UNIT 2 ROAD SAFETY FACTS

WA CURRICULUM YEAR 10 SYLLABUS

Activities in Unit 2 support student achievement of knowledge, understandings and skills from the Personal, Social and Community Health strand in the WA Curriculum Health and Physical Education Year 10 Syllabus, and the Mathematics and Humanities and Social Sciences Year 10 Syllabus (refer below and page 9).

WA Curriculum Health and Physical Education Year 10 Syllabus content relevant to Unit 2.

Being healthy, safe and active
The impact of societal and cultural influences on personal identity and health behaviour (ACPPS089), such as:
- Managing situations where their own and other’s safety is at risk.
- Evaluating the impact of a road crash on individuals, family, friends and community.

Communicating and interacting for health and wellbeing
Critical health literacy skills and strategies (ACPPS095), such as:
- Examining and critiquing road crash statistics.
- Predicting factors most likely to lead to serious injury.
- Identifying support options and counselling services to help deal with the effects of road trauma.

Contributing to healthy and active communities
Social, economic and environmental factors that influence health (ACPPS098), such as:
- Evaluate situations where safer choices will decrease risk for drivers and passengers.
- Planning and implementing strategies to minimise harm in traffic and social situations.

General Capabilities relevant to Unit 2
Activities in Unit 2 that support student achievement of the General Capabilities are identified with these symbols in the Unit 2 Index. A description of each capability is available on page 10.

For more information about the WA Curriculum refer to kit10outline.scsa.wa.edu.au
# UNIT 2 INDEX

The content and activities in this unit focus on:

- Road crash statistics
- Impact of road crashes
- Problem solving to minimise harm
- Strategies to stay safe and reduce risk

### Support activities

(special educational needs)

## General Capabilities

Activities in this unit that support student achievement of the General Capabilities are identified with these symbols. Each capability is described on page 10.

- [ ] Literacy
- [ ] Numeracy
- [ ] Information and communication technology
- [ ] Critical and creative thinking
- [ ] Personal and social capability
- [ ] Ethical understanding
- [ ] Intercultural understanding

## TIME | PAGE | ACTIVITY | RESOURCES
---|---|---|---
30 mins | 80 | 2.1 Crash stats | ACTIVITY SHEET 2.1 Crash risk for different types of road users
- WA crash statistics for all road user types. Males are over-represented.

30 mins | 85 | 2.2 Road crash effects | ACTIVITY SHEET 2.2 Roll the die
- The impact and consequences of a crash and how seat belts can reduce injuries. Seeking help after a crash.

15 mins | 89 | 2.3 Make a decision | ACTIVITY SHEET 2.3 Make a decision
- Attitudes to road safety issues and strategies to reduce risk.

15 mins | 92 | 2.4 Sharing the road | ACTIVITY SHEET 2.4 Staying Safe
- Understand how to drive safely with trucks and heavy vehicles.

### The assessment task and additional activities listed below are available at:

www.sdera.wa.edu.au (resources > secondary resources)

#### ACTIVITY SHEET 2.5 Swap stats
- Causal factors and crash involvement for all road user types in metropolitan and regional WA.

#### STRATEGY SHEET 4 Values continuum
- Share opinions about community perceptions of young drivers.

#### ACTIVITY SHEET 2.7 Hypothetical
- A hypothetical traffic-related situation is discussed.

#### Assessment Task 2
- Research road crash statistics involving young people in WA with a written and oral presentation about actions to reduce the crash involvement of this group.

#### ACTIVITY SHEET 2.5 Did you know?
- Whistle

#### ACTIVITY SHEET 2.7 Circle talk; Hypothetical
- Name tags

#### ASSESSMENT SHEET 2 Saving lives
- Internet access
Support and trust in the classroom and approaches that work

Discussing road trauma, serious injury and death, and criminal conviction may raise concerns and emotions among some young people.

It is important that teachers are aware of students who have been directly or indirectly involved with road-related trauma, and consider the following points before conducting activities that refer to serious injury and death.

