



Safety in Schools Week June 8th to 12th 2009

AGENCY ACTIVITY

Agency **School Drug Education and Road Aware**

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Helping to keep young people safer

Activity Title **Challenges and Choices**

Activity Outcomes

Learning Area	Link to K-10 Syllabus	Outcome
Health and Physical Education	<u>Early Childhood (K-3)</u>	Knowledge and Understanding <ul style="list-style-type: none"> • The meaning and dimensions of health • Ways to keep healthier and safer • Growth and Development • Social-emotional well-being Interpersonal Skills <ul style="list-style-type: none"> • Communicating • Co-operating and collaborating in groups • Leading, initialising and facilitating Self-management Skills <ul style="list-style-type: none"> • Understanding emotions • Reviewing the situation • Planning before deciding • Monitoring and evaluating
	Context: WELLNESS	
	Topics: Personal Identity, Resilience, Relationships	
	Context: SAFETY	
	Topics: Safety at home/school/Community, Keeping safe	
	Context: DRUG EDUCATION	
Topic: Medicines		
	<u>Middle Childhood (4-7)</u>	
	Context: WELLNESS	
	Topics: Self esteem & concept, Resilience, Relationships	
	Context: SAFETY	
	Topics: Safety in the community, Minimising risk	
	Context: DRUG EDUCATION	
	Topics: Caffeine, Smoking, Alcohol, Cannabis, Reliable info	

Phases of Development
 Early Childhood (K-3)
 Middle Childhood (4-7)
 Early Adolescence (8-10)

Resources Required
Challenges and Choices resources, which have been distributed by SDERA free to all WA schools. *Challenges and Choices* activities can also be downloaded from www.sdera.wa.edu.au

Procedure



Click clack (K-3) Challenges and Choices p179

Place a number of golf balls in a shoebox. Push the box around and watch what happens to the golf balls when it stops suddenly, changes direction or crashes. Talk about why the golf balls moved about the box.

Processing questions:

- *Did the golf balls stop when the box stopped? Why?*
- *If the golf balls were passengers in a car, would they have been hurt?*
- *What might stop the golf balls from moving around?*

Provide egg cartons, tape, bubble wrap and ask students to design a restraint for the golf balls. Repeat the activity and discuss the difference in movement. Talk about car restraints and how these keep passengers safe in a car.

Information on analgesic products (4-7) Challenges and Choices p69

Look at packets or bottles of analgesics containing aspirin, paracetamol and a combination of aspirin/paracetamol and other drugs i.e. ibuprofen, codeine.

Processing questions:

- *Why is the use-by date important?* (Some analgesics become toxic after their use-by date has expired.)
- *Why is taking the correct dose important?* (The dose has been calculated mainly based on weight, and will reduce the possibility of negative side effects.)
- *What type of analgesic is the safer option for people under 12 years?* (Paracetamol is the safer because aspirin and drugs that are a combination of aspirin and other drugs are not recommended for children.)
- *Why is safe storage information often written on analgesic products?* (Incorrect storage may result in accidental overdose which can be fatal or can cause serious damage to the liver and kidneys.)

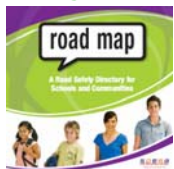
Practising 'planning ahead' and 'damage control' (9-10) Challenges and Choices p259

Place students into two concentric circles so that a circle talk can be conducted. Read the scenario then ask each pair to discuss some 'planning ahead' strategies that may have avoided or reduced the risk of the scenario happening and then some 'damage control' strategies that would reduce the risk of further harm.

- *You're with a group of friends at a party and you're all drunk/stoned. Your friends are keen on walking home because none of you live far away. You need to cross quite a few busy streets.*

Move the outside circle on four places so students can repeat the discussion with a new partner to hear other harm reduction strategies.

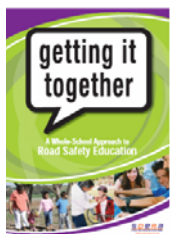
Community Links



How could the school involve the local community in Safety in Schools Week and Road Safety Education?

The *Road Map: A Road Safety Directory for Schools and Communities* booklet was distributed to all schools in March 2009. It gives an overview of road safety agencies who provide resources, presentations and services for each phase of schooling. Have a look and see who can help you with your road safety program.

Policy and Procedures



Do your students know what to do if they find a syringe in the school grounds? Do you know the school guidelines on storage and administration of prescription medicines? Do parents know about pick up and drop off procedures?

These are some questions relevant to drug and road safety that you may like to ask administration staff. Check relevant policies (e.g. taking children on excursions and managing medicines) according to your education system or sector.

Getting it Together: A Whole-School Approach to Road Safety Education will soon be sent to all WA schools. It will help your school plan and implement road safety initiatives including developing *School Road Safety Guidelines* to ensure the school community are working together.

Other Resources Available

SDERA provides evidence-based resources and best practice professional development. Workshops are free and cover teacher relief. Details are on www.sdera.wa.edu.au Contact details for a SDERA Regional Consultants in your area are also on the website.

SDERA thank the Drug and Alcohol Office and the Insurance Commission of WA for their ongoing support and funding.

This Activity has been provided by **School Drug Education and Road Aware**