

NAME _____

IN GEAR

8

Challenges and Choices

A resilience approach to road safety education

**TITLE: Challenges and Choices: A
Resilience Approach to Road Safety
Education
Year 8 In Gear**

SCIS NO: 1766628
ISBN: 978-0-7307-4588-4

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A note to students

This workbook will help you to develop resilience and become a safer road user. There are resilience activities about positive thinking, leadership, managing pressure and decision making, as well as road safety activities about stopping distances, cycling and road safety campaigns.

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 8 Challenges and Choices Teacher Resource and can be completed by students at home, or during class.

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ARE YOU OKAY?

Ups and downs are a normal part of everyone's lives, teenagers included. Facing problems can sometimes seem really difficult and you might feel stressed, confused and exhausted just trying to cope with the situation. Knowing what to do in these times and who to talk to for advice are strategies that are important for your health and wellbeing.

 Read each statement and tick the column that best represents your response.


	Agree	Unsure	Disagree
I know what to say or do when a friend asks me for help or advice.			
I know everyone has difficult times in their life and that they don't last forever.			
I know that it is okay to ask for help and it's not a sign of weakness.			
I have the skills to help me solve my own problems (eg able to speak assertively, make decisions, set goals).			
There are helplines that young people can call to get advice or help.			
Helplines aren't always the best way for young people to get advice.			
Parents always know how to help you when you have a problem.			
You shouldn't talk to the school counsellor or nurse because they might share your information.			
You should work out your problems on your own.			
My friends are always there to give advice and help me if I need it.			
My friends know that I will be a supportive listener if they come to me for advice and won't share what they have told me.			
I feel confident that I can support and help a friend who has to sort out a problem.			
If a friend asked for my help and I thought they were going to harm themselves or someone else I would talk to my parents, a trusted adult or a teacher.			
Some young people are too embarrassed to tell other people their problems.			
If it's my problem I should sort it out on my own.			
Being able to help your friends is a skill.			


WHY IS SEEKING HELP GOOD FOR YOUR WELLBEING?

Asking for help can sometimes seem just too hard. But really, it can be a lot easier than you think and can make a big difference to your mental health and wellbeing.

- You'll probably feel less stressed and think more clearly.
- It will give you a 'reality check' and help you decide if the situation is really a problem or just the way you are looking at it.
- It can reduce the feeling of being on your own.
- You will build stronger relationships with your family, friends and others that you trust.
- Suggestions on solutions and ways to cope will be at your fingertips.
- It can prevent the problem from getting worse or leading to more serious issues.
- You'll know how you can assist others when they need your help.

HELP SEEKING IS THE PROCESS OF SEEKING AND RECEIVING SUPPORT FROM OTHERS.

 What are some of the signs that can tell us that we, or someone we know, might need help?

 What might stop some people asking for help?

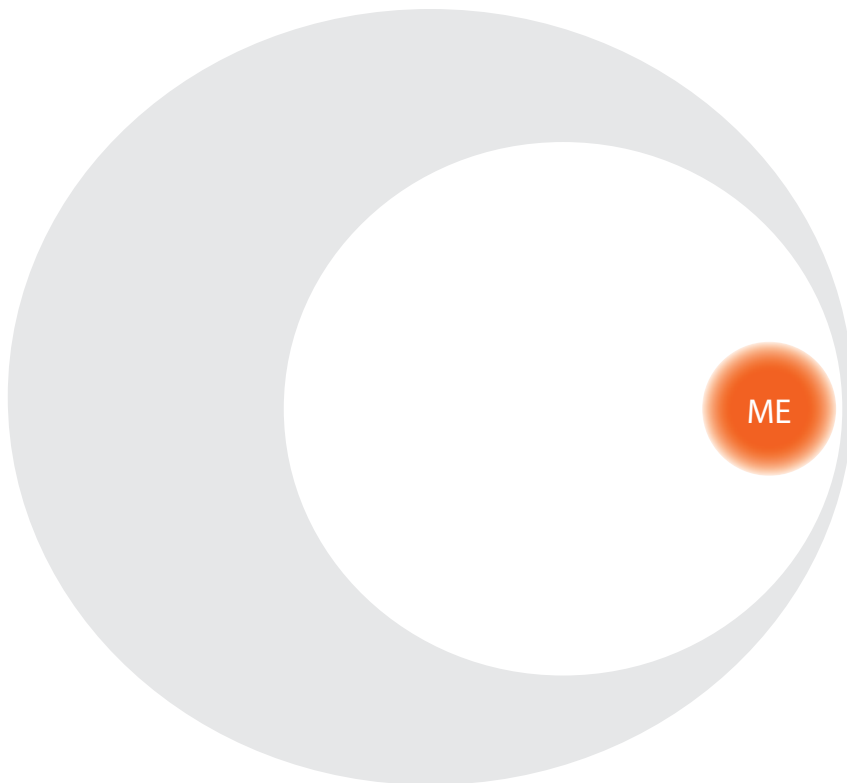
ARE YOU OKAY?

