

# DRIVE SAFE

## LESSON 9 – DRIVE SAFE

<b>Activity 9.1</b>	page 146	My safe dream car
<b>Activity 9.2</b>	page 149	Making plans
<b>Activity 9.3</b>	page 153	Risky situations






## LEARNING INTENTIONS

1. Explain car safety ratings and why choosing cars with a 5-star rating is the safest choice.
2. Explore strategies for planning how to get to and home from social activities.
3. Consider factors that impact decision-making.

## MAPPING

LEARNING AREA	STRAND	SUB-STRAND	CONTENT DESCRIPTOR
Year 10 Syllabus Health and Physical Education	Personal, social and community health	Being healthy, safe and active	The impact of societal and cultural influences on personal identity and health behaviour
		Communicating and interacting for health and wellbeing	Critical health literacy skills and strategies
			Skills and strategies to promote respectful relationships
		Contributing to health and active communities	Social, economic and environmental factors that influence health
Year 10 Syllabus Humanities and Social Sciences	Humanities and Social Sciences skills	Analysing	Account for different interpretations and points of view/perspectives in information and/or data (eg from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers)

## GENERAL CAPABILITIES

-  Literacy
-  Numeracy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

# WHAT'S IMPORTANT FOR TEACHERS?



It is recommended that activities from Lessons 1 to 8 have been conducted before commencing this lesson.

## RISK MANAGEMENT STRATEGIES FOR YOUNG DRIVERS

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

## VEHICLE SAFETY

1. Safer cars save lives. Cars that have safety features ensure that driver errors are less likely to result in serious injury or death. So, when you are deciding what car to buy, check out the safety features and try to buy a 5-star safety rated car.

### SAFETY FEATURES WORTH PAYING FOR

- Crumple zones
- Collapsible steering columns
- Reinforced door frames
- Air bags
- Seatbelts designed to work with air bags
- Seatbelt reminder systems
- Electronic stability system
- Anti-lock braking system (ABS)



**Tyres are the only contact between the road and vehicle and it is essential they are maintained appropriately. Tyres must be appropriately inflated and with the correct tyre tread (more than 1.5mm) to ensure that the vehicle steers, stops and responds in an emergency as expected.**



### FIND OUT MORE

#### Road Safety Commission

#### Tyre maintenance

<https://www.rsc.wa.gov.au/Your-Safety/Vehicles/Light-Vehicles/Tyre-maintenance>

## ANCAP SAFETY CAR RATINGS

1. The Australasian New Car Assessment Program (ANCAP) is Australasia's leading independent vehicle safety advocate. ANCAP star ratings indicate the level of safety a vehicle provides for occupants and pedestrians in the event of a crash, as well as its ability, through technology, to avoid or minimise the effects of a crash. ANCAP recommends 5-star rated cars.
2. *Used car*  
The *Used car safety rating buyer's guide* on the Road Safety Commission website provides crash safety ratings for used cars.





## FIND OUT MORE

### WHERE TO GO FOR ADVICE

#### ANCAP

New car safety ratings  
[www.ancap.com.au](http://www.ancap.com.au)

#### RAC

Car safety and getting on the road  
[rac.com.au/car-motoring](http://rac.com.au/car-motoring)  
[rac.com.au/rac\\_roadready](http://rac.com.au/rac_roadready)

#### Transport Accident Commission (TAC)

Car Safety Buyer's Guide  
[www.howsafeisyourcar.com.au](http://www.howsafeisyourcar.com.au)

#### Road Safety Commission

Used car safety ratings buyer's guide  
[www.rsc.wa.gov.au](http://www.rsc.wa.gov.au)

## MOTOR VEHICLE INSURANCE

1. Motor Injury Insurance (MII) is paid when you licence your vehicle with the Department of Transport. MII is compulsory and provides 1.8 million drivers and 2.9 million owners of WA registered vehicles with cover for injuries they cause to others in a motor vehicle crash anywhere in Australia.
2. Young people need to be aware that unsafe driver or passenger behaviour (such as speeding, drink/drug driving, not wearing a seatbelt, driving an unregistered vehicle or driving without a current licence) may result in negative implications for private and MII insurance, such as a personal liability, increased excesses or premiums, and refusal or reduction of claims.



