UNIT 5
ON THE ROAD
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WA CURRICULUM YEAR 10 SYLLABUS

Activities in Unit 5 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 English, Science and Humanities and Social Sciences Year 10 Syllabus (refer below and page 9).

Content from the WA Curriculum Health and Physical Education Year 10 Syllabus relevant to Unit 5

STRAND: Personal, Social and Community Health
CONTENT: Being healthy, safe and active
The impact of societal and cultural influences on personal identity and health behaviour (ACPPS089), such as:
• Investigating the road safety outcomes associated with the Safe System approach.
• Identifying how vehicle safety features can reduce serious injuries in a crash.
• Predicting risky situations and planning safer options for these and other circumstances.

CONTENT: Communicating and interacting for health and wellbeing
Skills and strategies to promote respectful relationships (ACPPS093), such as:
• Practising assertive responses for a range of challenging social and traffic-related situations.
• Evaluating own and other's beliefs about road safety issues and behaviours.

Critical health literacy skills and strategies (ACPPS095), such as:
• Identifying and critiquing safety features and ratings for new and used vehicles.
• Understanding basic first aid procedures that are critical for road crash victims.
• Recognising reliable sources of information about vehicle insurance.

CONTENT: Contributing to healthy and active communities
Social, economic and environmental factors that influence health (ACPPS098), such as:
• Analyse the importance of planning journeys and ways to avoid fatigue when driving.
• Investigate the value of a safe driving agreement as a harm-reduction strategy.

Content from the WA Curriculum Humanities and Social Science Year 10 Syllabus relevant to Unit 5

STRAND: Humanities and Social Science Skills
CONTENT: Questioning and researching
Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives.
• Examining types of insurance and the preferred insurance cover for young drivers.

CONTENT: Analysing
Account for different interpretations and points of view/perspectives in information and/or data (eg from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers)
• Identifying attitudes, safety strategies and responses when planning a long car trip.

Content from the WA Curriculum English Year 10 Syllabus relevant to Unit 5

STRAND: Language
CONTENT: Expressing and developing ideas
Evaluate the impact on audiences of different choices in the representation of still and moving images.
• Analysing assumptions and attitudes in response to images of vehicles and their safety features.
# UNIT 5 INDEX

The content and activities in this unit focus on:

- WA road safety strategy
- Buying a safer car
- Insurance
- Planning ahead and safer socialising
- Rehearsing responses
- First aid and responding to a car crash

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](image_url)
- ![Numeracy](image_url)
- ![Information and communication technology](image_url)
- ![Critical and creative thinking](image_url)
- ![Personal and social capability](image_url)
- ![Ethical understanding](image_url)
- ![Intercultural understanding](image_url)

## TIME | PAGE | ACTIVITY | RESOURCES
--- | --- | --- | ---
30 mins | 180 | 5.1 Safety ratings | ACTIVITY SHEET 5.1 Safety ratings
|  |  | Vehicle safety features, safety gear and safety ratings. | STRATEGY SHEET 4 Values continuum
|  |  | STRATEGY - Values continuum | ACTIVITY SHEET 5.1 Protective gear (optional)
|  |  | A4 paper | Internet access
30 mins | 184 | 5.2 Crash costs | ACTIVITY SHEET 5.2 Crash costs
|  |  | Insurance cover and the benefits of each. | Internet access
30 mins | 186 | 5.3 Making plans | ACTIVITY SHEET 5.3 Making plans
|  |  | Strategies that may assist young people to get home safely. | FACT SHEET 5.3 P plate drivers
15 mins | 189 | 5.4 Risky situations | ACTIVITY SHEET 5.4 Risky situations
|  |  | Use a Decision-making model to decide how young people can stay safe in a range of driving situations. | STRATEGY SHEET 5 Decision-making model
30 mins | 194 | 5.5 Practising assertive responses | ACTIVITY SHEET 5.5 In control
|  |  | Passive, assertive and aggressive responses for a range of traffic-related situations. | ACTIVITY SHEET 5.5 Role-play planning
|  |  | STRATEGY - Role-play | Behind the wheel Task 10
20 mins | 198 | 5.6 Comebacks | ACTIVITY SHEET 5.6 Comebacks
|  |  | Types of peer pressure and responses that address these. | ACTIVITY SHEET 5.6 Tips for a safe night out
30 mins | 202 | 5.7 Trip planning | STRATEGY SHEET 4 Values continuum
|  |  | Myths around fatigue and planning to avoid fatigue while driving. | ACTIVITY SHEET 5.7 Trip planning
|  |  | STRATEGIES - Values continuum; T chart | Street directories or road maps of WA
|  |  | Internet access | Behind the wheel Task 9
30 mins | 206 | 5.8 Before other help arrives | ACTIVITY SHEET 5.8 Before other help arrives
|  |  | A driver's responsibility when involved in or is a witness to a crash and basic first aid. | ACTIVITY SHEET 5.8 Basic life support guidelines
|  |  | STRATEGIES - Brainstorm; PNI; Values continuum | Large paper
|  |  | STRATEGY SHEET 4 Values continuum | STRATEGY SHEET 8 PNI
<p>|  |  | STRATEGY SHEET 8 PNI |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **5.9 Safe system** | The state road safety system *Towards Zero* and the Safe System. | Keys for Life DVD · *Towards Zero*  
ACTIVITY SHEET 5.9 Safe system  
ACTIVITY SHEET 5.9 What’s important?  
Internet access |
| **5.10 Buying a car** | Factors that influence a car purchase. | ACTIVITY SHEET 5.10 Buying a car  
Coloured dot stickers  
*Let’s practise* booklet · class set or online access |
| **5.11 Influencing consumers** | Advertisements target specific audiences. | Vehicle advertisements (ie print or other media)  
A3 paper |
| **5.12 Car costs** | Costs of owning a car compared to the benefits of using public transport, cycling or walking. | ACTIVITY SHEET 5.12 Car costs  
STRATEGY SHEET 2 Choose a corner  
Internet access  
*Behind the wheel* Task 9 |
| **5.13 Vehicle insurance** | The different types of insurance. | ACTIVITY SHEET 5.13 Vehicle insurance  
Internet access |
| **5.14 Intention to stay safe** | Intentions to behave safely are challenged when situations arise that test a person’s beliefs and attitudes. | Keys for Life DVD · *Three, the choices you make* |
| **Assessment Task 5** | Getting home safely agreement | ASSESSMENT SHEET 5 Getting home safely agreement  
ASSESSMENT SHEET 5 Planning how to get home safely  
MARKING KEY 5 Getting home safely agreement |
**TEACHER NOTES**

It is recommended that activities from Unit 1, 2, 3 or 4 have been conducted before commencing this unit.

**Rehearsing responses to promote safety**

It is important for students to be motivated and capable of protecting their health and safety. A skills-based approach to road safety education provides opportunities for young people to develop the knowledge, attitudes and skills that will empower and motivate them to plan well, and make safer decisions. When this approach includes modelling and rehearsal of socially acceptable responses, it is more likely that the positive responses will be remembered and used in the real world.

It is widely recognised that knowledge alone is generally insufficient for young people to adopt and maintain behaviours that promote safety and wellbeing, particularly when faced with pressures, social acceptance and temptations that may compromise health (eg binge drinking, using drugs or driving dangerously).

The goal of skills-based education is to increase knowledge and to translate that knowledge into positive behaviours. Some of the skills include:
- Clear and assertive communication
- Decision-making, planning and problem-solving.
- Critical and creative thinking.