- Students who feel emotional discomfort should be offered the option to pass or disengage from the activity.
- Provide regular opportunities for students to debrief and discuss their feelings.
- Promote the benefits of coping and self-management skills so that students have the ability and confidence to seek help for themselves and others, if needed.
- Establish a supportive and non-threatening classroom atmosphere where discussions about beliefs and values can be shared with respect and tolerance.
- Remind students to avoid disclosing personal information and anecdotes.

- Provide students with information about available support services in the school and community, such as:
  - The school chaplain, psychologist and nurse
  - Year Coordinator
  - Pastoral Care Coordinator
  - Form teacher.
  - Road Trauma Support WA
    A free state wide counselling service to reduce psychological and social distress for all people affected by road trauma.
    Phone: 08 9420 7262 Toll free: 1300 004 814
    Website: http://www.rtswa.org.au/

- Legal Aid WA
  Free advice for young people facing large debts and bankruptcy in relation to purchasing a car, and information about loans, contracts legal rights and repossession.
  Phone: 1300 650 579
  Website: www.legalaid.wa.gov.au/myCar

Teachers should also be aware of effective teaching and learning strategies included in the Keys for Life program, and other approaches that are less effective. Some of these are outlined below.

- Interactive programs that involve a discussion format to explore content and use different teaching and learning strategies, have been found to be more effective than non-interactive programs. This is also true for programs that engage students in the underlying motivations of risky behaviour, and program that address factors such as, the influence of social norms, beliefs, values and social skills.

- In general, images and messages arousing fear in students have not been proven to be effective and do not encourage positive behaviour change.

- Programs that primarily focus on providing information and do not include activities that develop attitudes and self-competencies, have little success in achieving positive behavioural change.

Young road users and crash involvement

Young drivers aged 17 to 24 years are significantly over-represented in serious injury and fatal road crashes (when analysed as a proportion of licensed drivers) in Western Australia, and worldwide. They are at greatest risk of crashing within the first six months of gaining a licence, and overall, young males are at a much greater risk of fatality and injury than females. Young males living in rural and remote areas are particularly at risk. Young Aboriginal people also have higher rates of death and hospitalisation per population compared with young non-Aboriginal people.

Statistically 17-24 year olds are more likely to die on WA roads than other age groups.

Research shows:
- Whilst 17 to 24 year olds make up only 14% of licence holders in WA, they make up 30% of fatalities. They also account for 31% of drivers admitted to hospital and 29% of drivers requiring medical attention.
- Provisional drivers are up to 20 times more likely to crash than learner drivers.
- Young novice drivers (aged 17 to 18 years) are 5 times more likely to crash than older novice drivers. This is mainly due to inexperience.
- It is recognised that it usually takes about 5 years of driving experience to develop skills in a variety of conditions to reduce crash risk.
- Novice drivers are 30% more likely to crash in the first 6 months of driving compared to the second 6 months. They are also 2.3 times more likely to crash in the first year of driving compared to the fifth year.
- A passenger is 13 times more likely to be injured with a driver that has been licensed for 12 months or less, than a driver who has been licensed for more than 12 months.

Characteristics of young people that can contribute to their crash involvement

A number of factors may contribute to the over-representation of young people in road crashes, with all of these factors being accentuated in males.

4 Cercarelli, R. (1999). Road crash hospitalisations and deaths in Western Australia involving Aboriginal and non-Aboriginal people, 1988 to 1996. Injury Research Centre, Department of Public Health, The University of Western Australia. Perth, Western Australia.
5 Royal Automobile Club of Western Australian (RAC, WA). (2012). Fatal and serious injuries on WA roads: 2011 summary. WA Police Media Unit. RAC Media Office. Western Australia.
ROAD SAFETY FACTS

KEYS FOR LIFE

www.sdera.wa.edu.au

- Increase in personal independence and less likely to be driven or accompanied to school or social events by parents.
- Socialise more often than younger or older people.
- Often travel with inexperienced drivers.
- Assert their individuality in various ways.
- Are highly influenced by their peers, at times in a negative way.
- Have a fearless attitude and tend to take more risks.
- Are easily distracted especially when travelling with friends.
- Are over-confident in their ability to drive.
- Believe that ‘it won’t happen to me’.

