

# Focus Area 4

## Road user risks and harm reduction strategies

**The activities in this focus area are designed for Year 8 and 9 students.**

### Overview of Focus Area 4

This section provides an overview of the units included in the *Road user and harm reduction strategies* focus area and the content related to young people as future drivers, passengers, pedestrians, cyclists and riders of wheeled recreational devices (e.g. scooters, skateboards, and rollerblades).

This focus area has two units that allow students to take part in learning experiences that demonstrate their knowledge, skills and development of values relating to safer road user behaviours.

#### Unit 4.1 Seeking support and advice

This unit focuses on coping strategies and administering First Aid in range of traffic related situations.

#### Unit 4.2 Predicting risks and identifying strategies to reduce harm

This unit focuses on the contributing factors of road crashes such as driver behaviour, vehicle condition, environment and other interacting factors such as speed, drink driving, fatigue, not wearing restraints and the issues for young people in the traffic environment. Students will identify and practise relevant self-management (e.g. predict problems and make decisions) and interpersonal skills (e.g. negotiate and assertively communicate) to avoid or reduce harm in a range of traffic-related situations.

# Focus Area 4: Road user risks and harm reduction strategies

## Northern Territory Curriculum Framework Links

A list of possible links to the **Band 4** NTCF outcomes is provided below. The outcomes chosen by an individual teacher will depend on the emphasis taken when using **Safer Roads Middle Years Resource (SRMY)** and should reflect only the outcomes that will be directly monitored and for which Evidence of Learning will be gathered.

### Northern Territory Curriculum Framework Links

Safer Roads has a heavy emphasis on the Essential Learnings and the Health and Physical Education Learning Area.

SRMY Focus Area	Band Level	Exit Outcomes	Learning Area - Health and Physical Education	
		Essential Learnings & Learning Technologies	Promoting Individual and Community Health <i>Outcomes and Indicators</i>	Enhancing Personal Development and Relationships <i>Outcomes and Indicators</i>
<b>4</b>  Road User Risks	<b>4</b>	<p><b>Constructive Learner</b> <b>Con 3</b> Participates in efforts to value social responsibility through active and informed involvement within their family and community</p> <p><b>Inner Learner</b> <b>In 4</b> Assesses their wellbeing and takes action for healthy living</p> <p><b>In 5</b> Demonstrates resilience in pursuing choices and dealing with change</p> <p><b>Collaborative Learner</b> <b>Col 1</b> Listens attentively and considers the contributions and viewpoints of others</p>	<p><b>HP 4.1 Individual and Community Health and Safety</b></p> <p>Evaluate behaviours, situations and programs that are recognised community health needs, including substance use and explain their influence on personal and community wellbeing</p> <p>Explain how taking risks can have future consequences and affect future judgements</p> <p>Identify positive and negative aspects of risk taking and devise strategies to minimise harm</p> <p>Examine how group behaviour influences patterns of injury/disabilities or death, eg road accidents &amp; risk taking</p>	<p><b>PD 4.1 Human Development</b></p> <p>Develop and explain self-management skills that will assist in coping effectively in a range of situations, including drug use issues</p> <p>Identify family members, what they should look out for and ways to fulfil these responsibilities</p> <p>Create safety plans to address a range of potential risks e.g. Who's Your Sober Bob?</p>

# Focus Area 4: Road user risks and harm reduction strategies

## Northern Territory Curriculum Framework Links

A list of possible links to the **Band 5** NTCF outcomes is provided below. The outcomes chosen by an individual teacher will depend on the emphasis taken when using **Safer Roads Middle Years Resource (SRMY)** and should reflect only the outcomes that will be directly monitored and for which Evidence of Learning will be gathered.

### Northern Territory Curriculum Framework Links

Safer Roads has a heavy emphasis on the Essential Learnings and the Health and Physical Education Learning Area.

SRMY Focus Area	Band Level	Exit Outcomes	Learning Area - Health and Physical Education	
		Essential Learnings & Learning Technologies	Promoting Individual and Community Health <i>Outcomes and Indicators</i>	Enhancing Personal Development and Relationships <i>Outcomes and Indicators</i>
<b>4</b>  Road User Risks	<b>5</b>	<p><b>Constructive Learner</b> <b>Con 3</b> Participates in efforts to value social responsibility through active and informed involvement within their family and community</p> <p><b>Inner Learner</b> <b>In 4</b> Assesses their wellbeing and takes action for healthy living</p> <p><b>In 5</b> Demonstrates resilience in pursuing choices and dealing with change</p> <p><b>Collaborative Learner</b> <b>Col 1</b> Listens attentively and considers the contributions and viewpoints of others</p>	<p><b>HP 5.1 Individual and Community Health and Safety</b></p> <p>Assess the degree of risk associated with drug use, driving under the influence of alcohol and/or drugs and propose a suitable response</p> <p>Investigate and propose action which will minimise the harm associated with potentially dangerous situations, eg. Road rules &amp; responsibilities</p> <p>Describe initiatives or programs developed by the community to promote health &amp; safety, and prevent/reduce injury eg. Problem-solving, decision-making, &amp; assertive communication</p>	<p><b>PD 5.1 Human Development</b></p> <p>Demonstrate self-management skills that enable them to make informed decisions for healthy living and promote personal wellbeing</p> <p>Create safety plans to address a range of potential risks eg. Vehicles, Who's Your Sober Bob?</p>

# Focus Area 4: Drug use issues

## Teacher notes

- It should be recognised that **the majority of young people want to, and do, stay safe in the traffic environment** and consequently make decisions that reflect this attitude. However, students need to explore issues and situations that may impact their safety and well-being. The following **key messages for young people** are:
  - **predict situations and influences** that can increase your level of risk in traffic
  - **make decisions that increase your safety** in the traffic environment
  - **have a range of strategies and responses** to use in traffic-related situations
  - **take responsibility** for your own safety and the safety of others.
  
- The frequency of road crashes within our community means it is possible there will be **students who have been touched by such trauma either directly or indirectly**. When implementing road safety programs:
  - anticipate content which might stimulate strong student responses
  - check visual resources prior to using them in the classroom
  - inform students about the sensitive nature of these activities and the need to be supportive of other class members who may recall similar personal experiences
  - outline the lesson content and ask students if they would prefer not to participate. Arrange for these students to move to another supervised location.
  - give students the opportunity to debrief sensitive content.

The activities in this focus area are designed for Year 8 and 9 students.

### For students:

#### Key understandings

- Road crashes have short and long term effects and consequences.
- Trauma is the emotional and physical shock resulting from a road crash.
- In the context of road trauma, resilience is important for an individual, group and community.
- Following an emergency procedure and offering assistance to crash victims is a responsible action.

#### Key skills

- Apply these understandings to their own personal situations as road users, in the traffic environment.
- Predict situations and ways to deal with a range of traffic-related situations.
- Identify those who can offer support and advice.
- Make decisions and plan strategies to help others or themselves deal with road trauma.
- Anticipate and practise assertive and help seeking behaviours suitable for traffic-related situations.
- Share and listen to others' attitudes and opinions.

### Activity 1: Identifying circle of support



#### RESOURCES:

- Whiteboard or large sheet of paper
- A4 paper – one sheet per student.
- Different coloured pens or pencils – two per student.

#### HOW:

Draw three concentric circles on the board. Label the centre circle 'me', the second circle 'often' and the third 'occasionally'.

Suggest to students that everyone has a 'circle of support' that includes people they talk to when faced with a problem or are feeling upset, and that the

person they choose to talk to may depend on the problem or situation. Also confirm with students that not everyone feels comfortable sharing their problems with others and may not move out of the 'me' circle.

Use the example of 'being worried about failing an important exam' or 'having an argument with a friend' to show how the circles can be used to identify those who may offer support or advice in one of these situations. Ask students to give some examples and write these in the circles.

Ask students to draw and label their own 'circle of support' on a piece of paper then write the names of people who they always ask for advice or to listen to their problems, in the circle labelled 'often'.

Students repeat this for the 'occasionally' circle.

In pairs, students should share and discuss why they have used these people to offer advice or support (e.g. a friend may be a good listener or someone to bounce ideas off or a teacher who is always willing to help students who are struggling at school).

# Unit 4.1 Seeking support and advice

## Reflection

Ask students to complete the **unfinished sentences** (see p302) and discuss their responses with a partner or their family.

- The person who I usually share my problems with is \_\_\_\_\_ because \_\_\_\_\_.
- If I have a problem I often \_\_\_\_\_.
- I find it \_\_\_\_\_ to talk to others about my problems because \_\_\_\_\_.

## Activity 2: identifying coping strategies



### RESOURCES:

- Photocopy and cut out cards from *Resource Sheet 1: Coping strategies* – one set.
- Cards labelled 'very helpful', 'helpful', 'useless' and 'harmful' – one set.

### HOW:

Suggest to students that everyone responds to stress or challenges differently and that some people cope using one or two strategies whereas others may use a range of strategies depending on the situation.

Students talk about how they cope with difficult or emotional situations (e.g. physical activity, talk to a friend, watch a movie or eat comfort foods). Write some of these ideas on the board.

Sit the class in a circle and spread out the coping strategy cards from *Resource Sheet 1: Coping strategies*, for students to read. Explain that these describe ways that people may deal with a stressful situation. Ask each student to choose one card (or more depending on the number of cards and the size of the class).

Conduct a **choose a corner** (see p282) by labelling the corners of the room with the 'very helpful', 'helpful', 'useless' and 'harmful' cards. Read one of the following statements that describe a situation of direct or indirect road trauma involvement to the class.

- *You witness a road crash and offer assistance to the victims.*
- *Someone at your school, who you don't really know, is seriously injured in a road crash.*
- *Your best friend has been seriously injured in a road crash.*
- *Your best friend/girlfriend/boyfriend has become a quadriplegic after a road crash.*

- *You have to attend the funeral of a family member or close friend who was killed in a car crash.*

Explain that students are to consider the situation and decide which corner best describes their coping strategy card. Students move to that corner. Remind students there is no right or wrong answer.

Students standing in each corner compare coping strategies and discuss each in relation to the scenario.

Invite students from all corners to explain why they thought their strategy was very helpful, helpful, useless or harmful.

Repeat this procedure with each scenario to highlight to students that some strategies are useful regardless of the situation or, depending on the situation, it may be necessary to use different coping strategies.

