

NAME \_\_\_\_\_

# IN GEAR

**Challenges and Choices**

A resilience approach to road safety education



**A note to students**

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

**A note to teachers and parent/carers**

This workbook is designed to guide students through a series of activities about resilience and road safety. The activities complement the teaching and learning strategies in the Year 7 Challenges and Choices Teacher Resource and can be completed by students at home, or during class.

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Follow the yellow brick road ....  
Dorothy, the lion, the scarecrow and the tin man followed the yellow brick road to find the Wizard of Oz who they thought would help them. What skills and characteristics do you think they needed to head off on this journey? Courage, determination, hopefulness, 'stickability'.....**Absolutely!**

▶ Write graffiti words and phrases to describe 'resilience'.

**RESPONSIBLE**

**HELPFUL**

**POSITIVE THINKER**

**problem solver**

**ATTITUDE IS THE DIFFERENCE BETWEEN AN ORDEAL AND AN ADVENTURE.**  
Unknown

**A PERSON WHO NEVER MADE A MISTAKE, NEVER TRIED ANYTHING NEW.**  
Albert Einstein

**DON'T LET YESTERDAY TAKE UP TOO MUCH OF TODAY.**  
Unknown

▶ Write your own definition of resilience



# BUILD YOUR RESILIENCE

Being a teenager isn't always easy. Life can be tough sometimes. You might have to face some problems – breaking up with a friend, not getting picked for a team, being bullied at school or having to deal with the death of a parent or friend.

Some people seem to cope with these situations really well. That's because they are using their skills of resilience. Here are some things resilient people do that may provide ideas for you to build your own resilience. Some will work for you and some won't.

## USE POSITIVE THOUGHTS

The way you think influences how you feel and what you do and say. So challenge any negative thoughts and say positive things to yourself – It's going to be okay. I can do this. Other people have been through the same thing as me.

☐ USING  
☐ NEEDS  
WORK

## HAVE A SENSE OF CONTROL

Sometimes even getting out of bed when you are feeling down is hard work. Setting yourself some small goals and working towards these each day can help you feel in control.

USING  
NEEDS  
WORK

## TAKE A REALITY CHECK AND KEEP THINGS IN PERSPECTIVE

Be realistic. It may seem like a huge problem now, but in a few weeks not so huge. Remember, you are not alone facing the challenges of being a teenager.

USING  
NEEDS  
WORK

## WALK AWAY

If you're feeling stressed or angry with someone, end the conversation and take yourself away from the situation. Take time to calm down. Breathe deeply. When you're ready, work out what the problem was with the situation, what you can or can't change, and decide what you need to do.

USING  
NEEDS  
WORK

## LOOK AFTER YOURSELF

Get enough sleep, eat well and do some things that you really enjoy. You can't deal with problems when you're grouchy and finding it difficult to stay awake. Listen to some music, go for a walk or try a few relaxation techniques – yoga, meditation, deep breathing.

USING  
NEEDS  
WORK

## GET CONNECTED WITH FRIENDS, PEERS, FAMILY AND YOUR COMMUNITY

Having successful relationships and working to keep these relationships positive is important.

USING  
NEEDS  
WORK

## TALK – A PROBLEM SHARED IS A PROBLEM HALVED

Ask someone you trust – a friend or even your parents – to listen to what you are worried about. Write in a journal or diary each day or choose something creative to let your feelings flow such as painting or dance.

USING  
NEEDS  
WORK

**You can learn to be more resilient but just because you are resilient doesn't mean you won't feel stressed or anxious sometimes.**

## BE GRATEFUL

Try taking your focus away from negative things and spend time each day looking for something to be grateful for. It doesn't have to be huge. Don't forget to show gratitude to others; let them know when you appreciate something they have said or done for you.

USING  
NEEDS  
WORK



# Ditch the **BAD** mood

Happiness is not the  
absence of problems but the  
ability to deal with them.



It's normal to have days where you feel 'down' or in a bad mood. But it's important to remember that you can have control over your moods. It shouldn't be the other way around. Regardless of what is going on in the world around you, try practising the **ABCDE of Happiness** to lift your mood.

Write one positive thing you already do in  
this area to help with your happiness

Write one positive thing you would like to do  
in the future to help with your happiness

|                                                  |                                                                                                                                    |  |  |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <div>A</div> <div>Active</div>                   | <p>Physical activity can help you feel good: play a game, walk, run, dance.</p>                                                    |  |  |
| <div>B</div> <div>Belong</div>                   | <p>Make sure you connect with people around you: classmates, team mates, family, friends, your teacher.</p>                        |  |  |
| <div>C</div> <div>Commit</div>                   | <p>Try to commit to doing something new or set a challenge: learn a new game, read a new book, make a new friend.</p>              |  |  |
| <div>D</div> <div>Do</div>                       | <p>Do something for someone else – it makes you feel good: a friend, your sister, brother, a parent, your teacher.</p>             |  |  |
| <div>E</div> <div>Express<br/>thankfulness</div> | <p>Take time to notice and appreciate things: the food you eat, things you see around you, and the people who are kind to you.</p> |  |  |

Happiness is not just about doing things that you like. It also requires growth and challenging yourself beyond the boundaries of your comfort zone.





# Magic MOMENTS

Magic moments – those times when your goals are achieved and you have success, or when something happens that makes you feel great – are the times that you really need to focus on when you are feeling a bit down, stuck or uninspired.

The happiest people do not have the best of everything; they make the best of everything they have.

Keep a journal of all your 'magic' moments. It could be a diary, a photo board, a Powerpoint or an iMovie. Remember, the magic moments don't need to be huge. They could be:

- cooking a new recipe with your mum
- washing the dog and laughing when it sprays you with soap suds
- when your friend sends you a 'thinking of you' text when they knew you were feeling upset.

*These are all moments that remind us that life is great.*

Write two things that have happened at school this week that made you feel good.

1

2

Write two things that have happened at home this week that made you feel good.

1

2

Write **one** thing someone else did this week that made you feel good.

Write **one** thing you did for someone else this week that made you feel good.

Write **one** short-term goal that you planned this year that has been achieved and explain how you made this happen.

Write **one** long-term goal that you are working on this year and explain how you are going to make this happen.



# Shifting gears

Did you know that how you talk to yourself affects how you feel? This doesn't mean actually talking out loud. Self-talk is what we say to ourselves when we think about something that has already happened or about something that is going to happen.

Negative self-talk is when we say negative things to ourselves.

Positive self-talk is when we say positive things to ourselves.

Shifting gears or changing negative thoughts into positive thoughts is the key to this skill. It's important to know that your semi-conscious internal voices can influence your moods and what you do and say.

## Situation

## Thoughts (self-talk)

## Feelings

## Actions or behaviour

Jack is in Year 7 and has been chosen for a lead role in a school play

Jack uses negative self-talk  
I'm really nervous. I'm going to stuff up my lines and everyone will laugh at me. Why did my teacher pick me to do this? This is going to be terrible.

Jack feels worried, angry and anxious

Jack treats other students disrespectfully, stares at the teacher a lot, is often late to rehearsals and gets detention

Jess is in Year 7 and has been chosen for a lead role in a school play

Jess uses positive self-talk  
This is a bit scary but it's exciting too. I might ask some of the others how they are feeling. Great, now I can show my friends how good I am at acting.

Jess feels excited, energised, happy and just slightly anxious

Jess makes conversations with other students, finds others in the play with similar interests, learns the lines with a friend, and greets the teacher



### Choose one situation.

1. A student who is going to a new school
2. A young person who has to catch public transport to school for the first time
3. A young person learning to ride a skateboard at the skate park
4. A student who has been asked to go to the principal's office

## Situation

## Thoughts (self-talk)

## Feelings

## Actions or behaviour

Negative self-talk

Positive self-talk



### Write three benefits of looking optimistically at situations and using positive self-talk.

- 1
- 2
- 3





Some people think that an argument and a disagreement are the same thing. Actually, there is a big difference between the two. Do you know what it is?



Write some of the differences between having an argument and disagreeing with someone.