The teaching and learning strategies in this unit include role-plays, debates, scenarios and situation analysis, and small group work. It is through this participation that young people learn how to better manage themselves, their relationships and their decisions.

The foundation of this pedagogy is based on a wide body of research which has found that people learn what to do and how to act by observing others, and that their behaviours are reinforced by the positive or negative consequences which result from these observations. In addition, many examples from research show that retention of behaviours can be enhanced by rehearsal.

**Safer driving habits**

Safer driving habits include being knowledgeable, competent, unimpaired, courteous and responsible. Encouraging and motivating young people to engage in safer driving habits is the focus of the activities in this unit and the *Keys for Life* program.

The following messages can help young people to develop positive attitudes towards safer driving:

- Emphasise the potential consequences of risky driving such as, harming others (ie friends and family).
- Raise awareness about enforcement and penalties.
- Provide realistic information about crash risk to avoid overconfidence.
- Emphasise the need for planning safe transport home and a back-up plan that involves a responsible adult.
- Reinforce refusal of a lift with an alcohol or drug affected driver.
- Emphasise avoiding dangerous driving situations due to driving skill limitations.
- Encourage drivers to switch off their mobile phones and avoid other distractions.
- Avoid ‘blaming’ other drivers and road users, and encourage responsibility and compliance.

**Self competencies**

**Decision-making**

Young people are more likely to make informed, safer decisions if they are equipped with relevant facts, positive attitudes, knowledge of the decision-making process, and provided with opportunities to apply the process in a range of scenarios. The decision-making process includes these steps:

- Identify the problem or issue
- Examine options and consider the consequences of each option
- Choose the safest option and make a decision.

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2 Adapted from What’s the Plan? Youthsafe, NSW. Government of New South Wales.
Decision-making and planning in relation to alcohol or other drug use

Decision-making can be complex and challenging in social situations, particularly when the decision relates to travelling with someone who is affected by alcohol or other drugs.

Young people need to be made aware of the seven ‘decision points’ that can influence a person’s decision to drink and drive4:

- Planning for the social event
- Deciding on proposed transport
- Planning to drink or not drink
- Deciding to drink or not drink
- Activities during the social event
- Deciding when to leave
- Deciding whether to drive.

The key message for young drivers is ‘leave your vehicle at home’.

Negotiation and assertive communication

Effective negotiation helps individuals to resolve situations where the end result is agreeable to all. Negotiation is about compromise, active listening, assertive communication and understanding the negotiation process. It is an important skill when learning to drive and in social situations.

Successful negotiation involves these steps:

- **Plan**: Understand the reasons behind both parties’ interests and determine the best time and place to negotiate (eg not during a driving lesson).
- **Propose**: State the position and suggest a course of action that is stated clearly and assertively, not aggressively.
- **Bargain**: Consider the other person’s interests and point of view and work toward an outcome that you both agree on. This relies on the principles of ‘give and take’ and ‘win-win’.
- **Agree**: The final step is to agree on a course of action and to state the outcome eg ‘So just to confirm, you’re going to give me a driving lesson tomorrow at 9am.’

Towards Zero:
Getting there together 2008 – 2020

The Towards Zero road safety strategy is based on scientific research about the best solutions to WA’s unique road safety problems and can be viewed at [http://rsc.wa.gov.au/Research/Strategies](http://rsc.wa.gov.au/Research/Strategies).

The strategy incorporates the Safe System Approach to road safety which aims to save 11,000 people from being killed or seriously injured in WA by the year 2020. It is based on the four cornerstones of: Safe road use; Safe roads and roadsides; Safe speeds; and Safe vehicles, and the following underlying principles:

- **Human limitations and a forgiving road system**
  A paradigm that acknowledges ‘human error’ and fallibility is essential. In a crash, there are physical limits to the amount of force a body can take before being injured. A Safe System is one in which vehicles, roads and roadsides are ‘forgiving’ and designed to protect all road users.

- **Shared responsibility**
  All road users are expected to share responsibility for road safety and this includes road users, engineers and system designers, vehicle manufacturers, policy makers, workplaces, and the government.

- **Increased use of public transport**
  Buses and trains are safer modes of transport. Fewer people driving and riding on the road will result in fewer death and serious injury crashes. Increasing the use of alternative modes of transport will also reduce congestion and vehicle emissions.

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Risk management strategies for young drivers

Young road users are significantly over-represented in serious injury and fatal road crashes.

The following risk management strategies are particularly relevant for young drivers.

- Undertake diverse and extensive driving practice with a supervisor and/or instructor.
- Travel at or below the posted speed limit, and at a speed that suits the conditions (ie weather, road and time-of-day).
- Avoid driving unrestrained, distracted or impaired due to alcohol, other drugs or fatigue.
- Plan trips, in particular when travelling in unfamiliar areas and before long journeys.
- Understand and comply with road rules and in particular, be alert at intersections and give correct signals.
- Understand and comply with the restrictions on learner and provisional drivers.
- Maintain safe and appropriate following distances.
- Drive defensively, courteously and patiently.
- Limit distractions and passengers.
- Avoid late night driving with friends and extensive weekend driving attention.
- Recognise and manage the effect of negative emotions on driving.
- Purchase safer vehicles and maintain vehicle condition.
- Implement strategies to get home safely from planned and impromptu events.
- Plan driving moves well in advance and slow down when approaching hazards.
- Learn to anticipate hazards by slowing down, and when in doubt, do not proceed.

Vehicle safety

Buying and using vehicles with a high safety rating (ie a minimum of four stars) is highly recommended as an effective road safety strategy. Vehicles with a high safety rating will not necessarily cost more. The star rating indicates how well a vehicle protects its occupants in a crash based on internationally recognised crash tests. The higher the star rating the less likely the driver’s errors will result in serious injury or death. This applies to both new cars, via the Australasian New Car Assessment Program (ANCAP), and used cars via the Used Car Safety Ratings (UCSR). New and used car safety ratings are available at http://rsc.wa.gov.au/Road-Safety-Topics/Road-Issues/Vehicles.

The following key safety features have been designed to reduce the likelihood of fatalities and injuries in a crash.

- Properly worn seat belts and correctly fitted and installed child car restraints are essential for protecting vehicle occupants in a crash. Seat belt reminder systems alert occupants to wear a seat belt.
- Side and curtain airbags protect occupants in a side impact crash.
- Braking systems such as electronic stability, anti-lock braking (ABS) and emergency brake assist (EBA) help maintain control of the vehicle in emergency situations, prevent the wheels from locking while braking, and ensure maximum braking power in an emergency stop.
- Reversing sensors and cameras alert the driver to objects in the vehicle’s path.
- Colours such as white are recommended to increase vehicle visibility.
- Head restraints limit backward movement of the head during a crash, reducing neck injury.
- Daytime Running Lights (DRLs) are headlights that make vehicles more visible during the day.
Buying a vehicle

Young people should consider the following when purchasing a vehicle.5

- Decide the type of vehicle based on personal and work needs, safety ratings and features, and fuel consumption.
- Set a budget that includes stamp duty, transfer fees and running costs such as fuel, insurance, registration, servicing and maintenance.
- If a loan is required, get quotes and have the loan approved before starting to look for a vehicle.
- Research online and in newspapers, the price of a vehicle and its likely trade-in value.
- Find out availability and cost of spare parts and maintenance, particularly for imported and older vehicles.
- Organise a mechanic to inspect the vehicle or ask for a current independent mechanical report.

