

Safe Drive Stay Alive Greater Manchester



Follow-up Resource

Safe Drive Stay Alive

WELCOME to the Safe Drive Stay Alive follow-up resource

After Safe Drive Stay Alive young people are usually motivated to stay safe on the roads. This resource is for you to use to help young people to understand why they may be tempted to take risks on the road and what they can do to stay safe.

There are four modules, all based on PowerPoint slides and worksheets. You need to use the PowerPoint to give young people information, get them talking, and explain the worksheet activities. Each young person gets a copy of the worksheet that they use for group and individual activities.

The first two modules are essential, and the final two are optional.

1. Impulsivity (1 hour)
2. Pressure (1 hour)
3. Mobile phones (30 minutes)
4. Drugs and alcohol (30 minutes)

MODULE 1: Impulsivity 1 hr

You will need

- PowerPoint presentation – Impulsivity
- Worksheet – Impulsivity – one per student

Key point: Everybody acts impulsively sometimes but being impulsive can cause you to make bad choices.

Action points: Watch out for your i-triggers and don't act impulsively on the road: stop, think and act. Use a SAFE plan if you feel at risk.

Module plan: Tutor breaks students into small groups (e.g. six).

Topic	Activity	Duration (mins)
Introducing impulsivity	Interactive PowerPoint presentation Shout-out activity to identify impulsivity	10
How impulsive are you?	i-quiz: students complete and self-score an impulsivity quiz	5
What are your i-triggers?	Shout-out activity to identify what students do that is impulsive and what triggers their impulsive behaviour (i-triggers). Look at impulsivity generally, e.g. purchases, eating/drinking. Triggers could be mood, peers, alcohol etc.	3
Acting impulsively on the road	Tutor introduces a case study in which a driver acts impulsively. Students work in small groups to identify: what risk the driver took; why they took that risk; why nobody acted to stop the risk; what they could have done to stop the risk. Tutor gets feedback from the groups.	15
Introducing SAFE action plans	Explanation of SAFE and an example of a SAFE plan. Small-group activity to develop a SAFE plan. Tutor gets feedback from the groups and makes suggestions about how to improve the plans. Shout-out discussion about i-triggers.	15
Individual SAFE action plan	Students identify a situation in which they are in a car and the driver is taking risks then they create a SAFE plan for how to handle the situation. Tell students that if they are in danger to move straight to the final stage of the plan: Exit.	10
Close	Tell students that it's important to watch out for their i-triggers and don't act impulsively on the road. Use SAFE plans if you feel at risk. Ask for general agreement that everybody will use SAFE plans and support each other's plans.	2

Impulsivity Worksheet

i-quiz: how impulsive are you?

	Never	Rarely	Sometimes	Often	Always
1. I say things without thinking					
2. I do things without thinking					
3. I spend more than I should					
4. I buy things I hadn't planned to					
5. I am restless in class or talks					
6. When I think about something, other thoughts pop in my mind					
7. I act on the spur of the moment					
8. I plan for the future					
9. I plan tasks carefully					
10. I concentrate easily					

What's your i-score?

Case study

Pete and his three friends are on the way to a festival. There are some great bands playing and they are all really looking forward to it. The music in the car is loud and the sun is shining. They are going slowly as they are stuck behind a lorry in a traffic queue. It's a narrow road and Pete can't see very far ahead. They are all talking about where they should put the tent and who else they might meet there. They're having a laugh and everybody feels great. Pete's getting frustrated about how slow they're moving and starts complaining to the others. He decides to overtake even though he still can't see much ahead. He puts his foot down and hopes it will be ok.

What risk did the driver take?

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Why did the driver take that risk?

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Why did nobody in the car stop him?

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What could they have done to stop the risk?

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SAFE plans

In your group, come up with a SAFE plan for this situation

James was in the pub with a group of friends. He'd planned on getting a taxi home but one of the girls he'd been chatting to offered him a lift with her friends. When they were driving home James noticed the driver was taking a few chances by going through traffic lights when they were changing to red and she wasn't slowing down when going round corners.

James started to wish he'd taken a taxi after all.

Say something funny

Ask them to stop

Feel uneasy

Exit

Your SAFE plan

What risky situation in a car might you be in?

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What is your SAFE plan?

Say something funny

Ask them to stop

Feel uneasy

Exit

MODULE 2: Pressure 1 hr

- You will need**
- PowerPoint presentation – Pressure
 - Worksheet – Pressure – one per student

Key points: Pressure from other people can lead you to make bad choices. How you behave in the car should reflect your personal values; you should be a good friend.

Action points: Don't cause pressure, don't respond to pressure.

Module plan: Tutor breaks students into small groups (e.g. six).

Topic	Activity	Duration (mins)
Introduction	Linking the modules: M1 was about how your personality can mean you make bad choices. M2 is about how others can mean you make bad choices.	2
Case studies	Tutor explains the task: What was the person in the story thinking? What were they feeling? Tutor allocates case studies. Tutor gains feedback from the groups and leads the students to agree that the case study characters felt under pressure and that is why they made bad choices. Tutor to highlight that being a new driver is difficult, as is speaking out when you don't really know the other people in the car. Don't make things even more difficult for your friends.	15
Being a good friend	Shout-out activity Tutor asks what sort of friend were the people in the case studies. Tutor guides the discussions to agree that they were not good friends.	5
What sort of a friend are you?	Tutor asks students what sort of friend they want to be. Tutor asks how should Farazana and Sam have behaved if they were good friends.	5
Being a good friend in the car	Small-group activity Tutor asks students to imagine being a passenger in a car. What could they do or say that could make other people in the car feel pressured? How should they behave if they are a good friend. Tutor gets feedback from groups.	15
Using a SAFE plan to be a good friend	Group activity Tutor reminds students of SAFE action plans. Imagine you are a passenger with a group of people and you notice the driver feeling under pressure from the other passengers. Come up with a SAFE plan for what you will do to help the driver.	15
Close	Tutors tell students that it's important to be a good friend – and this can mean speaking up to reduce pressure on the driver.	3