The crash rate for learner drivers is much closer to zero than for provisional drivers. This very low crash risk can be attributed to the learner driver being assisted and supervised while driving.

A thorough description of Western Australian and young driver crash statistics is available at the Road Safety Commission website at https://rsc.wa.gov.au/Statistics/Annual-Crash-Statistics and includes regional crash statistics, ten-year trend data and annual road crash statistics.

Road crash statistics in Western Australia

There are many ways to examine and investigate road crash statistics, such as financial impact, trends over time, the impact of road safety initiatives, regional and metropolitan comparisons, and the impact of risk factors such as age, gender, type of vehicle and time of day.

The Road Safety Council publishes a report on the fatalities and serious injuries in Western Australia each year. The report provides road crash statistics using police data, which is maintained by Main Roads WA, and hospital admissions data from all public and private hospitals in WA. For a crash to be included in this data, it must have resulted in bodily injury or material damage.

These publications can be viewed on the Road Safety Commission website at https://rsc.wa.gov.au/Statistics/Annual-Crash-Statistics

While the financial cost of crashes in Western Australia is on average over $330 million per annum, this figure does not represent the enormous emotional, social and legal impact that these crashes have on the community, families and individuals.

Each year on average in WA these statistics are noted:
- Over 14,000 crashes are reported (including minor injuries, serious injuries and death)
- Over 5,000 crashes are attended by an ambulance
- Over 4,000 personal injury claims are submitted to insurers

- Over 185 people are killed
- The 17 to 24 year age group are over-represented in crash statistics
- Approximately 30% of 17 to 24 year olds are found to be liable for a crash
- The next largest road user group found to be liable for a crash are the 30 to 39 year olds.

Trends in road crash data

Western Australia

Since 2008 the rate of road trauma in Western Australia has dropped by 30%, from 9.4 fatalities per 100,000 population in 2008, to 6.4 fatalities per 100,000 population in 2013. This reduction has occurred despite ongoing increases in WA’s population, number of registered vehicles and licensed drivers, and a growing road network. It is a

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18 Adapted from a Department for Planning and Infrastructure presentation (2009). Perth, Western Australia.
significant reduction which represents the results delivered by the implementation of the WA State Government’s *Towards Zero* road safety strategy. Legislative changes, increased compliance, enforcement, regional and metropolitan road upgrades and ongoing improvements to vehicle standards, have all contributed to the reduction. Since record keeping commenced in 1925, there have been over 180,000 deaths on Australian roads. Road trauma levels have declined substantially over the last four decades, despite considerable population growth and a threefold increase in registered motor vehicles. During this period, the number of road deaths per year has fallen from 3,798 deaths in 1970 to 1,193 in 2013 road trauma.

**Australia**

At a national level the annual economic cost of road crashes in Australia is estimated at $27 billion per annum, with devastating social impacts.

This graph compares the WA and national fatality rates per 100,000 persons. WA’s fatality rate has reduced significantly since 2001 despite it sitting above the national fatality rate and the expected target in the National Road Safety Strategy (NRSS Target).

In terms of national trends for young drivers, each year on average, 17-25 year olds account for approximately one quarter (25%) of drivers killed on Australia’s roads and yet, represent only 16 per cent of the adult population.