Legal information about buying vehicles, including contracts, loans, repossession, avoiding bankruptcy, and free financial advice and counselling, is available at: http://www.legalaid.wa.gov.au/myCar/

Insurance

In Australia, there are four (4) types of motor vehicle insurance options available. These are:

- Compulsory third party (CTP)
- Third party property damage
- Third party property damage – fire and theft
- Full cover (comprehensive insurance).

In Western Australia, all owners of registered vehicles must pay Compulsory Third Party (CTP) Insurance. This is combined with every Motor Vehicle Registration Licence invoice. The Insurance Commission of Western Australia (ICWA) is the sole CTP insurer for motor vehicle personal injury in Western Australia. ICWA deals with all personal and fatal injury claims resulting from motor vehicle crashes that involve a Western Australian registered vehicle.

The other three motor vehicle insurance options listed above are supplied and administered by various private insurance companies.

Drivers involved in a road crash

If a driver is involved in a crash there are several things they must do:

- Stop immediately
- Help anyone who has been injured but before doing so, check that their actions do not put themselves or others in danger
- Send someone for help if required
- Give details to the owner or driver of the other vehicle.

If a driver is involved in a crash where someone has been injured, they must stop immediately and help. If they do not stop, the penalties are severe eg imprisonment, loss of licence, fines or allocation of demerit points.

If someone has been injured, the crash must be reported to the Insurance Commission of Western Australia (ICWA) by calling (08) 9264 3333 or in country areas 1800 643 338. If any injury has occurred or if there is more than $1,000 damage done to vehicles and/or property (in total), or if the owner of the damaged property is present, the crash must be reported to the police.

First aid

Offering assistance when someone is injured in a road crash is vital as 5 to 15% of road crash victims can be saved by unblocking an airway or stopping bleeding until an ambulance arrives. It takes only 4 minutes for an unconscious road crash victim, with no other serious injury, to die from a blocked airway.

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DRSABCD Action Plan

In an emergency call **triple zero (000)**

**D**

**DANGER**
Ensure the area is safe for yourself, others and the casualty

**R**

**RESPONSE**
Check for response—ask name—squeeze shoulders

<table>
<thead>
<tr>
<th>No response</th>
<th>Send for help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>Make comfortable, monitor response and check for injuries</td>
</tr>
</tbody>
</table>

**S**

**SEND**
Call triple zero (000) for an ambulance or ask another person to make the call

**A**

**AIRWAY**
Open mouth – check for foreign material

<table>
<thead>
<tr>
<th>No foreign material</th>
<th>Leave on back. Open airway by tilting head with chin lift.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign material in mouth</td>
<td>Place casualty in recovery position, mouth slightly downward clear airway with fingers</td>
</tr>
</tbody>
</table>

**B**

**BREATHING**
Check for breathing—Look and feel for chest movement, listen for air escaping from mouth and nose (an occasional gasp is not adequate for normal breathing)

<table>
<thead>
<tr>
<th>Not breathing normally and no response</th>
<th>Place on back and commence CPR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal breathing</td>
<td>Place in recovery position, monitor breathing and responsiveness.</td>
</tr>
</tbody>
</table>

**C**

**CPR**
Start CPR 30 compressions, 2 breaths

- Place heel of hand on the lower half of breastbone in centre of chest with other hand on top of first,
- Press down 1/3 of depth of chest and give 30 compressions,
- Open casualty's airway (head tilt with chin lift)
- Pinch soft part of the nose to seal.
- Blow steadily into mouth for up to 1 second, watch for chest to rise and fall. Take another breath and repeat.
- Aim for approximately 100 compressions per minute. Continue CPR (30:2) until ambulance arrives or casualty recovers.

**D**

**DEFIBRILLATION**
Apply defibrillator as soon as possible (if available) and follow voice prompts
Activity 5.1 Safety Ratings

What You Will Need

- Activity sheet 5.1 Safety ratings – photocopy one per student
- Strategy sheet 4 Values continuum (refer to page 224) – one set of signs

1. Explain to students that there is now a ‘push’ for manufacturers to produce vehicles with safety features and to achieve a five star safety rating. Safety ratings for new vehicles are awarded using a star system by the Australasian New Car Assessment Program (ANCAP), available at www.rac.com.au and http://rsc.wa.gov.au.

   The two categories of safety features:
   - **Passive** – these features protect and minimise injuries of vehicle occupants in a crash (e.g., air bags, seat belts, crumple zones)
   - **Active** – these features prevent a vehicle having a crash or ensure the driver is in the best position to control the vehicle when any emergency situation arises (e.g., Electronic Safety Control and wider vision areas).

   Explain that there is also a star rating system for used cars known as the Used Car Safety Rating (UCSR) system, available at https://rsc.wa.gov.au/Topics/Safer-Vehicles.

2. Ask students to imagine that they have won a car of their choice in a competition run by the WA Road Safety Commission. However, the rules of the competition state that the vehicle chosen by the winner must have a four or five star safety rating, and cannot cost more than $30,000.

3. Give each student a copy of Safety ratings.

4. Ask students to decide which five cars they would choose and write these on their sheet.

5. Students then use the suggested websites to check the price, safety ratings and other safety features of each of the five cars listed on their sheet.

6. Discuss students’ findings then process the activity using the following questions.
   - Were you surprised about the safety ratings of the cars you chose? Why?
   - What safety features do manufacturers usually include as standard items? (Seat belts, air bags, braking systems, crumple zones.)
   - Which car do you think provides the best price and safety?
7. Conduct a **values continuum** (refer to page 219 or the *Keys for Life DVD*) using the following statements and the agree and disagree cards (refer to page 224 or the *Keys for Life DVD*).
   - Safety ratings and features will influence young people when buying a vehicle.
   - Safety features should be standard in all vehicles and not considered as ‘extras’.
   - Young people will always look at the price before anything else when buying a vehicle.
   - Young drivers should only be allowed to drive vehicles that have a minimum 4 star rating.
   - Your first car is always your worst car.

8. Ask students to write and share their responses to the following statement.
   - **Now I know that some cars are safer than others, I intend to …**

**Variation**


**Extension**

Give each student a copy of *Protective gear* and use this to discuss the benefits of motorcyclists and scooter riders wearing protective clothing. In pairs, ask students to consider and list the advantages and disadvantages of riding a motorcycle or scooter as opposed to a car with inbuilt protection (e.g. air bags, seat belts, advanced braking systems).

**Dream car**

- A4 paper – one sheet per student

1. Have students draw the ‘car of their dreams’.

2. Ask students to circle or label the safety features included in their drawings. If these were not included, ask students why.

3. Have students add other safety features to their drawings, labelling these and providing an explanation of the protection each feature offers the vehicle occupants.

4. Conduct a values continuum as previously described.
**ACTIVITY SHEET 5.1**

**SAFETY RATINGS**

You’ve won a car of your choice to the value of $30,000. However, you have to convince the judges that it’s one of the safest cars available in Australia.

1. Write the name of five cars that you would like to buy in the table below.

2. Use these websites and others to find out the price, safety rating and safety features of each car on your list.
   - www.choice.com.au (Search Cars and Vehicle safety)
   - www.howsafeisyourcar.com.au (safety features)

3. Write two or three other things that you would consider before buying each car (eg looks, practicality, running costs, safety, off-road ability, re-sale value).