Argument

Disagreement

# ARGUMENTS AND DISAGREEMENTS

It's not unusual for people who live or work together to sometimes disagree. This is normal. Disagreements can be handled in different ways and when handled well, people feel happier because they feel they've been heard and have had a fair deal.

So what shouldn't you do to handle a disagreement?

Forcing means trying to make the other person do what you want by hurting or threatening them. If you force someone you will usually make things worse. You might damage your friendship and feel bad about what you said or did. Forcing isn't a good way to handle a disagreement.

Six ways to handle a disagreement

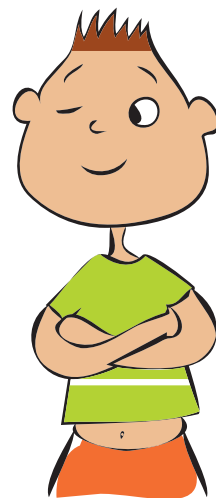
|                                                                              |                                                                                                                                                                                                                                                                                         |                                                      |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 1. Only ignore or walk away from a disagreement if it is unimportant.        | If it is important, you need to stand up for yourself and express your opinion. Some people are too scared to do this because they fear being yelled at or disliked. If you don't stand up for yourself, the disagreement won't be resolved and other people may lose respect for you.  | Use hardly ever<br>Use sometimes<br>Use all the time |
| 2. Agreeing to disagree can be helpful.                                      | Sometimes you might have different ideas about something and both people can be right. When this happens, and if you don't need to make any decisions or sort things out, you can just 'agree to disagree'.                                                                             | Use hardly ever<br>Use sometimes<br>Use all the time |
| 3. Asking someone else to help you sort things out is sometimes necessary.   | First of all you should try to deal with the disagreement but if this hasn't worked, you might need to ask someone else to help you sort it out.                                                                                                                                        | Use hardly ever<br>Use sometimes<br>Use all the time |
| 4. Being assertive is a good strategy for handling a disagreement.           | Being assertive means speaking up about what you think isn't fair or correct without being angry or nasty. Start what you say with the words 'I feel' or 'I think'. Make good eye contact and be respectful.                                                                            | Use hardly ever<br>Use sometimes<br>Use all the time |
| 5. Apologising is also a good strategy.                                      | If you have been unfair or done something wrong to someone, it is helpful to apologise, even if only some of the disagreement was your fault. Apologising all the time, on the other hand, is not a good strategy.                                                                      | Use hardly ever<br>Use sometimes<br>Use all the time |
| 6. Problem solving and negotiating is the best way to handle a disagreement. | Negotiating means that you try to work out a solution that is fair to both people and you can both live with. You should both feel that you have got some of what you wanted. By negotiating, you ensure that there is a much greater chance of staying friends and sorting things out. | Use hardly ever<br>Use sometimes<br>Use all the time |

IT TAKES COURAGE TO SORT OUT A DISAGREEMENT.



**LISTEN TO THEIR VIEWS  
AND DON'T INTERRUPT.**

**FIND WHAT YOU  
ALREADY AGREE ON.**



▶ What did completing the quiz tell you about how you manage disagreements?

▶ What skills do you think you need to work on to be able to handle disagreements better?

▶ Set a SMART goal that shows the steps you will take to become more capable and confident in handling disagreements.  
*If you're not sure how to write a SMART goal, take a look at page 11.*

**S**

**M**

**A**

**R**

**T**

**CALM DOWN FIRST AND THEN PLAN HOW  
TO SOLVE YOUR DISAGREEMENT.**

**FOCUS ON THE PROBLEM THAT  
CAUSED YOUR DISAGREEMENT  
NOT THE PERSON.**

**THERE ARE ALWAYS TWO SIDES TO A DISAGREEMENT.**





# Saving face

'Saving face' means the lengths that you will go to in order to avoid humiliation, embarrassment, and to maintain your dignity and preserve your reputation. It is often used to prevent friends or peers thinking badly about you.



Rhianna didn't want to catch the train without paying so she said her mum was picking her up.



Aaron didn't want to skate through the foyer of the building so he said he was late to pick his brother up from his friend's place.



Noah was worried about riding his friend's motorbike so he said his uncle was coming over and he had to get home for a family barbecue.

Write at least four 'saving face' strategies you have used or could use in a tricky situation.

Write four things you could say to yourself (positive self-talk) to help you manage a tricky situation. For example – I don't need to do this to be cool.

What else can you do to manage internal pressure?

What else can you do to manage external pressure?

Write about a situation where you have 'saved face' to manage a tricky situation. Remember not to include the names of others.

How did you feel? How did the other person feel? Did it affect your relationship with that person?

Do you think you can diffuse a situation with humour? Why?

How easy or difficult is it for you think quickly 'on your feet'? Why?



Some people make decisions by tossing a coin, drawing straws or playing rock-paper-scissors. Some people put off making decisions by endlessly searching for more information or getting other people to offer their advice.

It's a fact of life; we all have to make decisions everyday. Some decisions may not be as easy to make, especially those that are more important to us. Some decisions may not always be the right one because a better choice may not have been considered or the right information may not have been available at the time.

### Let's find out about Andrew

Ben is Andrew's friend and they are both 13. Ben wants Andrew to ask his 18 year old brother to let them take his car for a drive around the block on the weekend. The friendship is really important to Andrew, but he doesn't want to ask his brother to do this.

**▶ Complete the 4 steps and make a decision for Andrew's situation.**

**1. What's the challenge? What exactly is the problem? What are the facts?**

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

**2. What choices are there? (Write at least two)**

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

**3. What are the negative and positive outcomes of each choice?**

|          |                   |                   |
|----------|-------------------|-------------------|
| Choice 1 | Negative outcomes | Positive outcomes |
|          |                   |                   |
| Choice 2 | Negative outcomes | Positive outcomes |
|          |                   |                   |
| Choice 3 | Negative outcomes | Positive outcomes |
|          |                   |                   |

**4. What is your decision? Weigh up each idea. Which looks like the best option?**

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

**▶ What would carrying out this decision look like or sound like? What needs to be done? Who does it? When?**

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

**▶ Will this be a short-term or long-term decision? Try it. Assess it. Did it work?**

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

### Reflecting...

**▶ Write what you like about this problem-solving and decision-making process.**

**▶ Think about a recent situation or problem that you have had. Would knowing this decision-making process have been helpful for you at that time? Why?**

**▶ Which steps in this process would you be able to use in a situation where a decision needs to be made quickly?**






Every day you will be making hundreds of decisions. Some are straightforward and will happen without you having to think too much, like what to eat for lunch – a sandwich or sushi. Other situations will require you to think more and make a decision that may have serious and lasting consequences.

Putting off making a decision when you're faced with a tough situation can have a really negative impact on your health and wellbeing. You will probably feel stressed, anxious, confused, tired or pressured. Being able to make decisions and solve problems are all skills that help us to feel confident and hopeful.

## Problem-solving and decision-making

When you have a problem these **4 steps** can help you to work out some options and then decide on the best way to deal with the situation. It doesn't mean you'll always come up with the best solution but at least you'll know you've tried.

 **Think about a problem that you have in your life right now. Use the 4 steps to decide how you can deal with your problem.**

1. What is the problem?

2. What are all of your options?

3. What are the negative and positive consequences of each option?

4. What's your decision?



## Decision-making tips

1. **Set aside some time** to think about the problem. If you are feeling stressed about this, do something to take your mind off the situation for a while – go for a walk or swim, listen to some music or meditate.
2. **Think about your choices** as there are always different actions you can take.
3. **Think about the positive and negative consequences** of your choices and decide if the positives outweigh the negatives.
4. **Think about your goals and values** and how your decision will sit comfortably with you.
5. **Talk to someone else** to test your ideas. This might be a friend, teacher, counsellor, your parents or Kids Helpline. Getting someone else's perspective and listening to their experiences about dealing with similar situations, can be very helpful. It isn't always an easy thing to do but when you are trying to deal with a problem, asking for advice from someone else can definitely be helpful.
6. **Rethink your options** as you don't always have to go with your original decision. But you do need to make a decision as delaying this can make you feel unhappy or uncomfortable within yourself.
7. **Make a plan** of how you will tell others, how you will manage the situation if they respond badly to your decision, and what outcomes you want to achieve for yourself and them.