**Fatalities per 100,000 persons for WA compared to Australia**  
*Source: Road Safety Commission*

**Websites**

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.healthinfonet.ecu.edu.au">www.healthinfonet.ecu.edu.au</a></td>
<td>Healthinfonet – Aboriginal road safety statistics</td>
</tr>
</tbody>
</table>

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ACTIVITY 2.1 CRASH STATS

WHAT YOU WILL NEED

- Activity sheet 2.1 Crash risk for different types of road users – photocopy one per student
- Activity sheet 2.1 WA fatalities and injuries – photocopy one per student

1. Give each student a copy of Crash risk for different types of road users.

2. Explain that students are to predict which road user group was most represented in WA fatal crashes and injuries in 2013. Each road user group card should be cut out and ranked on the list, with 1 being the highest crash involvement to 10 being the least.

3. Students then share their rankings and give reasons for their placement of each road user group.

4. Give each student a copy of WA fatalities and injuries.

5. Students interpret the graph, compare their rankings then answer the questions.

6. Discuss students’ responses to the questions.

7. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
   - What guided your decisions when ranking the road user groups?
   - What did this activity illustrate to you? (That young people are most at risk as a driver and passenger. Males are more likely to be involved in road crashes.)
   - Why do you think more males than females are involved in road crashes? (Take more risks. More often the driver. Don’t wear a seat belt.)
   - What factors do you think contribute to crashes involving young people? (Alcohol, drugs, fatigue, speed, distractions, not wearing a seat belt, overcrowding vehicles, drivers who are inexperienced and overconfident.)
   - What can a young driver do to reduce the likelihood of being involved in a crash? (Get as many hours of supervised driving practise as possible. Don’t drive after consuming alcohol or using other drugs. Have a ‘get home safely’ plan. Always wear a seat belt.)
Who's at risk?

Activity sheet 2.1 Who’s at risk? – photocopy one per group

1. Give each group an A3 copy of Who’s at risk?

2. Clarify the types of road user groups. Explain that students are to rank the road user groups according to their risk of crash involvement.

3. Groups discuss and place the cards on the ranking ladder. A consensus should be reached for card placements.

4. Give students the correct ranking using statistics from WA fatalities and injuries. Discuss these as a group. Highlight that males are often more at risk than females of being seriously injured or killed as a result of a road crash.

5. Ask students to write their names next to the road user groups that are relevant to them (eg student who walks and rides to school and travels as a passenger, would write their name next to pedestrian, cyclist and passenger).

6. Discuss how students can reduce their level of risk for each of the road user groups. For example: as a passenger or driver - always wear a seat belt; as a pedestrian - walk on the footpath, use pedestrian and railway crossings, don’t walk while intoxicated.

Answers for Activity Sheet 2.1 Crash Risk for Different Types of Road Users (page 82) Based on graph on page 83)

<table>
<thead>
<tr>
<th></th>
<th>Male drivers</th>
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<tbody>
<tr>
<td>2</td>
<td>Female drivers</td>
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<tr>
<td>3</td>
<td>Male passengers</td>
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<tr>
<td>4</td>
<td>Female passengers</td>
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<tr>
<td>5</td>
<td>Male motorcyclists</td>
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<td>6</td>
<td>Male pedestrians</td>
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<td>7</td>
<td>Female pedestrians</td>
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<td>8</td>
<td>Male cyclists</td>
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<td>9</td>
<td>Female cyclists</td>
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<tr>
<td>10</td>
<td>Female motorcyclists</td>
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</tbody>
</table>

Answers for Activity Sheet 2.1 Who’s At Risk (page 84) Based on graph on page 83)

<table>
<thead>
<tr>
<th></th>
<th>Drivers</th>
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<tr>
<td>2</td>
<td>Passengers</td>
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<tr>
<td>3</td>
<td>Pedestrians</td>
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<tr>
<td>4</td>
<td>Motorcyclists</td>
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<tr>
<td>5</td>
<td>Cyclists</td>
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</table>
**Activity Sheet 2.1**  
Crash Risk for Different Types of Road Users

There are several different types of road users – drivers (male; female), passengers (male; female), motorcyclists (male; female), pedestrians (male; female) and cyclists (male; female).

Which road users are at the highest risk of being involved in a crash (ie killed or seriously injured) and which road users are at the lowest risk of being involved in a crash. Rank them in order from highest risk (1) to lowest risk (10).