<table>
<thead>
<tr>
<th>Car up to value of $30,000</th>
<th>Safety features</th>
<th>Other factors that would influence your decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car 1 (model and make)</td>
<td>Safety rating</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car 2 (model and make)</td>
<td>Safety rating</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car 3 (model and make)</td>
<td>Safety rating</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car 4 (model and make)</td>
<td>Safety rating</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car 5 (model and make)</td>
<td>Safety rating</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The car I would choose is a ______________________________ because ____________________________________________
Activity Sheet 5.1

Protective Gear

- Helmets - A securely fitted helmet will last 1-5 years, depending on use. They are designed to absorb only ONE impact or drop.
- Eye protection - Ensure you wear quality glasses with open-faced helmets or when riding without a visor.
- Gloves - Should fit securely but comfortably, be reinforced, padded and able to improve your grip.
- Jackets - Choose either leather or non-leather alternative. Select a jacket with built-in shoulder, elbow and back protection that is abrasion-resistant.
- Boots - Buy boots that are light, secure and reinforced.
- Pants - Choose pants that are comfortable and have built-in reinforcement.

Illustration provided by Road Safety Commission
http://rsc.wa.gov.au/Road-Safety-Topics/Road-Users/Motorcyclists-Scooter-Riders
ACTIVITY 5.2 CRASH COSTS

WHAT YOU WILL NEED

- Activity sheet 5.2 Crash costs – photocopy one per group
- Internet access to www.icwa.wa.gov.au (Insurance Commission of Western Australia) and other motor vehicle insurance companies

1. Explain to students the different levels of cover offered by vehicle insurance policies (refer to page 178).

2. Give each group a copy of Crash costs. Read through the scenario which describes a series of similar crashes involving young drivers who have different types of insurance.

3. Explain that students are to choose one of the characters and investigate:
   - The types of expenses that will be covered by their insurance policy
   - The types of expenses that will have to be met by the driver (or others)
   - The estimated total cost of these expenses.

4. Allow time for each group to research then share their findings.

5. Conclude with the suggested processing questions or by further discussing questions generated during the activity:
   - Which insurance policy would you recommend a young driver purchase? Why?
   - Will knowing that policies can cover different expenses influence your decision when purchasing motor vehicle insurance? Why?
   - What expenses were not covered and why?
**Activity Sheet 5.2**

**Crash Costs**

Five young drivers were all involved in similar, but separate crashes. Their cars were each worth $7,000.

When driving, they were distracted for a moment and ran into the rear of the car in front. In each crash, the young driver received whiplash and damaged their vehicle to the point where it was not driveable. Similarly, for each crash, the other vehicle (valued at $25,000) was ‘written off’. The driver of the other vehicle sustained serious injuries and could not attend work for a number of weeks.

The young drivers have come to you, the insurance experts, to find out more about the situation they are in.

<table>
<thead>
<tr>
<th>Young driver</th>
<th>Jess, 22</th>
<th>Bob, 18</th>
<th>Wes, 18</th>
<th>Suri, 19</th>
<th>Zen, 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of insurance policy</td>
<td>Compulsory Third Party (CTP) and Third Party Only – Property Damage insurance</td>
<td>Compulsory Third Party (CTP) and Third Party – fire and theft insurance</td>
<td>Compulsory Third Party (CTP) insurance only</td>
<td>At the time of the crash Suri was driving an unlicensed vehicle. She has no other form of insurance</td>
<td>Compulsory Third Party Insurance (CTP) and full comprehensive insurance</td>
</tr>
<tr>
<td>What will be covered by the insurance policy?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What expenses will the young driver have to pay?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the estimated total cost of these expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which insurance policy would you recommend to a young driver? Why?
Activity 5.3 Making plans

What you will need

- Activity sheet 5.3 Making plans – photocopy one per student
- Fact sheet 5.3 P plate drivers - photocopy one per student

1. Ask students to define ‘planned’ and ‘impromptu’ in terms of events, parties and gatherings. Planned could include Year 12 balls, graduation ceremonies, weddings and 21st birthday parties. Impromptu could include celebrating winning a grand final and friends dropping over.

2. Suggest that young people should have strategies in place to ensure they socialise safely and get home safely, for both planned and impromptu events.

3. Give each student a copy of Making plans. Have students identify a planned and impromptu event then write a list of strategies that will help them socialise safely and arrive home safely. These could include:
   - Staying together
   - Looking after an unwell person until help arrives
   - Taking a charged mobile phone
   - Having a ‘pick up’ plan with parents (eg their parents will pick them up at any time or will pay for a taxi when they can’t).

4. Place students in groups to share and discuss their ideas.

5. Decide as a group the strategies that can be used to ensure that a young person does not drink and drive (eg leaving car keys at home, having a designated driver) or travel as a passenger with a person who has been drinking alcohol or using other drugs (eg having a ‘get home safely’ agreement with parents).

6. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
   - Have you and your parents talked about what you will do and what they will do, to make sure you get home safely?
   - Do you feel confident to ‘stick’ to your plan and not be influenced by others?
   - What could you do if a mate tried to talk you into driving under the influence of alcohol or other drugs?
   - What could you do if a mate tried to drive their car under the influence of alcohol or other drugs?
   - How would you feel if you didn’t try to stop a mate from driving after drinking alcohol and they were involved in a crash?

7. Send home a copy of Fact sheet 5.3 P plate drivers with each student.
Activity Sheet 5.3
Making Plans

Think of one planned and one impromptu event where you would need to have strategies in place to stay safe and get home safely.

Some strategies can be planned well before an event but others might need to be in your head, ready to use in an emergency.

What plans will you need to stay safe while socialising? What plans will you need to have in place to get home safely?

Tick the ideas in your list that are useful for both planned and impromptu events.

Planned Event

<table>
<thead>
<tr>
<th>Plans to Stay Safe While Socialising</th>
<th>Plans in Place to Get Home Safely</th>
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Was it easier to decide on ways to get home safely from planned events? Why?

__________________________________________________________________________

Which ideas will require you to have a conversation with your family or friends?

__________________________________________________________________________

__________________________________________________________________________

Often young people intend to not drink and drive, however an impromptu event may challenge this intention. What can you do to make sure that you do not and drive, or do not travel with a driver who has been drinking alcohol?

__________________________________________________________________________

__________________________________________________________________________
P plate drivers

P plate drivers are still very new to driving so continue encouraging their safe driving.

- P plate drivers must plan ahead.
- P plate drivers must drive below or to the posted speed limit, and adapt to driving conditions such as heavy traffic, rain and corrugated roads.
- Be aware that night time is when many young driver crashes occur.
- Gradually increase the number of passengers in the car when on green P plates.

Stay calm and drive safely

Getting home safely

Before going out and particularly when partying, spend some time talking with your teenager about options for getting home safely.

Some ideas:
- Leave the car at home.
- Take enough money to pay for a bus, train or taxi fare.
- Catch a train or bus. Check timetables to avoid waiting at stations or bus stops.
- Share a taxi with a friend.
- Stay overnight with a friend.
- Arrange to be dropped off and picked up by a parent or other responsible adult.
- Take a mobile phone and make sure it is charged.
- Have a list of emergency phone numbers in either a mobile phone or wallet.

Talk about ways your teenager can deal with pressure from friends to drive unsafely or to get into a car with a driver who has been drinking alcohol or using other drugs.

Adapted from Parent fact sheet: Helping teenagers become safer drivers, Youthsafe, NSW (2007)
Activity 5.4 Risky Situations

What You Will Need

- Activity sheet 5.4 Risky situations – photocopy one card per group
- Strategy sheet 5 Decision-making model (refer to page 225 or the Keys for Life DVD) – photocopy one per group

1. Suggest to students that in many socialising situations, young people will be forced to make decisions related to the health and safety of themselves and others. Explain that sometimes these decisions will need to be made quickly or 'on the spot'. For example, 'Do I get a lift home with my brother who I know has been drinking?' In this situation the young person may not have the time to consider the consequences of their decision.