### Discuss

- *Which of these coping strategies do you use now? Why are they helpful?*
- *Which of these strategies have you seen others use? Are they the same as the strategies you use? Why or why not?*
- *Which strategies had you not considered to be 'coping' strategies? Why? Would you use these now?*
- *When could an action like 'get angry' or 'take risks' be an unhealthy thing to do?*
- *In what situation could 'ignore the problem' or 'withdraw' be a useful coping strategy?*

Adapted from Cahill, Helen, *Enhancing resilience 2: Stress and coping*, MindMatters.

## Reflection

Devise two or three **unfinished sentences** (see p302) related to dealing with loss or grief or alternatively use the examples given. Ask students to write their responses before sharing these with a partner.

- *When I'm upset I usually \_\_\_\_\_ because it \_\_\_\_\_.*
- *Talking about coping strategies has \_\_\_\_\_.*
- *I feel \_\_\_\_\_ (okay, not sure, worried) about helping someone who is grieving and would \_\_\_\_\_.*
- *If I thought my friend or someone in my family needed help I would \_\_\_\_\_.*

## Activity 3: Before help arrives at a road crash



### RESOURCES:

- Photocopy *Resource Sheet 5: Basic life support guidelines* (Focus Area 2, see p118) – one per student.
- Photocopy *Resource Sheet 2: Before help arrives* – one per student.
- Photocopy *Resource Sheet 3: First aid scenarios* – one per student.
- Large sheet of paper – one per group.
- Cards labelled 'agree', 'unsure' and 'disagree' – one set.

### HOW:

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

Ask students to **brainstorm** (see p272) what they should do at the scene of a road crash (e.g. check for injuries, call emergency services if required or give a witness report to police if required).

Discuss the ideas generated by students and as a class sequence these according to priority. Check against the information provided on *Resource Sheet 4: Before help arrives*.

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

Use *Resource Sheet 5: Basic life support guidelines* included in Focus Area 2 of this resource (p118) to briefly explain the DRSABCD procedure. More in depth information about first aid could be presented by the school nurse or alternatively a St John Ambulance speaker who will give students information about first aid that is suitable for crash victims.

### Assisting at a road crash

Place students in groups and give each a large sheet of paper and a copy of *Resource Sheet 3: First aid scenarios*. Groups draw up their **placemat** (see p274) according to the number of students in the group then select a scenario from the resource sheet.

Alternatively adapt the scenarios to suit the local community or use articles from newspapers.

Ask students to read the scenario then consider what actions the road user could have taken to reduce the extent of their injuries and what they would do if they were a witness to the situation described (e.g. give first aid, ring for emergency services and ask others to help).

Students should write their responses on the placemat then take turns to briefly discuss these with the group.

Ask groups to decide what would be the best action plan for the situation and write this in the centre of the placemat.

Listen to each group's scenario and decide on an agreed list of actions. Make sure that students understand the importance of always keeping themselves and other bystanders safe before helping crash victims and that checking airways of crash victims is vital.

### Discuss

- *What might you do to ensure your own safety at a road crash scene and to provide help for those involved in the crash?* (Ensure their own safety before administering first aid to victims, call the emergency number for assistance and continue with the DRSABCD procedure.)
- *What is one thing you can do to help an injured crash victim?* (Tilt their head to allow a clear air passage.)
- *How can you protect yourself when providing help to a crash victim?* (Use plastic gloves and dental dams.)
- *Do you feel you know enough about first aid to be able to offer road crash victims assistance? If not, how can you find out more?* (St John Ambulance, or the Red Cross offer First Aid courses).
- *What are some typical reactions people involved in a traffic-related crash may have?*

Often people are reluctant to offer help at a crash scene as they are concerned about doing the wrong thing and further injuring the victim. Ask students to share any concerns they may have about offering assistance and first aid at a road crash and discuss these as a group.

### Discuss

- *Why do bystanders sometimes choose to not get involved in providing first aid?* (Lack of first aid knowledge or concern about legal implications.)

# Unit 4.1 Seeking support and advice

- *What factors may affect a potential helper's decision whether or not to assist with first aid? (Shock; previous experiences with a road crash; victims are aggressive; location of the crash.)*
- *Do you have a responsibility to offer road crash victims assistance? Why or why not? (If you are the driver of a vehicle involved in a crash, you must stop the vehicle and offer assistance to victims. Failure to do so can result in loss of licence or a custodial sentence.)*

Using a **PNI** (see p288) have students identify the possible positive and negative consequences if help was or was not offered by the witness in a scenario from *Resource Sheet 3: First aid scenarios*.

You are the bystander in the scenario. What would the possible...	
<b>positive consequences be...</b>	
...if you offer help.	...if you don't offer help.
<b>negative consequences be ...</b>	
...if you offer help.	...if you don't offer help.
<b>interesting consequences be ...</b>	

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

## Identifying attitudes

Make a **values continuum** (see p283) by placing the three labelled cards (agree, unsure and disagree) in a line.

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

### Statements

- *It should be compulsory for all primary and secondary students to complete a first aid course.*

- *Everyone has a responsibility to offer help at a road crash scene.*
- *The best thing to do when someone is injured is call an ambulance and wait for help.*
- *You need to know more than the DRSABCD procedure to help a road crash victim.*

### Discuss

- *What type of 'riding' related harm would be most common for teenagers your age? (Cycling and skateboarding injuries.)*
- *At what age do you think someone is able to offer help at a crash scene? Why?*
- *Has listening to others' opinions and thoughts about these statements changed how you think or feel about offering help at a road crash? Why or why not?*

## Activity 4: Identifying alternative transport modes



### RESOURCES:

- A4 paper – one per group.
- Access to internet sites.

### HOW:

Suggest to students that many people choose not to have a driver's licence and prefer to use alternative forms of transport such as cycling, walking or using public transport. Ask students to use a **T chart** (see p279) to list the positive and negative aspects of using alternative forms of transport available in their area. For example:

positive	negative
<ul style="list-style-type: none"> <li>• healthier to walk</li> <li>• less carbon emissions</li> <li>• get to meet other people</li> <li>• save money</li> <li>• not as risky</li> </ul>	<ul style="list-style-type: none"> <li>• takes longer to get there</li> <li>• sometimes feel threatened</li> <li>• buses don't always go exactly where you want</li> <li>• at risk as a driver and passenger</li> </ul>

Discuss the T charts and as a class decide if the positive aspects should be a major consideration for the community. Highlight the physical and environmental outcomes of using alternate forms of transport.

Ask students to set a goal to use alternate forms of transport in the future, such as walk to school at least twice a week or catch the bus rather than getting a lift to school.

### **Discuss**

- *Why do you think young people believe they have to get a driver's licence?*
- *Why might some young people choose not to have a driver's licence?*
- *What influences a young person to get a driver's licence?*
- *If you chose not to have a driver's licence, how might your family or friends react?*

## Coping strategies

think positively about how it will turn out	worry	withdraw (not talk or socialise)
go to the movies	visit a favourite person	quit (the team, job, school or uni)
eat more	drink more alcohol	make a plan of what to do and how to do it
start a fight	exercise	pretend everything is okay
ask for help	talk it over with a close friend	get sick
blame myself	eat less	work harder
meditate	complain a lot	blame others

## Coping strategies

joke or laugh	cry	set goals
take risks	find someone to listen to me	get angry
see a counsellor	sleep more	sleep less
tell everyone how bad I feel	meditate	take a few days off
write thoughts in a diary	ignore offers of help	daydream
make excuses for not socialising	draw or paint	play on the computer
talk to my parents/caregivers	listen to music	ignore the problem

## Before help arrives

### 1. Make the scene safe

- Protect any victim and yourself from further injury.
- Use hazard lights as warning signals and turn off the ignition in crashed cars.
- Use headlights to light the area.
- Ensure nobody smokes.
- If power lines are touching a vehicle, stay away and keep other people away.



### 2. See who is injured

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

### 3. Assist them

- If the victim is unconscious follow the DRSABCD procedure.
- If the victim is conscious, stop any bleeding (see below).
- Comfort and reassure victims. Do not give a victim food or drink of any sort.
- Have someone watch the injured in case they wander off.
- Stay calm yourself. Only move a conscious victim if it is necessary for safety.

#### Stop any bleeding

- Put direct pressure on the wound with a thick pad bandage held firmly in place.
- Elevate the bleeding limb.
- If the victim feels numbness, tingling or pain near the bandaged area, the bandage is too tight. Loosen it. Do not use a tourniquet.
- Don't remove foreign objects from bleeding wounds. Apply pads and bandages around the wound. Do the same if broken bones are visible.

### 4. Send for help

- Phone 000 for emergency services and tell them:
  - which services are needed – ambulance, police, fire engine, tow truck
  - where the crash is using road names, kilometre posts, signs or landmarks
  - how many people are injured, what the injuries are and if anyone is trapped
  - if any power lines are down
  - stop passing pedestrians or motorists for help but do not leave an unconscious victim alone.

## First aid scenarios

### Scenario 1

You're riding your bike when up ahead you see a pedestrian hit by a car. The pedestrian is lying on the ground. She has a large wound on the forehead.

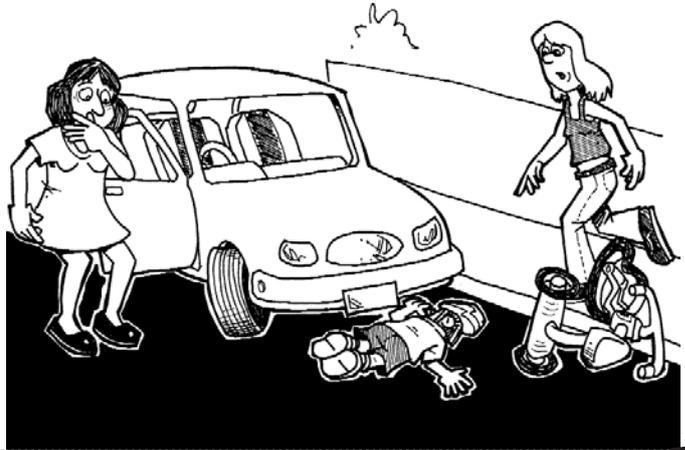
There is a crowd of people nearby who also saw the crash occur. What would you do?