**You automatically get MII insurance in WA when a car registration is paid however it does not cover damage to cars, vehicles or property.**



## FIND OUT MORE

### Insurance Commission of Western Australia

#### Motor Injury Insurance

<https://www.icwa.wa.gov.au/motor-injury-insurance/why-do-i-pay-for-motor-injury-insurance>

## TOWARDS ZERO: GETTING THERE TOGETHER 2008 – 2020

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

### Human limitations and a forgiving road system

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

### Shared responsibility

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

### Increased use of public transport

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



## FIND OUT MORE

The Towards Zero road safety strategy is based on scientific research about the best solutions to WA's unique road safety problems.

### Road Safety Commission

#### Towards Zero

<http://rsc.wa.gov.au/Research/Strategies>  
<https://www.rsc.wa.gov.au/About/Role-of-the-Commission/Towards-Zero-Strategy>

## 9.1

## ACTIVITY 9.1

## MY SAFE DREAM CAR

## PLANNING AND PREPARATION

- Activity sheet – *Safety ratings* (page 148) – photocopy one per student
- Strategy sheet – *Values continuum* (page 176) – one set of signs
- Internet access
- *Behind the wheel – Task 10 – Safety check* (page 14)
- *Behind the wheel – Quiz 7 – Seatbelts* (page 26) (if not yet completed)

## PROCEDURE

1. Explain to students that manufacturers now produce vehicles with safety features to achieve a 5-star safety rating.



## FIND OUT MORE

## Australasian New Car Assessment Program (ANCAP)

New car safety ratings

[www.ancap.com.au](http://www.ancap.com.au)

## Used Car Safety Rating (UCSR) system

How safe is your car

<http://howsafeisyourcar.com.au/Rating-Process/What-is-UCSR/>

## MY SAFE DREAM CAR

1. Ask students to imagine that they have won a car of their choice in a competition run by the WA Road Safety Commission. However, the rules of the competition state that the vehicle chosen by the winner must have a four or five star safety rating, and cost no more than \$18,000.

2. Give each student a copy of *Safety ratings* (page 148). Ask students to decide which five cars they would choose and write these on their sheet. Students then use the suggested websites to check the price, safety ratings and other safety features of each of the five cars listed on their sheet.
3. Discuss students' findings.

## PROCESS

1. Ask the following questions discussing student responses.
  - Were you surprised about the safety ratings of the cars you chose? Why?
  - What safety features do manufacturers usually include as standard items? (Seatbelts, air bags, braking systems, crumple zones).
  - Which car do you think provides the best price and safety?
2. Conduct a **values continuum** (page 171) using the following statements and the agree and disagree cards (page 176).
  - Safety ratings and features will influence young people when buying a vehicle.
  - Safety features should be standard in all vehicles and not considered as 'extras'.
  - Young people will always look at the price before anything else when buying a vehicle.
  - Young drivers should only be allowed to drive vehicles that have a minimum 4 star rating.
  - Your first car is always your worst car.

## REFLECT

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

**ACTIVITY VARIATION**

- Students work in pairs to choose a car under \$10,000 from an online car sales website. They must use the Used Car Safety Ratings to decide on the most suitable car in terms of safety features, make, model, year, etc.

**FIND OUT MORE****RAC****Used car ratings**

<https://rac.com.au/car-motoring/info/used-car-safetyratings-2017>

**Road Safety Commission****Used car safety ratings buyers' guide: Make the safest choice**

<https://www.rsc.wa.gov.au/RSC/media/Documents/2018-UCSR-brochure.pdf>

- Ask students to read the material in *Ride Safe* that discusses the benefits of motorcyclists and scooter riders wearing protective clothing. In pairs, ask students to consider and list the advantages and disadvantages of riding a motorcycle or scooter as opposed to a car with inbuilt protection (eg air bags, seatbelts, advanced braking systems).