Not every decision will be the right one. Do the best you can with the information you have.

Talk to someone if your problem is getting you down and ask for their advice.



# READY, SET GOAL

If you read the biographies of elite sports people, actors, political and world leaders, they all talk about their dreams and goals. Having short-term as well as long-term goals is a great way to help you realise your full potential, and can give you a focus in your life, today and into the future.

## SET A SMART GOAL

Where do you start? When you set a goal you need to be SMART.

|          |                          |                                                                                                          |
|----------|--------------------------|----------------------------------------------------------------------------------------------------------|
| <b>S</b> | <b>SPECIFIC</b>          | Say exactly what you are going to do and what you want to achieve? (Who? What? Where? Why?)              |
| <b>M</b> | <b>MEASURABLE</b>        | How will you know when you have reached your goal? Set a date and put a timeframe to it.                 |
| <b>A</b> | <b>ACTION ORIENTATED</b> | List the steps that you need to take to reach your goal.                                                 |
| <b>R</b> | <b>REALISTIC</b>         | Choose a goal where there is a real chance you will be successful. State why you believe it's realistic. |
| <b>T</b> | <b>TIMEFRAME</b>         | What must you do each day to make it happen? Be realistic and keep the end-by date in mind.              |

- 🕒 Think of a goal that you would like to achieve before the end of Year 7. Follow each of the SMART goal steps and plan your goal.

|          |                          |
|----------|--------------------------|
| <b>S</b> | <b>SPECIFIC</b>          |
| <b>M</b> | <b>MEASURABLE</b>        |
| <b>A</b> | <b>ACTION ORIENTATED</b> |
| <b>R</b> | <b>REALISTIC</b>         |
| <b>T</b> | <b>TIMEFRAME</b>         |

- 🕒 Now that you have planned out your goal using SMART steps, write your goal as a sentence.

My goal is

Your goals are the road maps that guide you and show you what is possible for your life.

Les Brown



# Taking risks

## *Is it all bad?*

Losing something we value or putting ourselves and others in danger of harm are some of the ways we might describe 'risk-taking'. But do we all think the same way about taking risks? Can taking a risk ever result in a happy ending?



▶ Consider these statements and write how you feel about each one.

### **Taking risks can be bad for your health.**

What do I think? Agree or disagree?

Why do I think this?

What do other young people think?

Is this still your opinion after talking with your peers? Why?

### **Sometimes kids take risks to prove themselves, show off or be a 'hero'.**

What do I think? Agree or disagree?

Why do I think this?

What do other young people think?

Is this still your opinion after talking with your peers? Why?

### **Friends often influence peers to take risks.**

What do I think? Agree or disagree?

Why do I think this?

What do other young people think?

Is this still your opinion after talking with your peers? Why?

### **Taking risks isn't just about jumping off a cliff.**

What do I think? Agree or disagree?

Why do I think this?

What do other young people think?

Is this still your opinion after talking with your peers? Why?



Embracing risk-taking helps you overcome a fear of failure.

Trying new things and testing the boundaries is all part of being a teenager. But sometimes ‘stepping off the ledge’ and taking a risk, without stopping to think, may have negative outcomes.



For each situation suggest any possible consequences or risks (positive and negative) and then give a rating level (1 low – 5 high).

| Situation                                                                     | Physical, emotional or social risks | Possible health risks | Rate the risk |
|-------------------------------------------------------------------------------|-------------------------------------|-----------------------|---------------|
| Catching public transport home at night, alone                                |                                     |                       |               |
| Telling a friend that they have upset you and why                             |                                     |                       |               |
| Hitching a lift to a town 100kms away from your home                          |                                     |                       |               |
| Not swimming between the flags at the beach                                   |                                     |                       |               |
| Asking a friend or teacher for help with a problem                            |                                     |                       |               |
| Accept a lift home from a party with a driver who has been drinking           |                                     |                       |               |
| Nominating for a leadership role eg Student Council, Faction or House Captain |                                     |                       |               |
| Crossing a road while listening to your music                                 |                                     |                       |               |
| Driving the car around the block without a licence                            |                                     |                       |               |
| Standing in the middle of the road while waiting to cross                     |                                     |                       |               |
| Asking to join a new group                                                    |                                     |                       |               |
| Riding a quadbike in the bush alone                                           |                                     |                       |               |
| Standing up for another student who is being bullied                          |                                     |                       |               |
| Choosing a career path different to your friends                              |                                     |                       |               |



# Phone a friend

Let's face it; things can happen in our lives that really challenge us. Some of these things we can resolve relatively quickly and easily. Others may be more challenging. Sometimes we have to ask for help. It's ok to do this. Think ... who could you go to for advice and help?

▶ When you have a problem and want some advice, who do you call? Circle the answer for each of the following questions then add your scores to find out the strength of your support network.

1. How many friends at school and out of school do you have (don't count online friends)?
2. How many friends do you have that you could talk to about a school or personal problem?
3. How many friends do you eat your lunch with, swap favours with, loan items to or help with things like homework?
4. How often do school friends and other friends visit you at home?
5. When you have a personal problem, how many family members or relatives can you talk to?
6. How often do others invite you to their homes or on outings?
7. Do many of your friends or family often come to you for help or advice or just to talk to?
8. Would your friends or someone at school ask you what was wrong if you seemed upset about something?
9. If you seemed upset about something, would someone at home ask you what was wrong?

**Your score:**

**If your score was:**

**Less than 10:** Your support network could use some extra strength. You need to take some positive steps and work on building your friendships and support network.

**10-20:** Your support network is moderate and you might need to take some positive steps to strengthen it.

**20-26:** You have a strong support network. Your family and friends are there for you and you can count on them to support you and offer help when you have a difficult time.

## Positive steps to strengthen your friendships and support network

- Be the kind of friend you would like to have.
- Find others with similar interests and get involved with them.
- Don't sit around and wait for others to come up to you.
- If you make promises to others, make sure you keep them.
- Be reliable, trustworthy and honest.
- When you are upset talk to someone. If they aren't interested, talk to someone else.
- Don't keep your feelings locked up inside.
- Reach out to others by being friendly, helpful and kind.
- Ask your family members for their support. Suggest that your family has a time each week where they can talk about anything they want.
- When you see someone who is upset or sad, ask them if they would like to talk and if they are okay.
- It's okay to ask for help whenever you need it.

If you don't have someone that you trust to share your problems with there are many trained listeners on help lines. If you feel out of your depth when trying to help a friend, speak to an adult or call a helpline.

1

2

# READ THE FINE PRINT!

Sometimes friends just need someone to listen to their problems. This comes with a responsibility and you should read the fine print which says:

- Remember to just listen – don't be too eager to jump in with your pearls of wisdom (unless they ask for your advice).
- Don't judge.
- Let your friend know that you are there for them – don't be too pushy about it, they'll talk when they're ready.
- Keep it between the two of you. Never repeat anything that your friend has told you in confidence, unless your friend says something that makes you feel uneasy or you are worried they might hurt themselves or someone else.
- Enjoy being able to help.
- You're not a professional – you can offer empathy, company and maybe a bit of advice if asked but don't take on the role of a counsellor.
- Refer them on – you can help your friend get the help they need by suggesting someone they can contact for advice.

## WHERE TO GO FOR HELP



[www.reachout.com.au](http://www.reachout.com.au) Reachout is about helping young people to help themselves

[www.youthbeyondblue.com](http://www.youthbeyondblue.com) Beyondblue is a national depression initiative for young people

[www.kidshelpline.com.au](http://www.kidshelpline.com.au) Kids Helpline is a 24 hour help line that can be called on 1800 55 1800





Each day we all travel in some way – by car, bus, train, bike or walking – so it makes sense that we know the road rules and how to stay safe as a passenger, cyclist and pedestrian.



