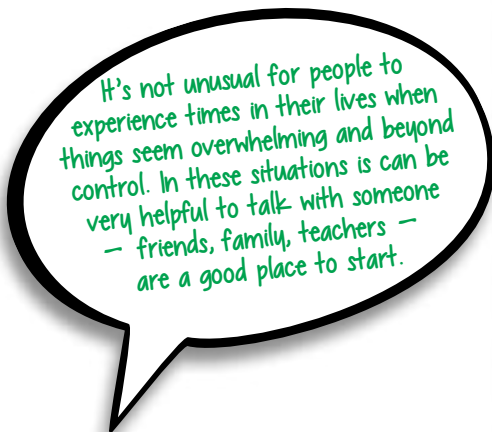
Sources of help	What are the advantages of Charlie using this source of help?	What are the disadvantages of Charlie using this source of help?
Talk to your friend and tell him/her you are worried about them		
Talk to a friend		
Send an anonymous letter to your friend's parents		
Talk to your parents		
Talk to your friend's parents		
Talk to your older siblings or other family members		
Talk to your friend's older siblings or other family members		
Talk to a teacher you respect and trust		
Talk to a school counsellor or chaplain		
Talk to your doctor		
Suggest your friend calls the Kids Helpline Teens 1800 55 1800		
Talk to a youth worker or social worker		
Call Lifeline WA free counselling advice on 13 1114		
Call the Alcohol and Drug Support Service 9442 5000 or 1800 198 024 for country callers		

Seeking help



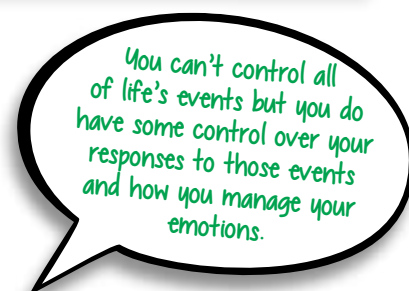
Decide if these websites would be useful for someone who was feeling worried, anxious or stressed.

Website	Help seeking information		Would you use this site?	
Beyond Blue Youth www.youthbeyondblue.com	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Road Trauma Support WA www.rtswa.org.au	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reach Out http://au.reachout.com/	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Mental Health Commission www.mentalhealth.wa.gov.au	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Kids Helpline – Teens http://www.kidshelp.com.au/teens/	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
SuicideLine http://suicideline.org.au/	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No



Answer the questions

What emotions do you think Billy might be experiencing?



How might these feelings be affecting Billy's sense of control?

What specific thinking skills do you think Billy could benefit from using?

Have you ever felt the way Billy is feeling? What made you feel that way? How did that affect your sense of control?

What did you do to change the situation? Was there a good outcome?

If you were Charlie, who would you choose to talk to first? Explain your answer.



CAMPAIGN FOR ROAD SAFETY



For over 20 years, the Western Australian Government has focused on education campaigns to raise awareness and increase the level of community understanding of the potential crash risk associated with drinking and driving, fatigue, speeding and wearing of restraints. Campaigns are carried out in the metropolitan and regional areas of Western Australia and are in print, audio and visual forms.



Analyse one of the Road Safety Commission community education campaigns.

Campaign title

Road use issue

Target group

Print, audio or visual

Immediate response to the advertisement

Message being conveyed

Music used

Humour used

Other gimmicks or camera techniques used

Rank the campaign ad



Answer the questions

Given the purpose of the campaigns, what do you consider should be the prime advertising time for the ad and should they be limited to adult timeslots?

If you were asked to create a campaign slogan for one road safety issue – drink driving, drug driving, speeding, fatigue, distractions or seatbelts – what would it say?



Social media is the only way to spread the road safety message to young people. Write your thoughts about this.





To get road safety messages created by young people for young people, the MAFMAD competition – *Make a film. Make a difference* – invites young people who are 25 or under to write an idea for a short film.



Critique one of the MAFMAD winning short films at <http://www.mafmad.com.au/home>

Short film title:

Who is the intended audience?
(eg age, gender, road user group)

What is the road safety issue?
(eg seatbelt wearing, drink driving, speed)

How is the film trying to engage the audience? (eg humour, facts, fear, anger)

What are the community values/opinions that the film is promoting? (eg wearing a seatbelt saves lives, drinking and driving is unacceptable and puts others' lives at risk)

What are the representations of young people in the film? (eg young driver may take risks, passengers can distract drivers)

What techniques does the film maker use to create this representation? (eg sound, lighting, editing)

How effective is the film in promoting community values/opinions to the intended audience?



Answer the questions

Do you think having young people make a film for young people is an effective road safety strategy? Why?

.....

.....

.....

Do you think the representation of young people in this film is accurate?

.....

.....

.....

How effective do you feel the film is in promoting community values and opinions about safe road use?

.....

.....

.....

Has the film you watched prompted you to reconsider your road safety attitudes? How?

.....

.....

.....

Do you think the film could be improved in any way? How?

.....

.....

.....

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