**FIND OUT MORE****Road Safety Commission****Ride Safe pp. 59-62**

<https://www.rsc.wa.gov.au/RSC/media/Documents/Resources/Publications/ride-safe-handbook.pdf>

**SUPPORT ACTIVITY****MY SAFE DREAM CAR**

- Have students draw the 'car of their dreams'. Ask students to circle or label the safety features included in their drawings. If these were not included, ask students why. Have students add other safety features to their drawings, labelling these and providing an explanation of the protection each feature offers the vehicle occupants.

- Conduct a **values continuum** (page 171) using the following statements and the agree and disagree cards (page 176).
  - Safety ratings and features will influence young people when buying a vehicle.
  - Safety features should be standard in all vehicles and not considered as 'extras'.
  - Young people will always look at the price before anything else when buying a vehicle.
  - Young drivers should only be allowed to drive vehicles that have a minimum 4 star rating.
  - Your first car is always your worst car.

**AT HOME TASK**

- Ask students to complete **Task 10 – Safety check (page 14) in Behind the wheel**.
- Remind students that they must complete all 10 tasks in the *Behind the wheel* journal to be considered eligible to sit the test at the end of the Keys4Life program.
- Encourage students to complete **Quiz 7 – Seatbelts (page 26) in Behind the wheel** if not yet completed.
- Encourage students to access the Department of Transport's road rules theory test quizzes to begin building and consolidating their knowledge of road rules.

**FIND OUT MORE****Department of Transport****Road rules theory test quiz**

<https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp>



# SAFETY RATINGS



**You've won a car of your choice to the value of \$18,000!**

**However, you have to convince the judges that it's one of the safest cars available in Australia.**

1. Write the name of five cars that you would like to buy in the table below.
2. Use these websites and others to find out the price, safety rating and safety features of each car on your list.

**RAC**

Used car ratings

<https://rac.com.au/car-motoring/info/used-car-safetyratings-2017>

**Road Safety Commission**

Used car safety ratings buyers' guide: Make the safest choice

<https://www.rsc.wa.gov.au/RSC/media/Documents/2018-UCSR-brochure.pdf>

**Australasian New Car Assessment Program (ANCAP)**

New car safety ratings

[www.ancap.com.au](http://www.ancap.com.au)

**Used Car Safety Rating (UCSR) system**

How safe is your car

<http://howsafeisyourcar.com.au/Rating-Process/What-is-UCSR/>



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

Car up to value of \$18,000	SAFETY FEATURES (active – protect occupants in a road crash; passive – prevent a vehicle having a road crash)	OTHER FACTORS that would influence your decision
<b>Car 1</b> Model/make: Price: Safety rating:		
<b>Car 2</b> Model/make: Price: Safety rating:		
<b>Car 3</b> Model/make: Price: Safety rating:		
<b>Car 4</b> Model/make: Price: Safety rating:		
<b>Car 5</b> Model/make: Price: Safety rating:		

The car I would choose is a \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The Keys4Life Program is a Road Trauma Trust Account funded project approved by the Minister for Road Safety and supported by the Road Safety Commission.

## ACTIVITY 9.2

### MAKING PLANS

#### PLANNING AND PREPARATION

- Activity sheet – *Making plans* (page 151) – photocopy one per student
- Family information sheet – *P plate drivers* (page 152) – photocopy one per student

#### PROCEDURE

##### Making plans

1. Ask students to define 'planned' and 'unplanned' (impromptu) in terms of events, parties and gatherings. Planned could include Year 12 balls, graduation ceremonies, weddings and 21st birthday parties. Unplanned could include celebrating winning a grand final and friends dropping over.
2. Suggest that young people should have strategies in place to ensure they socialise safely and get home safely, for both planned and unplanned events.
3. Give each student a copy of *Making plans* (page 151). Have students identify a planned and unplanned event then write a list of strategies that will help them socialise safely and arrive home safely. These could include:
  - staying together
  - looking after an unwell person until help arrives
  - taking a charged mobile phone
  - having a 'pick up' plan with parents (eg their parents will pick them up at any time or will pay for a taxi when they can't)
  - having a swag in the back of the car to stay somewhere safe.
4. Place students in groups to share and discuss their ideas.