WHERE CAN I FIND HELP?

There are many sources of help – friends, family, teachers, a school counsellor or maybe your coach. There are also websites and helplines especially for young people and often the person you speak to will be a young person about your age. Some of these will work for you and others might not be as useful. Don't be afraid to try different sources until you find some that are right for you.



Write at least five sources of help that you would feel comfortable using when you would like support or advice. Some might be close to you like your family and friends (*write these in the white circle*), others might be in the community like your teacher, doctor or a helpline (*write these in the grey circle*).



Websites and helplines

Kids Helpline www.kidshelpline.com.au

Reachout au.reachout.com

Beyond blue www.youthbeyondblue.com

Lifeline www.lifeline.org.au

Headspace www.eheadspace.org.au

Sane www.sane.org

ARE YOU OKAY? IT ONLY TAKES A MOMENT TO CHECK HOW YOUR FRIEND IS DOING.

	Feeling	Problem	Help
Charlotte is feeling worried because her best friend Amy is taking lifts from a guy who has been caught for speeding several times. Charlotte wants your advice on how to talk to Amy about this.			
William is really upset because he had a fight with his dad on the weekend. He wants you to help him decide what to do.			
Priya is your best friend but she often drinks a lot at parties and then gets into a car with a driver who has been drinking. You are worried about her safety and want her parents to know but Priya will be angry with you if you tell them.			
Wade often does risky things just to make his friends laugh. You are worried that he will get hurt and don't understand why he thinks he needs to do this.			

STRENGTH

IT'S NOT ALWAYS
ABOUT BEING
STRONG

Superman is known for his physical strength but what strengths does he possess that tell us about his character – sense of fairness, loyalty, reliability, honesty? Strengths can be a value, belief, a talent or a skill that makes you who you are – your character and personality.

GIVES COMPLIMENTS

TAKES RISKS
AND ACCEPTS
CHALLENGES

FRIENDLY

EMPATHETIC

CALM

SHOWS GRATITUDE

GOAL
FOCUSED

HONEST AND FAIR

MODEST

RECOGNISES OTHERS' EMOTIONS

ABLE TO PROBLEM
PREDICT AND
PROBLEM SOLVE

REASONABLE AND FAIR

GOOD LISTENER

COMPLETES TASKS

SENSE OF HUMOUR

STRENGTHS DIARY

Write three strengths that are part of your character and that make you feel at your happiest when you are using them. Set yourself a goal to develop these strengths over the next week – what do you need to work on and how will you do this? Keep track of the times when you use your strengths and record an example for each in the table.

WE ALL HAVE
STRENGTHS AND IT
HELPS IF WE CAN
IDENTIFY AND NAME
OUR STRENGTHS.

SHARING AND
CELEBRATING
OUR STRENGTHS
IS IMPORTANT.

STRENGTHS ANALYSIS

Three strengths I have...

-
-
-

I need to work on ...

How will I do this?

Have I activated this strength today?

How did I use this strength today?



Explain how your character strengths help you to maintain your health and wellbeing.

RATE YOUR LEADERSHIP SKILLS

 **How well do you use each of these leadership skills? Circle the number that best matches you.**

Good communicator

A successful leader gets their message across clearly about what shared goal they are trying to achieve. They listen and understand the thoughts and feelings of others.

How good are you at communicating well with others?

1	2	3	4	5
(Not so good)			(I do this very well)	

Finds the best in others

A successful leader finds the best in people and gives them a chance to use these talents. They give positive feedback when people do great things.

How good are you at finding the best in others?

1	2	3	4	5
(Not so good)			(I do this very well)	

Sense of humour

A successful leader has the ability to laugh at himself/herself and relieves tense or stressful situations with humour.

How good is your sense of humour?

1	2	3	4	5
(Not so good)			(I do this very well)	

Adaptable

A successful leader can be flexible and responds quickly to changes in plans without getting flustered.

How adaptable are you?

1	2	3	4	5
(Not so good)			(I do this very well)	

Creates a friendly and safe environment

A successful leader is friendly to people and makes them feel safe by considering their feelings, helping them sort out disagreements and not using 'put downs'.

How good would you be at creating a friendly and safe environment?

1	2	3	4	5
(Not so good)			(I do this very well)	

Has courage

A successful leader has the courage to stand up for his/her values even when there are pressures pushing them in other directions. They make their decisions on what is best for the team not on their desire to be popular.

Do you think you would have this sort of courage?

1	2	3	4	5
(Not so good)			(I do this very well)	

Problem-solver

A successful leader can predict problems that might affect the team and also think creatively or 'outside-the-box' about different possible solutions and the possible consequences of each.

How good are you at solving problems creatively?

1	2	3	4	5
(Not so good)			(I do this very well)	

Good organiser

A successful leader does what he/she promises, is good at organising things, and delegates jobs to other people well.

How good are you at being responsible and organising things well?

1	2	3	4	5
(Not so good)			(I do this very well)	

Enthusiastic

A successful leader is enthusiastic, initiates and completes things. They create a feeling of excitement about the possibilities for the team.