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<th>Highest risk</th>
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<td>1</td>
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<td>Female drivers</td>
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<td>2</td>
<td></td>
<td>Female passengers</td>
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<td>3</td>
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<td>Female pedestrians</td>
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<td>4</td>
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<td>Female cyclists</td>
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<td>Female motorcyclists</td>
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<td>6</td>
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<td>Male drivers</td>
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<td>7</td>
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<td>Male passengers</td>
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<td>Male pedestrians</td>
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<td>9</td>
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<td>Male cyclists</td>
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<td>10</td>
<td></td>
<td>Male motorcyclists</td>
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<th>Lowest risk</th>
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</table>
Which road user group had the highest crash involvement?

Which road user group had the least crash involvement?

In which road user group were females most involved?

Why do you think more males than females are involved in the crash statistics?

You probably belong to several of the road user groups shown in the graph. For example you may ride a bicycle, travel as a passenger in a car or bus, or walk to school. What can you do to reduce your level of risk when you use the road in these ways?
### ACTIVITY SHEET 2.1
### WHO’S AT RISK?

Which group is most at risk of being killed or injured in a crash? Cut out the groups and place them in order from most at risk (1) to least at risk (5).

<table>
<thead>
<tr>
<th>Most at risk</th>
<th>Least at risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drivers</td>
</tr>
<tr>
<td>2</td>
<td>Motorcyclists</td>
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<tr>
<td>3</td>
<td>Passengers</td>
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<tr>
<td>4</td>
<td>Bicyclists</td>
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<tr>
<td>5</td>
<td>Pedestrians</td>
</tr>
</tbody>
</table>
Activity 2.2 Road Crash Effects

WHAT YOU WILL NEED

- Activity sheet 2.2 *Roll the die* – photocopy one per student
- Large sheet of paper – one per group
- Large Post-it notes® – one per student
- Die – one per group
- A4 paper – one sheet per student
- Different coloured pens or pencils – two per student

1. Place students in groups of four to six.
2. Give each group a large sheet of paper, Post-it notes® and copies of *Roll the die*.
3. Ask each group to draw an overhead view (ie birds eye view) of a car on the large sheet of paper. The drawing should fill the paper.
4. Explain that each student is to create the character of a young person up to the age of 25, by writing the answers to the questions listed on *Roll the die* (ie age, relationship with other people in the car, goals in life etc) on a Post-it note®.
5. Allow time for students to write their answers on their Post-it note®.
6. Ask each student to place their Post-it note® inside the outline of the car. Each character should be in a different position of the car (ie driver, rear left passenger).
7. Tell students that only two people in the car are wearing seat belts. Each group must decide which two characters in their car is wearing a seat belt and place a tick on the corresponding Post-it notes®.
8. Explain to students that in a real-life crash, events will not follow a strict pattern as to who lives, dies or is injured. To simulate this element of chance, read the following crash scenario.

Crash scenario

You’re all on your way home after watching a sporting event. Everyone has had a great time especially since the team you all follow has won.

Some of you have been drinking and the music is up really loud. Only two of you are wearing a seat belt. There’s a slow car in front and someone yells to the driver to overtake it. The driver starts to speed up and overtake but there’s a curve ahead and suddenly a car’s headlights appear. Crash!
9. Students take turns throwing the die to determine the level of injury for their character (described on the activity sheet). Remind students to deduct one from the number thrown if their character was wearing a seat belt to reduce their injury (eg throw a four, go back to three). For those not wearing a seat belt, students must add one to the number thrown to increase their injury (eg throw a three, go forward to four). If one is rolled and the character was wearing a seat belt, they remain uninjured.

10. Each character’s injuries should be written on the Post-it notes®. If the character was fatally injured, students should draw a cross through their Post-it note®.

11. Give groups time to process the activity by discussing the consequences of the crash for each occupant of their car. Have students discuss then write their answers to the questions listed on Roll the die.

