

CHALLENGES AND CHOICES

TEACHER RESOURCE

9

ROAD

A Resilience
Approach to
**Road Safety
Education**

**TITLE: Challenges and Choices: A Resilience
Approach to Road Safety Education
Year 9 Teacher Resource**

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The author has made a comprehensive effort to sight and credit sources. Any omissions detected are not intentional. The author welcomes information to correct any oversights in subsequent editions.

Note: National and State legislation and regulations referred to in this resource were correct at the time of publication. SDERA advises the reader to review relevant websites and documents for legislative and regulatory updates.



School Drug Education and Road Aware

School Drug Education and Road Aware (SDERA) is the WA State Government's primary drug and road safety education strategy for all government and non-government schools, and early childhood services. SDERA is a cross-sectoral initiative of the Association of Independent Schools of WA (AISWA), the Catholic Education WA (CEWA) and Department of Education (DOE) and is funded by the Mental Health Commission and the Road Trauma Trust Account.

SDERA aims to prevent road-related injuries and the harms from drug use in children and young people.

SDERA empowers early childhood and school-based staff, parents and carers, and community groups to implement effective resilience, drug and road safety education approaches within their schools and community, through the provision of professional learning, evidence-based resources, and a state-wide consultancy team.

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Module 2

Road Safety Education

Road safety education is an important strategy for reducing the extent of traffic-related casualties among young people. Effective road safety education programs need to build knowledge and increase the competency of students to act in safe ways when presented with challenging situations.

This module supports the personal and social capabilities introduced in Module 1 and provides opportunities for students to build upon their road safety knowledge and skills, identify high risk situations, and develop a range of strategies to prepare them to make safer decisions as pedestrians, riders and future drivers.

The suggested activities in this module of work can be modified or additional resources sourced to support student needs and the local context. It is recommended that videos be pre-viewed to determine suitability for different student cohorts.

TOPIC 1

Tuning in to road safety

Activity 1 Identify current road safety knowledge and attitudes



Learning intention

- Students assess their current road safety knowledge and attitudes about road user behaviours
- Students share their own and consider others' road safety attitudes

Equipment

In Gear student workbook – *Stop and think* – page 8-9

Teaching tip

Split the class into two groups and run two *circle talks* if the room is too small for one large *circle talk*.

Activities

1. Explain to students that the statements on *Stop and think* on page 8 of the student workbook cover a range of road user issues that will prompt them to identify their beliefs and attitudes about road safety. The 'before' responses should be completed by each student on their own.
2. Give students the opportunity to listen to others' opinions by setting up a **circle talk** (refer to page 67). Nominate the number of the statements to be discussed and ask students standing in the inside circle to start. After 30 seconds, signal to the students standing on the outside circle to have their turn. Keep the discussion time brief so students stay on task and actively listen. Move the outside circle on one or two places and repeat the procedure until all statements have been discussed. Try to listen in on responses to those questions where students are required to share their attitude about road safety. If some students express negative attitudes such as believing it is okay to drive with someone who has been drinking or using other drugs, consider implementing a drug education program using *Challenges and Choices: A resilience approach to drug education* (SDERA, 2016).

Debrief the activity by further discussing the statements or answering any questions generated during the circle talk. Questions that are unanswered can be used to plan further learning experiences.

Ask

- *Is listening to other students' viewpoints worthwhile? Why?* (eg it can support or challenge a student's attitude or belief that everyone behaves in a certain way).
- *Were you surprised to hear some of the attitudes expressed by your peers? Why?* (Remind students of the 'no name' rule when they answer this question).

- *How might your attitudes influence you as a driver in the future?* (eg a student who believes that everyone has a responsibility to make good decisions and be a safe road user may translate these into their attitudes about safe driving).
3. Have the class complete the *Stop and think* questions on page 9 and then collect the student workbooks to check students' current knowledge and attitudes.
 4. Explain to the class that their road safety education program will:
 - highlight not only the physical but also the social, emotional and legal consequences of being involved in a crash
 - identify strategies that can be used to increase safety in a range of road-related situations.
 5. Discuss the classroom rules that will apply during the students' road safety education program, such as:
 - *No put downs.* (Students should feel confident that their question, comment or personal attitude will be respected within the class. Any breach of this rule should be acted upon quickly).
 - *No personal disclosures.* (Personal stories about alcohol and other drug use, hooning and other risky or illegal behaviours should not be encouraged. This will protect students, and those related to students, personal privacy and prevent them from damaging their reputation. It also prevents students from sharing stories that may increase their status, glamorise risky behaviour, or covertly influence others to engage in risky behaviour. It will also stop the class from being side-tracked).
 - *Option to opt out.* (Although the aim of the program is to have students consider their own attitudes and beliefs about road safety, students should always be given the option to not share. Teachers should also be aware of any students in their class who have experienced a road trauma as discussions may raise emotions and cause distress). Teachers need to be aware of the support available in their school to assist these students.
 6. The 'after' column on *Stop and think* on page 8 of the student workbook can be completed by students after they have participated in some of the road safety learning activities in this resource. This will give students the opportunity to notice any changes in their attitudes and beliefs towards safe road use and discuss why they have changed their opinion.

Activity 2 Road safety quiz



Learning intention

- Students investigate aspects of road safety including crash statistics, causal factors of crashes and WA road rules

Equipment

In Gear student workbook – *Stop and think* – page 9

Activity sheet – *Road crash questions* – photocopy one set

Activity sheet – *Road rules questions* – photocopy one set

Nine chairs placed in a three by three grid

Internet access (optional)

1. Play a game of *Noughts and Crosses* to identify what students know about road crashes, causal factors and road rules. Set up the nine chairs in a grid of 3 x 3. Select one of the set of questions to ask students. Divide the class in two groups and nominate a group to be noughts and the other crosses. Distribute half of the question cards to each group. Ask a student from one group to read out the question and provide the answer. If the student does not know the answer they can consult other members of their group. If the answer is correct the group chooses one of the seats in the grid of nine chairs to occupy and has another turn. If the answer is incorrect read out the correct answer and discuss this as a whole group.

The game continues until one group occupies three chairs in a row either horizontally, vertically or diagonally. Play another round of the game until all questions have been discussed.

Road crash questions

	Question	Answer
1.	On average, how many people are killed in road crashes in Western Australia each year? A) 0-50 B) 50-100 C) 100-150 D) Around 200	D) The number of fatalities and serious injuries on WA roads varies from year to year, however on average, around 200 people are killed each year.
2.	Of those 0 to 16 year olds killed or injured in WA road crashes each year, are the majority pedestrians or passengers?	Children (0-16 years) are more likely to be killed or injured while travelling as a passenger, and often because they were not wearing a restraint.
3.	Are more males under the age of 24 more likely to be injured or killed in road crashes than females the same age?	Yes. In that age group, males are over represented in road crash fatalities and injuries.
4.	Are more pedestrians killed or injured in the city or country?	More pedestrians are killed or injured in the city than in the country.
5.	Are more male or female pedestrians killed or injured each year?	There are usually more male pedestrian fatalities and hospitalisations each year.
6.	Are pedestrians, aged 0-16, more likely to be killed or injured in the city or country?	Young pedestrians are more likely to be killed or injured in the city than the country.
7.	When are children more likely to be injured in a crash? Before or after school? What time of day?	Most fatally injured or hospitalised children are involved in crashes on a weekday between 3pm - 6pm.
8.	True or false. Most cyclist injuries occur on the road.	False. Most injuries to cyclists occur off-road in parks and recreational areas.
9.	Are young drivers more likely to be involved in a road crash on the weekend or during the week?	Most crashes involving young drivers happen on a Saturday between 3pm and 3am.
10.	What does 'casualty' mean in road safety terms?	A person killed, admitted to hospital or injured and requiring medical attention as a result of a road crash.
11.	On average, how many people require hospitalisation after a road crash each year in WA? A) 500 B) 1000 C) Over 3000?	C) Each year in WA there are usually over 3000 people hospitalised with injuries sustained from a road crash.

Road crash questions cont.

12.	What does the term 'road toll' mean?	The number of fatalities resulting from road crashes.
13.	What percentage of road crashes are the result of alcohol use each year in WA? A) 20% B) 50% C) 80%	Around 20% of fatal crashes involve a driver with a BAC of over 0.05% - which is the legal limit in WA. Through alcohol education most of the community has a negative attitude towards drink driving.
14.	What is the Blood Alcohol Content (BAC) limit for fully licensed drivers in WA?	Fully licensed drivers in WA must not have a BAC over 0.05.
15.	What did the WA Government introduce in 1971 to reduce the road toll?	Seatbelts were made compulsory in 1971 and overall, the road toll has decreased since then.
16.	When is a vehicle considered to be speeding?	If a vehicle is travelling above the posted speed signs or if the conditions are dangerous (eg slippery road, foggy, hail).
17.	Is it illegal to drive under the influence of drugs in WA?	Yes it is illegal to drive or ride under the influence of drugs in all states and territories of Australia. The latest crash data shows over 1/3 of drivers, motorcyclists and pedestrians who die on WA roads have at least one drug detected.
18.	How much does road trauma cost the WA community each year? A) Less than 1 million dollars B) More than 1 million dollars	Road trauma costs the WA community around \$1.8 billion each year. Nationally, the cost is around \$17 billion. This figure covers hospital costs, emergency services, rehabilitation, insurance etc.

Road rules questions

	Question	Answer
1.	Under the 'anti hoon' legislation, drivers and motorcyclists who endanger lives through reckless behaviour can have their vehicles impounded or confiscated. True or False?	True People caught racing or doing 'burnouts' can lose their vehicles for 48 hours. If a second offence occurs, the vehicle can be impounded for up to 3 months and their driver's licence suspended. On a third offence the vehicle can be confiscated altogether and the driver's licence permanently disqualified.
2.	Drivers turning left or right or making a legal U turn must give way to any pedestrian at or near the intersection on the road or part of the road the driver is entering. True or False?	True Motorists must give way to pedestrians before proceeding to turn left or right or while making a legal U turn.
3.	It is legal for a driver to make or receive calls using a 'hand held' mobile while their vehicle is stopped in traffic. True or False?	False It is illegal for a driver to make or receive calls using a 'hand held' mobile phone while the vehicle is moving or stopped in traffic. This includes SMS texting or using other phone functions (eg using map apps).
4.	Drivers must maintain their speed when an emergency vehicle (ie police, ambulance, fire engine) is approaching. True or False?	False A driver must pull over and give way to all emergency vehicles.

5.	If you are transporting a passenger who is under 16, it is their responsibility to wear a seatbelt. True or False?	False Drivers are legally responsible for ensuring that children up to the age of 16 are suitably restrained in a vehicle.
6.	It is legal to ride a motorised scooter on the footpath. True or False?	False Any vehicle with a motor is not permitted on paths.
7.	A driver must travel at or below the posted speed limit. True or False?	True Travelling at one km/h over the posted speed limit is illegal.
8.	Pedestrians must give way to vehicles entering or exiting a driveway. True or False?	False Motorists entering or exiting a driveway must give way to pedestrians walking on the footpath.
9.	You may walk along the road, even if there is a footpath available, providing you do not obstruct traffic. True or False?	False You must not travel on a road if there is a footpath available for you to use.
10.	You can cross a road near a pedestrian crossing if the road is clear or the traffic has stopped. True or False?	False You must use a pedestrian crossing if one is available and you are within 20 metres of the marked crossing.
11.	It is okay for a pedestrian to cross the road if a don't walk signal has started flashing. True or False?	False Pedestrians should not begin to cross if the 'don't walk' signal is flashing. Signals are designed to give pedestrians enough time to cross from the start of a walk signal to the end of a 'don't walk' signal.
12.	Pedestrians are allowed to jaywalk (ie walking across the road at an angle). True or False?	False Pedestrians must cross by the shortest route and not stay on the road longer than needed to cross safely.
13.	It is illegal to stay on the road longer than you need to when crossing. True or False?	True A pedestrian is not permitted to stay on a children's crossing, marked foot crossing or pedestrian crossing on a carriageway for longer than necessary to cross the carriageway safely.
14.	A cyclist must get off their bike and walk it across a crosswalk or at a pedestrian signal crossing. True or False?	True Bikes must be wheeled across crosswalks and pedestrian signal crossings (unless there is a bike crossing signal).
15.	It is compulsory to wear a helmet if you are riding a bike. True or False?	True Anyone riding a bike must wear a helmet. Children riding bikes with training wheels or sitting in a baby seat behind an adult must wear a helmet.
16.	Cyclists are permitted to ride on the footpath. True or False.	True All cyclists, regardless of their age, may ride on any footpath unless a 'no bicycles' sign has been erected.
17.	When riding at night, your bike must have a front light and rear reflector. True or False?	False When riding at night your bike must have a white front light (visible up to 200 metres ahead), a rear red light (visible up to 200 metres to the rear) and a red reflector that is visible for at least 50 metres from the rear of the bike.
18.	A cyclist, scooter rider or skater has 'right of way' over pedestrians on a shared path. True or False?	False Cyclists and other riders should give way to pedestrians on shared paths. However a pedestrian does not have the right to intentionally obstruct a cyclist on a shared path.
19.	Cyclists can ride 'two abreast' or beside another cyclist on the road. True or False?	True You can ride in pairs, however it is safer to ride in single file when the road is narrow or there are vehicles approaching from behind.
20.	You may ride close behind or hang onto another vehicle while riding your bike or scooter, providing you don't exceed the speed limit. True or False?	False Cyclists and scooter riders must travel at least 2 metres away from the vehicle in front and must not hold another vehicle or be towed.
21.	A cyclist who is at least 16 years of age can legally carry a child who is under 6 years of age. True or False?	True When the rider is at least 16 and when the passenger is a child under 6 sitting in a specifically designed bike child seat and the child is wearing a helmet. Double dinking is illegal.