How good are you at being enthusiastic?

1	2	3	4	5
(Not so good)			(I do this very well)	

Self-awareness

A successful leader knows their own values, skills, strengths and weaknesses, and can admit and learn from their mistakes.

How good are you at spotting these things in yourself?

1	2	3	4	5
(Not so good)			(I do this very well)	

Add up your score

- 0-20 You need to choose one or two leadership skills to focus on and practise each day.
- 20-30 You have a few of the skills that you need to be a successful leader but need to keep practising.
- 30-40 You have quite a lot of the skills that you need to be a successful leader. Try to find ways each day to practise the skills that are not your strengths so far.
- 30-40 You're on your way to becoming a successful leader. Find some opportunities that will let you take on a leadership role.



Choose one leadership skill and explain what you can do to become better at using this skill.

A leader is a person who sees something that needs to be done, knows that they can help make it happen, and does it – with the help of others. A leader has initiative. Too many people sit around waiting for things to happen. A leader doesn't wait. A leader 'does' and takes action.

Anyone can be a leader.



YOU CAN DO IT!

Choose an area in your life where you could lead others and apply some of these skills.

Good leaders are made – not born.

You may say – it's impossible for me to learn all these skills, I'm not super human. Well you don't have to develop all of these skills at once to be a good leader, but you have to be willing to learn and develop new skills. If you have the desire and willpower, you can become a leader by learning and practising skills such as empathy, communication, decision-making and problem-solving. Challenge yourself, believe in yourself. Leadership is about potential – **your potential.**



Search the internet for quotes about leadership. You can either present your quote to the class and explain why you chose it, or write an explanation of the quote.

passionate
creative
kind fair
honest
leadership
positive attitude
confidence in abilities
considerate
good communicator
enthusiastic
tolerant
self-disciplined
patient



Nearly everyone ends up in a sticky peer pressure situation at some point. No matter how wisely you choose your friends, or how well you think you know them, sooner you'll have to make decisions that are difficult and could be unpopular. They may try to pressure you into doing something you're uncomfortable with such as taking risks when riding your bike or driving a car.

These situations can be opportunities to figure out what's right for you. There's no easy way to stand up to peer pressure and it does take courage.

- ▶ Which of these pressure tactics have you had said to you or heard said to others? Add any others to the list.

I'll take the blame if anything happens

You won't be our friend

It'll be fine

Everyone does it

Nothing will happen

I've done it heaps of times before

I won't tell anyone

No-one will know

You are the only one whose parents won't let you

You scared?

Wait until everyone at school hears this

- ▶ Choose two of the pressure tactic statements and write a 'comeback' or refusal statement. For example – *Hurry up, we're going to be late, jump in, you don't need a seatbelt. You might respond – Better late than dead, I'll make my own way there thanks.*

1. Pressure tactic statement –

Your comeback

2. Pressure tactic statement –

Your comeback

- ▶ Sometimes the pressure can be non-verbal. Add any others to the list.

Invites to events stop

Talk behind your back

Ignore you

The tone of voice

Rolling of eyes

Laugh and point at you

A look of betrayal

It's not always easy to resist negative peer pressure, but when you do, it is easy to feel good about it afterward. And you may even be a positive influence on your peers who feel the same way — often it just takes one person to speak out or take a different action to change a situation. Your friends may follow if you have the courage to do something different or refuse to go along with the group.

Consider yourself a leader, and know that you have the potential to make a difference.

Listen to your 'inner voice'! If you feel uncomfortable, even if your friends seem to be okay with what's going on, it means that something about the situation is wrong for you. This kind of decision-making is part of becoming self-reliant and learning more about who you are.



The art of saying



There will always be those tricky situations where you have to say 'no'. But sometimes that one small word can be very difficult to say. You might fear that saying 'no' to a friend will equate to them liking you that little bit less. Often the consequences of saying 'no' to others are much worse in our heads than in reality.

Let's put that 'no' into context. When you say 'no' to a request, you are simultaneously saying 'yes' to something that you value more. Think of saying 'no' as a mindset where 'no' is about your decisions and choices rather than restriction.

Saying 'no' to a request from a friend doesn't come easily. Most of us can find this difficult and perfecting the art of saying 'no' won't happen overnight. As with anything, it's a case of practice makes perfect.

Presenting the 'no' in the right way can make all the difference. A tentative 'no' can leave others wondering if you really mean it and you might have to say it twice which is worse than saying it once. *No, I don't want to do that, well not right now anyway.* So once you've said 'no', make sure you have ways to let the other person know that you won't be changing your mind. *No, I don't want to do that, I have to be home in ten minutes or I'll be grounded for a week.*

There will always be a tough audience. When someone won't take 'no' for an answer. Remember to stick to your decision and don't try to soften the situation. *I'm sorry to disappoint you but one of my goals is to improve my ability to say 'no' and you're really testing me at the moment. Thanks for the practise. I'm going home.*



Write an assertive response to refuse the pressure being applied in each of the scenarios.