Extension

1. Draw three concentric circles on the board. Label the centre circle ‘me’, the second circle ‘often’ and the third ‘occasionally’.

2. Suggest to students that everyone has a ‘circle of support’ that includes people they talk to when faced with a problem or are feeling upset, and that the person they choose to talk to may depend on the problem or situation. Also confirm with students that not everyone feels comfortable sharing their problems with others and may not move out of the ‘me’ circle.

3. Use the example of ‘being worried about failing an important exam’ or ‘having an argument with a friend’ to show how the circles can be used to identify those who may offer support or advice in one of these situations. Ask students to give some examples and write these in the circles.

4. Ask students to draw and label their own ‘circle of support’ on a piece of paper then write the names of people who they always ask for advice or to listen to their problems, in the circle labelled ‘often’.

5. Students repeat this for the ‘occasionally’ circle.

6. In pairs, students should share and discuss why they have used these people to offer advice or support (eg a friend may be a good listener or someone to bounce ideas off on or a teacher who is always willing to help students who are struggling at school).

7. Suggest to students that how a person reacts to road trauma, either directly or indirectly, and who they seek help from, may be different to those people identified in the previous activity.
8. Read the following scenario to students.

Your mum is driving everyone home after the movies. She pulls up at a red light. All of a sudden a car speeds through the red light, crashes into another car and rolls it onto its side. You can hear people screaming and can see one person lying on the road. Your mum runs over to the rolled car to see if she can help and asks you to check the other car. When you look in the window you can see the driver is covered in blood and is not moving.

9. Ask students how they might react to this situation both in the short and long term and who might help them deal with their reactions (eg a parent, doctor, friend, school counsellor, person with similar experience, church member).

10. Have students write these names on their sheet using a different colour pen. Ask students to tick the names of people previously identified.

11. Have students share their responses then discuss the following questions as a class.
   • What changes did you notice to your circle of support when faced with a road crash situation? Why?
   • Who would you ask for help if you were involved with a road crash?
   • Why is it important to talk to others about your feelings?
   • How could you help a friend or family member deal with their reaction to a crash?
   • If someone is sharing a problem with you, what can you do to show them that you are interested and sincere? (eg paraphrasing, eye contact, sitting face on, nodding head to confirm understanding or show empathy).

12. Advise students of the contact details for the free counselling and advice service provided by Road Trauma Support (Phone: 9420 7262, Freecall 1300 004 814, Website http://www.rtswa.org.au/).
Activity Sheet 2.2  
Roll the Die

Create a ‘car character’ by writing the answers to these questions.

1. What is your name and how old are you?

2. Who is in your family? (Parents, siblings, aunts/uncles, grandparents, …)

3. How do you know the other people in the car? (Family, school mates, in the same sporting team, …)

4. What do you do? (Finishing high school, studying at uni, starting an apprenticeship, working, looking for a job, finished school and about to travel overseas, …)

5. What are your goals in life? (Finish Year 12, be a lawyer, play for an AFL team, have a family, …)

Roll the die to find out what happens to your character in the crash

- Uninjured
- Injured but not seriously enough to be hospitalised
- Injured and hospitalised for several weeks
- Suffered severe injuries and became a quadriplegic
- Critically injured and on life support
- Died on impact

Discuss and answer the following questions.

1. What caused the crash?

2. How might the crash have been prevented?

3. Who do you think was responsible for the crash? Why?

4. What would the consequences be for your character?

5. How would the other young people in the crash be affected by the crash?

6. How would the crash affect your character’s friends, family and community?

7. If you were the driver in a crash similar to this, how might you feel?

8. Who could you talk to about your feelings and emotions?

9. What could help you to cope?

Adapted from WA School Road Safety Project, WA, 1997. RoadSmart Year 10
Activity 2.3 Make a Decision

**WHAT YOU WILL NEED**

- Activity sheet 2.3 Make a decision – photocopy one per student
- Strategy sheet 2 Choose a corner – photocopy and cut out cards (refer to Keys for Life DVD).