### Scenario 2

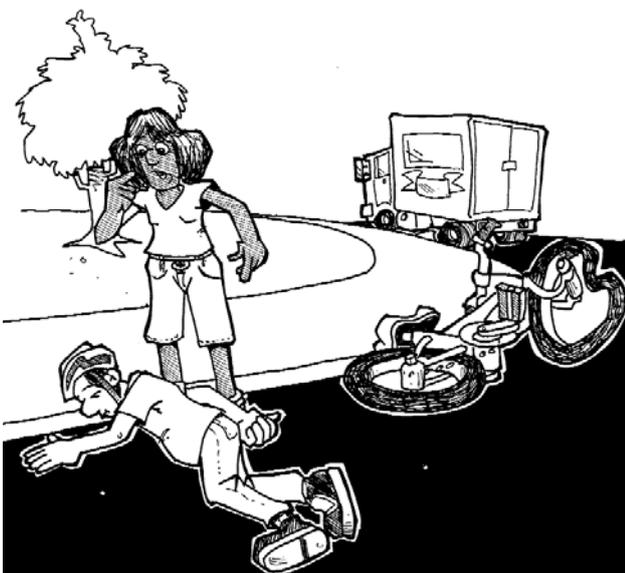
You're walking along a street when you see a small child on a tricycle ride out of a driveway into the path of an oncoming car. The car brakes sharply to avoid the child.

You see the child fly up over the bonnet into the windscreen and then lands on the road. The child who was wearing a helmet is not moving. The driver is very upset and in shock. There is no-one around to help. What would you do?



### Scenario 3

You see a cyclist, who is wearing a helmet, holding onto the back of a truck as it pulls away. The front wheel of the bike momentarily touches the truck and unbalances the cyclist who falls from the bike onto the road. The cyclist is not breathing. What would you do?

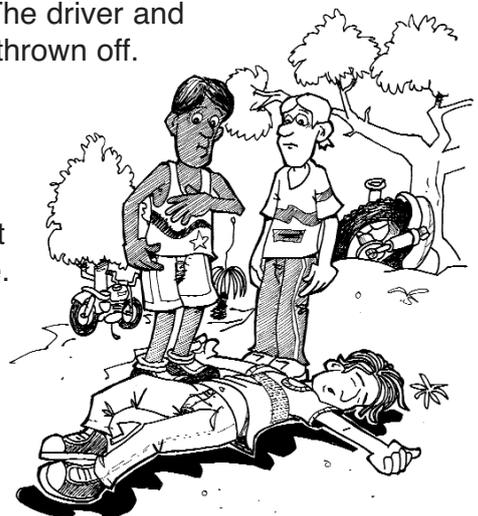


### Scenario 4

You and your friends are riding your trail bikes down to the creek to have a swim. Because it's hot, everyone has decided not to wear helmets.

On the way down the hill to the creek, one of the drivers turns to yell something to the others behind him and hits a contour bank. The driver and passenger are thrown off.

The passenger is okay but the driver is unconscious and his leg is at a strange angle. His parents are back at the house about a kilometre away. What would you do?

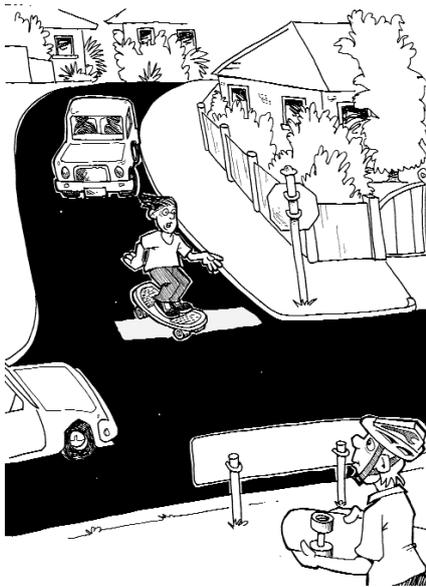


## First aid scenarios

### Scenario 5

Your friends have found a new place to go skateboarding. When you get there one of your friends, who never wears any protective gear, is skating down the very steep hill that ends at a T-junction with a stop sign.

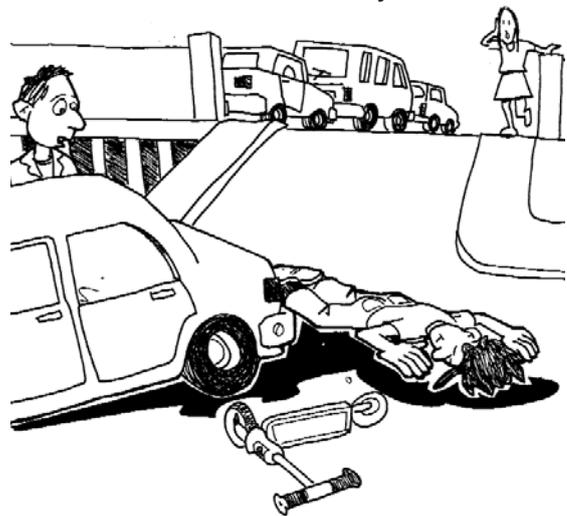
He tries to turn his skateboard onto the lawn of a nearby house to help him stop before the junction but has skidded out on the road. A car hits him and drags him 27 metres down the road. He's not breathing. What would you do?



### Scenario 6

You're walking through a shopping centre car park and see your friend riding their scooter down the car park ramp. A car enters the ramp just as your friend gets to the bottom.

The car brakes but hits your friend who is thrown into the air and lands on the concrete. He isn't moving and there is blood near the back of his head. What would you do?



### Scenario 7

You are waiting at a bus stop. It's very stormy and windy. All of sudden there is a loud crash.

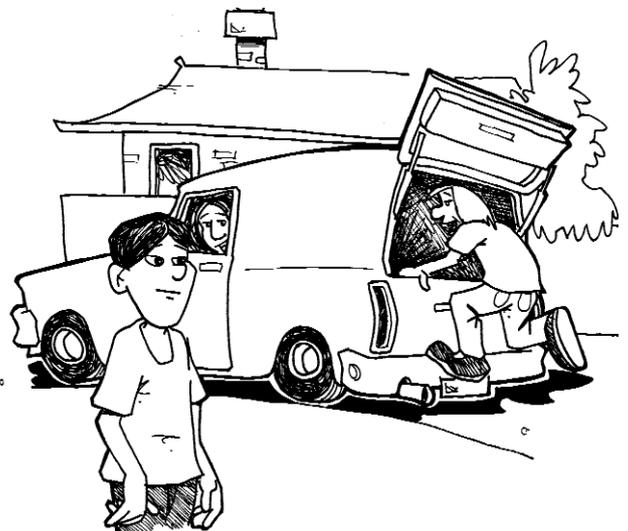
A driver has lost control of their car while swerving to avoid a tree branch that has fallen onto the road. The car has crashed into a light pole and you can see the driver slumped at the wheel of the car. What would you do?



### Scenario 8

You're out in the bush riding around in an old car. There are no seat belts in the car so when it hits a bump and rolls over, your little brother is thrown out.

He is unconscious and it looks like his leg is broken. What would you do?



# Unit 4.2 Predicting road user risks and practising strategies to reduce harm

The activities in this focus area are designed for Year 8 and 9 students.

## For students:

### Key understandings

- The traffic environment poses risks for all road users.
- Young people are over-represented in road safety statistics and at more risk as pedestrians, passengers and drivers.
- Road crash injuries and fatalities are the result of contributing factors such as speeding; drink driving; fatigue; not wearing restraints; and road user age and gender.
- Some choices increase the risk and possible harms for young adults in the traffic environment.
- It is important to know how to use a range of harm reduction and refusal strategies in a range of traffic-related situations.
- Humans make mistakes. Road users and the traffic environment should be forgiving when these mistakes occur.

### Key skills

- Identify and practise relevant self-management (e.g. problem predicting, problem solving and making decisions) and interpersonal skills (e.g. negotiate and assertively communicate) to avoid or reduce harm to themselves and others in a range of traffic-related situations.
- Predict and describe situations in which harms relating to yourself or other road users are most likely to occur.
- Plan strategies for reducing or avoiding harm to themselves or to others in traffic-related situations.
- Share attitudes and values about road user behaviours.
- Evaluate own and others' beliefs about road safety and associated issues.

## Activity 1: Road safety attitudes



### RESOURCES:

- Photocopy *Resource Sheet 1: Time to think* – one per student.
- Photocopy and cut out cards on *Resource Sheet 2: What if?* – one set.
- Photocopy *Resource Sheet 6: I feel, I think, I can* (see p295) – one set per group.

### HOW:

Explain to students the statements on *Resource Sheet 1: Time to think* cover a range of road user issues that will prompt them to identify what they already understand and believe about road safety.

Ask students to consider each statement and without discussion, tick the response that reflects their opinion.

Give students the opportunity to share their responses and listen to others' opinions by setting up a **circle talk** (see p272).

Nominate the number of the statement to be discussed and ask students standing in the inside circle to begin. After 30 seconds, signal the students standing in 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.

Debrief the activity by further discussing the statements or answering any questions generated during the circle talk.

## Unit 4.2 Predicting road user risks and practising strategies to reduce harm

Collect the resource sheets to gauge students' attitudes and plan further learning experiences.

When students have participated in several of the activities in this unit or focus area, students can complete another copy of the resource sheet then compare and talk about any changes to their attitudes and understandings and identify why this may have occurred.

### Influences on decision-making

Explain to students that when someone makes a decision they usually consider:

- how they are feeling at the time
- why the situation requires a decision
- what decision would have the best outcome.

Use the following traffic-related example and the **I feel, I think, I can** cards (see p295) to show students this decision-making process.

You are a passenger in a car with a best mate who is five years older than you. Your mate has been drinking and is speeding. You would probably:

- **feel** – worried about crashing and be scared
- **think** – 'this looks dangerous' and 'I don't want to be here'
- **can** – tell the driver you're going to be sick and to stop the car.

But you might also:

- **feel** – pressured and worried that you could upset your mate
- **think** – 'I don't want to look uncool' or 'my mate is older than me and probably knows how to handle the car' or 'I don't know how to get out of this situation'.
- **can** – keep quiet and hope you get home safely.

Place students in groups. Give each group a card from *Resource Sheet 2: What if?* and a set of the *I feel, I think and I can* cards.

Ask groups to discuss the situation described on the card and identify actions that could reduce the risk for the road user.

Explain how to conduct an **interview role-play** (see p289). Each group should select one person to take on a 'character' role relevant to the situation they have discussed (i.e. a 19 year old football player or a 17 year old shop assistant). Other members of the group will interview this person asking questions about the situation and prompting them to say what they would do. Ensure all students have a turn at being the character to give them an opportunity to practise making decisions and giving responses.

Ask groups to watch each role-play and decide if the strategies and responses given by the characters would be effective for young people their age.