Road rules questions cont.

22.	You must keep at least one hand on the handlebar at all times. True or False?	True Cyclists need to ride with only one hand on the handlebar at certain times such as when they are indicating to turn however it is illegal to ride with both hands off the handlebars.
23.	It is okay to travel in the open space of a vehicle. True or False?	False It is against the law to travel in the open space of a vehicle where restraints are not provided (eg the back of a van, ute or wagon).
24.	If there aren't enough seatbelts you can 'double up' or fasten a seatbelt around two people. True or False?	False Seatbelts are designed to be used by only one person at a time. 'Doubling up' is both illegal and unsafe.
25.	Babies and young children can be held by an adult if a child car restraint is not available. True or False?	False Children must be seated in a child car restraint. An adult's lap is not safe enough for a child when there is a crash.
26.	It's okay to have your arm out of the window of a bus or car. True or False?	False Passengers and drivers must not place any part of their body outside of the vehicle.
27.	Seatbelts don't have to be worn in the back seat. True or False?	False It is compulsory to wear a seatbelt whether you are in the back or front seat of a vehicle. In a crash, a seatbelt can keep you from hitting parts of or other people in the vehicle, or from being thrown out.
28.	It is illegal for passengers to have a BAC over 0.05. True or False?	False There is no BAC limit for passengers. However passengers should be aware of their behaviour as driver distractions may cause a crash.
29.	If a passenger is receiving medical treatment of an urgent and necessary nature while in a vehicle, they don't have to wear a seatbelt. True or False?	True A passenger is exempt from wearing a seatbelt if he or she is providing or receiving medical treatment of an urgent and necessary nature while in or on a vehicle.
30.	A pillion passenger on a motorcycle who is under 8 years of age doesn't have to wear a helmet. True or False?	False Drivers and pillion passengers upon motorcycles must wear a helmet. Children under 8 years of age are not permitted to be a passenger on a motorcycle unless they are in a sidecar.

- Clarify any questions students have related to the information discussed during the game. Process the activity using the following questions.

Ask

- Were any of the road rules for cars and bikes similar? Why? (Yes, staying on the left hand side of the road, maintaining roadworthiness).
 - Should riders of skateboards and scooters have to follow the same rules as cyclists eg wear a helmet, maintain their wheeled device? Why?
 - How important is it for young people to know the road rules?
 - Which road rules are most often followed by people your age? Why?
 - Which road rules are not followed by people your age? Why?
 - What could be done to encourage cyclists your age to follow the road rules?
- How are road rules promoted in the community? (eg television, radio and print advertisements; news stories involving police; illuminated message boards along the side of the road).
 - Do these processes need to be improved and if so, how?
 - Explain to students that there is a (*Road Traffic Code 2000*) that describes the regulations and rules that apply to all road users in Western Australia. Some of these rules have had common understanding for a long time (eg driving on the left hand side of the road and waiting until traffic signals turn red before moving on) however rules continue to be developed and changed (eg roundabouts are a recent traffic control measure) to increase road users' safety and maintain traffic flow.



Have students research the fines applicable to pedestrians and cyclists as shown on the Road Safety Commission website <http://rsc.wa.gov.au/Road-Rules-Penalties>.

- Have students complete the questions on *Stop and think* on page 9 of the student workbook (if not already completed in Activity 1 page 25 of the Teacher Resource).



Road crash questions

<p>1</p> <p>On average, how many people are killed in road crashes in Western Australia each year?</p>	<p>2</p> <p>Of those 0 to 16 year olds killed or injured in WA road crashes each year, are the majority pedestrians or passengers.</p>	<p>3</p> <p>Are more males under the age of 24 more likely to be injured or killed in road crashes than females the same age?</p>
<p>4</p> <p>Are more pedestrians killed or injured in the city or country?</p>	<p>5</p> <p>Are more male or female pedestrians killed or injured each year?</p>	<p>6</p> <p>Are pedestrians aged 0 to 16, more likely to be killed or injured in the city or country?</p>
<p>7</p> <p>When are children more likely to be injured in a crash? Before or after school? Time of day?</p>	<p>8</p> <p>Most cyclist injuries occur on the road. True or false.</p>	<p>9</p> <p>Are young drivers more likely to be involved in a road crash on the weekend or during the week?</p>
<p>10</p> <p>What does 'causality' mean in road safety terms?</p>	<p>11</p> <p>On average, how many require hospitalisation after a road crash each year in WA? A) 500 B) 1000 C) Over 3000?</p>	<p>12</p> <p>What does the term 'road toll' mean?</p>
<p>13</p> <p>What percentage of road crashes are the result of alcohol use each year in WA? A) 20% B) 50% C) 80%</p>	<p>14</p> <p>What is the BAC limit for fully licensed drivers in WA?</p>	<p>15</p> <p>What did the WA Government introduce in 1971 to reduce the road toll?</p>
<p>16</p> <p>When is a vehicle considered to be speeding?</p>	<p>17</p> <p>Is it illegal to drive under the influence of drugs in WA?</p>	<p>18</p> <p>How much does road trauma cost the WA community each year? A) Less than \$1 million B) More than \$1 million?</p>



Road rules questions

<p>1</p> <p>Under the 'anti hoon' legislation, drivers and motorcyclists who endanger lives through reckless behaviour can have their vehicles impounded or confiscated. True or False?</p>	<p>2</p> <p>Drivers turning left or right or making a legal U turn must give way to any pedestrian at or near the intersection on the road or part of the road the driver is entering. True or False?</p>	<p>3</p> <p>It is legal for a driver to make or receive calls using a 'hand held' mobile while their vehicle is stopped in traffic. True or False?</p>
<p>4</p> <p>Drivers must maintain their speed when an emergency vehicle (ie police, ambulance, fire engine) is approaching. True or False?</p>	<p>5</p> <p>If you are transporting a passenger who is under 16, it is their responsibility to wear a seatbelt. True or False?</p>	<p>6</p> <p>It is legal to ride a motorised scooter on the footpath. True or False?</p>
<p>7</p> <p>A driver must travel at or below the posted speed limit. True or False?</p>	<p>8</p> <p>Pedestrians must give way to vehicles entering or exiting a driveway. True or False?</p>	<p>9</p> <p>You may walk along the road, even if there is a footpath available, providing you do not obstruct traffic. True or False?</p>
<p>10</p> <p>You can cross a road near a pedestrian crossing if the road is clear or the traffic has stopped. True or False?</p>	<p>11</p> <p>It is okay for a pedestrian to cross the road if a don't walk signal has started flashing. True or False?</p>	<p>12</p> <p>Pedestrians are allowed to jaywalk (ie walking across the road at an angle). True or False?</p>
<p>13</p> <p>It is illegal to stay on the road longer than you need to when crossing. True or False?</p>	<p>14</p> <p>A cyclist must get off their bike and walk it across a crosswalk or at a pedestrian signal crossing. True or False?</p>	<p>15</p> <p>It is compulsory to wear a helmet if you are riding a bike. True or False?</p>



Road rules questions

16

Cyclists are permitted to ride on the footpath.

True or False?

17

When riding at night, your bike must have a front light and rear reflector.

True or False?

18

A cyclist, scooter rider or skater has 'right of way' over pedestrians on a shared path.

True or False?

19

Cyclists can ride 'two abreast' or beside another cyclist on the road.

True or False?

20

You may ride close behind or hang onto another vehicle while riding your bike or scooter, providing you don't exceed the speed limit.

True or False?

21

A cyclist who is at least 16 years of age can legally carry a child who is under 6 years of age.

True or False?

22

You must keep at least one hand on the handlebar at all times.

True or False?

23

It is okay to travel in the open space of a vehicle.

True or False?

24

If there aren't enough seatbelts you can 'double up' or fasten a seatbelt around two people.

True or False?

25

Babies and young children can be held by an adult if a child car restraint is not available.

True or False?

26

It's okay to have your arm out of the window of a bus or car.

True or False?

27

Seatbelts don't have to be worn in the back seat.

True or False?

28

It is illegal for passengers to have a BAC over 0.05.

True or False?

29

If a passenger is receiving medical treatment of an urgent and necessary nature while in a vehicle, they don't have to wear a seatbelt.

True or False?

30

A pillion passenger on a motorcycle who is under 8 years of age doesn't have to wear a helmet.

True or False?

Activity 3 Researching road crash statistics



Learning intention

- Students analyse road crash statistics and identify the over-representation of young people in road crashes
- Students practise reflecting on their learning

Equipment

Activity sheet – *Swap stats* – photocopy enough for one card per student

Access to the internet

Whistle

In Gear student workbook – *The real road safety picture* – page 10

Teaching tip

In crash data the term 'fatality' refers to a person who is killed or dies within 30 days of the crash and 'serious injury' refers to a person taken to hospital (not necessarily admitted).

Activities

1. Write this statement on the board:
 - Young people are at greater risk of being involved in a road crash than other age groups.

Ask students to indicate their vote using **thumbs up, thumbs down** (refer to page 73). Record the voting results on the board and discuss.
 2. Explain to students that *Reported Road Crashes in Western Australia Statistics* is an annual publication distributed on behalf of the Road Safety Commission of WA. The report provides road crash statistics using police data, which is maintained by Main Roads WA, and hospital admissions data from all public and private hospitals in WA. For a crash to be included in this data, it must have resulted in bodily injury or material damage.
- Give each student a question card from *Swap stats*. Explain that the statistics shown come from the 2014 *Reported Road Crashes in Western Australia* and use of the term 'child' refers to 0-16 year olds and 'young adult' refers to those aged 17 to 24 years.
- Ask students to read their question then colour in the number of people (corresponding to the answer) on their card. Explain that students are to move around the room until a signal is given to stop (such as a whistle or music) then find the person nearest to them and share their statistics card. Partners then swap cards and get ready to move again. This procedure is repeated several times so students encounter and discuss a range of road crash statistics.

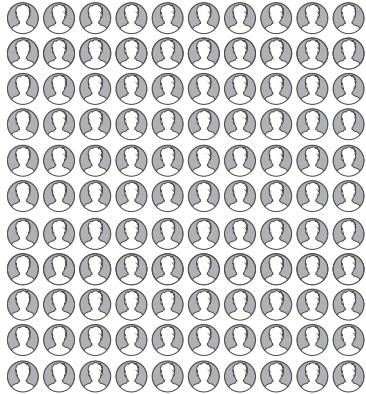
3. Clarify any questions that students raise after the swap stats activity then return to the voting results. If most students voted that the statement was incorrect, discuss why.
4. In small groups, direct students to compare road crash statistics between regions in WA, between Australian states and territories, or between Australia and another country. Explain that their research should look at age groups, gender, road user types, types of crashes (eg single vehicle, crashes where speed or alcohol is a factor) and levels of injury (fatality, serious injured, injured, not injured). Useful websites include:
 -  Road Safety Commission, Western Australia
www.rsc.wa.gov.au
 -  US National Highway Traffic Safety Administration
www.nhtsa.dot.gov
 -  Australian Government Department of Infrastructure and Regional Development
<http://www.bitre.gov.au/statistics/safety/>
 -  European Commission
www.erso.eu
 -  Ministry of Transport New Zealand
<http://www.transport.govt.nz/research/roadcrashstatistics/>
5. Have groups present their findings using a PowerPoint slideshow.
6. Have students complete *The real road safety picture* on page 10 in their workbook to reflect on the information gained during the swap stats activity and consider their attitudes towards safer road user behaviour.



Swap stats



What percentage of all motor vehicle occupants killed in a road crash were not wearing a restraint?



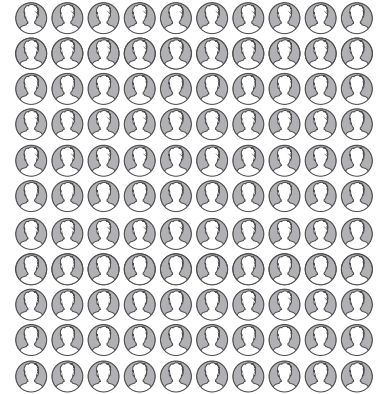
28%

Speed was considered a contributing factor in what percentage of all fatal crashes?