Other situations may give the young person time to weigh up their options and the outcomes of making a choice such as 'How am I going to get home from the party next Friday?'

In each of these examples, the decision can be influenced by:

- **Social factors** such as pressure from peers to go to a party or stay at a party, pressure from family not to go or return home on time and to act responsibly, and the behaviour of peers and friends at the party
- **Cultural factors** such as family and/or religious values and attitudes about alcohol and other drugs and sexuality
- **Environmental factors** such as road and weather conditions, vehicle conditions, availability of phones or money, time of night or day.

2. In groups of four, students work through the decision-making model (refer to page 219 and 225 or the Keys for Life DVD) to identify the choices available and the possible health and safety consequences for a character described in one of the scenarios on Risky situations.

3. Allow time for students to share the reasons behind the decision they made for the character in their situation.
Conclude with the suggested processing questions or by further discussing questions generated during the activity.

- What factors would support this decision (enablers)?
- What factors would restrict this decision (barriers)?
- What social, cultural and environmental factors may have influenced your decision for the character in this situation?
- What can young people do to prevent someone who has been drinking or using other drugs, such as cannabis or amphetamines, from driving?
- What can young people do to prevent themselves and others from getting into a car with a driver who has been drinking or using other drugs such as cannabis or amphetamines?

**Variation**

Alternatively, ask students to develop their own risky situations and process these as above. The situations may have been previously encountered by students or situations that students predict may happen in the future. (Remind students of the ‘no name’ rule when they are referring to situations that have occurred.)
Billy and his older brother Tom are at a party about ten kilometres from their house. Their parents allowed Tom to drive the farm ute because he promised they would be home before midnight.

When it’s time to go, Billy realises that Tom has been drinking. Tom says he is okay and that if he doesn’t get the ute back in time he’ll be banned from using it for life! Billy and Tom don’t know anyone else at the party who is going home their way. Both boys are worried about their parents’ response to this situation.

What could Billy and Tom do?

Shan has driven herself to a party.

Some of her friends start passing a bong around and drinking from a bottle of spirits. They offer the bong to Shan.

Shan has never used a bong before and doesn’t really want to, but she doesn’t want her friends to think she is a loser.

What could Shan do?

Charlie has driven to the beach to meet up with some old high school mates.

They all decide to go to the nearby hotel for a beer. Charlie hasn’t seen these friends for ages, so she agrees to go with them.

Before she knows it, someone has bought Charlie a beer and is saying ‘skoll’.

What could Charlie do?
It’s Rani’s 18th birthday and some of her friends have taken her to a party at a nightclub.

Everyone starts buying Rani shots and before long she is having trouble focusing and wants to go home. It’s still quite early so none of her friends want to leave.

What could Rani do?

Gino and his friends like hanging out together in their cars.

A few times Gino has seen some of his friends standing up on the roof or on the front of a car while it’s been driven around on the road. He saw one guy fall off last week and break his leg.

Gino is really worried that someone might get killed or really injured. He doesn’t want that to happen but he doesn’t know what to say or do.

What could Gino do?

Annul doesn’t have his driver’s licence. All of his friends have their licences so he has to get lifts with them. Annul and his friends all live on farms out of town so the only way they can get anywhere is by car.

Some of Annul’s friends like to show off and often drive faster than they should, or do burn outs or doughnuts. He feels like he has no control over the situation and often closes his eyes and hopes they all get home safely.

Annul wants to go out with his friends but he doesn’t know what to say or do.

What could Annul do?
Josh and his friends like to hang out on the salt lakes just out of town or go for a cruise around the streets late at night. Josh drives a V8 that he did up with his Dad. Josh thinks that he is a pretty safe and responsible driver.

Some of the guys that he hangs out with are real rev-heads and like to race each other. They’ve asked Josh to race but so far he has managed to say ‘no’ but it’s getting harder each time. Josh knows that his car could beat some of the other guys’ cars and he would love to show them what it can do.

What could Josh do?

Minnie’s friend Saxon has been caught before for speeding and drink driving. Saxon has told Minnie that he has started using cannabis and thinks he won’t get done for drug driving. Minnie knows that drugs affect you when you are driving, but Saxon won’t listen to her.

Minnie doesn’t have a driver’s licence so she often gets a lift to work with Saxon. She knows that Saxon is frequently still affected by cannabis in the morning when he picks her up but she needs to get to work. She doesn’t feel safe.

What could Minnie do?

Some of Tiko’s friends have started taking ecstasy.

They tell Tiko that he should try it but he doesn’t want to. Tiko’s really worried about his friends using ecstasy and then driving.

What could Tiko do?
Activity 5.5
PRACTISING ASSERTIVE RESPONSES

WHAT YOU WILL NEED

- Activity 5.5 In control – photocopy one per student
- Activity 5.5 Role-play planning – photocopy one per student
- Task 10 Tolerance and courtesy – Behind the wheel page 30

1. Review the three styles of communication – assertive, aggressive and passive (refer to Unit 4, Activity 4.3 Communicating effectively page 166).

2. Working in pairs, students record assertive, passive and aggressive responses for each of the situations described on In control.

3. With the same partner, students then choose one of the situations listed on In control and plan a role-play (refer to page 220 or the Keys for Life DVD) using the Role-play planning sheet. The role-play should convey assertive communication and last no longer than two minutes.

4. Students perform their role-play and explain why the assertive response was the safer option, and how the risks could be reduced by responding assertively.

5. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
   - Did responding assertively feel comfortable? Why?
   - From the assertive responses presented in the role-plays, were there some that could be used in a range of road safety situations?
   - If faced with a road safety situation, would you now feel confident to respond assertively?

6. Read through Task 10 in the Behind the wheel journal (refer to page 30). Clarify students’ questions before they attempt the task.
**Activity Sheet 5.5**

**In Control**

Complete the table below by recording an assertive, passive and aggressive response for each situation as well as the risks that could be reduced by responding assertively.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Assertive</th>
<th>Passive</th>
<th>Aggressive</th>
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</thead>
<tbody>
<tr>
<td>1. You are on the way to an early morning football match with several members of your team and notice that the driver is eating a sandwich and drinking a coffee. You are concerned as eating and drinking seems to be taking the driver’s focus away from driving.</td>
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<td>2. You are the designated driver and do not intend to drink. Your friends know you are driving home but insist that one drink is perfectly okay and well within the law as a P plate driver.</td>
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<td>3. The driver of the car you are travelling in appears to be trying to impress you by driving very fast.</td>
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<tr>
<td>4. Your friend invites you to join a group who are regularly involved in illegal street racing.</td>
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<tr>
<td>5. You are driving some intoxicated friends home. You are worried that their behaviour in the car will distract you while driving.</td>
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</tbody>
</table>
**Activity Sheet 5.5**

**In Control**

Complete the table below by recording an assertive, passive and aggressive response for each situation as well as the risks that could be reduced by responding assertively.

<table>
<thead>
<tr>
<th></th>
<th>Assertive</th>
<th>Passive</th>
<th>Aggressive</th>
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<tbody>
<tr>
<td>6. You are staying with some friends who live in the country. Everyone is going to visit the neighbours who live approximately 5km away. You are told to jump into the back of the ute as there is not enough space for everyone inside the vehicle.</td>
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<td>7. Your parents often collect you from parties and friends’ houses late at night. However, they have usually been drinking but always appear to drive safely.</td>
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<td>8. You are stuck on the freeway in peak hour traffic. Your passenger is encouraging you to drive more aggressively as you are already late for school.</td>
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<td>9. The person chosen to drive home has clearly had loads to drink. You never drink much and feel okay. Your friends want you to drive the other person’s car home.</td>
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<tr>
<td>10. You are a passenger in a car driving back to the Perth after a weekend away in the country. You notice that the driver is distracted by the passenger in the front seat who is selecting another CD.</td>
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</table>
Write the situation (from *In control*) that you have selected to role-play.