Scenario 1 Your parents aren't able to pick you up from school and it's starting to rain. Your friend pulls up and offers to give you a lift home on their motorbike. You notice that there isn't a spare helmet but your friend says it'll be alright and to get on before the rain gets worse.

Scenario 2 Your friend (16 years) is learning to drive and is on her L plates. She has driven her parent's car to your house with some other kids from school and tells you to get in so you can all go to the beach. You know that your friend has to have a supervisor but she says it's not far and to stop being a loser. The other kids start to laugh and make fun of you.

Scenario 3 You and a few other friends have been kept in after school and are running to catch the bus. Two of your friends run across on a red light and are nearly hit by a car. They laugh at their near miss and yell out to you to hurry up as the bus is about to leave.

Scenario 4 You and your friend have been learning how to do tricks at the skate park. One day some girls from school turn up to watch so your friend takes his helmet off and does a cool trick to impress the girls. He tells you to do the same and the girls start a clapping chant 'take it off'.

Scenario 5 You ride your bike to a friend's party and see some kids from school in the backyard drinking. You told your parents that there wouldn't be any alcohol at the party. Your friends offer you some and laugh when you say no.

IT'S WHAT
YOU SAY

AND HOW
YOU SAY IT

There are so many reasons for having a conversation. It might be to share an experience, to ask for something or to tell someone how we're feeling and why we don't want to do something. But do we always say what we mean? Do others always understand what we're trying to say?

So what does acting and speaking assertively mean?

- Being firm, fair and reasonable
- Standing up for yourself
- Not allowing other people to dominate you
- Trying for a win-win outcome
- In control of your emotions and recognising other's emotions

Are there any tips for assertiveness?

- Try to understand the other person's perspective, motives and emotions
- Clearly and calmly explain how their actions affect you
- Stand still and straight and look at the other person
- Don't use threatening body language – hands on hips, finger pointing, frowning
- Use helpful thoughts and be optimistic that the situation will be resolved
- Let the other person respond and actively listen to what they have to say
- Know what you want but be prepared to compromise
- Move away from the other person if you don't feel safe

- ▶ Write your own definition of assertive communication.

- ▶ Write two statements that demonstrate a person using assertive communication that includes a refusal statement.

For example:

Refusal: *No I don't want to do that.*

Assertive communication: *I know that you think it is okay to not wear a helmet when you skate and that's your choice, but I don't want to end up in a wheelchair for the rest of my life.*

INFLUENCING my DECISIONS

There are so many things in our life that influence us in one way or another. Some of these will help us to make positive, healthy and responsible decisions. However, some will have the opposite effect and can affect our health, safety and wellbeing.

Consider each situation that requires a decision. Tick the people or things that will influence your decision. Which of these would be positive influences?

SITUATION Decision on:	No-one	Parent (s)	Brother or sister	Best friend	Grandparent	Media	Other
1. Going to school today or not?							
2. How to spend your holidays?							
3. Buying some new clothes?							
4. How to travel to school?							
5. How to cross the road safely?							
6. When to get your driver's licence?							
7. Whether to wear a bike helmet or not?							
8. Who to ask for help and advice?							



Think about the influences you have around you.

People

Other

Our self-esteem, our own judgement of right and wrong, and our desire to achieve certain outcomes, all play a part in how strong a certain influence will be on us.



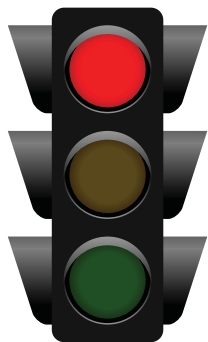
List the top five people that you spend the most time with at school or in your personal life.

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

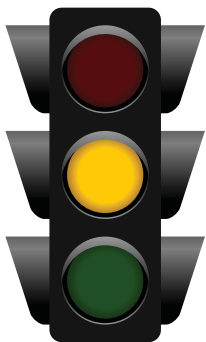
Now decide if these people are influencing you positively. If not, are there other people you can place in that top 5 who will positively influence you?

MY POSITIVE CIRCLE OF INFLUENCE

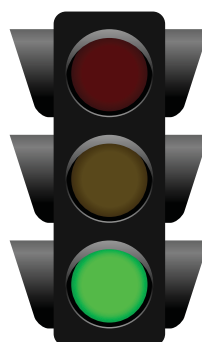
- 1.
- 2.
- 3.
- 4.
- 5.



STOP



THINK



DECIDE

DECISION MAKING TIPS

STOP

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 may be more than one course of action you can take.

THINK

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** as you will be happier about your decision.
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 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 your decision can make you feel unhappy.

DECIDE

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 others.

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

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.

DECISION MAKING MODEL

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.

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



Think of a situation where a young person may be influenced to do something unsafe such as tag a train or get pulled along on a skateboard behind a car or drink a lot of alcohol then ride their bike home.

1. What is the problem?
2. What are all of your options?
3. What are the positive and negative consequences of each option?
negative consequences
positive consequences
4. What's your decision?



Think about a problem that you have in your life right now. Use the 4 steps to help you to decide how to manage your problem.