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

#### PROCESS

1. Ask the following questions discussing student responses.
  - Have you and your parents talked about what you will do and what they will do, to make sure you get home safely?
  - Do you feel confident to 'stick' to your plan and not be influenced by others?
  - What could you do if a mate tried to talk you into driving under the influence of alcohol or other drugs?
  - What could you do if a mate tried to drive their car under the influence of alcohol or other drugs?
  - How would you feel if you didn't try to stop a mate from driving after drinking alcohol and they were involved in a crash?



#### PARENTS & FAMILY

1. Distribute or email the Family information sheet *P plate drivers* (page 152) to parents/carers.

**AT HOME TASK**

1. Encourage students to access the Department of Transport's road rules theory test quizzes to begin building and consolidating their knowledge of road rules.

**FIND OUT MORE**

**Department of Transport**  
Road rules theory test quiz  
[https://www.transport.wa.gov.au/  
licensing/road-rules-theory-test-  
quiz.asp](https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp)



# MAKING PLANS

Some strategies can be planned well before an event but others might need to be in your head, ready to use in an emergency. What plans will you need to stay safe while socialising? What plans will you need to have in place to get home safely?

## TASKS

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

Planned event:	
<b>Plans to stay safe while socialising</b>  <input type="radio"/>  <input type="radio"/>  <input type="radio"/>  <input type="radio"/>	<b>Plans in place to get home safely</b>  <input type="radio"/>  <input type="radio"/>  <input type="radio"/>  <input type="radio"/>
Unplanned event:	
<b>Plans to stay safe while socialising</b>  <input type="radio"/>  <input type="radio"/>  <input type="radio"/>  <input type="radio"/>	<b>Plans in place to get home safely</b>  <input type="radio"/>  <input type="radio"/>  <input type="radio"/>  <input type="radio"/>

3. Tick the ideas in your list that are useful for both planned and unplanned events.
4. Was it easier to decide on ways to get home safely from planned events? Why?  


---



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


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


---



---

The Keys4Life Program is a Road Trauma Trust Account funded project approved by the Minister for Road Safety and supported by the Road Safety Commission.

## P PLATE DRIVERS



**Transport to an event, party or gathering is often planned, but getting home is sometimes forgotten.**

Before your P plater heads out, spend some time talking with them about how they plan to get home.

Consider the following options.

1. Walk home with a friend if safe to do so.
2. Public transport – encourage them to get into the habit of checking timetables and planning which bus or train they will catch before they head out.
3. Sharing a taxi or Uber with someone they know – make sure they have enough money to get home.
4. Staying overnight with a friend.
5. Arranging to be collected by a parent or another responsible driver.
6. Having a swag in the back of the car in case they need to stay overnight to avoid drink driving.



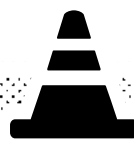
**Remind your P plater to leave the car keys at home if they plan to drink.**



**Encourage your P plater to take a mobile phone with them and to make sure it is charged.**



**Encourage your P plater to have a list of emergency phone numbers in either a mobile phone or wallet that they take with them.**



**Remember, a P plater is still a new driver so encourage them to drive safely.**



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

As well as encouraging your P plater to plan how they are going to get home in advance, remind them to:

- look out for their friends and themselves
- help someone if they are sick or in trouble
- call an ambulance if they are concerned for someone's welfare
- agree with their friends that if they don't feel safe at a party, event or gathering, they will tell each other and leave
- stay in a group and don't get separated.

The Keys4Life Program is a Road Trauma Trust Account funded project approved by the Minister for Road Safety and supported by the Road Safety Commission.