▶ Check your road safety knowledge. Read each statement and tick your answer.

|                                                                                                                         | True | False | Don't know |
|-------------------------------------------------------------------------------------------------------------------------|------|-------|------------|
| 1. In Australia the law says that everyone (including pregnant women) travelling in a vehicle must wear a restraint.    |      |       |            |
| 2. It is illegal to ride a bicycle without wearing a helmet.                                                            |      |       |            |
| 3. It is against the law for young children to sit on an adult's lap in a moving vehicle.                               |      |       |            |
| 4. Drivers are responsible for making sure all passengers are wearing a restraint.                                      |      |       |            |
| 5. You must walk your bike over a crosswalk and at traffic signals that have a pedestrian signal (eg walk/don't walk).  |      |       |            |
| 6. Pedestrians are not allowed to walk on the road.                                                                     |      |       |            |
| 7. It is against the law for children under the age of 7 to sit in the front seat of a moving vehicle.                  |      |       |            |
| 8. It is against the law for a person to drive or ride while they are intoxicated or under the influence of drugs.      |      |       |            |
| 9. Passengers are not allowed to travel in the back of 4WDs, utes, vans or station wagons (ie open spaces in vehicles). |      |       |            |
| 10. Pedestrians can be fined for crossing the road within 20 metres of a crosswalk.                                     |      |       |            |

|                                                                                                                                                                                            | True | False | Don't know |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|------------|
| 11. Seatbelts are designed to protect you in a crash.                                                                                                                                      |      |       |            |
| 12. You are 10 times more likely to be killed in a car crash if you are not wearing a restraint.                                                                                           |      |       |            |
| 13. It is not safe to 'double up' and share a restraint.                                                                                                                                   |      |       |            |
| 14. More male passengers are involved in road crashes than females.                                                                                                                        |      |       |            |
| 15. There are more pedestrians injured in road crashes in the metropolitan area than country areas.                                                                                        |      |       |            |
| 16. Road crash statistics show that young people (0 to 16 years) are more likely to be injured or killed when they are travelling as a passenger.                                          |      |       |            |
| 17. The force of a crash will cause a person who is not wearing a seatbelt, to move about and contact the inside of the vehicle, other occupants and perhaps be thrown out of the vehicle. |      |       |            |
| 18. Road rules are designed to keep everyone using the roads safe.                                                                                                                         |      |       |            |
| 19. Alcohol and other drugs affect your ability to make quick and safe decisions.                                                                                                          |      |       |            |
| 20. In Western Australia you can sit the Learner's Permit Test at 16 years of age.                                                                                                         |      |       |            |

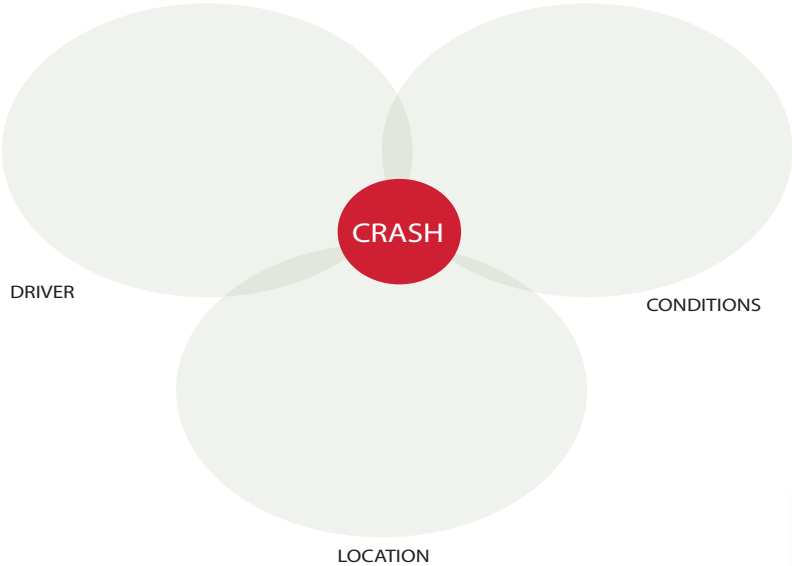
# CRASHES AREN'T ALWAYS ACCIDENTS

Car crashes happen every day. Some are just mistakes or a lapse in concentration by the driver. We also know that many crashes happen because a driver behaves irresponsibly or illegally by speeding, drinking alcohol or using other drugs, or driving tired. So the decisions you make in situations where a driver is about to put your safety at risk, are important.

Your life - your decision.  
How strong are you to say 'no' when it really matters?



▶ Read the story about Mari. Write all the factors that contributed to the crash and increased the risk of Mari being injured.



## The Peel Gazette

15 year old Mari Brown was seriously injured when the vehicle she was travelling in crashed into a tree on Gordon Road, Mandurah at 11pm, Saturday 24 July. The P-plate driver, 18 year old Matt Champion from Rockingham was not injured. Police attending the scene said alcohol, speed and wet slippery roads were most likely to have played a part in the crash. On inspection of the vehicle, police found that some of the seatbelts were not working and that Mari had not been wearing a seatbelt. When interviewed in hospital Mari said that she was worried because she knew the driver had been drinking but it was late and she didn't have any other way to get home. The driver was breathalysed at the crash scene and returned a BAC of 0.07. He has been charged by police. Hospital reports say the young female is in a critical condition.

▶ Decide what Mari could have done to reduce the risk of being injured in this situation. Remember every choice has a consequence – some positive and others negative. Consider these consequences before making a decision.

|                                                  |                       |                                               |                                       |
|--------------------------------------------------|-----------------------|-----------------------------------------------|---------------------------------------|
| What was the problem for Mari in this situation? | How was Mari feeling? | What choices did Mari have in this situation? |                                       |
|                                                  |                       | Choice 1                                      | Choice 2                              |
|                                                  |                       | Consequences<br>(positive & negative)         | Consequences<br>(positive & negative) |
| What do you think Mari should have done?         |                       |                                               |                                       |



# Wheelie?

What do you call a  
flouro-coloured bike?  
(Cyclodelic)

What do you get if you  
cross a bike and a flower?  
(Bicycle petals)

Why can't a bicycle stand  
up on its own?  
(Because it's too tired)

What do you call an artist  
who sculpts with bicycle  
parts? (Cycleangelo)

▶ Learning to ride a bike is a valuable skill. Think about something that you have recently had to learn. What resilience skills did you use? What strengths do you have that helped you?

What:

Resilience skills:

Strengths:

▶ Write your own poem about cycling, riding or skating based on the first verse of *Mulga Bill's Bicycle*. Here's an example.

**Silly Bill's skateboard**

Was Silly Bill from Scarborough who caught  
the skating craze,  
He threw away his old red bike he'd had for  
many days.  
Bill donned his bright new bike helmet, knee  
and elbow pads,  
He skated off along the path to catch up with  
the lads.  
And as he whizzed it over the kerb, with thrill  
and daring speed,  
His neighbour shouted out to Bill, 'Slow down,  
or a doctor you will need!'  
'Whatever, mate,' said Silly Bill, 'from Trigg to  
Kalgoorlie,  
From Broome to Meekatharra, there's none  
can skate like me.'

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Jokes aside, bikes, skateboards, scooters are a popular way to get around and can help you to stay fit and healthy. But do you know who invented the bike and skateboard or what BMX means?

| Take the wheelie quiz and find out.                                                                                                                 | True | False |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|
| 1. A German baron invented a horseless carriage that would help him get around faster. This led to the creation of the modern day bicycle.          |      |       |
| 2. The term 'bicycle' was not introduced until the 1860s, when it was used in France to describe a new kind of two-wheeler with a mechanical drive. |      |       |
| 3. A 'penny farthing' is the name of a bike.                                                                                                        |      |       |
| 4. Fred Birchmore wore out seven sets of tyres when he rode around the world by bicycle in 1935.                                                    |      |       |
| 5. There are over a half billion bicycles in China.                                                                                                 |      |       |
| 6. About 100 million bicycles are manufactured worldwide each year.                                                                                 |      |       |
| 7. In a typical week around 5% of Australians ride a bicycle for transport and recreation.                                                          |      |       |
| 8. The Tour de France is one of the most famous bicycle races in the world.                                                                         |      |       |
| 9. BMX stands for Bicycle Moto Cross.                                                                                                               |      |       |
| 10. Cyclists competing in the Tour de France can decide if they wear a helmet or not.                                                               |      |       |
| 11. California is the birthplace of the skateboarding culture.                                                                                      |      |       |
| 12. The Norwegian government banned the ownership, use and sale of skateboards from 1978 to 1989.                                                   |      |       |
| 13. Australia was the first country to introduce compulsory bike helmet wearing.                                                                    |      |       |
| 14. Cyclists of all ages in Australia, including young children, must wear a helmet when cycling.                                                   |      |       |

LEARN TO RIDE A BICYCLE.  
YOU WILL NOT REGRET IT  
...IF YOU LIVE. MARK TWAIN



Even careful and experienced riders have a high risk of falling off their bike or being involved in a collision with a vehicle. So wearing a helmet that has been designed to protect a cyclist's head when it hits something solid makes sense.

