

# Safe Drive Stay Alive

## Thames Valley

PA0432a



### Resource Description

This resource provides follow up activities to the Safe Drive Stay Alive theatre presentation for the Thames Valley. Factors for consideration include excess speed, non seat-belt wearing, distraction, peer pressure and alcohol/drug impairment.

## Safe Drive Stay Alive - Thames Valley

The aims of SDSA are to:

- change behaviour
- reduce fatalities and casualties on the road
- empower young people to make good decisions where there are choices about their behaviour
- heighten the awareness of the possible consequences of any decision

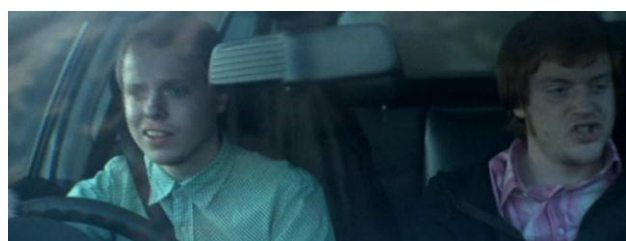
The objectives of SDSA are:

that the SDSA simulation informs young people of the reality of a Road Traffic Collision, while attending the show also gives them the opportunity to examine their own beliefs, attitudes and behaviour with regard to their responsibility as a driver or passenger. In addition SDSA gives them the opportunity to develop a view of the short and long term benefits of decisions for themselves and others.

**For those who have not seen 'Safe Drive Stay Alive' or for those who need a refresher...**



**Amina and Cara**



**Ash and Joe**

Ash, Amina, Joe and Cara are going to set up a surprise party for their friend Chloe. Ash is driving with his girlfriend Amina in the front passenger seat. He is wearing his seat-belt but she is not. Joe and Cara, who don't really get on, are sitting in the back, winding each other up. Earlier in the day the guys had gone to the supermarket and bought the booze. It is now 7.00pm and they have to be at Chloe's by 7.30pm to get things ready, which will be a bit of a push. It is dark, they are on a winding country road and Ash is speeding. At times he reaches 80 mph. The girls are putting pressure on Ash to get them there quickly. Joe says "that if they're late they're late", which prompts the taunt from Cara "How can you not grasp the simple concept of a surprise party?" Just before the crash Cara hands a CD over to Ash in the front, who drops it. He leans down to try and reach it in the foot-well, takes his eyes off the road for a moment, looks back up at the road and is surprised by the lights of an on-coming vehicle. He turns the steering wheel a bit violently and loses control of the car, causing them to crash. Amina is ejected from the car through the front passenger window. She is taken to hospital but later dies from her injuries. Ash is breathalysed (he had not been drinking), arrested on suspicion of dangerous driving and interviewed at the police station. Joe ends up in a wheel chair (he had been a keen footballer) and Cara suffers long term psychological harm. She goes from being a bubbly outgoing young person to being withdrawn and apathetic. There is no way of knowing how long this state would last and if it would ever change.



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**Activity One:** Pupils are asked to consider the consequences of a road traffic collision and to group them accordingly to suggested headings.

### Legal

- Breathalyser – drink drive limits etc
- Arrest
- Detained in cells
- Court appearance
- Custodial sentence

### Driving

- Re-test
- Insurance – higher premiums, difficulty of getting cover
- Vehicle replacement costs
- Aggro of paper-work, phone calls
- Loss of independence

### Social

- Public and peer perceptions
- Reporting in the press
- Lack of ability to get places
- Loss of friend/partner

### Physical

- Disfigurement
- Loss of mobility
- On-going hospital treatment
- Pain
- Incontinence
- Impotence
- Loss of independence
- Loss of dignity – both as a patient in hospital and also ongoing with a carer, etc.

### Psychological

- Nightmares
- Flashbacks
- Sleeplessness
- Panic attacks
- Guilt
- Embarrassment
- Grief
- Loss of concentration
- Fear/anxiety
- Amnesia
- Personality change
- Blindness

### Career

- Impact of any conviction
- Job loss
- Time out of the work-place
- Lack of earnings
- Inability to continue at school/university
- Never fit enough to hold down a full time job



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**Activity Two:** Pupils are provided with quotes taken from police interviews, on-line and face to face interviews with young people. They are asked to consider what changes in attitude or behaviour are required to increase their safety.

**Activity Three:** Pupils are given statements from drivers explaining the causes of a collision. They are required to discredit the statements. Consider hot-seating or role playing a mock trial.