36%

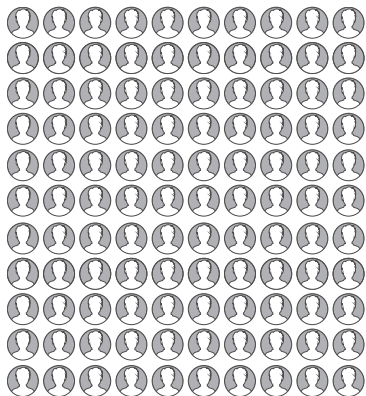
Of all fatalities, what percentage were male?



73%

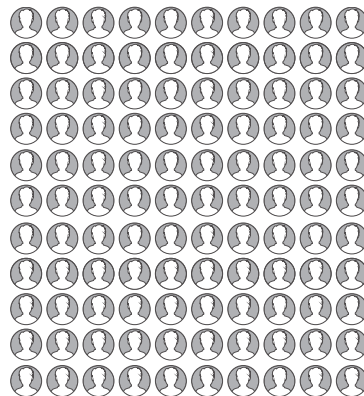


Of all fatalities, what percentage were female?



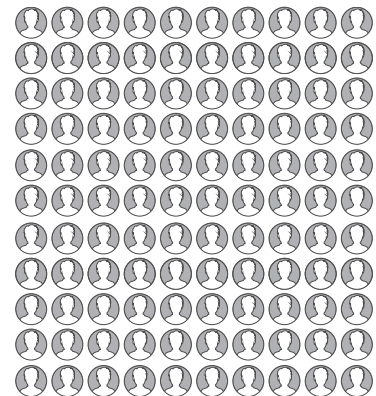
27%

What percentage of young adults were killed or hospitalised as passengers?



26%

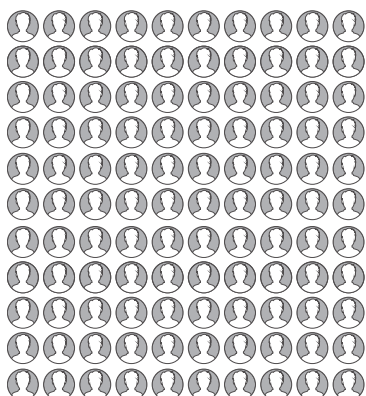
Of all young adult road users killed or hospitalised, what percentage were drivers?



57%

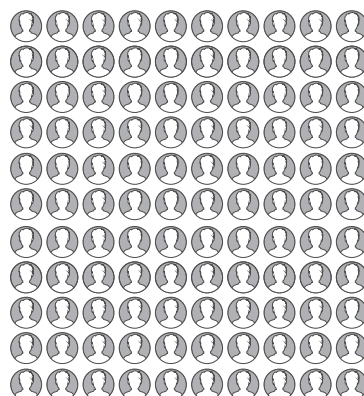


What percentage of fatal crashes occurred in the metropolitan area?



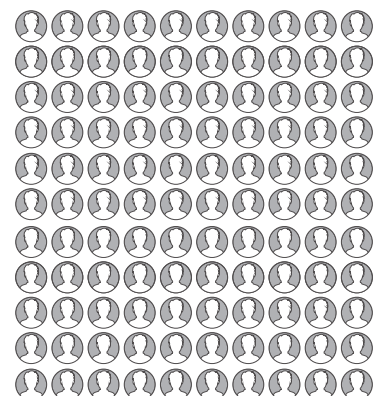
45%

What percentage of all road users killed were young people aged 17-24?



30%

What percentage of fatal crashes occurred in the rural area?



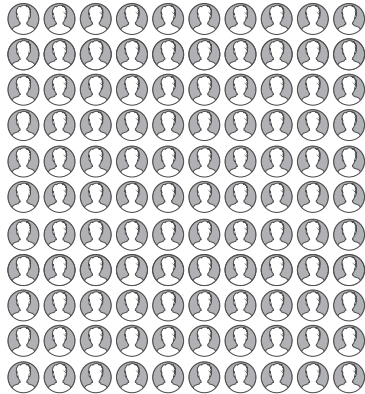
55%





Swap stats

Alcohol was a contributing factor in what percentage of fatal crashes involving 17-24 year olds?



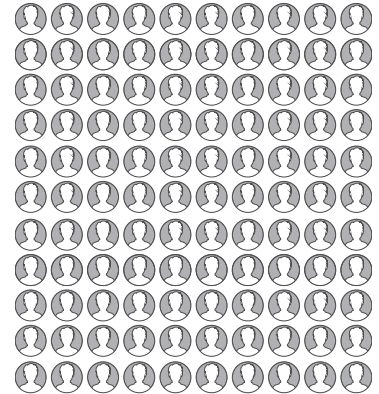
14%

Of all road users killed, what percentage were aged 0-16 yrs?



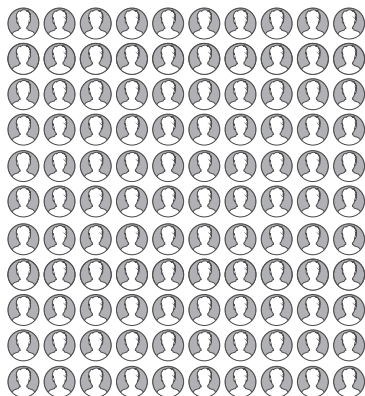
9%

Non-use of restraints was evident in what percentage of all female fatalities?



20%

Of all children aged 0-16 yrs killed or hospitalised, what percentage were not wearing a restraint?



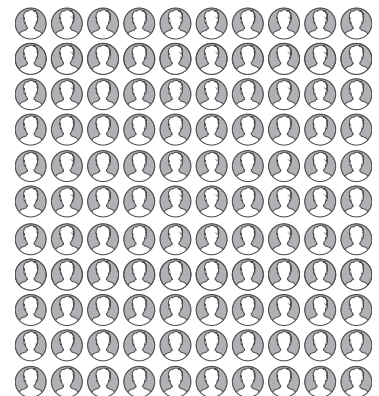
15%

Non-use of seatbelts was evident in what percentage of all male fatalities?



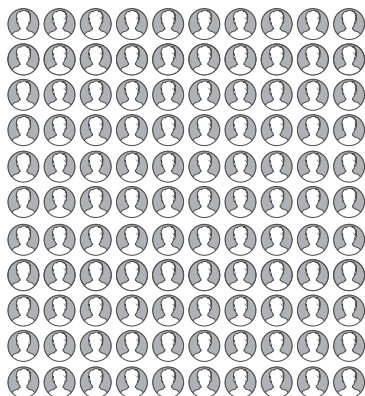
32%

What percentage of child road users, that were killed or hospitalised, were passengers?



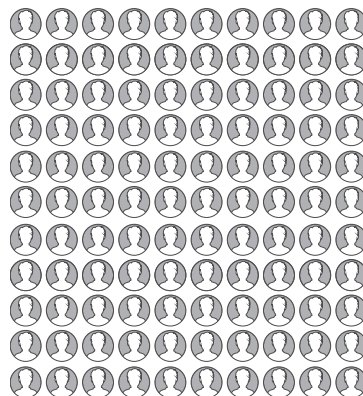
59%

Speed was a contributing factor in what percentage of fatal crashes?



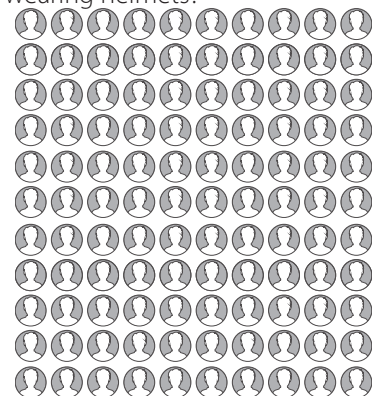
36%

Speed was a contributing factor in what percentage of motorcycle rider fatalities?



55%

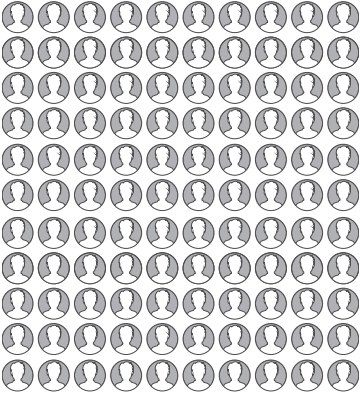


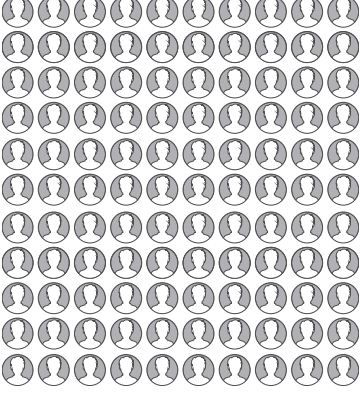


What percentage of child bicyclist fatalities and hospitalisations were not wearing helmets?



31%



Swap stats

<p>What percentage of fatal crashes involved a driver with a BAC of 0.05g or above?</p>  <p>24%</p>	<p>What percentage of fatal crashes were single vehicle crashes (no other car involved)?</p>  <p>64%</p>	<p>What percentage of people seriously injured were cyclists?</p>  <p>11%</p>
<p>What percentage of people seriously injured were pedestrians?</p>  <p>8%</p>	<p>What percentage of hospitalisation crashes occurred in rural areas?</p>  <p>28%</p>	<p>Of child fatalities and hospitalisations what percentage were pedestrians?</p>  <p>19%</p>

Activity 4 Sharing opinions



Learning intention

- Students articulate their personal thoughts, opinions and beliefs about road safety and respect the perspectives of others

Equipment

Strategy sheet *PNI* – page 80 – photocopy one per group

Activities

- Place students in groups and give each a **PNI sheet** (refer to page 71). Explain that *PNI* is a framework that can be used to identify and consider the positive, negative and interesting aspects of a situation or problem.

Ask students to consider one of the following statements using the *PNI sheet* to brainstorm and record their ideas. All responses generated during the discussion should be recorded as there is no right or wrong answer however students should be able to justify their response using the statistics.

Statements

- The Government should increase the driver's licence age to 21 to reduce the road toll.
 - Road safety education programs should be compulsory for students and their parents or caregivers.
 - Manufacturers are now designing vehicles with safety systems, eg cars not starting unless all vehicle occupants have put on their seat belt, breath testing ignition systems.
- As a class, discuss the responses generated during the *PNI* activity then ask students to indicate if they agree or disagree with each statement using the **fist of five** (refer to page 68) voting strategy. Give students time to share the reasons behind their vote.

Ask

- Was your opinion influenced after listening to other students ideas about the statement? Why?
- What type of road safety messages should be provided to the community?
- What approach could be used to give these messages to young people your age? (eg television, radio, newspaper, pre-movie info, mail out or text messages).

Activity 5 Identifying and sharing viewpoints on road safety



Learning intention

- Students articulate their personal thoughts, opinions and beliefs about road safety and acknowledge the diverse perspectives of others
- Students practise asserting their stance by expressing their thoughts, opinions and beliefs and acknowledge others' feelings.
- Students practise reflecting on their learning.

Equipment

Strategy sheet – *Number cards* (1, 2, 3, 4) – page 79 – photocopy one set

Strategy sheet – *Thought shapes* – page 82 – photocopy one set

Activities

- Conduct a **human graph** (refer to page 69) by placing the 1-4 number cards in a line across the room. Ask students to listen to the following statements about road crash statistics and decide which of the numbered responses best represents their opinion.

Road crash statistics could be reduced if:

- Speed limits were lowered.
- Road users took more responsibility for their own safety and the safety of others.
- Speeding and drink driving offenders were taken to emergency and rehabilitation centres.
- The legal BAC limit was 0.00 not 0.05.

Students should move to the number card that corresponds with their opinion then share their reasons for choosing that response with others standing in the same group.

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

Ask students to line up to form a *human graph* then give quantitative statements to describe aspects of the graph. For example:

- Most of the class agree that the BAC limit for all drivers should be 0.00.
- The number of people who chose taking offenders to emergency and rehabilitation centres is less than those who chose lowering speed limits.
- More girls thought changing the legal BAC limit would reduce crash statistics.

Repeat this procedure using the following statements.

Vehicle occupants don't always wear seatbelts because:

1. They forget to put them on.
2. The fines for not wearing a seatbelt are not high enough.
3. They don't understand how it can reduce injuries in a crash.
4. Cars get overloaded and there aren't always enough seatbelts.

If I was offered a lift by a friend who had been drinking, I might:

1. Say I'm waiting for a friend to pick me up.
2. Ask them not to drink and drive.
3. Get in the car but keep checking that they are driving safely.
4. Say 'no' and organise another lift home.

If I could talk to road safety experts I would suggest they:

1. Make the licensing system harder.
 2. Build better roads with more safety features.
 3. Make it compulsory for schools to have road safety education programs.
 4. Run advertising campaigns that focus on the issues for children and young people.
2. Use the **thought shapes** (refer to page 82), in particular the triangle (what I have learnt) and circle shapes (the thoughts still going around in my head) for students to reflect on the activities in this module. Ask students to write their responses before sharing with a partner or small group.