**FACT**

Australia was the first country to introduce compulsory bike helmet laws.

**FACT**

Elite riders in the Tour de France must wear helmets.



There are three major parts of a helmet design that all work together – the shell, the foam liner and the strap and buckle.



#### Shell

An important feature of a helmet is the thin plastic outer shell which can come in many colours and patterns. Most helmet shells are manufactured from PET plastic which is the plastic found in recyclable drink bottles or higher quality polycarbonate-style plastics. Inexpensive helmets typically use PET plastic, while more expensive helmets are moulded directly into the shell. These helmets use a higher-quality plastic that does not melt during the moulding process.

This shell covers the entire top surface of a helmet and is crucial because it holds the foam and strap of a helmet together during a crash. Often there is more than one impact during a crash so it is important that a helmet stays together and in place.

Another benefit of the helmet shell is that it is smooth, so it allows a cyclist's helmet to skid along the surface of the road or pavement in a fall. This sliding motion helps protect a cyclist's head and neck from being jammed into the road.

#### Strap and buckle

The strap and buckle is responsible for securing the helmet to the cyclist's head while they are moving and in the event of a crash. The strap is really a combination of three components: the fabric, the stabiliser, and the buckle or clip. The strap is often made from nylon or polypropylene and is very strong. The strap is riveted to a helmet after it has been moulded or added across the top of the helmet, then covered by a shell.

#### Foam liner

The thick foam liner is the most important component of a bike helmet. It cushions your head from the blow upon impact. The liner is usually manufactured of expanded polystyrene foam which is similar to the Styrofoam used in coolers. Many helmet liners use internal reinforcements of nylon or metal mesh that allow the polystyrene moulded shape to hold during the manufacturing process. The thickness of the foam can be of varying density to absorb differing rates of impact.



#### Answer these questions.

1. Why does the helmet need to have a hard smooth shell?
2. What purpose does the foam liner play in protecting the wearer's head?
3. Why is it important to have the strap and buckle system?
4. What tells the purchaser that a helmet has been safety tested and has met Australian Standards?
5. Why do you think some cyclists refuse to wear a helmet?
6. Do you intend to wear a helmet when you ride?

#### Helmet fit

Helmet fit is important. Helmets should fit snugly, not tightly, upon the head and straps should meet and form a 'V' beginning just under the ear lobe before continuing under the jaw without pinching when the mouth is opened.



**Write an advertisement that promotes helmets while cycling or skateboarding. Include at least two interesting facts about helmets.**

**FACT**

In Sweden it is only compulsory for children under 15 years of age to wear a bike helmet.

We've all heard some of the reasons that some cyclists use to get out of wearing a helmet – "it flattens my hair" or "my head gets hot". Maybe. But it also protects your head.

THINK TANK

▶ Your job is to design a helmet for one of these customers.

**CUSTOMER 1: A PERSON WITH LONG HAIR**  
PEOPLE WHO HAVE LONG HAIR (MALE AND FEMALE) OFTEN WEAR THEIR HAIR IN A PONYTAIL. THE PROBLEM WITH THIS IS THAT A PONYTAIL CAN INTERFERE WITH THE WAY THE HELMET SITS ON THE PERSON'S HEAD. DESIGN A HELMET THAT ALLEVIATES THIS PROBLEM.

**CUSTOMER 3: A TEENAGER**  
TEENAGERS DO NOT USUALLY WANT TO WEAR A HELMET FOR A RANGE OF REASONS – UNCOOL OR THEIR FRIENDS DON'T WEAR HELMETS. DESIGN A HELMET THAT A TEENAGER (MALE OR FEMALE) WOULD WANT TO WEAR.

**CUSTOMER 5: A BMX RACER**  
MANY PEOPLE RIDE BICYCLES IN SPORT INCLUDING BICYCLE MOTOCROSS RACERS. THINK ABOUT THE DANGERS THESE PEOPLE FACE RIDING OVER BUMPY TRACKS AND JUMPS. DESIGN A HELMET THAT MIGHT GIVE THEM MORE PROTECTION.

**CUSTOMER 4: A PERSON WHO ONLY RIDES AT NIGHT**  
BICYCLE CRASHES OFTEN HAPPEN BETWEEN THE HOURS OF 3PM AND 9PM. THIS MAY BE DUE TO HEAVIER TRAFFIC AS WORKERS TRAVEL HOME AND A REDUCTION IN THE AMOUNT OF LIGHT AS NIGHT APPROACHES. DESIGN A HELMET THAT MIGHT MAKE CYCLISTS SAFER DURING THESE TIMES.

**CUSTOMER 2: A BALD PERSON**  
PEOPLE WHO HAVE A BALD HEAD MAY HAVE LOST THEIR HAIR DUE TO AGE OR ILLNESS OR PERHAPS HAVE CHOSEN TO SHAVE THEIR HEAD. THE PROBLEM WITH BEING BALD AND WEARING A HELMET IS THAT THE VENTS ALLOW SUN THROUGH AND THE WEARER CAN GET SUNBURNT ON THEIR HEAD. DESIGN A HELMET THAT ALLEVIATES THIS PROBLEM.

1. Brainstorm a list of elements that will meet your customer's needs but still maintain the safety features of a helmet.
2. Produce a poster that has a drawing of your helmet design. Include labels to explain the design features you've created. These must meet your customer's needs but also comply with safety standards.
3. Decide how you will advertise the helmet so that other customers may want to purchase this new design.
4. Be ready to give a 2 minute presentation to your sales team.







**Look out!** A dog has just run out onto the road up ahead! What happens next depends on several things. How quickly the driver reacts and puts their foot on the brake and if the brakes and tyres are roadworthy. What speed the car is doing. If the driver is tired or has been drinking or using other drugs or not paying attention....



How far it will take a cyclist to stop will depend on:

- the speed of the bike
- the steepness of the road
- the braking system on the bike
- the condition of the road surface eg the friction between the surface and the tyres.

### Dry roads

| km/h | 3m | 6m | 9m | 12m | 15m | 18m | 21m | 24m | 27m |
|------|----|----|----|-----|-----|-----|-----|-----|-----|
| 30   |    |    |    |     |     |     |     |     |     |
| 25   |    |    |    |     |     |     |     |     |     |
| 20   |    |    |    |     |     |     |     |     |     |
| 15   |    |    |    |     |     |     |     |     |     |

**30 km/h** = 6m reaction distance + 6m braking distance

**25 km/h** = 5m reaction distance + 4m braking distance

**20 km/h** = 4m reaction distance + 3m braking distance

**15 km/h** = 3m reaction distance + 2m braking distance

### Wet roads

| km/h | 3m | 6m | 9m | 12m | 15m | 18m | 21m | 24m | 27m |
|------|----|----|----|-----|-----|-----|-----|-----|-----|
| 30   |    |    |    |     |     |     |     |     |     |
| 25   |    |    |    |     |     |     |     |     |     |
| 20   |    |    |    |     |     |     |     |     |     |
| 15   |    |    |    |     |     |     |     |     |     |

**30 km/h** = 6m reaction distance + 17m braking distance

**25 km/h** = 5m reaction distance + 14m braking distance

**20 km/h** = 4m reaction distance + 8m braking distance

**15 km/h** = 3m reaction distance + 5m braking distance

Distance travelled before reacting (reaction distance) plus distance travelled after reacting (braking distance) equals the stopping distance. The average reaction time is one second.

▶ What happens to the stopping distance as the speed of the bicycle reduces?