**Activity 4:** Pupils are asked to provide suggestions to minimise the chance of the collision taking place.

- They could have allowed more time for the journey.
- Ash could have driven more slowly.
- Amina could have worn her seat belt.
- Joe and Cara could have been less distracting.
- The girls could have been less pressurising about the time.
- Ash could have asked Amina to retrieve the CD and put it in the player.



**Activity 5:** Record suggestions on post it notes and consider creating a permanent reminder.

## Safe Drive Stay Alive - Thames Valley

### Follow-up session

The SDSA event looked at the causes and effects of a road traffic collision. In particular it highlighted excess speed, non seat-belt wearing, distraction, peer pressure and alcohol/drug impairment.

### For those who have not seen 'Safe Drive Stay Alive' or for those who need a refresher...



**Amina and Cara**



**Ash and Joe**

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### Activity One:

Consider the possible consequences of being involved in such a Road Traffic Collision (RTC).

Group your answers under headings e.g.

- Legal
- Social
- Physical
- Psychological
- Career



### Activity Two:

Young/newly qualified drivers have less driving experience and are statistically disproportionately involved in RTC's.

The following statements have all been made by young people like yourselves. You may find them familiar:

#### Olivia Zane, 17

*'Honestly yes, I drive different depending on who's in the car. Like I had a full car the other day and did like a 10 minute drive and there was more noise going on, more conversations and I just said to myself like I can't listen to anything. I've just got to keep on driving but everyone else is talking and shouting and gossiping and everything and you just want to listen'*

#### Adam Gilbert 19

*'I think my friends drive differently with friends in their car. They're a bit more ambitious and less sensible – a bit more just sort of enjoying the driving instead of just doing it as a way to get around. They might show off a little bit, show how fast their car can go, how much control they think they have over the car- when they wouldn't normally drive like that.'*

One in ten boys think it's a sign of disrespect towards their driving if passengers wear seatbelts, and six per cent don't wear theirs to avoid offending the driver. This is compared to five per cent and one per cent of girls respectively.

#### Peter Doyle, 18

*'I have actually been asked: Is this a seatbelt car? I just looked at him in astonishment and said yes it is'*

#### Alex Rodwell, 17

*'I personally don't see the difference between putting it [your seatbelt] over your shoulder or putting it under your shoulder- like I know if it's under it can mess up your arm and stuff and over your shoulder is better for the impact- but it cuts into your neck and it's not comfortable.'*

What attitudes and behaviours need to be changed by your peer group to increase your safety?

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### Activity Three:

You are the Prosecuting Counsel in a trial of a driver accused of causing death by dangerous driving.

The following statements have been made by the defendant to explain the loss of control of the vehicle. The police evidence points to excess speed and possibly driver distraction as the causes.

Excerpts from Police interviews (A-F source: Clarke, Ward and Truman, 2002)

**Driver A:** *'I had reduced my speed to a speed slightly faster than the speed limit, but one which normally I would expect to be able to take the corner without difficulty at all. Even though I drifted a bit, I am sure that I never reached a point when I was totally out of control'*

**Driver B:** *'I wasn't doing anything wrong, it just went.'*

**Driver C:** *'I wasn't going too fast, it just went.'*

**Driver D:** *'Well, it was alright yesterday when my friend drove round it.'*

**Driver E:** *'I feel it was because of the road surface.'*

**Driver F:** *'I can't understand... I think something was on the road.'*

**Driver G:** *'I was not at fault- it must have been a problem with the car.'*

**Driver H:** *'I'd only had one drink so I know I was okay.'*

**Driver I:** *'I was using hands free so I was legal.'*

How would you discredit these contributions?

You will be considered successful if the driver takes responsibility for their own actions.



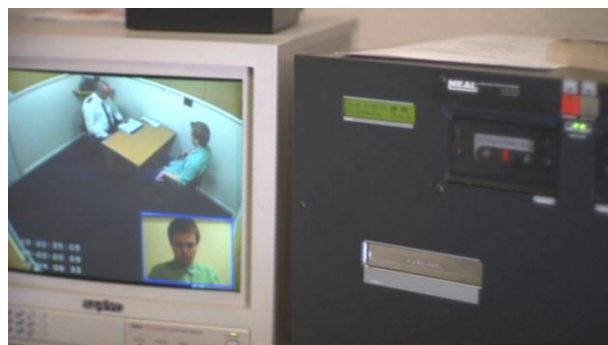
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### Activity Four:

How do you think the crash in the film might have been avoided?

At what point could one or more of the characters have said or done something different to change the outcome?

In your opinion who was most responsible for the crash and why?



### Activity Five:

Has this presentation changed the way you view the responsibility of being a driver or a passenger? **Y/N**

If yes, how will you ensure that you apply this learning to your day to day use of vehicles? Who can support you in this?