TOPIC 2

Why crashes happen

Activity 1 Crash theory



Learning intention

- Students identify the causal factors of road crashes

Equipment

Three large sheets of paper

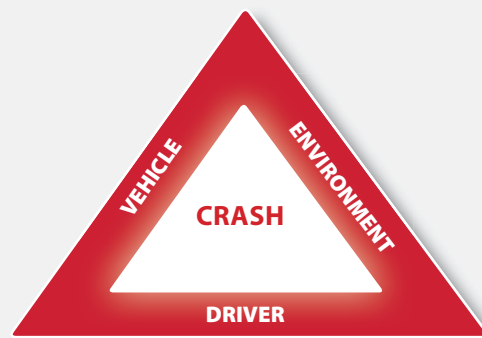
In Gear student workbook – *Why crashes happen* – page 11

Teaching tip

Label the sheets of paper– driver, vehicle and environment. Depending on the number of students, there may be a need to have two sets of graffiti sheets.

Activities

1. Draw a triangle on the board and label as shown. Explain to students that road crashes are the result of the interaction of the driver, the vehicle and environment (both inside and outside the vehicle). However, over 90% of road crashes are due to the driver's actions and characteristics, and very few are the result of the vehicle or environment.



Refer students to page 11 (*Why crashes happen*) in the student workbook. Discuss the information on the sheet briefly.

2. Label A3 sheets with the titles 'vehicle', 'driver' and 'environment'. Explain to students that they will complete a **graffiti walk** (refer to page 69). Give a couple of examples for each heading to clarify the task. Some are listed on page 39. In groups, students move to one of the graffiti sheets and write their ideas.

After a specified time, ask students to move to the next graffiti sheet where they should check previous listed responses and add others of their own. Repeat this procedure once more so students have responded to all three graffiti sheets.

Driver	Vehicle	Environment
inexperienced	foggy	wet weather
overconfident	windscreen	road works
risk taker	faulty brakes	night time
aggressive	powerful engine	crosswalk
drunk	headlights not working	bus lane
tired		
no seat belt		
using mobile		
drinking hot coffee		

- Review the ideas listed on each sheet, giving more discussion time to the 'driver' sheet responses. Ask students to identify how the driver situations or actions could be avoided. This will help students to understand that in most cases it is the driver who can make a decision to change the outcome of a traffic situation. For example:
 - tired driver* - swap drivers or don't get behind the wheel of a car
 - has consumed alcohol* - call a family member or friend for a lift
 - mobile phone* - to be placed on silent or placed out of reach
 - texting* - stop the car in a safe place, turn off ignition and then text.

Activity 2 The driving triangle



Learning intention

- Students analyse the causal factors of road crashes
- Students identify strategies to manage some causal factors of road crashes

Equipment

Activity sheet – *Driving triangle cards* – photocopy one card per student

Activities

- Place students in groups of three. Distribute a driver, environment or vehicle crash factor card to each student. Explain that groups are to consider the three factors shown on their cards and the scenario it creates and determine the risk (eg high, low). Students then identify strategies that could be used to reduce possible harms to the driver and other users of the road. Have students then form new groups and repeat the process to allow discussion of a range of scenarios.

Alternatively, select a driver, environment and vehicle card and read these to the class. Ask students to discuss the potential risks associated with the scenario and identify risk reduction strategies.




































Use the following questions to process the activity.

Ask

- Was the driver, vehicle or environment usually the factor that would lead to a crash?* (Students should identify the driver's behaviour and actions as having the greatest potential to cause a crash).
 - What can drivers do to stay safer?* (eg plan ahead, don't drive tired or intoxicated, maintain the vehicle, limit the number of passengers, make sure everyone wears a restraint).
 - Could you use some of these strategies in other traffic situations as a passenger or cyclist?* (eg don't walk home intoxicated, call for a lift, make sure bicycles are well maintained, wear a bicycle helmet).
 - What might affect a road user's ability to make a safer decision?* (eg emotions, temperament, use of alcohol or other drugs, friends, the situation such as an emergency).
 - How confident are you to make decisions that affect your safety in traffic?* (Do the students have responses that they know would be effective when faced with negative influences from friends or peers? Can they assertively communicate concern about their safety in different traffic situations, eg driving with someone they think has been drinking or has taken other drugs?)
- Ask students to think about three risk reduction strategies they can use to increase their safety as a passenger in a motor vehicle (eg wear a seat belt, make sure the driver hasn't been drinking, don't distract the driver, encourage safe driving). Place students in pairs to share and discuss their responses.



Driving triangle cards

  <p>Driver been on P plates for 3 weeks</p>	 <p>Environment raining heavily</p>	 <p>Vehicle windows fogged up</p>
  <p>Driver overconfident</p>	 <p>Environment four passengers</p>	 <p>Vehicle brakes are faulty</p>
  <p>Driver angry and upset</p>	 <p>Environment busy city street</p>	 <p>Vehicle gears often stick</p>
  <p>Driver has consumed alcohol</p>	 <p>Environment crying child in back seat</p>	 <p>Vehicle high powered engine</p>
  <p>Driver has smoked a joint</p>	 <p>Environment drunk passenger</p>	 <p>Vehicle seatbelt buckle doesn't work</p>
  <p>Driver driving 10km/h over the posted speed</p>	 <p>Environment traffic lights not working</p>	 <p>Vehicle one headlight isn't working</p>
  <p>Driver changing a CD</p>	 <p>Environment off road track</p>	 <p>Vehicle brake lights aren't working</p>
  <p>Driver checking mobile phone</p>	 <p>Environment foggy</p>	 <p>Vehicle bald tyres</p>
		

Activity 3 The Big 5



Learning intention

- Students research causal factors of crashes
- Students practise asserting their stance by expressing their thoughts, opinions and beliefs

Equipment

In Gear student workbook – *The Big 5* – page 12 and 13

Access to suggested internet sites

Dice – one die per group

1. Ask students to identify the contributing factors to road crashes, fatalities and injuries, such as speed, not wearing restraints, drink/drug driving, distractions and fatigue. Explain that these factors are often described as the 'Big 5' in the context of road safety, and are reflected in crash statistics each year. Have students research one of the factors using the websites listed on *Big 5* page 12 of the student workbook. Students are to use the questions on page 12 to direct their research.
2. Put the class into groups of five (ie so each of the crash factors are represented) and conduct a **jigsaw** (refer to page 70). Students should take turns to share and discuss their findings with the other members of their group. Ask each group to then consider the information discussed and write one interesting fact about each crash factor. Students could include these facts in a PowerPoint presentation to share with other students or they could be sent home as an information sheet for parents.
3. Have students read the six statements related to *The Big 5* on page 13 of the student workbook and write supporting responses for each one. If possible, have the class consider the statements several days before conducting this activity. This will give them time to discuss their opinions with their family or friends.

Place students in groups of three or four. Give each group a die. Explain how to conduct a **toss a die** (refer to page 73) and that the purpose of the activity is to listen to others' opinions about road user behaviours. To start, one student rolls the die and responds to the corresponding statement (ie roll number 3 respond to statement 3). Other group members listen to this student's response. Then the student to the left of the speaker asks one question about what they have heard. The die is then given to that student who repeats the previous steps. Allow enough time for each student to roll the die and respond to at least two or three statements. Process the activity using the following questions.

Ask

- *How does it feel to share your opinions about road safety with others?*
 - *Has listening to others' opinions and thoughts about road user behaviours changed how you think about these issues?*
 - *We all have different opinions about how everyone should or shouldn't use the roads. What has helped each of us to form our opinions? (eg family, friends, media, previous experiences).*
 - *Do you think you will always have the same opinions about road use? Why?*
4. To personally reflect on this activity students can complete the sentences on page 13 of the student workbook then share their responses with a partner or in a small group.

Activity 4 Speeding and crashes



Learning intention

- Students consider the effect of speed in road-related situations
- Students practise expressing their opinions and respect the viewpoint of others

Equipment

In Gear student workbook – *Drop 5 Save Lives* – page 14

Activity sheet – *Speed signs* – photocopy one set

Trundle wheel or 100 metre tape measure

Witches hat or marker (eg ice cream container, duster or ruler)

Area approximately 100 metres long

Bicycle and helmet

Long tape measure or trundle wheel

Six markers (eg witches hats, ice-cream containers, books) labelled Point A

Six markers labelled Point B

One stopping flag (eg a tea towel or hat)

Strategy sheet – *Strongly agree, strongly disagree* – page 84 – photocopy one set (optional)

Teaching tip

This activity will simulate the distance that a vehicle continues to travel even after a driver or cyclist has reacted quickly to an emergency.

Activities

1. Have students read the information at the top of *Drop 5 Save Lives* on page 14 of the student workbook. Explain that the time or distance it takes a vehicle to stop is the combination of both the driver's reaction time and braking distance of the vehicle (eg stopping distance = reaction distance + braking distance) and the interaction of other factors such as condition of the road and vehicle and the alertness of the driver. Highlight to students that people and objects within the vehicle will continue to move forward within the space of the vehicle at the speed the vehicle was initially travelling.

Gather the markers, trundle wheel and speed signs and take students outside to an area that is at least 100 metres long. Students should also take their workbook and a pencil. This activity simulates how far it takes a cyclist to stop a bike after reacting to a traffic hazard. Set up a 'track' approximately 100 metres in length on a hard surface area such as a basketball or netball court.

Give six students a Point A and Point B marker each. Have these students spread out along the track at intervals of around five to ten metres. Give one other student the 'stopping flag' and have them stand half way down the track.

Explain to the cyclist they are to ride down the track and apply both the front and rear bike brakes when the flag is

dropped. The student closest to where the cyclist applies the brakes marks the spot with a Point A marker and the student closest to where the bike comes to a stop places a Point B marker. Measure and record the distance between both points to determine the stopping distance of the cyclist.

Include the following factors when repeating the activity to observe changes to stopping distance:

- cyclist riding at a faster and slower speed than the first trial
- cyclist carrying a heavy backpack
- spray the court with water (or throw a bucket of water) to reduce friction levels
- have students try to distract the cyclist.

Ask

- *Did the bike come to an immediate stop in any of the trials? Why?* (Stopping distance = reaction distance + braking distance).
 - *Which factors increased the stopping distance of the bike?*
 - *Which would take longer to stop – a truck or bike?* (Larger, heavier vehicles take longer to stop).
 - *Why do you as a road user need to be aware of stopping distances of vehicles including bikes?*
 - *Knowing the distance it takes a vehicle and cyclist to stop, what does that mean to you as a pedestrian, cyclist or future driver?* (Pedestrian – don't walk out in front of a vehicle. Cyclist – adjust distance between bike and vehicle in front. Driver – travel at or below posted speed, be alert and scan for hazards).
3. Have students indicate their opinions about some of the following statements by using a **fist of five** (refer to page 68) where a 'fist' represents 'strongly disagree' and 'five fingers' represents 'strongly agree' or alternatively a **values continuum** (refer to page 74) labelled 'strongly agree' and 'strongly disagree'. Encourage students to share and justify their views.

Statements

- The speed limit around schools should be reduced to 30 km/h.
- If you are an experienced driver you can stop a vehicle quicker than an inexperienced driver.
- It's okay to travel 5 km/h over the posted speed limit.
- Pedestrians should understand how long it can take a vehicle to stop.
- Most crashes could be avoided if all drivers travelled at the speed limit or less.
- There is never a reason to speed.
- Some countries have reduced the general urban speed limit to 50 km/h and have seen fatalities reduced by up to 25% on these roads. Therefore we should have a 50km/h limit too.
- ABS should be fitted to most modern vehicles.



Speed signs

40

50

60

70

80

100

110

Activity 5 Reaction time



Learning intention

- Students discuss the impact of slow reactions in the traffic environment

Equipment

A4 sheets of paper – one per student

Activity sheet – *Touch timer* – photocopy one per student

Stopwatch or timing device – one for each pair of students

Activities

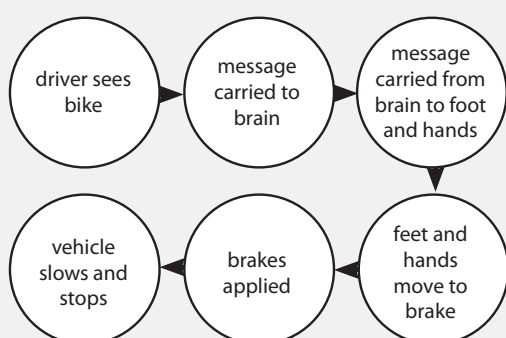
1. Explain to students that there are a range of factors that can affect a road user's ability to stop quickly. For example, in wet weather a cyclist will find it takes longer to stop than when the road and their tyres are dry.

Set students a **one minute challenge** (refer to page 71) to write a list of other factors that can affect stopping distance. Some examples include:

- *Reaction time* - which may be affected by factors such as fatigue, alcohol or other drugs, distractions or when a pedestrian is noticed.
- *Condition of the road surface* - including whether it is wet or dry, gravel or an off-road area.
- *Condition of the vehicle* - including brakes and tyres.
- *Environmental conditions* - such as wet weather, sun in driver's eyes, night time.
- *Location of the vehicle* - including gravel roads, winding road, freeway or local road.
- *Speed the vehicle is travelling* - which is also a critical factor in determining the level of injury and possibility of a pedestrian surviving a crash. Even small reductions in impact speed can contribute to a significant decrease in trauma.