▶ Write five factors that can increase the stopping distance of a bicycle.

- 1
- 2
- 3
- 4
- 5

▶ Write five precautions a cyclist can take to ensure they are able to stop their bike quickly.

- 1
- 2
- 3
- 4
- 5



# CHECK IT OUT

## Did you have enough room to walk safely?

Rating

What were the problems?

- Footpaths were broken or cracked
- Footpaths started and stopped
- Footpaths were blocked
- No footpaths
- Bikes sharing the footpath
- Shops with signs or tables and chairs on footpath
- Other

Locations of problems

- ▶ Choose a place to walk to in your local community - it might be your school, a friend's house or the local shops. Read the checklist before you start and as you travel, note down any safety issues or the location of things that you think need to be changed to improve safety. At the end, circle an overall rating for each question.

## Was it easy to cross roads?

Rating

What were the problems?

- Parked cars blocked view of traffic
- Traffic signals didn't give enough time to cross
- Road was too wide
- No median strip to wait on
- Trees or bushes blocked view of traffic
- Other

Locations of problems

## Did drivers behave well?

Rating

What were the problems?

- Backed out of driveways or laneways without looking for pedestrians
- Drove too fast
- Turned corners and didn't give way to pedestrians who were crossing roads
- Sped up to make it through traffic lights or drove through traffic lights
- Double parked to let children out of car
- Other

Locations of problems

## Was it easy to follow the road rules?

Rating

What were the problems?

- No crosswalks
- Traffic signals didn't give enough time to get across the road
- Had to walk on the road because there were no footpaths
- Had to walk on the road because of obstructions
- Other

Locations of problems

## Rating scale

- 1 Very unsafe
- 2 Many safety problems
- 3 Some safety problems
- 4 Safe
- 5 Very safe

## ▶ How does your neighbourhood rate?

### 16-20 points

Celebrate! You have a great neighbourhood for walking.

### 11-20 points

Your neighbourhood is okay but it needs some work.

### 4-10 points

Your neighbourhood needs a lot of work.

- ▶ Were there any other problems for pedestrians?



|          |                          |                                                                                                          |
|----------|--------------------------|----------------------------------------------------------------------------------------------------------|
| <b>S</b> | <b>SPECIFIC</b>          | Say exactly what you are going to do and what you want to achieve? (Who? What? Where? Why)               |
| <b>M</b> | <b>MEASURABLE</b>        | How will you know when you have reached your goal? Set a date and put a timeframe to it.                 |
| <b>A</b> | <b>ACTION ORIENTATED</b> | List the steps that you need to take to reach your goal.                                                 |
| <b>R</b> | <b>REALISTIC</b>         | Choose a goal where there is a real chance you will be successful. State why you believe it's realistic. |
| <b>T</b> | <b>TIMEFRAME</b>         | What must you do each day to make it happen? Be realistic and keep the end-by date in mind.              |

*"You are never too old to set another goal or to dream a new dream..."*  
C.S. Lewis

- ▶ 1. Set a SMART goal that shows how you will achieve your safety strategy.
- ▶ 2. Tell your teacher about your plan and listen to their feedback.

|          |  |
|----------|--|
| <b>S</b> |  |
| <b>M</b> |  |
| <b>A</b> |  |
| <b>R</b> |  |
| <b>T</b> |  |

▶ Answer these questions.

What is **one** thing you learnt about goal setting?

Did you achieve your goal? Why?

What is **one** thing you might do differently next time?

Did your strategy increase the safety of people in your community?





# Map it out

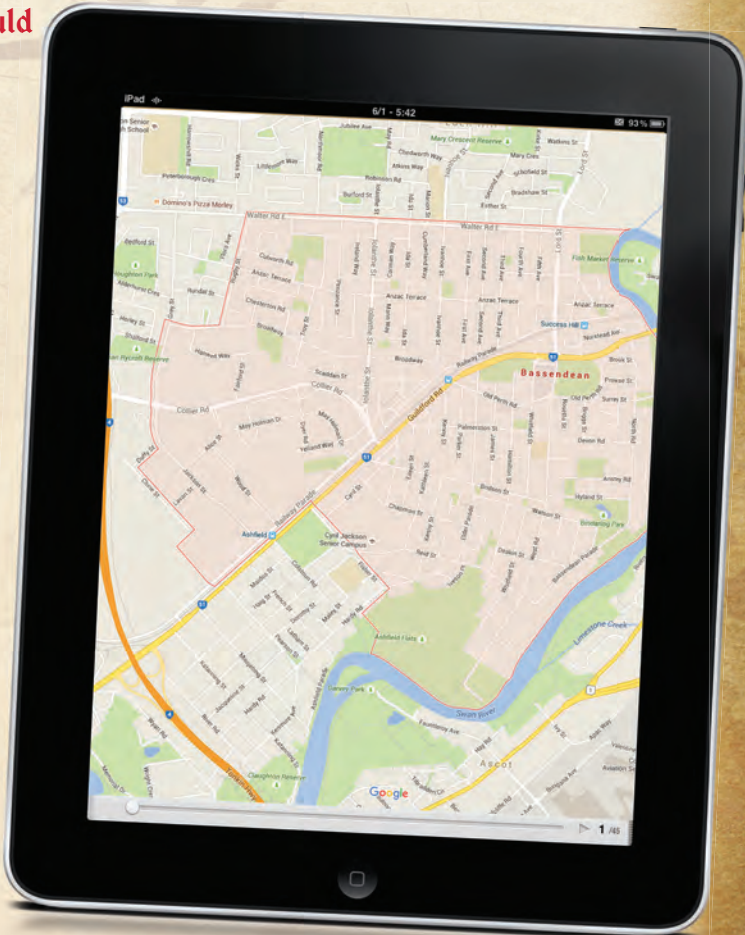
So you want to start walking to school. Fantastic! It's a great way to get your daily exercise and jumpstart your brain in the morning. But can you just walk out the door and take off? Well you can, but like anyone embarking on a journey there should always be some planning beforehand to stay safe.



**Complete each of the tasks.**

- 1. Locate your house and school on a map (or Google maps) and mark these with a circle.
- 2. Highlight the route you usually take when you walk to school. If you travel by public transport, locate the stop where you get off and then highlight the rest of the route you take to school.
- 3. Use a red pen to mark a cross (X) in areas along the route that have the potential to be unsafe for pedestrians and cyclists such as busy intersections, a railway crossing, and roads that don't have footpaths.
- 4. Write each of the locations in the table. Explain why they are a hazard and possibly unsafe for pedestrians.

| Locations where pedestrians or cyclists may be at risk | Explain why this location could be a potential risk |
|--------------------------------------------------------|-----------------------------------------------------|
|                                                        |                                                     |



| Safety feature locations for pedestrians or cyclists | Explain why pedestrians or cyclists should know this safety feature |
|------------------------------------------------------|---------------------------------------------------------------------|
|                                                      |                                                                     |

- 5. Draw a circle around any features in the traffic environment that make it safer for you as a pedestrian such as footpaths, a crosswalk or school crossing, an overpass or underpass, pedestrian refuges in the centre of the road and traffic lights with pedestrian phasing or lower speed limit areas.
- 6. Write the location of these features in the table and explain why a pedestrian or cyclist should know about and use these.
- 7. Decide on the safest route possible, avoiding as many unsafe spots as possible.



# EVENT MANAGER REQUIRED

Holding any event involves planning, communicating, marketing and the ability to work well with others. What strengths do you have that will help you to contribute to a school walking event? What will you do to encourage students and staff to participate?

Here are some tips that might help you to plan your walking event.

Before the event – lots of thinking and planning is needed.

What will the event be?

What is the aim of your event? (eg raise money, increase physical activity, create community spirit)

When will the event happen?

How will you promote the event and when will you start promoting?

Who will you invite?

What does the principal need to know about the event?

Do you need to recruit volunteers? (teachers, P&C/P&F, parents, student council, local businesses or government, traffic wardens) How will you do this? What will they do?

Will you have refreshments for those students who finish the walk? How will you pay for these? (If you plan to provide refreshments, it should be healthy, and should meet your school's rules for providing food to students).