Think about a challenging or unsafe social situation where you only have moments to make a quick and safe choice. Apply the 4 steps to this situation. What would help you to do this quickly? (eg plan ahead, always expect the unexpected, remember to 'stop-think-decide' before you act).



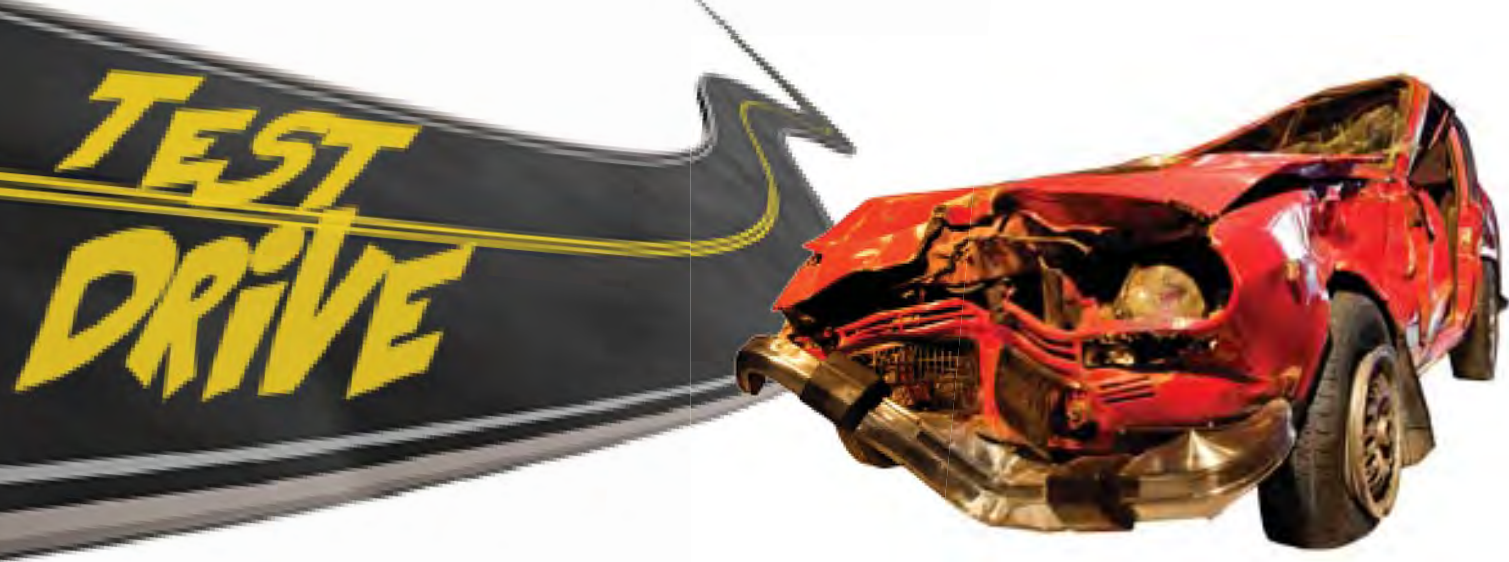
We all travel somewhere each day, perhaps as a driver or passenger in a car, bus or train, or as pedestrian or cyclist walking to school or work. Knowing the road rules and laws, and other road safety strategies can help to keep ourselves and other road users safer.

Test your road safety knowledge.

	TRUE	FALSE
1. WA has more fatalities per 100,000 people than the national rate.		
2. More males than females are killed or injured each year on our roads.		
3. There were 115 motor vehicle occupant fatalities in 2014. 31% (36) of these were not wearing a restraint at the time of the crash.		
4. Passengers and drivers make up the largest number of fatalities each year.		
5. Males are more likely to not wear a seatbelt than females.		
6. Young people under 16 years of age are more likely to be injured or killed while travelling as a passenger.		
7. Alcohol, speed, fatigue and distractions are the common causes of crashes.		
8. It is against the law to ride a bike while intoxicated.		
9. It is against the law for children under 7 years of age to sit in the front seat of a car.		
10. In Australia, drivers and passengers must sit in a seat that has a restraint available and they must have the seatbelt or restraint fastened and worn correctly.		
11. In Australia the wearing of restraints became compulsory in 1971.		
12. It is against the law for parents to sit children on their laps while travelling in a car.		
13. Passengers are not allowed to travel in the back of trucks, utes or panel vans, unless there are approved seatbelts fitted.		

	TRUE	FALSE
14. Front seat airbags can cause injuries to children as they are designed to deploy at the head height of an adult.		
15. Drivers can be fined and lose demerit points if they have passengers in their car who are not wearing a restraint.		
16. Drivers and passengers travelling unrestrained in a car are at least 10 times more likely to be killed in a road crash than those wearing a seatbelt.		
17. An airbag is designed to cushion the impact of a crash and not restrain the occupant – that’s what a seatbelt does.		
18. Cyclists of all ages must wear a helmet.		
19. If a car is travelling along the road at 60km/h and has a crash, everything inside the car that isn’t restrained, including anybody not wearing restraint, keeps travelling at 60km/h until it hits something.		
20. It is never safe to ‘double up’ and share a restraint.		