### Discuss

- Which of these situations may be something that you have to deal with in the future? Why?
- What might influence your decision in some of these situations? (Suggest to students that their feelings, thoughts and actions may not always be in line with their intention due to other influences e.g. peers, affects of alcohol or other drugs or being in a hurry).
- What might make you feel confident to deal with these types of situations? (Explain to students they are more likely to make safer decisions if they have a range of strategies and practised responses that can be used in unsafe situations e.g. use humour to diffuse a situation.)

### Activity 2: Identifying road risks for young people



### RESOURCES:

- Photocopy *Resource Sheet 3: Get the picture* – one per student.
- A4 paper – one per student.
- Photocopy *Resource Sheet 4: Do you pick up crocodiles?* – one per student.
- Photocopy *Resource Sheet 5: Risk ranking* – one category of road users per group.
- Photocopy *Resource Sheet 6: Wild card* – one card per student.
- Continuum labelled 'higher risk' and 'lower risk' on A3 paper – one per group.
- Blu tak, sticky tape or glue.
- Card labelled 'lower risk'.
- Card labelled 'higher risk'.

### HOW:

**Brainstorm** responses to 'what is meant by a safer road user' until students mention the word 'risk' or 'risk taking'. Have students complete a **one minute challenge** (see p269) by writing characteristics of young people that increase their likelihood to take risks in the traffic environment.

Write a list of the generated ideas on the board. Include the following examples if not identified by the class:

# Unit 4.2 Predicting road user risks and practising strategies to reduce harm

- lack of concern for their safety and the safety of others
- feel they are invincible or 'bullet proof'
- reject authority
- impaired judgements due to experimentation with alcohol or other drugs
- over confidence
- negative pressure from others
- believe crashes happen to others not them
- sensation seeking and overly adventurous
- physical conditions such as being tired or ill
- inexperience as a driver, motorcyclist or cyclist
- distracted by others in the car or a mobile phone.

Discuss how these risk taking characteristics combined with overconfidence and inexperience in driving in different conditions (e.g. highway or city traffic, country roads, wet weather, night time, distractions) can increase the likelihood of a young driver being involved in a crash in their first six months of driving.

## Identifying types of risks

Give each student a copy of *Resource Sheet 4: Do you pick up crocodiles?* Ask students to read the story then discuss the meaning with a partner.

### Discuss

- *What did the crocodile mean by his reply to the dying person?*
- *What are some examples of 'crocodiles' (risks) road users may encounter in traffic (e.g. travelling with drivers who have been drinking or using other drugs, or tired)?*
- *What are the possible consequences of taking risks when using roads as a passenger, pedestrian cyclist or driver?*
- *Why do you think some people take risks even when the possible outcome may be unpleasant or negative?*

With their partner, students draw up a **T chart** (see p279) on paper then label it 'intentional risk taking' (known) and 'unintentional risk taking' (unknown). Ask students to brainstorm examples of these in relation to young people in the traffic environment. The examples should be for all road user groups (i.e. driver, pedestrian, cyclist, passenger and pedestrian). For example:

Intentional	Unintentional
<p><b>Driver</b></p> <ul style="list-style-type: none"> <li>• weaving in and out of traffic</li> <li>• speeding</li> <li>• having too many people in the car</li> </ul> <p><b>Passenger</b></p> <ul style="list-style-type: none"> <li>• not wearing a seat belt</li> <li>• distracting the driver</li> </ul> <p><b>Pedestrian</b></p> <ul style="list-style-type: none"> <li>• walking and being intoxicated</li> <li>• crossing in between queued cars</li> </ul> <p><b>Cyclist</b></p> <ul style="list-style-type: none"> <li>• riding down the wrong side of the road</li> </ul>	<p><b>Driver</b></p> <ul style="list-style-type: none"> <li>• not noticing a young child</li> <li>• being tired on a short journey</li> </ul> <p><b>Passenger</b></p> <ul style="list-style-type: none"> <li>• wearing a seat belt that is frayed</li> <li>• talking to the driver</li> </ul> <p><b>Pedestrian</b></p> <ul style="list-style-type: none"> <li>• crossing at a designated crosswalk before a car has stopped</li> </ul> <p><b>Cyclist</b></p> <ul style="list-style-type: none"> <li>• wearing a helmet that is too big</li> </ul>

Ask each pair to decide which five of the intentional risk taking behaviours on their T chart would pose the highest risk and write these as a list.

**Streamline** (see p275) the lists, by having each group pair with another to make a group of four. Each pair then shares their list and chooses the 'top five' from these.

Repeat the procedure once more by forming groups of eight.

The 'top five' list from each group is then written on the board to compile a class list. If a similar risk taking behaviour is already on the list it should not be repeated.

Have students promote debate, discuss and justify their choice and reasons why they would rank particular road user behaviours higher than others or why they think some are lower risk behaviours. Encourage students to use statistics when justifying their choice.

Ask students to come to an agreement about which are the 'top five' risk behaviours for young road users. Discuss each of these behaviours and decide strategies that could reduce the risk for the road user.

### Discuss

- *Could you identify more intentional or unintentional risks for young road users? Why?*
- *Are there any acceptable risks in the traffic environment?*
- *Do young road users know the risks they are facing when using the roads? Why or why not?*

## Unit 4.2 Predicting road user risks and practising strategies to reduce harm

(Sometimes young people underestimate their exposure to risks on the roads.)

- Do young people including P-plate drivers put themselves in riskier situations than older road users? Why or why not?
- What 'costs' both short term and long term arise from taking risks when using the roads? (Physical injuries, guilt, loss of independence or employment, rejection from peers or community.)
- Knowing that young people are over represented in road crash statistics and tend to take risks, what might help to reduce their crash involvement? (Practising more as a learner driver; implementing strategies to avoid taking risks on the road such as planning in advance; knowing and using the road rules; taking fewer passengers and only on a conditional basis; not using alcohol and other drugs; recognising when physical conditions such as tiredness and illness may impact on decisions.)

### Identifying strategies to reduce the level of risk

Divide the class into groups and give each a continuum labelled 'lower risk' to 'higher risk' on a piece of A3 paper and a set of cards from *Resource Sheet 5: Risk ranking* for one road user category (i.e. pedestrian, future driver, passenger or wheels).

Students place the cards face down on the desk before turning over one at a time to discuss the road user's level of risk. A group consensus on the ranking of the card should be reached before attaching it on the risk continuum.

When finished, the groups who have ranked the same road user category meet to compare their rankings and justify their decisions.

Ask each group to choose three or four cards that were ranked the highest and predict what might happen then identify strategies that could reduce the risk for the road user. For example:

- |                        |   |
|------------------------|---|
| <b>Wheels card</b>     | Cyclist riding at night without bright clothing or lights on the bike.  |
| <b>Predict problem</b> | Other road users can't see the cyclist. Pedestrian might walk out in front of the bike or a driver might hit the cyclist. |
| <b>Reduce risk</b>     | Attach reflective strips to jacket and shoes, install lights and reflector, or don't ride at night time.                  |

Activity adapted from NSW Roads and Traffic Authority, 2004, Road Risks – Your Choice.

### Discuss

- Which of the strategies identified by your group could you use? Why?
- Would the strategies always be effective? Why or why not? (Perhaps if alcohol or another drug was included in the scenario it would increase the risk and require a different strategy.)
- How comfortable do you feel telling your family or friends that you don't feel safe?

### Identifying attitudes

Set up a continuum in the class using the 'lower' and 'higher' risk cards. Ask each student to choose one of the 'high' risk scenarios from the previous activity and place themselves along the continuum.

Students discuss their road user scenarios with other students standing nearby to decide if they should move up or down the continuum.

Invite students at various places along the continuum to share their road user situations and justify their placement according to the perceived risk. Other students can challenge the placement in relation to their road user situation, however, it is up to the student to decide whether to move or not.

### Discuss

- Does everyone have the same perception of risk? Why or why not?
- What factors could make situations more or less dangerous to a road user? (Gender, environmental conditions, road user attitudes, peer influence, skill level or experience.)
- Which of these road user situations were intentional? Why?

### Factors that increase the level of risk

Give each student a card from *Resource Sheet 6: Wild card*. Ask students to decide if the wild card has increased or decreased the risk for their road user scenario and move along the continuum.

Listen to two or three of the scenarios and wild cards from various points along the continuum and predict the possible harms for each one. As a group decide what the road user could do to reduce their level of risk.

Discuss how factors such as alcohol or other drugs, distractions, fatigue, moods and emotions can increase the level of risk and effect decision-making.

# Unit 4.2 Predicting road user risks and practising strategies to reduce harm

## Reflection

Use a **think-ink-pair-share** (see p299) to have students reflect on these activities. The following prompts may be helpful.

- *Do all young people make unsafe decisions in and around traffic? Why or why not?*
- *How confident are you to make decisions about your safety?*
- *How can you reduce your level of risk as a road user?*
- *Predict one situation that may increase your level of risk as a road user.*

## Activity 3: Identifying strategies to reduce risks for young road users



### RESOURCES:

- Photocopy *Resource Sheet 7: Hypothetical situations* – one per student.
- Name tags for 'experts' – number depends on experts on the panel.

### HOW:

A **hypothetical** (see p288) enables students to debate a topic from different points of view after researching statistics and other reliable sources of information. Two road safety issues are described on *Resource Sheet 7: Hypothetical situations*, however, students or teachers can devise their own. Explain to students that in the hypothetical, 'experts' will present information about a road safety issue and propose strategies to reduce the harm for young people.

Select one hypothetical from the resource sheet and allocate the expert roles to students using the list provided. Other experts can be included however there needs to be a broad range of views presented.

Students without an expert role become 'community members'. Their role is to consider the information and strategies presented and decide which of these would be most effective. Community members must also research the hypothetical so they can challenge or contribute to the panellist's opinions. Refer students to a list of websites such as: [www.roadsafety.nt.gov.au](http://www.roadsafety.nt.gov.au) (NT Department of Lands and Planning – Road Safety Division) [www.infrastructure.gov.au/roads/safety/](http://www.infrastructure.gov.au/roads/safety/) – (Australian Government Department of Infrastructure and Transport).

Set up a panel area and give each expert a label or name tag so community members can direct their comments to each one using their correct names. It may also help to have an adjudicator to keep the debate on track.

Once the debate has been completed the community members should consider all the information and strategies proposed. They may need to discuss these further within their group before voting.

## Reflection

Debrief the activity by asking students to write their thoughts to the following **reflective questions** (see p301) then share their responses with a partner.

- *Which information presented was helpful in making your final decision? Why?*
- *Do you feel it is important for you to seek information before making decisions that may affect your health and safety? If so, who can give you information that is reliable?*
- *How will you use the information presented in the debate?*
- *How have your attitudes towards road safety changed?*

## Hypothetical variation

Another way to run the hypothetical is to use the **circle talk** strategy (see p272). Choose one of the situations on the resource sheet. Place students in two concentric circles facing each other.