Describe two risk factors associated with this situation that require an assertive response.
1. 
2. 

Develop two different responses that enable you to respond assertively in this situation and will potentially reduce the risks. Write these assertive responses in the spaces below.

Assertive response (1) ____________________________________________

______________________________________________________________

Assertive response (2) __________________________________________

______________________________________________________________

Choose one of the assertive responses listed above for a two-minute role-play presentation. 

1 2

List at least three appropriate and relevant assertive behaviours to use during your role-play that will strengthen your ability to communicate assertively.
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

Describe why the assertive response in this situation is the safer option in terms of risks that could be reduced.

______________________________________________________________

______________________________________________________________
ACTIVITY 5.6 COMEBACKS

WHAT YOU WILL NEED

- Activity sheet 5.6 Comebacks – photocopy one per student
- Activity sheet 5.6 Tips for a safe night out – photocopy one per student

1. Explain to students that peer pressure can be both positive and negative (eg influencing someone to do the right or wrong thing).

Give each student a copy of Comebacks and discuss the three types of negative peer pressure described – rejection, bullying and put downs, and reasoning and false authority.

2. With a partner, students discuss the two situations shown on the activity sheet and write a ‘comeback’ that is assertive.

3. With the same partner, students then choose one of the situations and plan a role-play (refer to page 220 or the Keys for Life DVD). The role-play should convey an assertive response and last no longer than two minutes.

4. Students perform their role-play and explain why the assertive response was the safer option and the risks that could be reduced by responding assertively.

5. Ask students to share any road safety situations they have previously faced that required a ‘comeback’ or assertive response. Discuss how confident students feel to act assertively in situations where they feel unsafe.

6. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
   - Would you use some of the comebacks presented in the role-plays?
   - Do you now feel confident to respond assertively if faced with a similar situation where you felt unsafe?
   - How can you become more confident to give a ‘comeback’? (Students need to have a repertoire of rehearsed comebacks and strategies so they are confident to use these in a traffic-related situation.)
**Activity Sheet 5.6**

**Comebacks**

**Rejection**
Worrying about others, leaving you out or not wanting you around if you refuse to go along with what they are doing.

- None of the other guys have a problem with it.
- You can get home by yourself if you’ve got a problem with my driving.
- Catch the bus if you want but you’ll be on your own.

**Comeback Responses Sound Like**

- Are you really sure about that?
- Your driving is fine. It’s your drinking that’s a problem.
- You’ll be catching the bus too if you lose your licence.

**Bullying & Put Downs**
Calling a person names or insulting them for refusing to go along with what the rest of the group is doing.

- You love bringing everyone down don’t you?
- You’re so boring!
- You sound exactly like my Mum.

**Comeback Responses Sound Like**

- It brings me down when I think about us all getting killed.
- Oh for goodness sake! Boring will be when you get grounded!
- I really like your Mum. She’s great.

**Reasoning or False Authority**
Giving some reasons why they should or should not do something even if the reasons are wrong or don’t make sense.

- Nobody will have any fun if your dad and uncle are around.
- Don’t worry about invitations. Things won’t get out of hand.
- We don’t need any security. We can handle it if gatecrashers show up.

**Comeback Responses Sound Like**

- Don’t worry. My dad and uncle are really cool guys.
- My parents said the deal is no invite, no entry.
- Maybe we could but I don’t want to spend my 18th party fighting a bunch of gatecrashers!
Situation 1
Buddy’s friend Joss has been taking ecstasy and thinks that he can drive home. Buddy says, ‘I think we should call a taxi to get home.’ ‘Look Buddy, ecstasy’s not like alcohol. I can drive perfectly well and at this time of night we’ll never get a taxi,’ says Joss.

Situation 2
Judy has been going out with Max for a few months. Max has just got his P plates and a brand new V8 ute. Max has picked Judy up and is showing her how fast his new car can go. When Judy tells Max that he should slow down, Max says, ‘I never realised you were such a loser. Get over it if you want to stay my girlfriend!’
ACTIVITY SHEET 5.6
TIPS FOR A SAFE NIGHT OUT

PLAN YOUR TRIP HOME AHEAD OF TIME

Make a decision ahead of time about getting home. Always take enough money to get home and always have a back-up plan such as phone numbers in your wallet, just in case your mobile phone is down. Carry emergency contacts in case one of your mates gets sick or hurt.

Talk about your plans for getting home with your friends or parents.

LOOK OUT FOR EACH OTHER AND LOOK AFTER YOURSELF

Stick together and agree that no one gets into a car with a driver who has been drinking, or walks home alone. Do not get separated from your friends and do not let one of your friends become separated from the group.

Agree that if you don’t feel safe at a party, you will tell each other and leave.

If your friend is drunk and wants to drive, do something to stop them.

DON’T DRINK AND DRIVE AND DO NOT TAKE DRUGS (PRESCRIBED MEDICATION OR ANY OTHER TYPE) AND DRIVE

If you are going out and need to drive, do not drink alcohol. Change plans and leave the keys at home.

If you are driving, be aware that some prescribed medications can affect your ability to control a car, react and see things quickly, and make safe decisions.

HELP SOMEONE IF THEY ARE IN TROUBLE OR SICK

If a friend is affected by alcohol or drugs, don’t leave them alone. If they pass out or are about to, contact a doctor or call an ambulance immediately and get help from an adult.

While waiting for help, lie your friend on their side and stay with them.

AN UNCONSCIOUS PERSON NEEDS AN AMBULANCE IMMEDIATELY

If your friend is unconscious, call an ambulance. They need help immediately!

You don’t need to be afraid to tell ambulance officers if your friend has taken an illicit drug. The ambulance officers need accurate information to help your friend.

The police won’t be called unless that person dies or if the situation is violent and ambulance officers feel they or other people around them are in danger.
WHAT YOU WILL NEED

- Strategy sheet 4 *Values continuum* (refer to page 224 or *Keys for Life* DVD) – one set of signs
- Activity sheet 5.7 *Trip planning* – photocopy one per student
- Street directory or map of Western Australia – one per group

1. Have groups use a *T chart* (refer to page 217 or the *Keys for Life* DVD) to brainstorm a list of strategies that a driver should consider ‘before’ and ‘during’ a trip to reduce risks. Some examples are listed below. Add these to the list if not generated by students.