Road traffic injuries are a pressing global health concern. Approximately 1.3 million people die on the world's roads each year and up to 50 million people sustain non-fatal injuries.

Since record keeping commenced in Australia in 1925, there have been over 180,000 deaths on Australia's roads. However, road trauma levels have declined substantially over the last four decades, despite considerable population growth and a major increase in registered motor vehicles.

Research ...



Use www.rsc.wa.gov.au (Road Safety Commission) to find current statistics for 0-16 year olds and answer the questions.

- How many young people aged 0 to 16 years were injured or killed in a road crash last year? How many of these were passengers?

- Was not wearing a restraint the cause of deaths and injuries for this age group?

Choose from drop-down box

- Were there more pedestrians killed or injured than cyclists for this age group?

Choose from drop-down box

- Was the number of young people injured as passengers higher than pedestrians for this age group?

Choose from drop-down box

- What statistic about young people surprised you? Why?

- What can a young person your age do to reduce the risk of being injured as a passenger?

- What can a young person your age do to reduce the risk of being injured as a pedestrian?



Write at least 2–3 key points about cycling and wheeled devices for each heading.

There have been many different types of bikes through history – the Boneshaker, the Penny Farthing and the BMX (which stands for Bicycle Motocross). Each year there are around 100 million bicycles made in the world.



There are roughly one billion bicycles in the world which is about twice the number of motor vehicles in the world. Cyclists know that cycling is a great way to stay fit and that you can travel three times faster than you can walk for the same amount of energy. Cycling can also be a cheap and environmentally friendly way to travel. So ... what do you know about cycling rules and safety?

1 Cycling at night	
2 Crossing at traffic signals and crosswalks with your bike	
3 Roadworthy bikes	
4 Bike crashes and the law	
5 Cyclists and the law	
6 Travelling on rollerblades, roller skates, skateboards and scooters	
7 Bike helmets	
8 Bikes on trains	
9 A bike is a vehicle	



Use your notes and information about cyclists provided on the Department of transport <https://www.transport.wa.gov.au/activetransport/cycling.asp> to write a short summary of the rules and requirements related to cyclists and riders of wheeled devices.



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THE NETHERLANDS HAS MORE BIKE USERS THAN ANY OTHER COUNTRY WITH ABOUT 99% OF THE POPULATION OWNING AND TRAVELLING BY BIKE.

THE LONGEST TANDEM BIKE EVER BUILT WAS OVER 20 METRES LONG AND COULD SEAT 35 PEOPLE.

WHEREVER NEWS

The community of Yundinara has been devastated by a crash involving a local teenager last night. A black delivery truck driven by an elderly man was travelling along Drake Street at around 6:30 pm. The female pedestrian aged 14 stepped out onto the road into the path of the delivery truck. Witnesses say she did not look and was wearing headphones and dark clothing.

Her parents confirmed that she has spinal and head injuries and is in an induced coma, and are devastated that their daughter was hit by the truck.

The driver was questioned and breathalysed at the crash scene by police and had a 0.12BAC. Witnesses reported the delivery truck was speeding in the 60 km/h area.

Local residents living along Drake Street said there have been several near misses with children trying to cross the busy four lane road and have repeatedly asked the local council to install a crosswalk. The local council declined to comment on this matter.

The driver will appear in the local court next week.



Explain how the driver and the young female contributed to the crash.

Causal factors	How did this factor contribute to the crash?
Driver	
Driver	
Pedestrian	
Pedestrian	

CRASH REPORT

Date:

Time:

Location:

Weather and light conditions:

Pedestrian details:

Vehicle details:

Driver details:

Draw a diagram to show how the crash happened.



Was the driver or the pedestrian most at blame for this crash? Explain your answer.



What could the pedestrian have done to reduce the risk in this situation?



What could the driver have done to reduce the risk in this situation?



Write two ways that you reduce any possible risks when you are out walking?

1

2



The simple truth about speeding is – the faster a vehicle goes, the longer it takes to stop and, if the vehicle crashes – the harder the impact. Even small increases in speed can have dire consequences.

As an example, a vehicle travelling at 67km/h will still be travelling at approximately 30km/h when the same car, braking at the same time, but travelling at 60km/h comes to a complete stop. If a pedestrian had stepped onto the road, the difference could be a matter of life or death.

STOPPING IN TIME


Reaction distance + Braking distance = Stopping distance

Reaction distance = the distance that a vehicle continues to travel while the driver thinks about and processes the information required to stop the vehicle

Braking distance = the distance that the vehicle continues to travel once the brakes are applied

Stopping distance = the total distance that a vehicle travels to come to a complete stop, from the time the driver first reacts and then decides to put on the brakes

Please fill in the table by predicting the distances for each speed.