1. Place a number card from the strategy sheet (refer to page 223) in each corner of the room before conducting the choose a corner strategy (refer to page 218 or the Keys for Life DVD).

2. Give each student a copy of Make a decision and nominate which situation students should read (ie A, B, C or D).

3. Explain that students are to decide which of the responses best represents their opinion and move to the corresponding corner of the room.

4. Students share reasons for choosing that response with others standing in the same group.

5. Open the floor for discussion by inviting students from all groups to share with the class why they chose their corner. Encourage students to agree with or debate comments made by others, using their knowledge of statistics to support their response.

6. After participating in the discussion, offer students the opportunity to move to another corner if a change has occurred in their opinion. Invite students to share their reasons for moving.

7. Repeat this procedure for the other situations (ie A, B, C or D).

8. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
   - Why should we listen to other people’s views about road safety?
   - What influences the way you feel about road safety?
   - How do you feel when your peers don’t share the same opinion or attitude as yourself?
   - What are some ways you can help to keep yourself, and your mates, safe in a risky situation?
   - If a mate tried to help you and you refused their help, how would they feel?
   - Which of the strategies discussed for situation C would you use?
   - What are some of the positive consequences of making safer choices as a driver or passenger?
Extension

1. **Keys for Life DVD – cued to Insignia: What are mates for?**

   Students view the road safety film *Insignia: What are mates for?* This introduces the concept of decision-making and helping friends. It highlights the importance of supporting friends in potentially risky situations and the consequences of making safer choices.

2. **Ask students to discuss the following:**

   *Do road safety advertisements have an impact on young people’s attitudes towards speeding and drink driving? Why?*

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**What’s your opinion?**

1. **Activity sheet 2.3 Make a decision** – photocopy one per student

2. **Strategy sheet 2 Choose a corner** (refer to page 223 or the *Keys for Life* DVD) – photocopy one set of cards for each student

1. Select one situation from *Make a decision*. Give a copy of the situation to each student along with a set of *Choose a corner* number cards.

2. Read the situation and choices for the group.

3. Ask students to decide and select the number that best represents their opinion.

4. Have students share their opinion, either with a partner, or by moving to the corner of the room and sharing with others in the same corner.

5. Process as above.

**Variation**

Have students stand in lines to form a *human graph* (refer to page 218 or the *Keys for Life* DVD). This gives a visual representation of class opinion and is easy to interpret and discuss using quantitative statements (eg ‘most of our class thought that lowering speed limits would reduce the number of road crashes’ or ‘no-one thought stopping young drivers from driving high powered vehicles would reduce the number of road crashes’).
Activity Sheet 2.3

Make a Decision

Everyone has a different opinion about road safety issues. Read each situation and decide which statement you agree with the most.

**Situation A**

There would be fewer road crashes if ...

1. Speed limits were lowered
2. Young drivers were not allowed to drive high powered cars
3. Speeding and drink driving offenders visited an emergency or rehabilitation centre
4. The BAC limit was 0.00 for all drivers

**Situation B**

Some young people don’t wear seat belts because ...

1. They think it’s not cool
2. The fine for not wearing one isn’t high enough
3. They don’t understand how it reduces car crash injuries
4. They often travel in cars that are overcrowded

**Situation C**

If my friend offered me a lift home and I thought they had been drinking alcohol or using other drugs, I would ...

1. Say I’ve already organised a lift home
2. Take their car keys off them
3. Take the lift and keep checking their driving before saying anything
4. Ask my friend not to drive and arrange a lift for both of us

**Situation D**

If I could talk to road safety experts, I would tell them to ...