The outside circle takes the affirmative and the inside circle takes the negative. Give students enough time to prepare their argument before starting the debate.

Nominate the inside circle to start the debate. Students have one minute each to present their case to their partner. Move the outside circle two spaces to the left then partners start the debate again.

Repeat this procedure several times so students have the opportunity to hear a range of information before casting their vote.

## Activity 4: What are road risks?



### RESOURCES:

- Photocopy *Resource Sheet 8: Rank the risk* – one set enlarged to A3 size.
- Red, yellow and green sticky dots – two of each colour per student.
- A4 paper – one sheet per group.
- 1 – 4 number cards – one set.

# Unit 4.2 Predicting road user risks and practising strategies to reduce harm

## HOW:

**Brainstorm** (see p272) definitions of 'risk', contexts in which it is used (e.g. risk taking, being at risk, high risk, calculated risk) and what is meant by 'risk factors' in the traffic environment (e.g. walking alone at night, skateboarding on a road, driving under the influence of alcohol or other drugs, double dinking on a bike, riding a motorbike on off-road tracks, speeding).

Place an A3 copy of *Resource Sheet 8: Rank the risk* where the scenarios can be seen by all of the class.

Give each student six sticky dots (two red, two yellow and two green). Explain that students are to assess the level of risk presented in each statement and rate them using the sticky dots. Red represents 'higher risk', yellow represents 'medium risk' and green represents 'lower risk'.

If students feel a situation is extremely risky they may choose to place their two red dots there.

When all dots have been placed, ask students to analyse the dot voting and make quantitative statements to describe their interpretations.

Talk about perceptions of risk and why it might differ between individuals (i.e. road use experiences, knowing the crash statistics, and age or gender, may all influence a person's perception).

## Identifying strategies to reduce harm

In groups, students select a low, medium and high risk road user situation from the resource sheet and write these in a table as shown below.

Ask students to identify factors that could increase the risk and strategies that could decrease the risk for the road user and write these on the table. An example is provided.

Road user activity	Factors that could increase the risk	Strategies that could decrease the risk
<b>Low</b> jogger on shared path	- wearing headphones - late at night - jogging in the middle of the path	- not wearing headphones - keeping to the left - wearing reflective shoes or clothes
<b>Medium</b> P-plate driver with two passengers	- too many passengers - loud music being played - passengers daring driver - driver has been drinking - driver experience - being in a hurry - running late for work - night time - text messaging on a mobile	- driver only travelling with one passenger - everyone wearing restraints - vehicle in good condition - no driver distractions - taking breaks every two hours - passenger helps to navigate - not using mobile phone - getting a lift home

Road user activity	Factors that could increase the risk	Strategies that could decrease the risk
<b>High</b> intoxicated pedestrian crossing railway lines at night	- walking alone - in the city - wearing dark clothes	- getting a lift home - walking with a friend - wearing light coloured clothing - using the overpass bridge or pedestrian crossing

Adapted from Government of South Australia, Transport SA, 2004, *Your Turn: Road safety choices for middle years*.

## Discuss

- *In the road user situations your group discussed, who was responsible for reducing the level of risk? (E.g. Was it always the road user described in the situation or did others also have a responsibility to ensure their own safety and the safety of others?)*
- *Would you use some of these strategies if faced with the same situation? Why or why not?*
- *Which of these risk reduction strategies would be easy to use?*

## Identifying attitudes

To enable students to clarify their perceptions of risk and safety, conduct an **Oxford style debate** (see p283). Place a number card in each corner of the room.

Read aloud the following statements then ask students to choose the corner that best represents their point of view.

1. Being a passenger in a car with a 19 year old driver isn't a high risk activity.
2. Being a learner driver with a supervisor isn't a high risk activity.
3. Being a bike courier on a city street isn't a high risk activity.
4. Being a pedestrian walking alone on a road at night isn't a high risk activity.

Ask each corner to discuss their statement and identify two main points for the debate. These should include strategies that the road user could put in place to reduce the risk of the activity. For example, being a passenger in a car with a 19 year old driver wouldn't be a high risk activity if the driver follows the road rules (e.g. hasn't been drinking or taking other drugs, isn't speeding), everyone is wearing a seat belt and the passenger doesn't distract the driver (e.g. talks quietly, doesn't play loud music).

Start the debate by asking the speaker for 'corner one' to support their statement. Other groups can then agree or disagree with the speaker. Continue until groups have listened to all sides of the debate.

# Unit 4.2 Predicting road user risks and practising strategies to reduce harm

Students then consider the information and points raised and move to another corner if they have changed their mind. Invite the students who change corners to explain their reason for moving.

Repeat the procedure using the following statements.

The level of risk is higher for:

1. a pedestrian crossing in between cars who are queued in a line at traffic lights
2. a 5 year old child allowed to walk home after school
3. a 14 year old male riding a skateboard along the side of the road
4. a 16 year old passenger sitting in the front seat of a car.

## Reflection

Students can use the **90 degree thinking** strategy (see p278) to write down information they have gained from the activity and how it may impact on their future behaviour as a road user. For example: *'I know that as a passenger I am at high risk in the traffic environment, so I will make sure I always wear a seat belt.'*

## Activity 5: Predicting risks and identifying strategies to reduce harm



### RESOURCES:

- Photocopy on red paper and cut out *Resource Sheet 9: Road user cards* – one set per group.
- Photocopy on blue paper and cut out *Resource Sheet 10: Location cards* – one set per group.
- Photocopy on green paper and cut out *Resource Sheet 11: Environment cards* – one set per group.
- Photocopy and cut out cards on *Resource Sheet 6: Wild cards* – one set.
- Card labelled 'higher risk'.
- Card labelled 'lower risk'.

### HOW:

This activity focuses on different traffic situations and gives students opportunity to analyse and choose appropriate strategies to reduce the road user's level of risk.

Place students in groups of five. Give each group a set of cards from *Resource Sheet 9: Road user cards*, *Resource Sheet 10: Location cards* and *Resource Sheet 11: Environment cards*.

Explain the **fortune teller** strategy (see p287) then ask groups to choose two students to be 'predictors', two the

'advisors' and one as the 'decider'. The students' roles are:

- **predictor** - assess the risk and predict what is likely to happen
- **advisor** - suggest strategies that may reduce the risk and minimise the road user's harm
- **decider** - choose the strategy that would be most effective in this situation.

To start, the 'decider' shuffles each set of cards and places these in three piles (i.e. road user, location and environment). The decider then takes the top card off each pile to create a 'three card scenario'.

Each role as previously described, must contribute to the discussion before the scenario is placed to one side and the next three cards are turned over by the decider.

Groups should swap roles after completing two or three scenarios.

### Discuss

- *What strategies did you decide were most useful for avoiding or reducing the level of harm?*
- *Would you use these strategies if faced with the same situation? Why or why not?*
- *Sometimes peers may contribute to your level of risk in traffic. What strategies can you use to handle these situations?*
- *What would make you feel more confident to deal with these situations? (Suggest to students that having a repertoire of responses to use in tricky situations and practising these responses is a good idea.)*

### Assessing level of risk

Set up a continuum on the floor using the 'higher risk' and 'lower risk' cards.

Suggest to students that some of the 'three card scenarios' discussed in the fortune teller activity may pose higher risk to road users than others. Ask groups to review their scenarios and decide the level of risk for each before placing the cards on the continuum. Groups at this stage should not compare their rankings.

Each group then takes turns to describe their scenarios and explain why some factors contributed to the card being placed at the low or high end of the continuum. Other students then decide if they agree or disagree with the risk assessment. Those who disagree should justify their opinion.

### Discuss

- *Why do we have differing opinions about level of risk? (Influenced by experiences, family, gender, age, location, culture, religion...)*

## Unit 4.2 Predicting road user risks and practising strategies to reduce harm

- *When might your ability to assess risk be affected? (After drinking or taking other drugs, if you're physically ill or tired, if peers are pressuring you, or depending on your emotions.)*
- *Knowing that location can contribute to crashes, what hazards and safer roads in our local area do road users need to be aware of? Why?*

### Factors increasing risk

Place a card from *Resource Sheet 6: Wild cards* on one of the low to medium risk scenarios. Read out the four cards and have students discuss if the 'wild card' has altered the level of risk for the road user and if so where the cards should now be placed on the continuum.

Discuss what strategies could be used to reduce this risk (e.g. ask a friend to call their parents for a lift home; sleep over at a friend's house and don't drive; give your car keys to a sober friend).

Repeat this process with several of the scenarios to highlight to students that alcohol and other drugs can contribute to the level of risk and affect a person's ability to make safer decisions in traffic. Highlight that there is a need for students to practise a range of strategies and prepared responses to keep them safer in traffic-related situations.

### Discuss

- *What skills or strategies do you have to help you deal with situations similar to these?*
- *Have you talked to your parents about getting home if you have been drinking or using other drugs? If yes, what have you agreed to do? What have your parents agreed to do in this situation?*

### Activity 6: Identifying attitudes and behaviour intentions



### RESOURCES:

- Photocopy *Resource Sheet 12: In the news* – one per student.
- Photocopy *Resource Sheet 13: Haddon's matrix* – one per student.
- Highlighters – 3 different colours per student (optional).

### HOW:

Students will need to have completed *Activity 1: Crash theory* (see Focus area 3, Unit 3.2 p140) before participating in this activity.

Haddon's matrix was designed as a framework to examine the three phases of a crash - the pre-crash

phase, crash phase and post-crash phase. When looking at these phases, students will need to be aware of the three main contributing factors – human, vehicle and environmental. Explain to students that in 90% of crashes, the driver is the major contributor.

- **Human factors** – the behaviour and characteristics of any people involved (e.g. failing to give way, speeding, crossing after the red light has stopped flashing).
- **Vehicle factors** – features of any vehicle involved (e.g. condition, safety equipment, type, size).
- **Environmental factors** – features of the road and surrounding area (e.g. type of road, weather, time of day, road furniture such as bus stops, light poles).

Give each student a copy of *Resource Sheet 12: In the news* and *Resource Sheet 13: Haddon's matrix*.

Ask students to read one of the newspaper articles and describe the contributing crash factors for each phase on the Haddon's matrix sheet. It may help students if they highlight the crash factors using different colours before transferring this information onto the resource sheet.

Students who have selected the same newspaper article form groups and discuss the factors they have written on their resource sheet.