## ACTIVITY 9.3

### RISKY SITUATIONS

#### PLANNING AND PREPARATION

- Activity sheet – *Risky situations* (pages 155-156) – photocopy and make into cards, one card per group
- Strategy sheet – *Decision-making model* (page 175) – photocopy one per group

#### PROCEDURE

1. Suggest to students that in many socialising situations, young people will be forced to make decisions related to the health and safety of themselves and others.
2. Explain that sometimes these decisions will need to be made quickly or 'on the spot'. For example, 'Do I get a lift home with my brother who I know has been drinking?' In this situation the young person may not have the time to consider the consequences of their decision. Other situations may give the young person time to weigh up their options and the outcomes of making a choice such as 'How am I going to get home from the party next Friday?'

#### Risky situations

3. Distribute cards from the activity sheet *Risky situations* (pages 155-156). The situations may have been previously encountered by students or situations that students predict may happen in the future.



Remind students of the 'no name' rule when they are referring to situations that have occurred. Students can develop their own risky situation.

4. Explain that in each situation, the decision can be influenced by:
  - social factors such as pressure from peers to go to a party or stay at a party, pressure from family not to go or return home on time and to act responsibly, and the behaviour of peers and friends at the party
  - cultural factors such as family and/or religious values and attitudes about alcohol and other drugs and sexuality
  - environmental factors such as road and weather conditions, vehicle conditions, availability of phones or money, time of night or day.
5. In groups of four, students work through the **decision-making model** (page 175) to identify the choices available and the possible health and safety consequences for a character described in one of the situations.
6. Allow time for students to share the reasons behind the decision they made for the character in their situation.

#### PROCESS

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





### AT HOME TASK

1. Encourage students to access the Department of Transport's road rules theory test quizzes to begin building and consolidating their knowledge of road rules.



### FIND OUT MORE

**Department of Transport**  
 Road rules theory test quiz  
<https://www.transport.wa.gov.au/licensing/road-rules-theory-test-quiz.asp>



### EXTENSION ACTIVITY

#### COMEBACKS

- Activity sheet – *Comebacks* (page 158) – one per student

#### REVISE

1. Revise the difference between assertive, passive and aggressive communication and the benefits of assertive communication using the information from *Activity 8.2 Straight talking* (page 139).

#### PROCEDURE

1. Explain to students that peer pressure can be both positive and negative (eg influencing someone to do the right or wrong thing).
2. Give each student a copy of *Comebacks* (page 158) and discuss the three types of negative peer pressure described – rejection, bullying and put downs, and reasoning and false authority.
3. With a partner students discuss the two situations shown on the activity sheet and write a 'comeback' that is assertive.

4. With the same partner, students then choose one of the situations and plan a **role-play** (page 170). The role-play should convey an assertive response and last no longer than two minutes.
5. Students perform their role-play and explain why the assertive response was the safer option and the risks that could be reduced by responding assertively. Ask students to share any road safety situations they have previously faced that required a 'comeback' or assertive response.
6. Discuss how confident students feel to act assertively in situations where they feel unsafe.

#### PROCESS

1. Ask the following questions and discuss the responses.
  - Would you use some of the comebacks presented in the role-plays?
  - Do you now feel confident to respond assertively if faced with a similar situation where you felt unsafe?
  - How can you become more confident to give a 'comeback'? (*Students need to have a repertoire of rehearsed comebacks and strategies so they are confident to use these in a traffic-related situation*).

# RISKY SITUATIONS



Billy and his older brother Tom are at a party about ten kilometres from their house. Their parents allowed Tom to drive the farm ute because he promised they would be home before midnight.

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

What could Billy and Tom do?

It's Rani's 18th birthday and some of her friends have taken her to a party at a nightclub. Everyone starts buying Rani shots and before long she is having trouble focusing and wants to go home. It's still quite early so none of her friends want to leave.

What could Rani do?

Charlie has driven to the beach to meet up with some old high school mates. They all decide to go to the nearby hotel for a beer. Charlie hasn't seen these friends for ages, so she agrees to go with them. Before she knows it, someone has bought Charlie a beer and is saying 'skoll'.

What could Charlie do?