Students share their list of factors with others in the class. If reaction time was not identified by students, include this in the discussion. Explain that reaction time contributes to the overall stopping distance of vehicles and bicycles (ie stopping distance = reaction distance + braking distance). The reaction distance is the time it takes the driver to respond to a situation and begin applying the vehicle's brakes. Braking distance is the distance it takes to bring the vehicle to a complete stop once the brakes are applied.

Explain that quick reactions by road users may reduce crash involvement and the level of injury. Demonstrate this to students by writing on the board the following sequence that represents the actions that occur when a driver sees a cyclist pull out in front of them.



If a cyclist reacts slowly and other factors such as speed and load of the bicycle are included in this example, the possibility of the child being hit and injured is increased dramatically.

2. Place students in pairs. Give each student a copy of *Touch timer* activity sheet and instruct them to place it face down as studying the grid beforehand can alter the results. Explain to students they are going to take turns to test their reactions. Nominate one of the partners to be the 'timer' and give them a stopwatch or timer. The timer's role is to uncover Grid 1 on the activity sheet and time how long it takes their partner to touch each of the numbers in order from 1 to 12 and as quickly as possible. When the number 12 is touched the timer should check the time and record the result in the Grid 1 space provided on the activity sheet. This procedure is then repeated for Grid 2 before the partners swap roles.
3. Have students calculate their average time and check their reaction rating.

Ask

- *Were there any differences between your first and second test? Why?*
 - *Why do you think some of the class scored a higher rating than others?* (Tired, not concentrating, hard to do, felt pressure).
 - *In traffic there may be situations where you need to have quick reactions. What might these be?* (As a driver – stopping quickly if a child or animal ran onto the road, tyre blow out, car stops suddenly in front of your vehicle. As a pedestrian – when a driver doesn't stop at a crosswalk or give way at a traffic lights. As a cyclist – a driver not realising you are riding next to them, opening a door as you ride by).
 - *Why is it important for road users to know about reaction times?* (eg drivers and cyclists should increase distance between their vehicle and the vehicle in front, take breaks on trips to avoid fatigue, pedestrians need to constantly scan traffic environment for hazards and be prepared to stop).
2. Have students test if practice improves their reaction time using Grid 1 on the sheet. The previous procedure is followed however after the student has completed touching the numbers in order on Grid 1 and recorded the time in the table on the sheet, they are given the opportunity to practise the task ten times before doing their second, third, fourth and fifth test. An average is calculated by adding the recorded times and dividing by five.

Ask

- *Did your reaction times improve during the five trials? Why?* (Suggest that more experienced drivers who have had more opportunity to practise their traffic scanning skills often react quicker than a learner or new driver who is still concentrating on manoeuvring the vehicle and coping with traffic).
- *What might affect a driver's reaction time?* (Distractions inside or outside the car, fatigue, alcohol and other drugs, weather conditions).
- *What can you do to make sure that you are able to react quickly in a traffic situation?* (eg concentrate and be prepared to react; be aware and continually scan the environment; don't wear headphones or talk on mobile phones while walking, riding or driving).



Touch timer

Let's test your reactions.
Touch the numbers on Grid 1 in order from 1 to 12 as quickly as you can. Record your time in the table.

Do the same for Grid 2 then work out your average reaction time by adding the two scores together then dividing the answer by 2.

Grid	Time (sec)
1	
2	
Average =	
My rating =	

Less than 5 Excellent
5-7 Not bad!
7-9 Average
More than 9 Steady Eddy!

Activity sheet Trial	
	Time (sec)
1	
2	
3	
4	
5	
Average =	

Grid 1

4	10	8	12
3	6	1	7
9	5	2	11

Grid 2

10	8	11	1
2	9	3	5
6	7	12	4

Describe and explain your results.

Relate your results to an experienced and inexperienced driver in an emergency situation.

TOPIC 3

Consequences of road crash involvement

Activity 1 The ripple effect of road crashes



Learning intention

- Students identify the range and types of consequences associated with road trauma
- Students reflect on their learning

Equipment

In Gear student workbook – *Here is the news* – page 15-16

In Gear student workbook – *The ripple effect* – page 17

Teaching tip

Model how to record ideas using a **mind map** (refer to page 70) if students have not previously used this strategy.

Activities

1. Ask students to imagine they have dropped a stone into a very smooth lake and to describe what they would see. Explain that like a stone in a lake and the ripples it causes, a road crash also has a far reaching impact on not only those closest to the crash victim but to many other people and in many different ways – physically, emotionally, financially, legally and socially. For example, the annual economic cost of road crashes in Australia is estimated at \$27 billion per annum (Australian Government, Department of Infrastructure and Regional Development). This figure represents the physical, financial and legal costs, and also the social and emotional costs of a road crash which cannot simply be measured in dollars (eg mental anguish; pain and physical suffering; family disruption; shattered career plans; medical fees; insurance premiums; time away from work, school or university). The Transport Accident Commission (Victoria) reports the average lifetime cost to care for someone with a severe brain injury is \$2.1 million, for paraplegia it is \$1.2 million and for quadriplegia it is around \$6.4 million (Cameras Save Lives, Victorian Government).
2. Have students read the news articles on page 15 and 16 and then create a **mind map** (refer to page 70) on *The ripple effect* on page 17 in the student workbook to explore the impact a road crash can have on an individual, family and the community. Remind students to think beyond the immediate or short-term consequences and effects and include any possible long-term consequences and impacts for people both directly and indirectly involved in the crash. Some examples have been provided.
 - **Physical** – short and long term injuries, facial disfigurement, plastic surgery, loss of limbs, acquired brain injury and memory loss, quadriplegia or paraplegia, loss of sight or hearing.

- **Emotional** – dealing with grief and loss, sense of guilt, depression, difficulty sleeping.
- **Social** – rejected by family or peers, ostracised in the community, lose driver's licence and independence, stigma of criminal charge or imprisonment.
- **Financial** – lawyers for court cases, repairs to vehicle if not covered by insurance, loss of wages while in hospital, attendance at the scene by emergency and police officers, funerals, alterations to home to accommodate wheelchair access, ongoing rehabilitation costs, expenses for medical issues related to initial injuries.
- **Legal** – criminal record, not allowed to enter some countries, loss of driver's licence, prison sentence.

Select groups to share the examples generated for each of the mind map headings and further discuss these as a class.

Ask

- *What did the mind map highlight to you?*
 - *Which of the consequences you identified, would affect you the most? Why?*
 - *What legal consequences would most deter you from driving dangerously?* (Highlight to students that some countries will not allow entry if the person has been charged with a criminal offence).
 - *Some young people know the consequences of being involved in a crash and yet it doesn't change their behaviour. Why?*
2. To explain the consequences of a road crash from the perspective of a family member or relative, have students select one of the newsletter articles on page 15-16 and write a persuasive letter to the editor of a newspaper persuading the community to act responsibly on the roads. The letter should outline the impact on those directly or indirectly affected since the crash.
 3. Ask students to design a road safety campaign encouraging young people to drive safely. Messages related to the impact a road crash can have on individuals, families and the community should be included. (Research indicates that young males are more concerned about injuring others and losing their driver's licence than causing harm to themselves).
 4. Use a **circle talk** (refer to page 67) and the following questions to encourage students to reflect on their learning:
 - How would people involved in a crash be affected – immediately after the crash, after one year, and after five years?
 - What changes would happen if someone in your family was permanently disabled?
 - How would your life change if you were permanently disabled?
 - What is one action that you can take now to reduce the likelihood of being involved in a crash as a passenger or a pedestrian?

Activity 2 Effects of a crash



Learning intention

- Students identify some of the impacts associated with road crashes

Equipment

Activity sheet – *Crash scene* – photocopy and cut out one set of cards

In Gear student workbook – *The ripple effect* – page 17

Activities

- Explain to students that a road crash can involve a range of people either directly or indirectly and the effects of the crash on each person may vary. To set the scene for a **role-play** (refer to page 71), ask eight student volunteers to read their *Crash scene* role-card to the class.

As a class:

- brainstorm other people who may be affected by the crash (eg family, friends, emergency hospital staff, tow truck operator, paramedics, morticians and police). Ask students without a role-card to choose one of these characters for the role-play
- decide the type of vehicles being driven and where the crash occurs
- identify any factors that contributed to the crash (eg speed, alcohol and other drugs, fatigue, distractions).

The students with role-cards should develop their character using the information generated in the discussion.

- Ask for a student volunteer to take on the role of a reporter for a television station. This student should interview those directly or indirectly involved in the crash to listen to their story and how the crash has affected them. The reporter should explore the emotional, physical and social implications of the person's involvement in the crash.

Process the role-play using the following questions.


Ask

- Was each character affected by the crash in the same way? Why?*
 - Why didn't each character have the same reaction or perspective to the crash?*
 - Were those directly involved in the crash scene more likely to be affected? Why?*
- Have students write some of the short and long term consequences for one of the characters involved in the crash scenario. Listen to these and discuss as a class. Talk about what help each character may require and who they might go to for help and support. For example, those emotionally affected could seek help and support from family, friends, school counsellors or services such as the Road Trauma Counselling Service 13 11 14.

- Ask the class to identify the contributing factors to the crash (eg drug driving) and identify what the driver and passenger could have done differently in this situation to change the outcome and reduce the level of risk. For example:

- Driver* – asked a friend or family member for a lift to and from the party, used public transport to get to the party so there was no temptation to drive, stayed at the party and driven home early in the morning when the effects of the cannabis may have passed, not used cannabis while driving.
- Passenger* – asked a friend or family member for a lift to and from the party so there was no need to take a lift with an intoxicated driver, had a contingency plan, used public transport or called a taxi.

Ask

- When you go out with friends, what do you do to make sure that you get there and back home safely?* (Suggest that students should always have a Plan A and a contingency Plan B just in case the situation changes, and that having an agreement with their parents about getting home can ensure that they don't put themselves in risky situations).
 - Do you agree that sometimes there may be no other option than to get in a car with an intoxicated driver? Why?*
 - What skills would you need to confidently refuse an offer of a lift from an intoxicated friend?* (eg able to speak assertively, make decisions, refusal strategies).
-  Suggest students view the website www.everybodyhurts.com.au (Transport Accident Commission, Victoria) to see the names of those who would be affected from their involvement in a road crash. Ask students to write the names of people who would be affected if they were involved in a serious road crash on page 17 of the student workbook.
 - Explain that Road Trauma Support WA is a free (counselling) service to support people affected by road trauma, either directly or indirectly.



Contact details are (08) 9420 7262 or toll free 1300 004 814 or <http://www.rtswa.org.au/>



Crash scene



You are the **17 year old driver of one of the vehicles**. The vehicle belongs to your father's company. You really need your driver's licence for work and don't want to lose it.

You've been at a party. You didn't drink but you did smoke a joint with a friend.

You are the **intoxicated friend of the 17 year old driver** travelling as a passenger in the vehicle.

You were meant to be home before midnight. Your parents don't like you drinking.



You are the **pedestrian walking home** after having a few drinks at a party in a nearby street. The crash happened just as you turned the corner.

You tried to help the injured passenger but didn't know what to do. Another person at the scene told you to call 000 but you struggled to answer the questions the operator asked you.

You are the **paramedic** who has been called to attend the crash scene. You have been given a report that one person is injured.

It's your first night on the job and you have two teenagers in your family.



You are the **passenger in the other vehicle** that was hit by the 17 year old driver.

You can't move your legs and there is blood all over your face. You play footy for an AFL team.

You are the **driver of the other vehicle**. You and your friend were driving to the airport to catch a flight overseas.

You only bought the vehicle today and didn't have time to insure it. You can see that it has been extensively damaged.



You are the **father of the 17 year old driver** waiting at home.

You work for a delivery business and need to start work early in the morning.

You are the **owner of the house right near the crash scene**.

You saw the crash and ran over to help. You knew what to do and started the DRS ABCD steps. You asked a pedestrian to call 000.



Activity 3 It doesn't stop at the crash



Learning intention

- Students gain information from an audio and visual text
- Students identify high risk behaviours and the possible consequences of these behaviours

Equipment




Connecting the dots YouTube clip <https://www.youtube.com/watch?v=xU2q1S53Dcw>

In Gear student workbook – *It doesn't stop at the crash* – page 18

Teaching tip

As the video clip contains quite confronting footage, it is recommended that teachers view for suitability and then brief the students prior to viewing. Offer students who have had direct or indirect contact with road trauma the option to not view the documentary.