**Before**

- Locate the destination
- Decide the best way of getting there (ie shortest time, least distance, less traffic, safer roads and safest route)
- Estimate the distance to be travelled
- Estimate how much time to allow for travel in different traffic and weather conditions
- If the trip exceeds 2 hours, have another person with a driver’s licence travel with you so the driving can be shared
- Decide when and where to take breaks along the way
- Know how to drive on different types of roads
- Know what to do when overtaking vehicles (eg trucks, caravans, farm machinery) or avoiding livestock and wildlife on the road
- Tell someone your itinerary, especially if it includes off-road areas
- Check the vehicle including tyre pressure, spare tyre, fuel, oil, lights and battery
- Clean the windshield and rear and side windows
- Take a mobile phone and water in case of an emergency
- pack loose objects and luggage in the boot
- Turn off mobile phones
- Avoid long drives after work or school
- Get plenty of sleep
- Don’t drink alcohol or use drugs
- If prescribed or over-the-counter medications are being used, confirm that they will not cause side effects while driving

**During**

- Understand and act on the signs of fatigue (eg constant yawning, blurred vision, slowed reactions, heavy or sore eyes, poor concentration, impatience, not remembering the last few kilometres of the trip)
- Scan the traffic environment for potential hazards
- Consider an alternative route that may be safer
- Avoid driving during ‘normal’ sleep times (between midnight and 6 am for most people)
- Stop and change drivers every two hours or stop the car and have a break to reduce fatigue
- Avoid driver distractions
- Use the *Driver Reviver* stops to take a break
- Don’t drink alcohol or use drugs
2. When completed, have the class share their strategies and discuss the level of effectiveness of each of these.

3. Conduct a values continuum (refer to page 219 or the Keys for Life DVD) using the signs and the following statements. Encourage students to move to the sign on the continuum (agree or disagree) that best indicates their opinion.
   - It is safer doing a long trip at night because there’s less traffic.
   - A flask of coffee or energy drink, fresh air and loud music will help keep me awake while driving.
   - If I stop every 2 hours, walk around and have something to eat or drink, I won’t get tired while driving on a long trip.

4. Highlight to students that most road crashes usually occur within 15 kilometres of a driver’s home and so journeys, both short and long, can be made safer by planning and making decisions to manage fatigue and other risks.

   Explain that the onset and effects of tiredness are different for everyone and that fatigue has no predictable level of impairment to driving ability. However, 17 hours of continuous wakefulness is known to impair driving performance to the same degree as a Blood Alcohol Concentration of 0.05%.

   It is possible for drivers to be tired even when driving on short trips such as home from work or a party. It is not always the driving that makes the driver tired. It is often what happens before the drive that contributes to the driver becoming fatigued.

5. Ask students to plan a trip to a destination of their choice using the Trip planning sheet and a street directory or map of Western Australia.

6. Students should show the order of planning, the issues to be considered (eg fatigue and the distance to be travelled, driving in unknown areas), the decision-making process and options at each stage of the journey to ensure that safety is addressed.

   Maps can be used to check the route and estimated distance and time. Students should estimate the distance to be travelled and presuming the average speed is 100 km/h, decide how long the trip will take and how many driver breaks will be needed to avoid driver fatigue. For example, 347 kilometres which is nearly 4 hours of driving, should have at least one planned driver break.

7. Have students share their trip planning sheet in small groups.

8. Conclude with the suggested processing questions or by further discussing questions generated during the activity.
   - Do most young drivers think about trip planning? Why?
   - If you were to share two trip planning strategies with a young driver, what would they be? Why?
Variation

Show students how to get directions to a specified location using websites such as www.whereis.com and www.maps.google.com.

Working in pairs, students choose a starting point and a destination and describe to their partner directions for getting there and back, using a map and a list of street names. Have students also include a list of key safety and planning features to ensure an enjoyable and safe journey (e.g., be confident of directions before starting, take a friend, plan a break, etc.).
You have decided to go away for the weekend with a couple of mates. You are the only one who has a driver’s licence. Plan the trip to make it a safe one!

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<thead>
<tr>
<th>Where are you planning to drive?</th>
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<table>
<thead>
<tr>
<th>What is the distance you will travel?</th>
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<table>
<thead>
<tr>
<th>How long will it take you to drive there?</th>
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<table>
<thead>
<tr>
<th>What are the main roads you will travel on?</th>
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<table>
<thead>
<tr>
<th>Will this route be the safest option? Why?</th>
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<table>
<thead>
<tr>
<th>How many breaks will you need and where will they be?</th>
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<table>
<thead>
<tr>
<th>What will you need to do before the trip to make it safe? List at least 3 things.</th>
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<table>
<thead>
<tr>
<th>What will you do during the trip to make it safe? List at least 3 things.</th>
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# Activity 5.8

## Before Other Help Arrives

### What You Will Need

- Activity sheet 5.8 Before other help arrives – photocopy one per student
- Activity sheet 5.8 Basic life support guidelines – photocopy one per student
- Strategy sheet 8 PNI (refer to page 226) – one photocopy per group
- Large sheet of paper – one per group
- Strategy sheet 4 Values continuum (refer to page 224) – one set of cards

1. This activity is designed to encourage young people to know what to do in the event of an emergency and a procedure to follow if they or others are involved in a road crash.

   Ask students to **brainstorm** (refer to page 214 or the *Keys for Life* DVD) what they should do at the scene of a road crash (eg check for injuries, call emergency services or give a witness report to police, if required).

2. Discuss the ideas generated by students and as a class sequence these according to priority. Check against the information provided on the *Before other help arrives* sheet.

   Stress the importance of students always checking for their own safety before assisting victims (eg not touching a car or person when electrical wires are nearby, or when fuel is escaping from an overturned vehicle with the motor still running).

3. Use **Basic life support guidelines** to briefly explain the DRSABCD procedure. More in depth information about first aid could be presented by a St John Ambulance guest speaker who will give students information about first aid that is suitable for crash victims.

4. Suggest to students that people are often reluctant to offer help at a crash scene as they are concerned about doing the wrong thing or further injuring the victim.

   Discuss the following questions and ask students to share any concerns they may have about offering first aid assistance at a road crash.

   - **Why do bystanders sometimes choose to not get involved in providing first aid?** (Lack of first aid knowledge or concern about legal implications.)
   - **What factors may affect a potential helper’s decision whether or not to assist with first aid?** (Shock, previous experiences with a road crash, victims are aggressive, location of the crash.)
   - **Do you have a responsibility to offer road crash victims assistance? Why?** (If you are the driver of a vehicle involved in a crash, you must stop the vehicle and offer assistance to victims. Failure to do so can result in loss of licence or a custodial sentence.)
Using a PNI (refer to page 220 and 226 or the Keys for Life DVD) have students identify the possible positive and negative consequences if help was or was not offered by a witness.

You are the bystander of a road crash where the driver and passenger have been injured. What would be the…

<table>
<thead>
<tr>
<th>Positive consequences</th>
<th>Negative consequences</th>
<th>Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>…if you offer help.</td>
<td>…if you offer help.</td>
<td></td>
</tr>
<tr>
<td>…if you don’t offer help.</td>
<td>…if you don’t offer help.</td>
<td></td>
</tr>
</tbody>
</table>

As a class decide if offering help is a better outcome for the road crash victim and the witness.

Set up a values continuum (refer to page 219 and 224 or the Keys for Life DVD) by placing the three labelled cards (agree, unsure and disagree) in a line.

Read one of the following statements and ask students to move to the position on the continuum that best represents how they feel about the statement. Ask students to discuss their opinion with others standing nearby and formulate a group response to justify the stance they have taken. Have students consider the opposing points of view.

- It should be compulsory for all learner drivers to complete a first aid course.
- Everyone has a responsibility to offer help at a road crash scene.
- You need to know more than the DRSABCD procedure to help a road crash victim.

Conclude with the suggested processing questions or by showing the film clip about first aid. Hear our ambassadors.