Shan has driven herself to a party. Some of her friends start passing a bong around and drinking from a bottle of spirits. They offer the bong to Shan. Shan has never used a bong before and doesn't really want to, but she doesn't want her friends to think she is a loser.

What could Shan do?

Some of Tiko's friends have started smoking joints. They tell Tiko that he should try it but he doesn't want to. Tiko's really worried about his friends using and then driving.

What could Tiko do?

The Keys4Life Program is a Road Trauma Trust Account funded project approved by the Minister for Road Safety and supported by the Road Safety Commission.

# RISKY SITUATIONS



Troy is having a few friends over for his birthday and his parents have insisted there's to be no alcohol.

A couple of Troy's friends have bought alcohol and left it in his room in their bags. Every so often they sneak into his room to top up their glasses with some alcohol and before long Troy notices these two friends are quite drunk and want him to have a drink.

What could Troy do?

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

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

What could Josh do?

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

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

What could Minnie do?

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

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

What could Gino do?

The Keys4Life Program is a Road Trauma Trust Account funded project approved by the Minister for Road Safety and supported by the Road Safety Commission.



## REJECTION

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

REJECTION sounds like:

NONE OF THE OTHER GUYS HAVE A PROBLEM WITH IT.

ARE YOU REALLY SURE ABOUT THAT?

YOU CAN GET HOME BY YOURSELF IF YOU'VE GOT A PROBLEM WITH MY DRIVING.

COMEBACK RESPONSES sound like:

YOUR DRIVING IS FINE. IT'S YOUR DRINKING THAT'S A PROBLEM.

CATCH THE BUS IF YOU WANT BUT YOU'LL BE ON YOUR OWN.

YOU'LL BE CATCHING THE BUS TOO IF YOU LOSE YOUR LICENCE.

## BULLYING & PUT DOWNS

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

BULLYING AND PUT DOWNS sound like:

YOU'RE SO BORING!

OH FOR GOODNESS SAKE! BORING WILL BE WHEN YOU GET GROUNDED!

YOU LOVE BRINGING EVERYONE DOWN DON'T YOU?

COMEBACK RESPONSES sound like:

IT BRINGS ME DOWN WHEN I THINK ABOUT US ALL GETTING KILLED.

YOU SOUND EXACTLY LIKE MY MUM.

I REALLY LIKE YOUR MUM. SHE'S GREAT.

## REASONING OR FALSE AUTHORITY

Giving some reasons why they should or should not do something even if the reasons are wrong or don't make sense.

REASONING OR FALSE AUTHORITY sounds like:

NOBODY WILL HAVE ANY FUN IF YOUR DAD AND UNCLE ARE AROUND.

DON'T WORRY. MY DAD AND UNCLE ARE REALLY COOL GUYS.

WE DON'T NEED ANY SECURITY. WE CAN HANDLE IT IF GATECRASHERS SHOW UP.

COMEBACK RESPONSES sound like:

MAYBE WE COULD, BUT I DON'T WANT TO SPEND MY 18TH PARTY FIGHTING A BUNCH OF GATECRASHERS!

DON'T WORRY ABOUT INVITATIONS. THINGS WON'T GET OUT OF HAND.

MY PARENTS SAID THE DEAL IS NO INVITE, NO ENTRY.



# COMEBACKS

Write an assertive comeback for these two situations.

## SITUATION 1

Buddy's friend Joss has been taking ecstasy and thinks that he can drive home.

Buddy says, "I think we should call a taxi to get home."

"Look Buddy, ecstasy's not like alcohol. I can drive perfectly well and at this time of night we'll never get a taxi," says Joss.

## SITUATION 2

Judy has been going out with Max for a few months. Max has just got his P plates and a brand new V8 ute.

Max has picked Judy up and is showing her how fast his new car can go. When Judy tells Max that he should slow down, Max says, "I never realised you were such a loser. Get over it if you want to stay my girlfriend!"

The Keys4Life Program is a Road Trauma Trust Account funded project approved by the Minister for Road Safety and supported by the Road Safety Commission.