Activities

1. View *Connecting the dots* video clip (20 minutes) which tells the story of a crash that sent a ripple effect through the families of those involved and the small rural town where they lived. The young driver who had been drinking and was also speeding, lost control of his car, hit a pole and killed his best friend. The father of the deceased took revenge by murdering the driver's mother, seriously injuring his father and brother, and stabbing his cousin. He then committed suicide. After viewing, have students share their thoughts about the documentary. Discuss how the crash had an immediate and long-term impact on people's lives – emotionally, physically, financially, legally and socially.
2. Have students choose three of the people from the documentary and complete *It doesn't stop at the crash* on page 18 of the student workbook. Choose students to share their responses for each of the people in the documentary. Discuss the long-term consequences for the driver in this story.
3. Have students imagine they were one of the people in the documentary and write a story of 200-400 words that explains how the crash affected their life.
4. Divide the class into two groups. Explain that one group is to identify a set of safe partying recommendations for young people (such as having a contingency plan to get home in case Plan A fails; organise a skipper; provide soft drinks, water and food throughout the night; have an agreement with their parents about calling for a lift when they can't get home as arranged. The other group is to identify recommendations for parents who have children attending parties. Listen to some of the recommendations from each group.
5. Ask students who have already created a 'getting home agreement' with their family to share with the class the skills they needed to be able to have this discussion with their parents such as negotiation, assertive communication, empathy and decision-making.
6.  Provide the contact details for Road Trauma Support WA - (08) 9420 7262 or toll free 1300 004 814 or <http://www.rtswa.org.au/>.

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

TOPIC 4

Actions and strategies to manage road-related situations

Activity 1 Decision making to reduce the harms from risky road use



Learning intention

- Students practise making decisions in road-related situations

Equipment

In Gear student workbook – *Here is the news* – page 15-16

Strategy sheet – *Decision-making model* – page 77-78 – photocopy one per group

A3 paper – one sheet per group

Teaching tip

If students have not previously used a **decision-making model** (refer to page 68), it may help to model the process before students begin this activity.

Activities

1. Have groups read the newspaper articles from *Here is the news*, pages 15 to 16 of the student workbook and highlight the various factors that may have contributed to each crash. Groups then write these factors on a **Y chart** (refer to page 74) labelled 'Vehicle', 'Road user' and 'Environment'. Examples may include:
 - **Road user:** cyclist, driver, pedestrian, speeding, drink driving, young, tired, risk taker, under influence of alcohol.
 - **Vehicle:** high powered, vehicle not driven before, bicycle, trailbike, 4WD.
 - **Environment:** country road, higher speed limits, local road, glare of oncoming traffic, poor street lighting.

As a class, discuss the crash factors that groups identified on their Y charts and then ask students to decide which of these factors contributed the most in each crash.
2. Give each group a copy of a **decision-making model** (refer to page 77-78). Ask students to select one of the newspaper articles and identify the choices that the people in the story had and a decision that would have changed the outcome. Remind students that in any situation there are always a number of choices that can be made and each may have positive and negative outcomes. The group should consider these and reach a consensus on a decision (ie something they would really do). Remind groups that their decision should reduce the level of risk for all road users.

Listen to the decisions made by each group and discuss if young people, faced with a similar situation, would actually make the same decision.

3. Talk about other traffic-related situations where students have felt unsafe, the decisions they made to reduce their risk and whether it was easy or difficult to follow through with their decision.

Ask

- *As a passenger, how comfortable do you feel telling someone you know (eg friend, family member or relative) that you don't feel safe?*
 - *What might stop you from telling a driver that you are worried about your safety?*
 - *What strategies as a passenger have you used to manage an unsafe situation?* (Remind students of the 'no name' rule when disclosing personal stories).
3. Suggest to students that road users, by making decisions at crucial times, can keep themselves and others safer in the traffic environment. Ask students to construct a timeline to show the events and factors leading up to the crash as described in the 'fireworks' crash article on page 16 of *Here is the news*. For example: the driver had been drinking, late at night, on a country road, the vehicle not previously driven by the teenager.

When timelines have been completed, ask students to identify where different actions and decisions by the driver and/or passengers could have averted the crash and altered the outcome of the journey. Discuss why these decisions may not have been made at the time.

After the discussion, suggest to students that learning to recognise situations that may become unsafe is crucial and that having a 'tool kit' of strategies to deal with these situations will make them feel more confident if the need arises.

Activity 2 Decisions influencing crash involvement



Learning intention

- Students identify the factors and road user decisions that contribute to road crashes
- Students make decisions to reduce the level of harm in road-related situations

Equipment

Activity sheet – *Passenger scenarios* – photocopy and cut up one set of cards

Activity sheet – *Pedestrian scenarios* – photocopy and cut up one set of cards

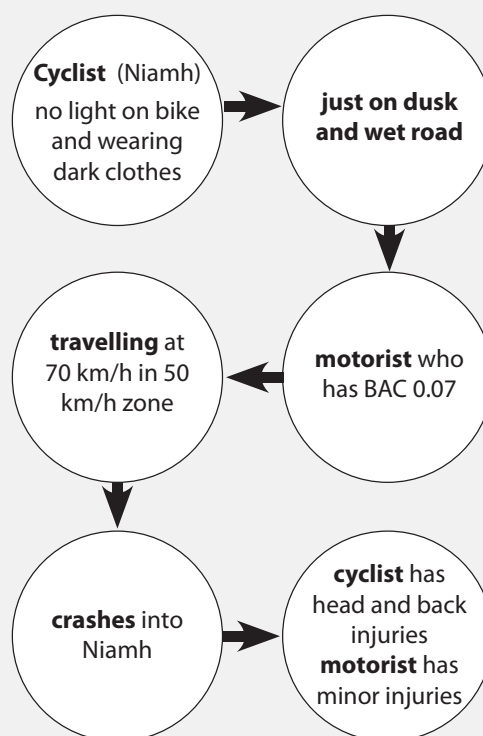
Activity sheet – *Wheel user scenarios* – photocopy and cut up one set of cards

Activity sheet – *Future driver scenarios* – photocopy and cut up one set of cards

A3 paper – one sheet per group

Activities

1. Place students in groups and give each group a scenario card and an A3 sheet of paper. Ask groups to read the scenario and presume that it results in a crash. Groups must then identify the contributing events or factors of the crash and represent these in a chain (or flow chart) on the A3 paper. The chain can include drawings of the characters and their mode of transport, relevant information (eg location, weather, time of day) and thought bubbles for each character (eg in the following chain of events, the cyclist might be thinking "I'll need to ride faster so I don't get soaked" or "Lucky I don't have too far to go. I might get picked up for not having any lights"). An example is given for Scenario 4 Wheel user.



When the chain of events has been completed, nominate one member from each group to act as an **envoy** (refer to page 68). This student moves to another group to show and describe the scenario's chain of events, identifying the factors that contributed to the crash. Envoys then stay with their new group.

2. Explain to students that everyone makes decisions differently (eg off the top of their head, tossing a coin or after talking to others) however the decision is best considered in light of the positive and negative consequences and how you are feeling at the time. Ask each group to mark on the chain of events the point where a different decision or alternative action would have produced a safer outcome for each of the road users. Groups should be able to justify their decision with the rest of the class.

Envoys then return to their original group and present the decisions and actions identified. Groups must decide if these would change the outcome for each road user in the scenario. If groups disagree they should justify their decision.

Share some of the flow charts/chain and talk about how predicting problems and having plans in place can contribute to the safety of all road users.

Ask students to individually write two or three ways they could plan ahead to make their journey safer as a passenger, pedestrian and cyclist (eg know the safest route to walk or ride, have a 'getting home' arrangement with their family such as catching a taxi and parents pay the cost or ringing for a lift no matter what the time).

Discuss these as a class to allow students to listen to a range of strategies that they may be able to use in traffic situations.

3. Explain to students that in real-life situations it is often necessary to be able to make quick decisions. However it is still important to take time to stop and think as a few extra moments may help us to make safer choices. Conduct a **snap decisions** (refer to page 73) using one of the scenarios described on the road user activity sheets. Select one student who becomes the 'character' facing the dilemma in the scenario. Two other students should stand either side of the character and provide 'positive' and 'negative' ideas for the 'character' to consider and then make a snap decision. The character must not use their own thoughts only those provided as 'for' and 'against' arguments. Repeat the activity several times, using different scenarios and students.

Ask

- Did it help you to make a decision by hearing the positive and negative suggestions? Why or why not?
- Would you have made the same decision if you could have considered your own opinions and thoughts? Why or why not?



Passenger scenarios



Passenger 1

Mike and Anne have been going out together for about a month. Anne's parents have just bought her a new car and she is taking Mike for a drive on the freeway. Mike asks her how fast it travels so Anne accelerates to 120 km/h. Mike is impressed at first but is soon feeling a bit scared especially when Anne turns off the highway onto a local road and is still speeding.

Mike sees a young child on the side of the road up ahead. He wants to ask Anne to slow down but doesn't want Anne to think he is scared.

Passenger 2

It's a cold winter's night and Tamara has just finished soccer training. A friend's mother has offered Tamara a lift home but her friend Cam has promised to pick her up.

When he arrives he has a car full of friends. He asks Tamara to get in and sit on one of his friends' laps. Tamara likes his friends but doesn't feel comfortable getting in such an overcrowded car where there aren't enough seatbelts.



Passenger 3

Julia's older sister Jenny has a friend over. The friend has 'borrowed' her parent's new convertible. Jenny and her friend plan to go for a short drive despite the fact that her friend only has a Learner's Permit.

They ask Julia to go along too and tell her to squeeze in the back even though there isn't a seat or seatbelt.

Passenger 4

Tim's brother Mal has just got his P-plates. Mal wants Tim to come for a drive around town. Mal stops to pick up a couple of friends.

They've been drinking and urge Mal to do a few donuts on the football oval just out of town.



Passenger 5

After basketball practice Natasha had an argument with her friend Matt. He drove off leaving Natasha behind, even though he had promised to give her a lift home.

The basketball coach has had a couple of beers in the clubhouse but has offered to drive Natasha home.

Passenger 6

Jack has driven Tim to a party in a nearby town about 25 kms away. Jack drives a V6 ute. He has agreed to be the 'skipper' for the night.

When it's time to go, Tim finds out that Jack has offered to take four other people home too. They're really happy about the lift because they know Jack hasn't been drinking. Jack tells two people to sit in the cab and Tim and two others to sit in the back of the ute.





Pedestrian scenarios

Pedestrian 1

Rick and Jodie are at a party about two kilometres away from Rick's home. Rick has had quite a bit to drink and is having trouble standing up. Jodie has only had two beers all night.

When it comes time to leave Rick doesn't want his parents to know he's been drinking so he asks Jodie to walk home with him. Jodie knows the way there but is worried about getting Rick home safely.

Pedestrian 2

Dee and her friend Lucy are late for school. Lucy starts to cross the road between vehicles that are queued up along the road waiting for traffic signals.

Dee knows there is a pedestrian crossing a little further down the road but Lucy is urging her to follow.

Pedestrian 3

Kelly and Troy are going to the local footy match. They have to walk a few kilometres to the oval and need to go across the railway lines just out of town.

A train goes through the railway crossing just as they get there. The warning bells and lights haven't stopped but Troy doesn't want to be late so he starts to cross, telling Kelly to hurry up.

Pedestrian 4

Claire has a really bad headache and cold. The school has given her permission to walk home. She has taken a couple of cold and flu tablets and is feeling a little sleepy.

Claire has to cross a multi-lane highway which has a speed limit of 100 km/h. There is a pedestrian bridge about 500 metres down the highway but Claire just wants to get home quickly.

Pedestrian 5

Lee lives just around the corner from a roundabout. He is playing cricket in the driveway of his home with his cousin Josh. Lee decides to start his bowling run-up from across the road.

He has to wait for a couple of cars to pass before he can run in to bowl. Lee starts his run up without looking.

Pedestrian 6

Mark has finished his shift at the local supermarket and is waiting to be picked up by his parents but gets a call to say they can't get there. Mark decides to catch a bus so he heads to the bus stop.

While Mark's waiting for the lights to change he sees his bus is starting to leave. There is still traffic coming through the lights so Mark quickly checks for traffic and runs across the road towards the bus. A car coming around the corner doesn't give way.



Wheel user scenarios



Wheel user 1

Max's friend Rowan has dropped in for a visit. He tells Max about the bike jumps he and some others made in the local bush. Rowan asks Max to go for a ride and check out the jumps.

Max goes to put on his helmet but Rowan laughs and says, "You've got to be joking. What are you putting that on for? Only losers wear helmets. Come on".

Wheel user 2

Tegan rode her motorised scooter to a party at a friend's house about 10 minutes away from her home. She wasn't going to stay very long and now it's nearly 10pm. Her scooter doesn't have any lights.

Tegan didn't plan to drink but has had three vodkas. Her parents aren't home and she didn't take any money with her for a taxi.



Wheel user 3

Brayden lives on a farm and has invited Rikki to visit. He has offered to take Rikki for a ride on the farm motorcycle when he's finished rounding up the sheep.

Rikki has become impatient and has gone back to the shed. Brayden notices Rikki riding the motorcycle, without a helmet, along the gravel road that leads to the main highway into town.