Explain a **90 degree thinking** chart (see p278) then ask groups to identify strategies that may have avoided or reduced the injuries for the road user.

### Discuss

- *What was the greatest contributing factor in each crash – human, environmental or vehicle?*
- *Did the driver's actions or characteristics contribute greatest to the crash? Why or why not?*
- *How could the driver's actions have been avoided?*
- *What can a driver do to reduce the number of errors made while driving?*
- *What can a driver do to ensure the driving conditions and car does not contribute to a road crash?*
- *What can governments do to create a safer road environment?*

### Reflection

Read the following statement for students to consider. Ask students to indicate their opinion by using a **fist of five** (see p284) with five fingers being 'strongly agree' down to closed fist representing 'strongly disagree'. Give students the opportunity to share and justify their opinion.

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- Road safety campaigns should focus on strategies to avoid crashes not what might happen to drivers if they do the wrong thing.

## Discuss

- How has the Government tried to reduce the road toll?
- Why do you think road safety information often focuses on the negative consequences of a road user's decision?
- How can road safety education help to reduce the number of crashes involving young people?
- What sort of road safety messages might influence a young person to act safely?

## Activity 7: Factors influencing road user intentions



### RESOURCES:

Photocopy *Resource Sheet: My attitude my actions* (see p285) – one per student.

Photocopy *Resource Sheet 14: Road safety issues* – one per student.

### HOW:

Explain to students that although individuals may have a firm belief or attitude towards a particular road safety issue, their behaviour may not always reflect this when a road situation arises. For example, a person may believe that speeding causes crashes and has decided to never go over the speed limit. However, if faced with a medical emergency the person may choose to speed in order to get themselves to a hospital or doctor. So their intention to behave has been influenced by the situation.

Give students a copy of *Resource Sheet: My attitude my actions* (see p285). This model will allow students to analyse their attitudes in relation to the road safety issues of speeding, alcohol and restraints.

Students select one of these issues and complete the 'attitudes' and 'intention to behave' columns on the resource sheet. It may help to give students an example.

Give students a copy of *Resource Sheet 14: Road safety issues*. Ask students to read the three situations related to the issue they chose then decide what they would do in each (i.e. what might their action be and what strategies would they use). These ideas should be written on the resource sheet in the 'behaviour' column.

In groups, students talk about how the 'situation' may have changed their intention to behave and if so what strategies they identified to reduce the risk.

Ask the groups to decide which ones they would use if faced with a similar situation. For example: speeding situation 1 - students may decide to stop and ring work to say they are running late or drive within the speed limit and explain when they get there, hoping the boss doesn't dock their pay.

## Time to think

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. If I'm in the back seat it's okay not to wear a seat belt.					
2. I tell others when I'm worried about my safety.					
3. People who drink and drive are criminals.					
4. Parents are responsible for the safety of their children.					
5. Speeding is okay on open roads in the country.					
6. You should be able to make your own mind up about wearing a helmet.					
7. Wearing a seat belt can reduce injuries in a road crash.					
8. I am always careful when I cross the road and use pedestrian crossings.					
9. Walking on the footpath is safer than walking along the side of the road.					
10. I make my own decisions in traffic (e.g. I wait and cross with the green signal not race across on the red).					
11. It's safe to get in a vehicle with a driver who has had two or three beers.					
12. Young people are better at driving than older drivers.					
13. All people using the roads have a responsibility to ensure the safety of themselves and others.					
14. Waiting until the railway warning signals have stopped before crossing the tracks is safer.					
15. Overcrowding a vehicle won't cause a crash.					
16. Being a passenger in a car is a high risk situation for a person my age.					
17. Only some young people take risks in the traffic environment.					
18. The community blames all young people for causing road crashes.					
19. I am looking forward to learning to drive.					
20. Cyclist behaviour is the cause of many crashes.					
21. I consider myself to be a socially responsible person.					
22. Penalties for drivers who injure or kill other road users are not severe enough to deter them from offending again.					
23. The system for getting a driver's licence should be more stringent.					
24. I act responsibly in the traffic environment.					
25. Speeding at 5km/h over the posted limit is unacceptable.					
26. Skateboarders and scooter riders shouldn't have to wear helmets but should have to wear protective gear.					
27. Most young people want to stay safe.					

## What if?



**What if...** you are a P-plate driver and your friends want you to do burnouts in the local shopping centre just because they are drunk or stoned and don't seem to care what you want?

**What if...** you need a lift home but you think the driver has been drinking?



**What if...** you are in a car with five other people, there's only enough seat belts for five, it's late and no one has money for a taxi?

**What if...** your friends are doing skateboard tricks on the road and everyone is urging you to have a go too?



**What if...** you're a getting a lift home with a mate and stopped at the traffic lights when someone you know pulls up alongside and dares your mate to have a drag?

**What if...** you're in the car with someone you know well, they are driving dangerously and you're worried about them having a crash?



**What if...** you're walking home late at night with a friend who has been drinking and your friend keeps playing 'chicken' with the traffic?

**What if...** you are a passenger in a car and everyone else is urging the driver to go faster?



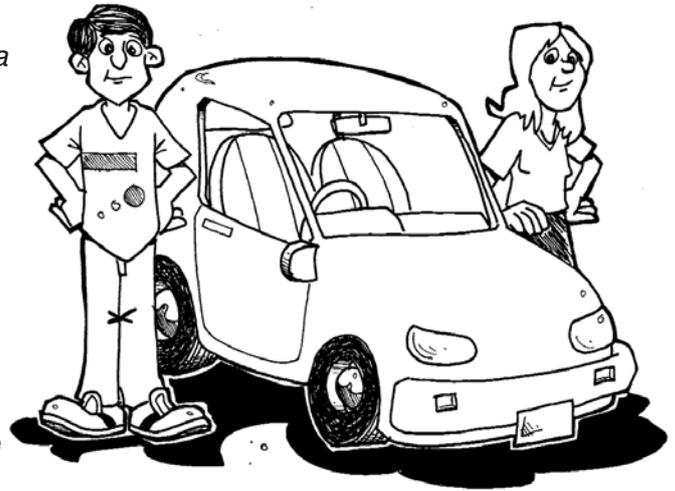
**What if...** your mate asks you to give them a dink on your bike?

**What if...** your friend dares you to run across the tracks in front of an oncoming train?



## Get the picture

- How do you think most young people are injured or killed on NT roads (e.g. not wearing a seat belt as a passenger; riding their bicycle or crossing roads)? Write these in order in the first column.
- Check the crash statistics for **your age group** at <http://www.roadsafety.nt.gov.au> (NT Department of Lands and Planning – Road Safety Division). Write these in order in the second column. Compare these with your list.
- Using the statistics, check the number of injuries and fatalities, differences between male and female statistics, and compare these with the other age groups (i.e. 0-16 years and 17-24 years).



Type of road crash involvement (e.g. speeding, alcohol, not wearing a restraint or cyclist)		Number (or percentage) of injuries and fatalities	Male and female statistics		Comparison to other age groups
Column 1	Column 2		M	F	
1	1				
2	2				
3	3				
4	4				
5	5				

- In comparison to other age groups, I am more at risk \_\_\_\_\_.
- As a male/female I am more at risk \_\_\_\_\_.
- I can stay safer as a passenger by \_\_\_\_\_.
- I can stay safer as a pedestrian by \_\_\_\_\_.
- I can stay safer as a cyclist by \_\_\_\_\_.

## Do you pick up crocodiles?

Many years ago a young man was wandering through the bush near where his family lived when he heard a crackly voice calling him.

He looked down and saw a crocodile who spoke to him and asked, 'Would you please pick me up and carry me back to the ocean? I am lost and I need to go back to the water so that I may live.'

The young man replied, 'I know what you are. If I pick you up you will bite me and maybe eat me.'

The crocodile assured the young man that if he helped him he would not harm him.

So the young man picked up the crocodile and carried it several kilometres back to the ocean.

He carefully lowered the crocodile into the ocean. Suddenly it leapt back out and snapped its jaws into the man.

Surprised, the dying man said to the crocodile, 'You promised you wouldn't harm me.'

The crocodile replied, 'You knew what I was when you picked me up.'



Adapted from *Would you pick up a snake?* VicRoads, Choices: Alcohol and Road Safety.

## Risk ranking

<p><b>What's the risk?</b></p> <p><b>Wheels</b></p> <p>Riding a bike on a busy road that has cars parked along both sides.</p>	<p><b>What's the risk?</b></p> <p><b>Wheels</b></p> <p>Holding onto a moving bus while riding a skateboard.</p>	<p><b>What's the risk?</b></p> <p><b>Wheels</b></p> <p>Wearing a helmet that has not been Australian Standards Approved.</p>	<p><b>What's the risk?</b></p> <p><b>Wheels</b></p> <p>A cyclist who doesn't know the road rules riding on a city street.</p>
<p><b>What's the risk?</b></p> <p><b>Wheels</b></p> <p>A cyclist riding a bike not fitted with lights late at night.</p>	<p><b>What's the risk?</b></p> <p><b>Wheels</b></p> <p>Giving a person a 'double dink' on a bike.</p>	<p><b>What's the risk?</b></p> <p><b>Wheels</b></p> <p>Riding a scooter and wearing headphones to listen to music.</p>	<p><b>What's the risk?</b></p> <p><b>Wheels</b></p> <p>Overtaking a parked car on a bike.</p>
<p><b>What's the risk?</b></p> <p><b>Wheels</b></p> <p>Riding in wet weather and not wearing light coloured clothing</p>	<p><b>What's the risk?</b></p> <p><b>Wheels</b></p> <p>Doing a trick at the local ramp after just purchasing your first skateboard.</p>	<p><b>What's the risk?</b></p> <p><b>Wheels</b></p> <p>Riding a friend's quad bike for the first time on their property.</p>	<p><b>What's the risk?</b></p> <p><b>Wheels</b></p> <p>A cyclist in a line of traffic intending to turn right at an intersection.</p>
<p><b>What's the risk?</b></p> <p><b>Passenger</b></p> <p>Travelling in an overcrowded car.</p>	<p><b>What's the risk?</b></p> <p><b>Passenger</b></p> <p>Travelling in the back of a ute on a gravel road.</p>	<p><b>What's the risk?</b></p> <p><b>Passenger</b></p> <p>Travelling in a car driven by a family member who has only had their P plates for eight months.</p>	<p><b>What's the risk?</b></p> <p><b>Passenger</b></p> <p>Travelling in a car with a driver who is driving 10km/h over the posted speed limit.</p>