How will you show others that your event was successful? (eg take photos, put an article in the local newspaper, conduct a survey)

Will you have incentives for students who join in? (eg stickers, vouchers, certificate, make your own incentive items)

How will you address safety issues? (eg write a list of safety tips and send them home to parents, provide a map showing the safest way to walk to school)



Once you have all your plans in place it's time to set a **SMART** goal.

Work out who has the skills that are needed for each task. For example, if someone is really good at designing – get them to create the posters or brochure. Make sure everyone knows what tasks they have to do and by when. Only a team effort will make this event successful!

**S**

**M**

**A**

**R**

**T**

Finalise your planning – put the pieces together and move into action.



▶ Plan an excursion that will require your class to use public transport from school to a destination of your choice.



# JOURNEY PLANNER

Here are some guidelines to help you plan your class excursion.

1

The **excursion must start** no later than 9:30am and finish no later than 2:30pm.

2

**Bus and train fares** must not be more than \$2.50 per student.

3

Make a list of **safety tips** (eg stand back from the yellow line, disembark in an orderly fashion).



Use the Transperth website (<http://www.transperth.wa.gov.au/Journey-Planner>) to check:



The bus/train times and best routes by using either the *Journey Planner* or *Timetables and maps*.



How students can obtain a Student SmartRider (if they don't already have one).



The cost of the return journey for students and teachers.



What the 'on the spot' fine may be if a student or teacher doesn't have a valid ticket, SmartRider, or behaves in a manner that annoys other passengers.



Develop a plan for each stage of your journey.

| Journey description              | Estimated arrival and departure times | Cost |
|----------------------------------|---------------------------------------|------|
| eg Walk from school to bus stop. | eg 9:30am – 9:40am                    | Nil  |
|                                  |                                       |      |
|                                  |                                       |      |
|                                  |                                       |      |
|                                  |                                       |      |
|                                  |                                       |      |
|                                  |                                       |      |



Write a Code of Conduct that explains the responsibility of students using public transport and the safety rules that must be followed.

- 1.
- 2.
- 3.
- 4.
- 5.



Have a look at the *Get on Board* website <http://getonboard.transperth.wa.gov.au/>



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# WHAT IS YOUR EMERGENCY?

If someone is seriously injured or in need of urgent medical help call Triple Zero – 000.

It's a free call that you can make to help save someone's life.



## DO YOU HAVE AN ICE NUMBER IN YOUR PHONE?

**ICE stands for In Case of Emergency.**

Having ICE in your phone may make it quicker and easier for emergency services or a passer-by to get in touch with someone who knows you and can help to make decisions if needed.

An ICE contact may also be helpful not just in an emergency but any time you get into difficulty.

- Enter the acronym ICE into your mobile's contact list.
- Add the name and number of the person you want to be contacted in an emergency. It could be your mum or dad, a close friend or even your doctor. You could also store your blood type and any other relevant health information under your ICE entry.
- If you have an iPhone and your phone is locked, your ICE number can be accessed using Siri.

## Make your call

When you call Triple Zero (000) you will be asked – “Do you want police, fire or ambulance?” Stay on the line while your call is transferred. Stay calm, don't shout, and speak clearly and slowly. Be ready to answer these questions.

## Where are you?

- ▶ Try to give the street number, street name, nearest cross street and the area.
- ▶ If you are in a rural area you will need to give the full address and distances from known landmarks and roads as well as the property name.
- ▶ If you are calling from a mobile or satellite phone, the operator may ask you for other location information.

## Stay on the line and follow any instructions from the operator

- ▶ The operator may ask you to wait at a pre-arranged meeting point to help emergency services find the incident.
- ▶ You will be given advice over the phone to assist the person or your friend prior to the arrival of the ambulance.
- ▶ Stay on the line. Don't hang up until the operator tells you to do so.

## Other languages and text based services

- ▶ If you have a speech or hearing impairment call One Zero Six (106) to use the text-based service.
- ▶ If you can't speak English, call Triple Zero (000) and ask for 'Police', 'Fire' or 'Ambulance'. Tell them you can't speak English. Stay on the line and a translator will be organised.

## 3-2-1 Reflect

Write 3 things you have learnt about the Triple Zero service.

1

2

3

Write the names of two people who you will have in your ICE contacts.

1

2

Write one question that you have about calling the Triple Zero service.

1



Find out more [www.triplezero.gov.au](http://www.triplezero.gov.au)



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# TICK TOCK



Your friend has been hit by a car **TICK TOCK**  
Your friend isn't moving **TICK TOCK TICK TOCK** hurry up.  
You need to do something...but what? Knowing the answer to  
this question may save your friend's life.

**Doing something  
is better than  
doing nothing.**

Learning basic first aid is as easy as DRS ABCD and can help you cope with an emergency. You may be able to keep a person breathing, reduce their pain or minimise the consequences of their medical emergency until an ambulance arrives.

- ▶ **Find out if there is a defibrillator in your school.**
- ▶ **Find out what you should do if a student requires emergency treatment at your school.**
- ▶ **I feel confident to apply the DRS ABCD procedure in an emergency.**

Select a circle to show your level of confidence.



## First aid courses

You can learn CPR and first aid with St John Ambulance Australia and Australian Red Cross.

[www.stjohn.org.au](http://www.stjohn.org.au)  
[www.redcross.org.au](http://www.redcross.org.au)

|          |                       |                                                                                                                                                                                                                                                                   |
|----------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>D</b> | <b>Dangers</b>        | Make sure that the area is safe for you and then the patient.                                                                                                                                                                                                     |
| <b>R</b> | <b>Response</b>       | Check the patient for a response - ask their name - squeeze their shoulders. If there is a response - make the patient comfortable, check for injuries and keep watching the patient. If there is no response you need to send for help.                          |
| <b>S</b> | <b>Send for help</b>  | Call Triple Zero (000) or ask another person to make the call. Be ready to answer the operator's questions as this will help the ambulance get to you as quickly as possible.                                                                                     |
| <b>A</b> | <b>Airway</b>         | Open the patient's mouth and remove foreign material then put the patient in the recovery position. Open the patient's airway by tilting their head with a chin lift.                                                                                             |
| <b>B</b> | <b>Breathing</b>      | Check that the patient is breathing by looking, listening and feeling. If they are breathing normally put them in the recovery position, keep watching their breathing, and treat any minor injuries. You will need to start CPR if the patient is not breathing. |
| <b>C</b> | <b>CPR</b>            | Do 30 chest compressions then 2 breaths. (If the patient is a baby, use 15 compressions and 2 breaths). Keep doing CPR until the patient recovers and help arrives.                                                                                               |
| <b>D</b> | <b>Defibrillation</b> | If a defibrillator is available, follow the instructions.                                                                                                                                                                                                         |



# on the RIGHT FOOT

There are many benefits to walking apart from your physical health. You can save money, help the environment, be sociable and improve your mental health. So what can you do to make sure you get to your destination safely?

▶ Consider what might put a pedestrian at risk and decide what a pedestrian could do to keep themselves safer.

## GETTING HOME SAFELY

Sometimes a situation you find yourself in might feel unsafe or dangerous, especially when you are out walking. Talk with your family and create a 'getting home safely' plan. Here are a few things to think about and include in your plan.

1. Know where you're going. Work out how you're getting there and who you are going with. Work out how you will get home.
2. Always take the safest route. A short cut might save time but it might not always be worth it.
3. Know who to call when you need help and have their contact number in your phone. Always have credit on your phone.
4. Make sure you have a SmartRider or enough money for a bus or train fare to get home.
5. Know what to say to your friends if they want you to do something that makes you feel uncomfortable or is unsafe.
6. Always have a Plan B just in case Plan A doesn't work!

| Why might pedestrians (of all ages) be at risk when they are walking in or near traffic? | How can a pedestrian reduce their level of risk and stay safer? |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <i>They're young and unable to make accurate decisions.</i>                              | <i>Always walk with someone older or an adult.</i>              |
|                                                                                          |                                                                 |
|                                                                                          |                                                                 |
|                                                                                          |                                                                 |
|                                                                                          |                                                                 |
|                                                                                          |                                                                 |
|                                                                                          |                                                                 |
|                                                                                          |                                                                 |
|                                                                                          |                                                                 |
|                                                                                          |                                                                 |

▶ Write Plan A – include at least three things you can do to get home safely.  
Write Plan B – for when Plan A falls through.