Wheel user 4

Niamh puts her helmet on and rides over to Chad's house about 15 minutes away. She loses track of time and gets a text message from her dad saying that tea is ready and to get home straight away.

When she goes outside it's just on dusk and starting to rain. To make matters worse, the light on Niamh's bike isn't working and she is wearing her dark school uniform.



Wheel user 5

Liam and his friends have been watching a DVD when Billy rings and invites them over for a swim. Billy only lives a couple of blocks away so they decide to ride their skateboards. Liam and his friends put their gear on. Liam has only just got his skateboard for Christmas.

On the way over Liam's friends decide to take a short cut that has a steep hill. It has a T-intersection at the bottom. The road is uneven and has a few potholes. There is a footpath all the way down the road.

Wheel user 6

Shelby is riding to work. He's running late and it's starting to rain. He has to go through several intersections.

The first is a T-intersection. Shelby can't see any traffic coming so he turns left and keeps on going. The second T-intersection approaches and Shelby checks for traffic on his right and turns the corner. The last intersection has a stop sign at the bottom of a hill. Shelby races towards the intersection and takes a quick look.





Future driver scenarios

Future driver 1

Driving on the freeway with his brother Will's best friend, Quentin senses that Todd is doing more than the 100 km/h limit. He has been moving from one lane to another to try and get through the heavy traffic.

Will asks Todd what the speed limit is on the freeway but he just says, "Whatever. Don't worry about it. No-one ever gets booked along here". Todd reaches for his mobile phone, taking his eyes off the road.

Future driver 2

Danni, Kristy and Marie are heading off to a hockey match in another town about 3 ½ hours away. They throw all the hockey sticks and bags in the back and leave just before dark. Danni intends to do all of the driving as she is reluctant to let Marie drive her car.

Danni is feeling a bit tired after staying up late studying. Kristy notices that Danni isn't joining in the conversation and is rubbing her eyes a lot.

Future driver 3

Mark's family is heading down south for the long weekend. It's about 8pm and it has started to rain. There is a line of traffic and Mark notices that his father has been getting closer and closer to the car in front of them.

From his side of the car, Mark sees a sign indicating that there is an overtaking lane about 500m ahead but his father looks like he is getting impatient. Mark goes to say something but sees the look on his father's face.

Future driver 4

Driving home after a weekend away, Steve's mum decides to stop and buy a coffee and drink it along the way. Steve offers to hold it for her but she places it in the console.

Steve notices that his mum has to take her eyes off the road to find the coffee cup each time. It's still a fair way home and there are two roundabouts and four sets of traffic lights to go through.

Future driver 5

Cara's best friend Dee has offered her a lift to the shopping centre where they both work. Cara thinks Dee doesn't always drive as safely as she should.

On the way to the shopping centre Dee answers a call on her mobile phone. Cara sees a bike up ahead but Dee is too busy talking on the phone to see it.

Future driver 6

Eva notices her dad is travelling over the speed limit and is too close to the car in front. Her dad is always running late and never leaves enough time to get to places. He says it's just his luck that he gets stuck behind slow cars.

Eva's dad sees the light ahead has changed to amber and speeds up to get through before it turns red. There are two cars waiting at the lights to do a right hand turn.

Activity 3

Risk assessment and decision-making



Learning intention

- Students practice identifying and managing risky situations
- Students recognise the influences that can impact on their decision-making

Equipment

In Gear student workbook – *Making decisions* – page 19

In Gear student workbook – *Plan B* – page 20

Teaching tip

The **decision making models** on pages 77-78 can be used as an alternative.

Activities

1. Explain that wanting to go out, socialise and party is a normal rite of passage for most young people. However, when students are socialising they will sometimes need to make decisions about their own safety and the safety of others. Some of these decisions will need to be made quite quickly such as 'Do I get a lift with my brother who I know has been drinking?' and sometimes there will be time to consider situations and weigh up options such as 'How I am getting home from footy training next Friday?'

Have students **brainstorm** (refer page 67) some of the social, cultural and environmental influences they need to consider when socialising or partying such as:

- *Social factors* – pressure from peers who want you to go, pressure from family not to go to the party or to return home on time and to act responsibly, the behaviour of peers and friends at the party, the availability of alcohol at the party, the age of the host and other guests.
- *Cultural factors* – family and/or religious values and attitudes about alcohol and other drugs and sexuality.
- *Environmental factors* – vehicle conditions, availability of phones or money, time of night/day, distance from home, access to public transport, venue such as in a private home or at the beach or park.

2. Explain that predicting what could go wrong and having a 'Plan B' if things go wrong can keep things under control and help to get students home safely from a range of social events and situations.

Ask

- *What social situations might require you to make a decision about your own safety and the safety of others?*

Responses may include:

- being offered a lift with someone who is under the influence of alcohol or other drugs
 - being offered a lift home with someone you don't know very well
 - walking home while drunk or under the influence of other drugs
 - walking home on your own
 - leaving a party when other guests start to become aggressive or violent
 - moving from one party to the next without letting your parents know
 - being at a party that has been 'gate crashed'.
3. Introduce the decision-making model, working through the steps. Read Charlie's scenario on page 19 of the student workbook. Discuss the scenario and then ask students to complete the questions below the scenario.
 4. In small groups, have students choose one of the scenarios on *Plan B* page 20 of the student workbook to work through using the decision-making steps. Students can use either decision-making model found on pages 77-78 of the resource to complete the task. Tell students that they are to identify at least two options, the positive and negative health and safety consequences for each of the characters, before making a decision. Listen to each group's feedback and reasons behind their final decision. Use the following questions to process the activity.

Ask

- *What factors would support this decision (enablers)?*
- *What factors would restrict this decision (barriers)?*
- *What social, cultural and environmental factors influenced your decision for this situation?*
- *What can young people do to prevent someone who has been drinking or using other drugs such as alcohol, cannabis or methamphetamine from driving, riding or walking home?*
- *What can young people do to prevent themselves and others from getting into a car with a driver who has been drinking or using other drugs such as alcohol, cannabis or methamphetamine?*
- *What skills other than decision-making would you need to manage a situation where your friend was pressuring you to do something potentially unsafe? (eg assertive communication, positive self-talk, help-seeking, refusal skills, problem-predicting and solving).*

Activity 4 Responding to emergency situations



Learning intention

- Students understand the procedure for calling Triple Zero emergency services
- Students practise identifying situations where first aid should be applied

Equipment

In Gear student workbook – *Help!* – page 21-22

Internet access

In Gear student workbook – *Basic life support guidelines* – page 23-24

Activities

1. Working with a partner, have students complete the questions on *Help!* page 21 of the student workbook. Discuss the answers (provided below) with the class and clarify any questions students have about basic first aid.

- Q1 What is the first thing you do to manage a first aid situation?**
- a) Move the casualty out of the car
 - b) Ask the casualty if they are pain
 - c) Sit the casualty up
 - d) Check for any danger – for yourself and then the patient

A: d)

- Q2 What is the telephone number to call in an emergency?**

A: 000 or 112 for a mobile phone

- Q3 What should you manage first if a person is unconscious?**

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

A: b)

- Q4 How do you check if a person is breathing?**

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

A: b)

- Q5 What should you do if a person is not breathing?**

A: Start CPR and have someone else call 000.

- Q6 How many compressions and breaths should you perform while administering CPR?**

A: 30 compressions and 2 breaths at the rate of 5 repeats in 2 minutes.

Is this the same for babies? (A: Yes but use only the pads of two fingers to do the compressions).

- Q7 How can you stop external bleeding?**

A: By applying direct or indirect pressure around the wound.

- Q8 What condition should you always expect an ill or injured person to develop sooner or later?**

A: Shock.

- Q9 If you call an ambulance for someone who has overdosed on alcohol or other drugs, will the police also attend?**

A: No. Only if the person dies or the paramedics feel under threat or another crime is taking place.

- Q10 What is the acronym for basic life support steps?**

A: DRS ABCD – Danger; Response; Send for help; Airways; Breathing; CPR; Defibrillation.

2. Read *Basic life support guidelines* on page 23-24 of the student workbook and explain that for all first aid situations the DRS ABCD guidelines should be followed.
3. View one the many Australian video clips available on YouTube that demonstrate the DRS ABCD steps. Stress that students must always assess the situation for possible dangers and maintain their own safety first when helping others (eg being hit by passing vehicles if the emergency is on a road, avoiding contact with blood) and that doing something, rather than nothing, can be the difference between a person living or dying. Reassure students that performing first aid, in most cases, will not result in the person being further injured as sometimes fears of spinal cord injury prohibit bystanders from helping.
Encourage students to follow the information in the student workbook and also jot down any questions at each step of the emergency response while they are watching the video.
Following the video, have students recall the DRS ABCD steps to a partner, while the partner uses the workbook to check for accuracy. Students then should swap roles. Have students highlight the key points in each step in the DRS ABCD action plan on page 23. Answer any questions still outstanding.
4. Watch the story about Rikki at <http://clicktosave.com.au/the-real-stories/> who was first at the scene of a road crash. Because she knew how to do first aid she was able to save a life.

Ask


- Which of the DRS ABCD were followed? (All except for C and D).
- What emotions did Rikki feel in this situation? (eg scared, worried, anxious).
- How might a witness be affected after the crash? (eg restless nights, unable to concentrate, positive change to their road user behaviour, encourage others to be safe road users).
- Is age a barrier to being able to help in an emergency situation? (No. Children in Kindergarten can learn basic first aid).
- Do you think all young drivers should learn first aid? Why? (Often vehicle occupants die because of a blocked airway. Knowing how to give first aid may decrease the number of people killed or injured in road crashes).

5. Discuss what happens when a call is made from a landline to the Triple Zero number or 112 from a mobile phone. Remind students that this is a free call from any phone including a disconnected mobile. Use the following script and have a volunteer student role-play being the caller.

- Which emergency service do you require – ambulance, police or fire?
- What is the address of the emergency? (Make sure students know they need to give the road, suburb, state and nearest cross road).
- What phone number are you calling from? (Having this information is important in case a call is disconnected or drops out or the operations centre needs to call you back to get more information. Inform students that they are not required to give their name if they choose to do so).
- What is the emergency? Tell me what happened. (Information about the injured person, their name, their age, if they are breathing etc will be asked).

Stress to students that if they are unsure about what to do in an emergency or medical situation they should call Triple Zero (or 112 on a mobile phone) as the operator will give instructions on what to do until paramedics arrive. Remind students that if the emergency is due to consumption of either legal or illegal drugs it is very important that the person is given medical assistance by paramedics. Police will only be called to attend if there is a death or the paramedics feel threatened and need assistance to deal with the situation.

Explain that if students feel uncomfortable contacting their parents because of the nature of the medical emergency, this will, in most cases, be done by the attending medical doctor for patients under the age of 16 years. Paramedics do not contact parents or guardians.

6. Remind students that in an emergency situation similar to the car crash described on page 22 of their workbook, those at the scene will need to make some quick judgments on who to help first and what first aid to administer. Tell students they have 30 seconds to decide the order in which they would help the occupants and write their answer. (Answer: Driver, toddler, back seat passenger, front seat passenger, baby). Now have students discuss the injuries and decide with a partner, the first aid that should be given to each occupant of the vehicle. Listen to students' responses and correct and clarify any wrong answers.
7.  Suggest students complete 'Click To Save' online course. Students can complete a 'Click to Save' which is a 30 minute online first aid course offered by St John at <http://clicktosave.com.au/>. Alternatively contact St John Ambulance and book a first aid presentation.

Activity 5 Practise initiating contingency plans



Learning intention

- Students initiate and develop contingency plans
- Students practice identifying choices and making decisions
- Students explore and practise negotiation and other communication skills

Equipment

A4 paper – one sheet per student

In Gear student workbook – *Safer partying agreement* – page 25 and 26

Activities

1. Ask students to identify the skills they need to use to plan ahead and manage any possible risks associated with socialising (eg problem-predict, problem-solve, negotiation, decision-making, assertive communication). Explain that along with being competent in these skills, students also need to identify strategies that aim to keep themselves and others safe at social events. For example, always taking a phone and having some money in case they need to pay for a bus or taxi ride home. Place students in groups of four. Give each student a piece of paper and conduct a **rip and review** (refer to page 71) using the following questions.

1. What could you do before a party if you were a guest to keep yourself safer?	2. What could you do before a party if you were a host to keep your friends safer?
3. What could you do after a party if you were a guest to keep yourself safer?	4. What could you do after a party if you were a host to keep your friends safer?

Hear students' responses and ensure that some of the following strategies have been identified.

Before a party – Guest

- Know the address and contact phone number of the host and leave with your parents.
- Know how to get to the party safely and carry extra money for a taxi, bus or train ride.
- Plan not to use alcohol or limit the amount of alcohol consumed.
- Plan not to use any drugs (legal or illegal) or not to use drugs alone or with strangers.
- Plan not to combine drugs (eg tobacco, cannabis, alcohol, caffeine).
- Make a mutual agreement with a friend to look after each other should either of you become intoxicated with alcohol or other drugs.
- Know how and when to get help.