Speed the vehicle is travelling (km/h)	Reaction distance (metres)	Braking distance dry road (metres)	Stopping distance (metres)	Braking distance wet road (metres)	Stopping distance (metres)
40	17+	9	26	13	30
50					
60					
70					
80					
100					
110					

▶ Answer the questions

Would these stopping distances be the same for a heavy haulage vehicle? Explain your answer.

Write three factors that can affect how quickly a vehicle will be able to stop for a pedestrian who has stepped out onto the road?

- 1.
- 2.
- 3.

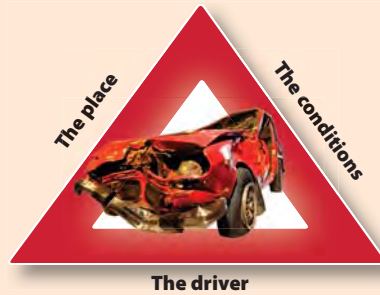
Would the stopping distances be the same for a train? Explain your answer.

What advice would you give to a pedestrian who needs to cross a railway track?

CRASH!

MOTOR VEHICLE CRASHES HAPPEN EVERY DAY AND ALL OVER THE WORLD. SOME CRASHES ARE SIMPLY BECAUSE THE DRIVER MADE A MISTAKE, WHEREAS OTHERS ARE BECAUSE THE DRIVER ACTED ILLEGALLY OR IRRESPONSIBLY.

- 1 Read the scenario (right). List the factors that contributed to the crash next to each heading on the crash triangle.
- 2 Roll a die three times to create a scenario. The first time you roll it is the 'passenger'. The second time the 'place', and the third time the 'conditions'.



Anh was travelling with his dad and uncle to visit their friend who lived in the city. His uncle had been driving for five hours without a break and it was now night time. Anh's dad had taken his seatbelt off and was asleep in the front seat. His uncle was talking on his mobile phone to the friend telling him that they would be there soon. All of a sudden a kangaroo jumped onto the road in front of the car. Anh's uncle braked quickly to avoid the kangaroo and the car veered off and hit a tree.

- 1 Decide if Anh is a low or high risk of being injured. Explain your answer.

- 2 What could Anh do to reduce the possibility of being injured in this situation?

- ▶ Final thoughts ... Write at least **four** things you can do to make sure you stay safe while travelling as a passenger.

Passenger	Place	Conditions (what is happening inside or outside of the vehicle)
13 year old not wearing a restraint in the front seat in a car being driven by a P-plate driver	Busy main road with a speed limit of 60km/h with traffic in both lanes	Raining heavily and loud music playing
Baby being held by older brother in the front seat of a car being driven by a 21 year old mother who has had little sleep	6 lane freeway with a speed limit of 100km/h	Late at night
A 4 year old asleep on the back seat correctly restrained in a vehicle being driven by a grandfather who has been taking cold and flu tablets	A bumpy gravel road with large trees near the edge and a speed limit of 110km/h	Worried driver who is running late
13 year old with head out of the window of the school bus	Straight stretch of road with a speed limit of 80km/h	Heavy rain and a fogged up windscreen
12 year old in a car with a driver who has been drinking alcohol	Country road with lots of potholes and a speed limit of 100km/h	Passengers shouting and laughing
12 year old sitting in the back of a ute	A winding road near the top of a hill with a speed limit of 110 km/h	Overcrowded vehicle

Passenger	Place	Condition	Level of risk (0 – low to 5 – high)	Strategy to reduce the risk
Example 13 year old with head out of the window of the school bus	Busy main road with a speed limit of 60km/h with traffic in both lanes	Passengers shouting and laughing		Complete this as a class

Skitching youth injured

SOUTHERN Cross police are investigating a crash involving a 13 year-old cyclist.

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

'He was holding onto the bus with one hand and shouting to his mates on the bus,' said one witness.

Police believe the bus driver realised the boy was skitching and stopped the bus. The cyclist's front wheel is thought to have hit the back of the bus throwing the teenager onto the road where he was hit by a car following behind the bus. The incident occurred on the road near the school and in a 40km/h school zone. The recent wet weather made the roads slippery and difficult for the driver to stop.

The teenager was not wearing a bike helmet and received serious head injuries and a broken pelvis and leg. He was taken by Royal Flying Doctor Service to Perth where he is reported to be in an induced coma.

Students from the school said this was the first time the teenager had tried skitching and was doing it as part of a dare from his mates.

Police have asked for people in the community to report any incidents involving local youths holding onto cars, trucks and buses while riding skateboards, bikes or scooters.

Quad bike rider tragically killed

A TEENAGER from Karratha was fatally injured when the quadbike he was riding collided with a car.

The 14 year-old whose name has not been released had been riding with mates in local bush near the Dampier salt lakes. Witnesses say the boy tried to cross the busy highway in front of the car.

The driver of the car tried to avoid the teenager but clipped the side of the quadbike and flipped it over. The teenager died at the scene. The driver was uninjured.