## Risk ranking

<p>What's the risk?</p> <p><b>Passenger</b></p> <p>Sharing a seat belt with a mate because yours is broken.</p>	<p>What's the risk?</p> <p><b>Passenger</b></p> <p>Getting a lift home with a friend on their motorbike.</p>	<p>What's the risk?</p> <p><b>Passenger</b></p> <p>In a car with a parent who has consumed three beers in the last two hours.</p>	<p>What's the risk?</p> <p><b>Passenger</b></p> <p>In a car with a driver who is trying to impress you.</p>
<p>What's the risk?</p> <p><b>Passenger</b></p> <p>A crying young child sitting in the back seat of the car, distracting the driver.</p>	<p>What's the risk?</p> <p><b>Passenger</b></p> <p>Travelling in a car with a driver who has just broken up with his girlfriend.</p>	<p>What's the risk?</p> <p><b>Passenger</b></p> <p>Sitting in the front seat not wearing a seat belt.</p>	<p>What's the risk?</p> <p><b>Passenger</b></p> <p>Getting off the bus before it has come to a complete standstill.</p>
<p>What's the risk?</p> <p><b>Pedestrian</b></p> <p>Walking through the city listening to music with headphones on.</p>	<p>What's the risk?</p> <p><b>Pedestrian</b></p> <p>Starting to cross the road when the 'don't walk' sign is flashing.</p>	<p>What's the risk?</p> <p><b>Pedestrian</b></p> <p>Running along the edge of the road in the same direction as the traffic flow.</p>	<p>What's the risk?</p> <p><b>Pedestrian</b></p> <p>Stepping out onto a pedestrian crossing without checking for traffic.</p>
<p>What's the risk?</p> <p><b>Pedestrian</b></p> <p>Walking alone at night along a road without street lighting.</p>	<p>What's the risk?</p> <p><b>Pedestrian</b></p> <p>Crossing the road behind the bus.</p>	<p>What's the risk?</p> <p><b>Pedestrian</b></p> <p>Wearing dark coloured clothing at night.</p>	<p>What's the risk?</p> <p><b>Pedestrian</b></p> <p>Crossing a railway line that doesn't have signals.</p>

## Risk ranking

<p><b>What's the risk?</b></p> <p><b>Pedestrian</b></p> <p>Crossing a wide busy street with cars parked on both sides.</p>	<p><b>What's the risk?</b></p> <p><b>Pedestrian</b></p> <p>A pedestrian who believes they have the right of way and traffic has to stop.</p>	<p><b>What's the risk?</b></p> <p><b>Pedestrian</b></p> <p>Walking with a group of three or four friends.</p>	<p><b>What's the risk?</b></p> <p><b>Pedestrian</b></p> <p>Crossing at traffic signals that don't have pedestrian phasing.</p>
<p><b>What's the risk?</b></p> <p><b>Future driver</b></p> <p>A young driver with the attitude that they can handle any situation.</p>	<p><b>What's the risk?</b></p> <p><b>Future driver</b></p> <p>A learner driver who has stalled at traffic signals.</p>	<p><b>What's the risk?</b></p> <p><b>Future driver</b></p> <p>Driving after having one alcoholic drink.</p>	<p><b>What's the risk?</b></p> <p><b>Future driver</b></p> <p>Trying to change a CD while driving in busy traffic.</p>
<p><b>What's the risk?</b></p> <p><b>Future driver</b></p> <p>Driving at least three car lengths away from the car in front of you.</p>	<p><b>What's the risk?</b></p> <p><b>Future driver</b></p> <p>A P-plate driver who has never experienced driving in the rain.</p>	<p><b>What's the risk?</b></p> <p><b>Future driver</b></p> <p>Driving with a car load of noisy and intoxicated passengers.</p>	<p><b>What's the risk?</b></p> <p><b>Future driver</b></p> <p>Trying to find an address in a suburb or remote town you've never been to before.</p>
<p><b>What's the risk?</b></p> <p><b>Future driver</b></p> <p>Driving home on Sunday morning after working night shift.</p>	<p><b>What's the risk?</b></p> <p><b>Future driver</b></p> <p>A P-plate driver who has not experienced driving on the open highway at night.</p>	<p><b>What's the risk?</b></p> <p><b>Future driver</b></p> <p>Not being sure of the road rules that apply to driving through a set of traffic lights that aren't working.</p>	<p><b>What's the risk?</b></p> <p><b>Future driver</b></p> <p>Driving using a mobile phone 'hands free' set.</p>

## Wild cards

 <b>Wild card</b> smoked a joint	 <b>Wild card</b> 3 full strength beers	 <b>Wild card</b> 1 glass of wine	 <b>Wild card</b> 1 ecstasy tablet
 <b>Wild card</b> 2 mid strength beers	<b>Wild card</b> 1 bottle of wine	<b>Wild card</b> 3 doses of cough mixture	<b>Wild card</b> 2 pain relievers
 <b>Wild card</b> 3 vodkas and mixer	<b>Wild card</b> 1 amphetamine	<b>Wild card</b> 2 cocktails	<b>Wild card</b> 3 glasses of champagne
 <b>Wild card</b> 3 beers and a shot glass of vodka	<b>Wild card</b> cough suppressant and a couple of beers	<b>Wild card</b> hayfever tablets and a glass of wine	<b>Wild card</b> 4 shots of Tequila
			

## Wild cards

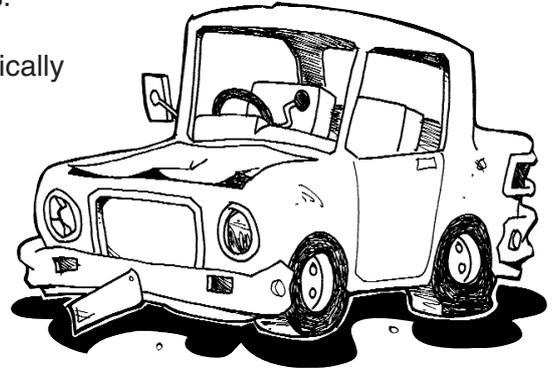
<p><b>Wild card</b></p> <p>only had 3 hours sleep</p>	<p><b>Wild card</b></p> <p>feeling upset</p>	<p><b>Wild card</b></p> <p>thinking about a problem</p>	<p><b>Wild card</b></p> <p>just been sacked from part-time job</p>
<p><b>Wild card</b></p> <p>feeling sick</p>	<p><b>Wild card</b></p> <p>hasn't slept for 18 hours</p>	<p><b>Wild card</b></p> <p>extremely excited and energetic</p>	<p><b>Wild card</b></p> <p>just heard some bad news about a family member</p>
<p><b>Wild card</b></p> <p>feeling angry</p>	<p><b>Wild card</b></p> <p>running late</p>	<p><b>Wild card</b></p> <p>had an argument with a friend</p>	<p><b>Wild card</b></p> <p>feeling worried</p>
<p><b>Wild card</b></p> <p>just broken up with girlfriend/boyfriend</p>	<p><b>Wild card</b></p> <p>worried about being late</p>	<p><b>Wild card</b></p> <p>has a headache</p>	<p><b>Wild card</b></p> <p>seeking thrills</p>

## Hypothetical situations

As young people aged 17 to 24 are over represented in crash statistics the government is increasing the legal driving age to 25 years.

Road safety agencies and experts believe this will dramatically reduce not only the number of young people killed or injured as a result of road crashes but will reduce the number of overall crashes.

Environmentalists are supporting the move as fewer cars on the roads will contribute to lowering carbon emissions, especially in the city.



### Expert panel

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Road Safety Executive Group member</li> <li>• Main Roads</li> <li>• Minister for Police and Emergency Services</li> <li>• Environmental scientist</li> <li>• Doctor</li> <li>• Young male driver</li> </ul> | <ul style="list-style-type: none"> <li>• Employment officer</li> <li>• Car yard owner</li> <li>• Police officer</li> <li>• Parent</li> <li>• Driving school instructor</li> <li>• _____</li> <li>• _____</li> </ul> |
|--|---|

Since the introduction of compulsory helmet wearing in 1992, there has been a steady decrease in the number of cyclists on our roads, especially for 12 to 18 year olds.

Health authorities are campaigning to have the law dropped stating that obesity in young people is increasing and that traffic-related deaths and injuries of cyclists only occur because drivers show a lack of awareness and courtesy towards these road users.



### Expert panel

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Road Safety Executive Group representative</li> <li>• Minister for Police and Emergency Services</li> <li>• Police officer</li> <li>• School Council Chairman</li> <li>• Department of Health rep</li> <li>• Emergency department doctor</li> <li>• Health and Physical Education teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Yr 10 student</li> <li>• Cycle shop owner</li> <li>• Cycling club rep</li> <li>• Department for Sport and Recreation rep</li> <li>• _____</li> <li>• _____</li> </ul> |
|---|--|

## Rank the risk

driver aged 35-55yrs who has had one alcoholic drink	small child sitting in front seat of a car wearing a seat belt	back seat passenger not wearing a seat belt
P-plate driver with two passengers	pedestrian crossing with the traffic lights	scooter rider standing between parked cars ready to cross the road
jaywalker at traffic signals	rollerblading along the side of busy road	bus passenger with hand out the window
intoxicated pedestrian crossing railway lines at night	riding a scooter on the footpath and wearing headphones	riding a quad bike off-road
motorcyclist in wet weather	skateboarder doing tricks in busy shopping centre car park	jogger on shared path
cyclist on local road	learner driver in busy traffic	pillion passenger who has never been on a motorbike before
crossing the road behind a bus	passenger travelling with a P-plate driver	cyclist not wearing a helmet
young driver travelling for 5 hours without a break	pedestrian walking at night on a country road	motorcyclist riding on the highway with the sun in their eyes

## Road user cards

<p>Scissors icon</p> <p><b>Skateboard rider listening to music on MP3 player.</b></p>	<p><b>A group of students playing with a basketball at the bus stop.</b></p>
<p>Scissors icon</p> <p><b>17 year old who has just received their P plates and is very excited.</b></p>	<p><b>P plate driver from the rural area who feels very confident.</b></p>
<p>Scissors icon</p> <p><b>Cyclist who has only just got their new bike and is riding home for the first time.</b></p>	<p><b>17 year old who has just left a party after breaking up with their partner and is feeling very angry.</b></p>
<p>Scissors icon</p> <p><b>19 year old who has worked all night at the local service station and is walking home.</b></p>	<p><b>Teenager wearing dark clothing and riding his bike home after footy training.</b></p>
<p>Scissors icon</p> <p><b>18 year old who has just gone onto a full driver's licence and is feeling extremely confident.</b></p>	<p><b>Teenager cycling to school because he slept in.</b></p>
<p>Scissors icon</p> <p><b>Teenager walking home at night after being at party.</b></p>	<p><b>Two young cyclists practising for an upcoming race.</b></p>

## Location cards

<b>Busy city street</b>	<b>Long line of traffic due to road works</b>
<b>Main bus terminal area which has pedestrian traffic at all hours of the day</b>	<b>Winding, narrow dirt road</b>
<b>Local road near home with roundabouts at busy intersections</b>	<b>Railway line with no crossing signals</b>
<b>New road with no line markings</b>	<b>Busy intersection</b>
<b>Ungraded gravel road</b>	<b>Traffic parked down both sides of the road</b>
<b>City street which has a high volume of traffic at all hours of the day</b>	<b>Open stretch of highway</b>

## Environment cards

 <b>Strong winds and heavy rain</b>	 <b>Wet and slippery conditions</b>
 <b>Foggy weather and difficult to see ahead</b>	<b>Thunder, lightning and starting to pour with rain</b>
 <b>No street lighting</b>	<b>Glare directly into eyes</b>
 <b>Friends are encouraging you to take a risky behaviour</b>	<b>Road changes from sealed to gravel</b>
 <b>Bushes and trees close to edge of road</b>	<b>Friends are behaving unsafely</b>
 <b>Road works</b>	<b>Stray cattle on the road</b>
	

## In the news

# Speed and alcohol cocktail after ball

A parent's worst nightmare became a reality when their 16-year-old daughter was killed in a car crash early Sunday morning.