1. Make it harder to get a driver’s licence
2. Build better roads with more safety features
3. Make it compulsory for schools to have road safety education programs
4. Run advertising campaigns designed by young people for young drivers
ACTIVITY 2.4 SHARING THE ROAD

WHAT YOU WILL NEED

- Activity sheet 2.4 Staying safe – photocopy one per student
- Fact sheet 2.4 Sharing the road (refer to page 95) – photocopy one per student
- Behind the wheel Task 2

1. Provide each student with a copy of the Fact sheet Sharing the road.
2. Ask students to read the tips.
3. Place students in small groups to discuss the importance of being a courteous driver and
   the negative effect of road rage, or driving while emotional.
4. Use the following suggested processing questions.
   - Why is it important to understand how to share the road with trucks and heavy vehicles?
   - Why is it important to always remain calm, courteous and patient whilst driving?
   Students further reflect on the activities covered in this unit by completing Staying safe
   and then share their reflections with a partner or small group.
5. Have students complete Task 2 at home.

Extension

1. Students work in small groups to develop a Code of Conduct for one road user type (ie
   drivers, public transport users, truck and heavy vehicle drivers, motorcycle and moped
   riders, bicycle and scooter riders, or pedestrians). Explain that the different types of
   road travel need to be considered for the code to encourage an attitude of shared
   responsibility.
2. Allocate one road user type to each group.
3. Write the following points on the board and explain that groups are to include these in
   their Code of Conduct along with strategies to support each point.
   - Appropriate conduct and behaviour
   - Understanding of and compliance with road rules
   - Rights and responsibilities
   - Supporting and helping other road users
   - Tolerance and courtesy
   - Managing and avoiding risks
   - Laws and penalties.
4. Have groups share their Code of Conduct with the class.

5. Discuss the merits of a shared understanding and everyone working toward a safer road network using these suggested processing questions.

- Why is it important to be clear about your rights and responsibilities as a road user?
- Is it fair to expect all road users to have a positive attitude to road safety and saving lives? Why?
- Would having all drivers and riders sign a Code of Conduct before being issued with a licence, develop positive attitudes to safer road use? Why?
In the first year of holding a driver’s licence, 17 to 18 year olds have a crash rate up to five times higher than more experienced drivers over 19.

What do you intend doing to keep your mates and yourself safe?

To stay safe while travelling as a passenger, I can ...

1.

2.

As a new driver, I intend to stay safe by ...

1.

2.
1. Safety first

Minimise distractions by not driving with your mobile phone turned on, even if it is hands free. Don’t drive during the time you would normally be asleep or if you have not slept in the last 18 hours. Increase space and following distance – aim to keep a minimum 2 second gap from the vehicle in front. Never exceed the speed limit – it takes longer to stop than you might think. Practice slowing down to a potential hazardous situation. Do not drive after drinking or taking drugs. Always ensure you and all of your passengers are wearing a seat belt.

2. Drive slowly and sensibly near all road users

Watch out for pedestrians, mobility scooters and bike riders at intersections and roundabouts. Drive slowly in residential streets, and check behind before opening your car door. Use your mirrors as well as checking over your shoulder.

3. Be patient and calm around bike riders

Be patient and give bike riders a clearance of at least one metre when passing them, more if travelling over 60km/h. If this clearance is not possible do not overtake until it is safe to do so. After overtaking, make sure you are well clear of the bicycle before moving back. Do not drive in bicycle lanes and always give way to bike riders in bicycle lanes if you are turning across the lane. Indicate when pulling out, changing lanes or turning, so bike riders know your intentions.

4. Don’t cut in and drive with care around trucks

It’s dangerous to cut into a gap in front of a moving truck because they need almost twice as much room to brake as a car needs. If you cut in front it may not have enough room to stop. A truck is longer than a car, so you’ll need more road to pass a moving truck. Stay well back and when you’re sure it’s safe, signal, move out and pass sensibly.

5. Do not overtake a truck that is turning

Trucks simply need more room than cars do to get around corners. So the sign ‘Do not overtake turning vehicle’ on the back of trucks warns you about this. Trucks can legally turn from the centre lane. Don’t move into the truck’s blind. Sit back until the truck has gone around the corner. Another good tip: if you can’t see the driver’s face in their mirrors, they can’t see you.
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