'The kids use the salt flats

to ride their quadbikes and motorbikes all the time, this was always going to be on the cards. It's a tragedy,' said Constable Julie Marr. 'It doesn't matter how many times we warn them they just find somewhere else to ride. Their parents really need to take responsibility here and set some rules for riding quadbikes and motorbikes in off-road areas with supervision. If that had happened we might not be dealing with this terrible situation.'

Friends of the dead teenager gathered at the crash scene and were visibly upset.

Skate park the answer

The small community of Myalup are demanding the local council build a skate park to give young people in the area somewhere safe to use skateboards, scooters and rollerblades.

The community reaction is the result of a crash involving a 14 year-old boy and a car on the road into Myalup on Tuesday afternoon.

Police believe the boy was skateboarding with friends on a steep hill. The group had been seen building a ramp and jump at the bottom of the hill. The driver of the car was driving with the sun in his eyes and didn't see the boy until it was too late.

'If we don't give kids somewhere to have their fun and skate then these tragedies will keep on happening,' said Matt Brown from the nearby caravan park. 'Kids come here on holidays and there's no-where for them to ride. We don't have footpaths and the roads are pretty bumpy.'

Parents of the boy are awaiting news on their son who is in intensive care at Princess Margaret Hospital with serious head and spinal injuries. Witnesses say the boy was not wearing a helmet at the time of the incident.

Like all advertisements we see and hear, road safety advertisements have a target group in mind and an objective that it is trying to achieve. The media company will include key messages about the issue, and will use various techniques to grab the audience's attention – images, music, sound, lighting, camera angles, locations and visual effects.



View a campaign advertisement on the Road Safety Commission website
<https://www.rsc.wa.gov.au/Campaigns>
then answer the following questions.

Name of the advertisement _____

Who is the target group for the advertisement (age, gender, current attitudes and behaviours)?

What is the objective (desired outcome) of the advertisement?

What is the key message (primary, supporting, language, tone, call to action)?

What techniques were used (images, visual effects, music, sounds, lighting, camera angles, location or sets)?

What was your initial reaction to the advertisement?

What initial reaction do you think the target audience will have?

Would this advertisement encourage you to change your behaviour? Why?

How well do you think the objective of the advertisement was achieved? Why?



Write a slogan that would influence young people to wear their seatbelt and walk safely.

Get on your bike

Plan your campaign

The task...

In your role as Advertising Manager for the WA Health Council for Young People, you have been assigned the campaign 'Get on your bike – it's a great thing to do!' This campaign aims to promote the benefits of cycling to young people aged 13 to 18 years.

Your campaign should include materials that have key messages about:

- Safety
- Health benefits
- Environmental benefits

Find Australian websites that provide accurate information on the benefits of cycling and staying safe while cycling.

Decide how you will present your information. For example you could design a brochure, flyer or poster or a Power Point presentation.

Come up with a slogan that will attract young people to cycling.

Write your information in no more than 200 words.

Use images, pictures or clip art from the internet.



Information

Jot down some of your ideas on the notepads

Slogan ideas

Websites

Some decisions are easy to make like – what do I want to eat for breakfast? Other decisions can be more involved and take longer to make. That's usually because the outcome of your decision may affect you and others.

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.



MAKE A DECISION



Choose one of the scenarios and then work through the model to help you decide what the character should do.

Jodie-Anne and her friend Kim are sitting in the back of the bus. Kim starts throwing paper balls at some boys sitting in the middle of the bus. The boys are getting angry and Jodie-Anne notices that the driver keeps looking at them in his rear vision mirror. Kim gives Jodie-Anne some paper balls to throw. How would Jodie-Anne feel in this situation? **What could Jodie-Anne do?**

Louis, Zhen and Fredric are sitting near the back of the crowded bus. They're going to the footy and are really excited about the match. Zhen and Fredric decide to start pushing their way through the crowd, while the bus is still moving, to get to the exit door. Fredric shouts to Louis to hurry up. How would Louis feel in this situation? **What could Louis do?**

Alexis and Anton are sitting on the back seat of the bus. Anton spots a friend walking along the road and starts yelling and putting his hands out of the window to attract her attention. Anton tells Alexis to do the same. How would Alexis feel in this situation? **What could Alexis do?**

Balun and Andy's bus is late getting to their stop. Andy's really angry because his favourite television show starts in a few minutes and he doesn't want to miss it. Andy gets out of his seat and stands in the doorway of the bus. He starts pestering the driver to hurry up and tells Balun to come and stand with him. How would Balun feel in this situation? **What could Balun do?**

Jimmy had arranged to get a lift home from footy training with Steve's dad. When Jimmy gets to the car park he realises that Steve's big brother Josh is going to drive them home in his ute. Steve is already in the front and tells Jimmy to hop in the back of the ute. Jimmy doesn't want to. How would Jimmy feel in this situation? **What could Jimmy do?**

Mohammed and Paul are going to the movies. Paul's mum has offered to take them but Mohammed knows she has been drinking alcohol. How would Mohammed feel in this situation? **What could Mohammed do?**

1. What is the problem?

2. What emotions are felt?

3. What are all of your options?

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

5. What's your decision?

Thoughts



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ISBN 9780730745884



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