Before a party – Host

- Give parents the names of guests coming to the party.
- Provide parent's contact details to your guests.
- State start and finish times on invitations.
- Plan to be alcohol-free and tobacco-free.
- Don't allow BYO alcohol.
- Talk to parents about providing transport home for guests who haven't planned ahead or having guests sleep over.

After a party – Guest

- Plan to leave the party at the time pre-arranged with parents.
- Know how to get home safely (eg share a taxi, get a lift with your parents or friend's parent, public transport, sleepover).
- Contact parents or another adult if plans to get home come unstuck.
- Don't get a lift home with strangers.
- Don't walk or ride home if you have been drinking alcohol or using other drugs.
- Don't walk home alone or get in a car with a driver who has been drinking or using other drugs.

After a party – Host

- Ask an adult to take car keys off drivers who have been drinking alcohol or using other drugs.
 - Don't allow guests who have been drinking alcohol or using other drugs to walk or ride home.
 - Don't allow guests to walk home alone.
 - Don't allow guests to drive home with anyone who has been drinking alcohol or using other drugs.
 - Ask parents to take guests home.
 - Offer for guests to sleep over.
2. Discuss what the students' parents might fear most about letting them go out socialising and how they could overcome those concerns. Explain that a *Safer partying agreement* is a useful harm reduction strategy for young people who want to socialise safely with friends. It is an agreement that they make with parents or another trusted adult (aunty, uncle, big brother/sister, grandparent, adult family friend) that ensures that they can get home safely but also puts some responsibility on them to stay safe when they are socialising. Read the agreement on page 25 of the student workbook. Explain that the agreement can also be a useful refusal strategy if students are feeling pressured to do something that may be potentially unsafe.

With a partner, have students plan and write their own agreement on page 26 of the student workbook to take home and discuss with their family.

3. Suggest that students will need to negotiate the agreement with their parents. This means having a two-way conversation to reach a point of agreement; a solution that works for everyone. Ask the class to identify some key elements of negotiation such as listening and trying to understand what the other person wants and why, explaining why something is important to you, not arguing, and choosing a time and place where you can both talk openly without distraction or any interruptions. Read the information about negotiation on page 25 of the student workbook together.

Ask

- *How confident are you to negotiate the safer partying agreement with your parents?*
- *What part of negotiating do you need to practise?*

Role-play (refer to page 71) a student and their 'parent' (played by the teacher) negotiating a *Safer partying agreement* while the others watch on. Have the class identify how well each party negotiated and what the negotiators could improve to get a better result. Place students in pairs and have them role-play the same situation, taking turns to be the parent.

Ask

- *How did you feel when you negotiated well?*
 - *How did you feel when you didn't negotiate well?*
 - *Did what you do enable or put up a barrier to your negotiating?*
 - *What have you learnt from this activity?*
4. Discuss and list the difference between planned and unplanned gatherings, the benefits of making plans, and the potential risks involved in both types of gatherings.
5. Have students complete the reflection questions on page 26 of the student workbook.

Secondary supply in WA

On 20 November 2015 new laws came into effect in WA regarding the secondary supply of alcohol.



To find out more about the Secondary supply laws, go to: www.rgl.wa.gov.au/liquor/liquor-legislation-amendment-act/faq-s

Activity 6 Taking responsibility and community expectations



Learning intention

- Students initiate and develop contingency plans
- Students practice identifying choices and making decisions
- Students explore and practise negotiation and other communication skills

Equipment

In Gear student workbook – *Take responsibility* – page 27-28

Activities

1. Explain to students that the Western Australian *Towards Zero* road safety strategy (2008-2020), encourages road users to be responsible for their own safety and also the safety of others. Through this shared responsibility the strategy aims to reduce the potential harms from unsafe road use. Divide the class into groups. Allocate a scenario from *Take responsibility* on page 28 of the student workbook to each group. Ask each group to **role-play** (refer to page 71) to discuss the scenario and decide what strategies for each character would reduce the possible risks. Explain that each student in each group is to assume a role and perform it from that character's point of view. After watching each role-play, ask the audience to decide if the strategies used would manage the situation well and reduce the risks for all road users.

Ask

- *Did each character have a responsibility to consider their own and others' safety? Why?*
 - *Were there different levels of responsibility?*
 - *What might stop a road user from taking responsibility for their actions and decisions? (eg pressure from others, unable to make good decisions while under the influence of alcohol or other drugs).*
 - *What skills would you need to be able to manage some of these situations?*
 - *What might increase your confidence to speak out when you feel unsafe or feel others' actions will increase the level of risk? (Having responses and strategies to handle risky traffic-related situations is something that students need to practise. This will increase their confidence and ability to not be influenced by others).*
2. Ask students to write their opinion about each statement on page 27 of the student workbook then share their responses with a partner or small group.

Activity 7 Seeking help



Learning intention

- Students critique appropriateness and reliability of services that provide advice and support for road trauma
- Students identify thinking skills needed for help-seeking situations

Equipment

A4 paper – one sheet per student

In Gear student workbook – *Seeking help* – page 29-30

Internet access

Activities

1. Explain that people who have been involved directly or indirectly with road trauma may be left feeling distressed, overwhelmed, helpless and vulnerable. Without a sense of control people can feel unable to cope with challenges and feel ongoing stress and anxiety which can increase the risk for mental illness. Reactions to road trauma may also be increased by physical injuries and a range of other financial, legal and social issues. Explain that it is important that students know who to talk to about their own or other's mental health when these situations arise, and also where to go to get reliable information and access services aimed at supporting those dealing with road trauma.
2. Using a **one minute challenge** (refer to page 71), have students write the names of people, agencies and other sources of information and help that can be accessed when they are experiencing problems or are having difficulty coping. Listen to the ideas generated by the class then refer students to *Seeking help* on page 29 of the student workbook. Have students check to see if they identified the same sources of information and help (ie parents, friends, family, counsellor, helpline, friend's parent or teacher).
3. In pairs, have students consider the advantages and disadvantages of using each source of help or information for the scenario about Billy and Charlie. Hear feedback from the class. (Possible enablers or barriers would be: confidentiality, expertise, accessibility, cost, trust, comfort level involved, chances of positive or negative outcomes, effect on relationships).
4. Have students critique the websites listed on page 30 of the student workbook and decide which would be appropriate for Billy and Charlie.

Ask

- *How easy do you think it would be for Charlie to talk to his friend Billy in this situation? (Often talking about people's emotional state is more difficult than discussing a physical problem. Suggest that students may need to talk to an adult and ask for advice on what to say and the open-ended questions to ask).*
- *What thinking skills would Charlie need in this situation? (eg problem-predicting, empathy, help-seeking, decision-making, positive self-talk).*

- *How easily do you think a student could approach a teacher or counsellor at our school to talk about a similar situation? Why?* (Discuss strategies that would make it easier if students suggest that it would be difficult).
 - *What are some barriers that might prevent you or your friends from asking for help?* (eg fear of lack of confidentiality, fear of losing friends, not feeling confident).
 - *Why might a friend reject your suggestions to get help?* (People who are feeling overwhelmed might not be capable of making decisions or dealing with their feelings right at that time. Explain that part of the help-seeking process is to ask the other person if they want help and what that help might be. Point out that if the other person has indicated that they may harm themselves or others, students must share this information with a trusted adult).
5. Have students complete the questions on page 30 of the student workbook.

Activity 8 Expressing attitudes about road safety issues



Learning intention

- Students articulate their own attitudes about compliance with road rules and acknowledge the attitudes of other students

Equipment

Strategy sheet *Strongly agree, strongly disagree* – page 84 – photocopy cards

Activities

1. Set up a **values continuum** (refer to page 74) with the 'strongly agree' and 'strongly disagree' cards. Ask students to consider one of the following statements and place themselves on the continuum.

Statements

- Young drivers would act differently if they knew the impact an acquired brain injury or spinal injury could have on their life.
- It is more important for drivers to know how to manage a car than knowing the road rules.
- Cyclists my age would have fewer crashes if they knew the road rules.
- Cyclists my age should be able to decide if they wear a helmet or not.
- Giving a fine to cyclists for not wearing a helmet is a waste of police time.
- A young person, who rides dangerously or does stupid things on a bike or scooter, will also be an unsafe driver in the future.
- Children do not need to know the road rules.

Invite students to share their opinion with others standing nearby then open the discussion to the group. Allow students to change their position on the continuum after hearing others' opinions. Repeat this procedure with some of the other statements.

TOPIC 5

Strategies to enhance the safety of communities

Activity 1 Strategies to reduce road crashes



Learning intention

- Students expand their skills in locating information on websites by using general and specialised directories
- Students critique road safety campaigns and evaluate their effectiveness as a strategy to reduce crashes involving young people

Equipment



Access to <http://www.rsc.wa.gov.au> (road safety topics and archived campaigns)

In Gear student workbook – *Campaign for road safety* – page 31

Strategy sheet – *Number cards* one to four – page 79 – photocopy one set

A4 and A3 paper – one sheet per student

Activities

1. Explain that throughout each year the Road Safety Commission conducts road safety campaigns that focus on some of the causal factors of crashes such as speed, drink driving, fatigue, distractions and restraints. Each campaign has a slogan which conveys the key safety message such as:

- *If you drink and drive you're a bloody idiot.*
- *Drop 5. Save lives.*
- *We'll nail you.*
- *There's no excuse. Belt up.*
- *The faster you go. The harder you hit.*

Ask students to select one road safety issue and critique one advertising campaign on the Road Safety Commission website and complete the activity *Campaign for road safety* on page 31 of the student workbook. The campaigns can be found in 'Road safety topics' on the website and include television, radio and print advertisements for both metro and regional areas.

2. As a class, view and discuss how effective the advertisement would be in reaching the target audience of young people aged 16 to 25 years.
3. Talk about the use of scare tactics and fear approaches that have been used in campaigns for health issues such as smoking and AIDS. Have the class discuss if showing graphic images would have the potential to change a

young person's behaviour as a road user.

4. Ask students to select one of the *The Big 5* issues and create a road safety message targeting young people under 24 years of age using one of the following:
 - 30 second television commercial
 - radio jingle or rap
 - newspaper advertisement
 - bumper sticker
 - poster or pamphlet.

The advertisement should highlight strategies that road users can use to reduce the level of risk for themselves and others. Suggest that students consider the use of humour, artistic images, lyrics of a song, research or statistics to support the information.

Have students present their ideas to the class then ask students to decide which of the advertisements would have the most impact on young road users. This decision should be reached after considering:

- the message conveyed
- relevance to target audience
- accurate information presented.

5. Conduct a **four corners** (refer to page 69) using the following statements to allow students to discuss their views on road safety campaigns.

Road safety campaigns should:

1. Show real crashes and people injured or killed.
 2. Let people know what it's like to become a paraplegic or quadriplegic.
 3. Be created by young people who know how young people think.
 4. Focus on pedestrians, cyclists and motorcyclists, not just drivers and passengers.
7. Have students complete a **one minute challenge** (refer to page 71) by reflecting on these activities and writing their thoughts about what young road users need to know and how best road safety experts should present this information to make the greatest impact.

Activity 2 Get the message



Learning intention

- Students critique, analyse and evaluate how young people and road safety concepts are represented in film

Equipment

In Gear student workbook – *Get the message* – page 32-33

Access to the internet

Teaching tip

Show the film at least three times so students become familiar with the content.

- Have students search for a song or poem that could be used to promote safe road use such as *Last Kiss* by Pearl Jam or *Untitled* by Simple Plan, and discuss the lyrics focusing on key road safety messages.
- Have students create an 8-grid storyboard and script as a draft concept for a road safety advertisement or film clip.



(A sample of an 8-grid storyboard can be found at <https://www.facinghistory.org/resource-library/teaching-strategies/storyboard>)

The author acknowledges this activity has been adapted from Traffic Safety Essentials for Young Road Users <http://www.tac.vic.gov.au/road-safety/schools/school-resources>

Activities

- Explain that each year the Transport Accident Commission (TAC) in Victoria invites young film makers to develop a concept for a short film that promotes road safety messages to young people. The TAC uses the Make a Film Make a Difference (MAFMAD) strategy to reduce road crashes involving young people. If the concept is selected, the TAC funds the production and the film is then screened in cinemas and online through YouTube and the MAFMAD website.

Select one of the short films for the class to view and evaluate, and complete *Get the message* on page 32 in the student workbook. Use the following questions to discuss the students' evaluations of the film. Students complete their responses to the questions on page 33 of the student workbook.

Ask

- Do you think having young people make a film for young people is an effective road safety strategy? Why?*
- What would the film makers need to know before developing their road safety concept? (eg research and road crash statistics associated with the road safety issue, what messages resonate with young people).*
- Do you think the representation of young people in this film is accurate? (Remind students of the 'no name' rule if they share stories about people who have been involved in a road safety incident).*
- How effective do you feel the film is in promoting community values and opinions about safe road use?*
- Has the film you watched prompted you to reconsider your road safety attitudes? How?*
- Do you think the film could be improved in any way? How?*