### Plan A

- 1
- 2
- 3

### Plan B



Have you ever listened to the chatter that comes from the 'voice in your head'? Do you ever notice the voice in your head has a lot of self-judgements? Well the voice in your head never means you any harm, although it can be the source of unkind or unhelpful thoughts, but that was never its intent. It is usually just trying to protect you.

When we are facing a difficult or emotional situation it can be very easy to only listen to these unhelpful thoughts. But by looking at situations differently and challenging your thoughts, it is more likely that you will say and do things that have a better outcome for yourself and others involved in the situation.

**Complete each scenario.**

**Joe** usually cycles to school and often sees some high school kids riding their bikes. The high school kids often ride as a big group and sometimes dink their friends on the handlebars of their bike. None of them wear helmets. Joe has heard some of them yell out rude comments to him and they always point and laugh. Joe's parents have made him promise to always wear a helmet.

| Situation | Thoughts (self-talk) | Feelings | Actions or behaviour |
|-----------|----------------------|----------|----------------------|
|           | Negative self-talk   |          |                      |
|           | Positive self-talk   |          |                      |

**Shaan's** friends like to ride their skateboards around the local shopping centre and especially down the handrails in the car park. Her friends often get warned by the shopping centre manager but they keep on doing it. Shaan thinks they shouldn't skate at the shops. Her friends keep telling her that it's okay and to bring her skateboard and join in the fun. Some of her friends have stopped talking to her at school.

| Situation | Thoughts (self-talk) | Feelings | Actions or behaviour |
|-----------|----------------------|----------|----------------------|
|           | Negative self-talk   |          |                      |
|           | Positive self-talk   |          |                      |



**Azran** loves going to the skate park and has been practising a few new tricks. Azran always wears a helmet while he is skating as he knows that head injuries are a possibility if he falls and hits his head. Most of the other skaters at the park also wear helmets and knee pads. Some of Azran’s mates like to skate on the road and play dodge with the cars and they often come to the park and try to convince Azran to join them.

| Situation | Thoughts (self-talk) | Feelings | Actions or behaviour |
|-----------|----------------------|----------|----------------------|
|           | Negative self-talk   |          |                      |
|           | Positive self-talk   |          |                      |

**Bob** has a motocross bike. His parents have rules about when and where he can ride his bike on the farm. Bob knows if he breaks the rules his parents will sell his bike. Some of Bob’s mates often take their bikes to the area out near the local rubbish tip and make jumps and tracks to ride over. They have asked Bob to join them this weekend.

| Situation | Thoughts (self-talk) | Feelings | Actions or behaviour |
|-----------|----------------------|----------|----------------------|
|           | Negative self-talk   |          |                      |
|           | Positive self-talk   |          |                      |

- ▶

What skills or strategies might these characters also need to be able to manage the situation they are in? (eg decision-making, speaking assertively, negotiation, help seeking, problem-predicting, goal setting, refusal comments)

Joe

Shaan

Azran

Bob
- ▶

Which of these skills or strategies are you able to use well?
- ▶

What skills or strategies do you need to practise to manage challenging or difficult situations?

We all have one. Some share it more than others. Some don't always agree with others. When lots of us have the same one, we can make a difference. Any idea what 'it' is? That's right, it's an opinion. Whether it's about music, football teams, movies, games, food or clothes, we all have a different opinion. Knowing that it's okay for everyone to have their own opinion and respecting each other's opinions is the key to helping us maintain positive and respectful relationships with our friends, family and peers.

So why do we have differing views? We can be influenced by a number of things, such as our upbringing, our culture, our parents and friends, religion and the media. So when someone else has a different view to you, try to understand why. Put yourself in your friend's shoes and ask if you'd believe the same things if you'd had the same experiences as them.

Remember you don't need to share the same opinion as others but you do need to be respectful. Being rude and dismissive of your friend's opinion will most likely result in them getting annoyed at you and might wreck a great friendship.



Read each of the statements and tick the box that best represents your opinion.

|                                                                                                                                                            | Strongly Agree | Agree | Disagree | Strongly Disagree |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| Teaching Year 7 students about road safety is a waste of time.                                                                                             |                |       |          |                   |
| Using public transport is a right not a privilege.                                                                                                         |                |       |          |                   |
| Most young people understand that what they do in and around traffic can affect themselves and others too.                                                 |                |       |          |                   |
| It's my parents' responsibility to make sure I get home safely from a party or event – not me.                                                             |                |       |          |                   |
| Everyone who rides (bike, skateboard, scooter, quad bike, motorcycle, motocross bike) should be allowed to make their own decision about wearing a helmet. |                |       |          |                   |
| Knowing how to make decisions, speak assertively, plan ahead and use refusal strategies can help me stay safe in and around traffic.                       |                |       |          |                   |
| I know wearing a helmet will protect my head if I fall off a bike but it should still be my decision to wear one.                                          |                |       |          |                   |



Reflect on each of these statements.

I feel confident and can make my own decisions that will help me to stay safe in and around traffic – no matter what my friends think.

When someone has a different opinion to me I ...

Having my own opinion about ways I can stay safe makes me feel...







# THE PROJECT




How to stay safer in and around traffic is something that everyone needs to learn from a very young age.

**YOUR PROJECT IS TO DESIGN A PRODUCT THAT WILL TEACH A CHILD UP TO THE AGE OF 10 YEARS ABOUT STAYING SAFE WHILE TRAVELLING AS A PEDESTRIAN, PASSENGER OR CYCLIST. YOUR PRODUCT MIGHT BE A ROAD SAFETY GAME, STORYBOOK OR POWERPOINT – IT'S UP TO YOUR TEAM TO DECIDE.**

**BY INTERACTING WITH YOUR PRODUCT, CHILDREN SHOULD BE ABLE TO LEARN SOME OF THE ROAD RULES, WHAT TRAFFIC SIGNS AND SIGNALS MEAN, WHY THEY NEED TO WEAR A SEATBELT OR BIKE HELMET, HOW TO CROSS THE ROAD SAFELY WITH A GROWN-UP, OR WHAT TO DO WHEN SOMEONE ASKS THEM TO DO SOMETHING THAT MIGHT BE UNSAFE....**

Your product will be road-tested and assessed by other students in your class using the following criteria. Make sure your product doesn't end up in the 'reject bin'!

| Assessment criteria |                                                                                                               | Did not meet this criteria | Met this criteria |
|---------------------|---------------------------------------------------------------------------------------------------------------|----------------------------|-------------------|
| 1.                  | Instructions and rules are easy to understand.                                                                |                            |                   |
| 2.                  | Storyline is easy to follow.                                                                                  |                            |                   |
| 3.                  | Is bright and colourful.                                                                                      |                            |                   |
| 4.                  | Teaches young children how to stay safe around traffic.                                                       |                            |                   |
| 5.                  | Explains the 'stop, look, listen and think' steps for crossing roads.                                         |                            |                   |
| 6.                  | Explains some of the road rules relevant to pedestrians or cyclists.                                          |                            |                   |
| 7.                  | Introduces some of the road signs that pedestrians or cyclists need to know.                                  |                            |                   |
| 8.                  | Highlights some of the safer places to cross roads.                                                           |                            |                   |
| 9.                  | Teaches young children about walking with a grown-up and holding hands to cross the road.                     |                            |                   |
| 10.                 | Teaches young children about always wearing a restraint when they travel in a vehicle.                        |                            |                   |
| 11.                 | Teaches young children that bike helmets are designed to protect a cyclist's head and are compulsory to wear. |                            |                   |
| 12.                 | Teaches young children about courtesy in the traffic environment.                                             |                            |                   |


 **Reflect on your project and complete these questions.**

Overall, did your product meet the criteria? Why?

What strengths did you use to help your group to achieve the goal of designing and making a road safety product for children?

How well did your group work together to achieve your goal? Explain your answer.

What have you learnt from this group project?



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ISBN 9780730745846



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