- What should you do to ensure your own safety at a road crash scene and to provide help for those involved in the crash? (Make sure area is safe such as there are no electrical wires nearby or fuel escaping from an overturned vehicle with the motor still running before administering first aid to victims; call the emergency number for assistance; continue with the DRSABCD procedure.)
- What is one thing you can do to help an injured crash victim? (Tilt their head to allow a clear air passage.)
- How can you protect yourself when providing help to a crash victim? (Use plastic gloves, stay clear of the road and oncoming traffic.)
- Do you feel you know enough about first aid to be able to offer road crash victims assistance? If not, how can you find out more? (St John Ambulance or Drive Safe handbook produced by Department of Transport.)
- What are some typical reactions from people involved in a crash?
- Where might you seek help to deal with road trauma?
ACTIVITY SHEET 5.8
BEFORE OTHER HELP ARRIVES

1. Make the scene safe
   • Protect yourself, bystanders and casualty from further injury.
   • Use hazard lights as warning signals and turn off the ignition in the crashed vehicles.
   • Use headlights to light the area at night.
   • Ensure nobody smokes.
   • If power lines are touching a vehicle, stay away and keep other people away.

2. See who is injured
   • Check in and around vehicles to see how many people are injured.
   • Check if anyone is unconscious. Give them priority.
   • Only remove unconscious victims if they are in danger of further injury or to give life-saving first aid.
   • Encourage conscious people to stay in the vehicle—unless no immediate danger.
   • Assess the number of injured and their injuries to inform emergency services.

3. Assist them
   • If the casualty is unconscious follow the DRSABCD procedure.
   • If a casualty is conscious, stop any bleeding (see point 4).
   • Comfort and reassure casualties. Do not give any food or drink of any sort.
   • Have someone watch the injured in case they wander off.
   • Stay calm yourself. Only move a conscious casualty if it is necessary for safety.

4. Stop any bleeding
   • Apply pressure to the wound to restrict the flow of blood and allow normal clotting to occur (use a sterile pad or dressing).
   • Elevate the bleeding limb to slow the flow of blood and encourage clotting.
   • If the victim feels numbness, tingling or pain near the bandaged area, the bandage is too tight. Loosen it. Do not use a tourniquet.
   • Don’t remove foreign objects from bleeding wounds. Apply pads and bandages around the broken skin and seek medical aid.

5. Send for help
   • Phone 000 to access emergency services and tell them:
     – Which services are needed—ambulance, police, fire engine.
     – Where the crash is using road names, kilometre posts, signs or landmarks
     – How many people are injured, what the injuries are and if anyone is trapped
     – If any power lines are down.
   • Stop passing pedestrians or motorists for help but do not leave an unconscious casualty alone.

Adapted from Australian Transport Safety Bureau,
Before other help arrives
ActivitySheet 5.8
Basic Life Support Guidelines

Do you know your DRSABCD?

D Danger
Check for danger, to you, bystanders and casualty.

R Response
Check if the casualty is conscious or unconscious by calling their name or gently squeezing their shoulder.

S Send
If there is no response call 000 and ask for an ambulance. Stay calm and tell the operator what has happened, your location and nearest intersection, as well as the state from which you are calling. If necessary get someone else to make the call.

A Airway
Check airway for any foreign matter or obstructions (e.g. back of tongue, food, vomit). If no foreign matter is present, leave casualty on their back and open their airway (head tilt chin lift). Check breathing.
If foreign matter is present, place the casualty into the Recovery Position and using two fingers scoop out the foreign matter (cover hands with gloves or a clean plastic bag). Recheck breathing.
[If students are not familiar with the Recovery Position, refer to the instructions at the end of this module]

B Breathing
Check their breathing for up to 10 seconds. Place your face close to the casualty’s face. Look, listen and feel for rise and fall of chest.
If the casualty is breathing, place them in the Recovery Position and tilt their head back to ensure an open airway.
If you are alone and the casualty is unconscious and still not breathing, place them in the Recovery Position and call for an ambulance. Then commence CPR.

C CPR (Cardiopulmonary resuscitation)
CPR is given to a casualty when they are not breathing, not responding and not moving. If there are no signs or life, commence CPR immediately.
If there are no signs of life, commence CPR immediately.

Signs that a person is not breathing or needs urgent medical help

- Blue lips, fingernails and/or toenails
- Cold and clammy and bluish or purplish skin
- Not responding to squeezing of shoulders or shouting
- Occasional gasps (this is not adequate or normal breathing)
- Gurgling
- Vomiting without waking up
- Shallow or very slow breathing or no breathing (10 seconds between breaths)

If you notice any of these signs you need to take immediate action.
ACTIVITY SHEET 5.8
BASIC LIFE SUPPORT GUIDELINES

Commence chest compressions
- Make sure they casualty is on a flat firm surface.
- Kneel beside casualty, one knee level with head and the other with the casualty’s chest.
- Locate the lower half of the sternum (breastbone) in the centre of the chest.
- Do not apply pressure over the casualty’s ribs, upper abdomen or bottom part of sternum.
- Position yourself vertically above casualty’s chest.
- With your arms straight, press down on the casualty’s breastbone a third of the depth of the chest.
- Release pressure, complete 30 compressions.
- Give two breaths - head tilt, chin lift (watch for rise and fall of chest).
- Continue at a rate of **30 compressions and 2 breaths (30:2)**.

Once you have started CPR, it is important that you keep going for as long as possible. Do **NOT stop and start**. Only stop CPR if signs of life return, there is someone else to take over, or medical aid arrives or you are physically unable to continue.

If the casualty **starts to breathe**, place them in the recovery position, reassure and keep them warm. Check their airway breathing and signs of life every 2 minutes.

Remember
- **DON’T** ignore someone who is vomiting; has fainted; is confused or irrational; or who has trouble breathing.
- **DON’T** leave a person intoxicated with alcohol or other drugs alone.
- **DON’T** give fluids (even water) or food to someone who is in shock or unconscious.
- **DON’T** give someone who is affected by alcohol or drugs, other drugs to either wake them up or calm them down.
- **DON’T** forget to give the ambulance officers as much information as you can about what happened (what drug or drugs have been used, what you have done so far).
- **DON’T** drink alcohol or use other drugs when you are alone.
Defibrillation

A defibrillator is used to treat sudden cardiac arrest, a condition that occurs when the heart stops pumping. Many first aid situations that require CPR are due to the heart fibrillating (making a quivering movement due to uncoordinated contraction of the heart). A defibrillator can detect this and provide an electric shock, which may restore normal heart rhythm.

There are a number of Automated External Defibrillators (AED) approved for use in Australia. While each one is slightly different, they follow the same basic approach. AED’s will provide visual and/or voice prompts for the users to follow.

**General AED use:**
- Establish the casualty is not breathing or responding;
- Expose the casualty’s chest;
- Place pads on the patient’s chest (follow AED machine’s instructions);
- Press ‘On’ button (if relevant to model or defibrillator);
- Stop CPR;
- Ensure everyone is clear of casualty;

Follow the machine’s voice prompts.

**Communicate with the 000 operator if you are unsure how to proceed.**

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**Recovery position**

The Recovery Position is a position used for an unconscious, breathing casualty. The Recovery Position opens the airway so the casualty can breathe, provides a stable side position and allows drainage to take place.

**How to place someone in the Recovery Position:**
- Kneel beside the patient;
- Place farther arm at right angle to body;
- Place nearer arm across chest;
- Lift nearer leg at knee so it is fully bent upwards;
- Roll patient away from you onto side while supporting the head and neck;
- Keep leg at right angle with knee touching ground to prevent casualty from rolling onto their face.

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If your students would like to learn more about first aid, a Community Trainer can visit your school as part of the St John Ambulance WA First Aid Focus program. For more details please contact the Youth Engagement Team on 08 9334 1259.

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**WARNING: DO NOT allow rotation between head and spine. Ensure the head and neck is supported at all times.**
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