



# Safety in Schools Week June 9th to 13th 2008

## Celebrating 10 Years



Helping to keep young people safer

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### Challenges and Choices: resilience, drug and road safety education

SDERA have distributed free copies of *Challenges and Choices* to all WA schools. The resources for early childhood, middle childhood and early adolescence students provide teachers with learning and teaching strategies to deliver content (see below) described in the *Curriculum Guide: Health and Physical Education* and the *Health and Physical Education Syllabus Overview* in the context of resilience, drug and road safety and in particular four of the HPE Learning Area Outcomes: Knowledge and Understandings, Self-management Skills, Interpersonal Skills and Attitudes and values.

#### Early Childhood



##### Drug education content:

##### Promoting resilience

- Making friends
- Learning about feelings

##### Medicine and hazardous substances

- Feeling unwell
- Safe use of medicines
- Emergencies

##### Tobacco and passive smoking

- Passive smoking
- Smoking decisions

##### Caffeine

##### Road safety education content:

##### Passenger safety

- Click clack front and back
- The safety door
- Using public and community transport

##### Pedestrian safety

- Hands are for holding
- Stop!
- Safer places to cross

##### Playing safely

- Helmets, bikes and wheeled recreational devices

##### Safer places to play

- Safer places to play
- Sensing traffic
- Road signs and signals
- Traffic sounds
- Being seen

#### Middle Childhood



##### Drug education content:

##### Promoting resilience

- Managing me, relationships and friends
- Analgesics, prescription and over the counter medicines
- Tobacco and passive smoking
- Tobacco and how it affects us
- Influences on smoking decisions

##### Alcohol

##### Caffeine

- In control of caffeine

##### Cannabis (for Year 6/7 students only)

- Cannabis: what are the facts?
- Making decisions about cannabis

##### Drugs and the media

- Media influences on choices
- Health promotion

##### Road safety education content:

##### Passenger safety

- Restraints
- Using public and community transport
- Safer journeys

##### Pedestrian safety

- Considering pedestrian risks
- Getting to know the local area

##### Safety on wheels

- Bicycles and other recreational devices
- Helmets and protective gear

##### Road rules and signs

- Road rules, signs and signals

#### Early Adolescence



##### Drug education content:

##### Drug use issues

- Getting the big picture on drug use issues
- Identifying consequences and harm reduction strategies
- Resilience and harm reduction strategies in practice

##### Predicting and responding to drug use risks and consequences

- Alcohol and other drugs in a social setting
- Help seeking in drug-related situations

##### Road safety education content:

##### Road user issues

- Road safety: the facts
- Why crashes happen
- Reducing road user risks
- Road users and the law

##### Road user risks and harm reduction strategies

- Seeking support and advice
- Predicting risks and practising strategies to reduce harm

##### Drug and road safety education content:

##### Taking action

- Changing the culture of alcohol and other drug use
- Safer socialising
- Future drivers

## Procedure Poisons, Medicines and Foods (Kindy – Yr 3)

Distribute a collection of empty hazardous substance containers, empty medicine containers and food containers to each group of students. Use a Y chart to sort the containers into three sections labelled 'medicines', 'poisons' and 'food'.

Ask students the following questions:

- *What clues told you which item went into which category? (Warning signs, names on medicines, safety caps, know the products from home.)*
- *Did you find anything similar on the poisons and medicines containers? Warning words and symbols, safety caps and instructions for us.)*

## Restraint opinions (Yrs 4 – 7)

Ask students to consider the following statements then place themselves on along a continuum labelled 'strongly agree' to 'strongly disagree'.

- *You don't need to wear a seatbelt if you're only going on a short trip.*
- *It's safe to squeeze in between other passengers in the car if there aren't enough seatbelts.*
- *It's okay to take your seatbelt off if you are going to lay down on the back seat to have a sleep.*

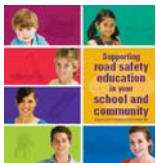
## Practising 'planning ahead' and 'damage control' (Yrs 9 – 10)

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



The *Challenges and Choices* resources provide a range of activities that children can do with their families at home. The activities are supported by information on drug and road safety issues and give families strategies to use when helping their children to practice making healthy safer decisions.

The *Supporting road safety education in your school and communities* booklet was distributed to all schools in 2007. This booklet gives an overview of all road safety agencies that 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.*

## What SDERA offers schools?

Dates and venues for resilience, drug and road safety professional development workshops are listed on [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au) These workshops are free and cover teacher relief.

**School Drug Education and Road Aware (SDERA)** is the Government strategy for drug and road safety education in Western Australia. SDERA aims to prevent road-related injuries and the harms from drug use for young people by providing road safety and drug education throughout Western Australia. SDERA thank the Drug and Alcohol Office and the Insurance Commission of Western Australia for their ongoing support and funding.