'Mia and David had been at the Year 12 ball. I knew they were going to the 'afters' but she told me they were going to catch a taxi home,' said a distraught Mrs Rydges.

Mia was in a V8 Commodore when it hit a light pole on the Stuart Highway around 2am on Sunday. She was thrown from the vehicle and was killed immediately.

Police suspect that speed and alcohol were the cause of the crash.

Witnesses told police the vehicle was travelling over 130km/h along the highway and had missed hitting

an oncoming vehicle. 'The driver swerved to miss the car and lost control,' said a 70-year-old local resident who was first at the scene. 'I couldn't do anything to help the young girl. She was already dead. The young bloke was in a bad way.'

The 18-year-old driver, who had only just completed his first six months on P-plates, received serious injuries and is in Royal Darwin Hospital.

Police and emergency services attending the crash scene were visibly distressed.

Sgt Morrison who attended the crash, said Mia's death was tragic. 'As with most young kids, her day probably started off full of fun with not a care in the world.

Unfortunately young drivers underestimate their driving ability. Mix alcohol with that and you have a 'lethal cocktail'.

Road safety experts have considered vehicle power restrictions for new drivers however the Police Commissioner said, 'No matter what shape or size the cars are, it ultimately comes down to drivers, their experience and the choices they make.'

Struggling to find the words to describe the tragic waste of their daughter's life, Mrs Rydges said that Mia's death should send a clear message that more needs to be done to save young lives on NT roads.

The male driver is still in intensive care.

## Car fireball kills two

Two teenagers were burnt to death when a car driven by a P-plate driver rolled and burst into flames.

Jason (16) and Michelle(14) were in a Hyundai Getz driven by their 18 year old friend, when the car rolled over on Stuart Highway around 7pm yesterday.

The two teenagers were burnt to death in the wreck which rolled after hitting a tree.

Witnesses reported the Hyundai was travelling at high speed when it suddenly veered off the road, hit a tree and rolled several metres before bursting into flames only seconds later.

The male driver was able to climb out of the wreck but his friends were trapped inside and died at the scene.

One witness reported that the flames were intense and other motorists were not able to get to the trapped teenagers.

Stuart Highway was closed for four hours while police and emergency services cleared the wreckage.

The driver was taken to Katherine District Hospital with minor injuries including burns to his hands and face suffered trying to free his trapped mates.

Police said the crash was on a stretch of road with an 80 km/h speed limit. The driver had a BAC of 0.00.

'It's difficult to say why this crash happened,' Sgt Ross Miller said. 'This stretch of road is windy and a downhill run. It's hard to estimate how fast the car was travelling.'

Crash investigators will spend time at the scene this week trying to find out what actually happened.

It is still not known where the friends had been or where they were heading when the crash happened.

## Girl dead after hit by 4WD

A 5-year-old girl was run over by a 4WD on Charles Street yesterday as she walked home from school. The girl was taken to Alice Springs Hospital but died later that night.

The young girl was using the children's crossing near the local school, when a red Mazda hit her. The 'children crossing' flags were clearly displayed. The traffic attendant held a stop sign and had indicated to the girl that if was safe to cross.

'The car just came out of no where. The driver tried to stop but the road was wet and she was doing more than 40 km/h,' Bill Yates the local traffic attendant said. 'It happens all the time. Drivers just don't slow down and take the time to look.'

The school principal said he has already asked road

authorities to increase the signage as there have been near misses before. 'Drivers forget that even though it's a main road they still have to slow down to 40km/h during school hours.'

Witnesses said there were lots of cars parked along the side of the road and the Mazda seemed to change lanes to avoid these and was travelling at a high speed.

Police indicated factors such as speed and heavy rain contributed to the crash.

The driver of the Mazda was unhurt and will face charges of reckless driving and manslaughter.

The girl's parents demanded authorities to increase penalties for drivers who act irresponsibly on our roads.

'We don't want any other family having to go through this,' they said.

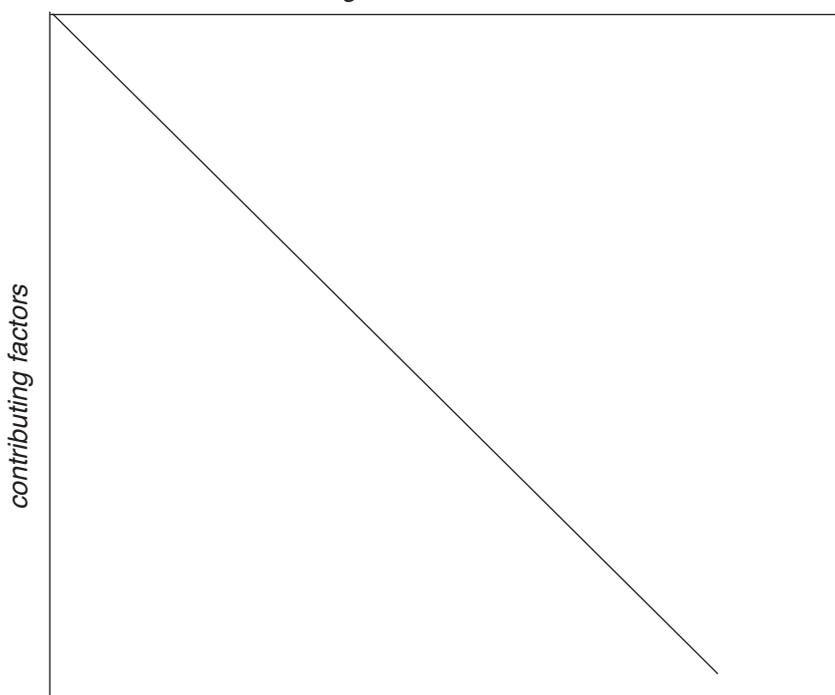
## Haddon's matrix

1. Describe the contributing factors for each phase of a crash.

	<b>human</b> the behaviour and characteristics of people involved	<b>environment</b> features of the road and surrounding area, weather and time of day	<b>vehicle</b> features of any vehicle involved
<b>pre-crash</b>			
<b>crash</b>			
<b>post-crash</b>			

2. Use the 90 degree thinking chart to identify strategies that may have prevented the crash or reduced the level of injury for vehicle occupants.

*strategies to avoid harm*



## Road safety issues

### Road safety issue: Speeding

#### Situation 1

You're working on the weekend at a takeaway store about 10 kilometres away. Your boss is really strict about being on time and will dock your pay if you're not there right on the dot. You've left plenty of time to get to work but just after leaving home you get stuck in a line of traffic at road works and have to detour around the area. You're worried about being late.

#### Situation 2

Your sporting team is meeting in town at 10am and taking a bus to the recreation ground in the next town. You're alarm didn't go off and it's 9.50am. You live about 15 minutes out of town.



#### Situation 3

You and your little brother are camping out in the bush. Suddenly you hear your little brother scream. He's fallen off some rocks and has broken his arm. The nearest hospital is 30 minutes away. He's in a lot of pain and keeps yelling at you to drive faster.

### Road safety issue: Restraints

#### Situation 1

Your friend is picking you up to go to the movies. When he arrives you notice that there are already five people in the car and there isn't a seat belt available for you to wear. Your friend tells you to squeeze in the back.

#### Situation 2

It's the last day of school and everyone is going to the town to celebrate the start of the holidays. Your friend offers you a lift but it's in the back of their van.

#### Situation 3

Your uncle has picked you up from school on his way to another appointment. When you get in the car you find that the seat belt isn't working properly. Your uncle starts to pull out of the parking area before you can tell him about it.

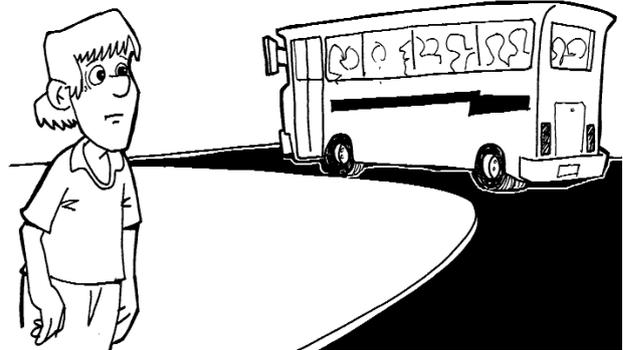


## Road safety issues

### Road safety issue: Alcohol

#### Situation 1

You've been at a party, had a few drinks and are feeling tired. You realise you've missed the last bus that goes to your suburb. You live about 5 kilometres away and decide to walk but you're not sure which way to go.



#### Situation 2

Your parents have gone away for the weekend. You invite a few friends over to have pizza, a few beers and watch a movie. Your friends have organised for someone to pick them up but it's getting late and their lift hasn't arrived. One of your friends asks you to take them home.



#### Situation 3

You've had a couple of beers at the local sporting club to celebrate your team's win. Finally it's time to go home but you notice that your 'skipper' is having difficulty putting the key in the ignition and is slurring his words. Your parents have only allowed you to stay out until midnight and it's already 11.45pm.

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