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Pressure Worksheet

In your groups, talk about your case study

Farzana is 18 and she passed her driving test four months ago. She has planned a shopping trip with three of her friends and has offered to drive. The shopping centre is five miles away from where they live and Farzana doesn't know the route very well. She is trying to remember where they need to turn. One of her friends puts some loud music on and they all start singing. The two girls in the back have spotted some lads they know in another car and they start leaning out of the window and calling to them. Everybody is laughing but Farzana is finding it difficult to concentrate on the road and which way she should go. But she wants to see which lads they're talking about so she takes a look back. She realises she is about to miss the turning and slams on the brakes. She swerves into the right lane but can't stop in time and hits a car coming in the opposite direction.

Sam is 17 years old and has a Saturday job at a local store. After his shift one of his colleagues, Jay, says he is going to see a band play that evening and invites Sam to come along. Sam says yes - Jay is 19 and often talks about all the great bands he has seen. They arrange to meet at the store at 8pm. When Sam arrives Jay is there with a friend who is giving them a lift. They set off and the friend is driving very fast. He overtakes lots of cars and once, when he pulled back in, he clipped the kerb, which threw Sam around in the back seat. Sam doesn't say anything. Jay puts music by the band on and Jay and the driver start messing around and dancing to the music. This makes the car swerve. Sam starts to think that they are going to crash but he just sits still in the back and tries to think of the band. He doesn't say anything. At the next bend Jay is still messing about and doesn't slow down enough. The car skids off the road and hits a tree.

What were they thinking?

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What were they feeling?

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Your role in the car

Create your story - Where are you going?

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Who are you with?

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What might you say that makes other people feel pressured?

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What might you do that makes other people feel pressured?

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SAFE plans to help your friends

What are the passengers doing to pressure the driver?

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What is your SAFE plan for this situation?

Say something funny

Ask them to stop

Feel uneasy

Exit



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MODULE 3: Mobiles 30mins

You will need

- PowerPoint presentation – Mobiles
- Worksheet – Mobiles – one per student

Key point: Using a mobile phone when driving is illegal and makes you four times more likely to crash.

Action points: Don't use your mobile, don't let your friends use theirs.

Module plan: Tutor breaks students into small groups (e.g. six).

Topic	Activity	Duration (mins)
What's the big deal?	Information on why using a mobile while driving is dangerous. Tutor plays a video to demonstrate why you can't drive and use a mobile phone. Students are asked what the lads were saying AND what was the text. Nobody should be able to identify both, highlighting that using a mobile phone while driving will decrease your ability to concentrate on the road and makes you more likely to crash.	5
Case study	Small-group activity. Tutor asks: Why did Vicky do this? What should she have done?	10
Individual action plan	Individual activity Action plan for what to do in different situations. Students draw an arrow from each situation to one of the actions. Tutor asks for examples. Students work on their own SAFE plan for when a driver starts to use a mobile phone.	10
Close	Tutors tell students that it's important never to use a mobile and to be a good friend – and this can mean telling a friend to get off the phone.	5

Mobiles Worksheet

In your groups, talk about your case study.

Case Study

Vicky is 18 and has borrowed her Dad's car for the evening to go to the cinema. Her friends are waiting for her outside the cinema. The film is about to start and Vicky is running late after promising her friends that she would meet them early so they could get a good seat and some snacks for the film. Vicky has her phone on the passenger seat and she sees it light up. She suspects it is her friends asking where she is. She picks up the phone while she's driving and reads the text.

Her best friend Rachel has texted her.



Vicky doesn't want the others to leave her behind so she replies to Rachel's text to tell her that she will arrive soon. She doesn't see that the cars ahead have stopped at a red traffic light and drives into the car in front.

Why did Vicky do that?

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What should she have done?

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Your action plan

For each of these situations, draw an arrow to the action you will take. You can pick more than one action for each situation. You don't need to use all the actions.

Situations

I am offered a lift by a driver who I know often uses their phone when driving

Another passenger is showing the driver a message on their phone

I am helping the driver to navigate and my phone goes off

The driver gets a text and they start reading it

I hear that the driver has a facebook notification and I really want to see what it is

Actions

Use my SAFE plan

Remind myself that if its important the caller will leave a message

Think about how much less fun my life might be if we crashed and I was paralysed

Remember that most of my friends think using a mobile while driving is stupid

Remind myself that I'm being a good friend by not distracting the driver

Your Idea.....

SAFE plans for mobile phones

What is your SAFE plan for when the driver starts to use their phone?

Say something funny

Ask them to stop

Feel uneasy

Exit

MODULE 4: Drugs & Alcohol 30mins

You will need

- PowerPoint presentation – Drugs & Alcohol
- Worksheet – Drugs & Alcohol– one per student

Key point: Driving under the influence of drugs or alcohol – which can be the morning after – is illegal and increases your risk of crashing.

Action points: Don't drive after taking drugs or alcohol, don't let your friends do so, and don't take a lift from a drug/drink driver.

Module plan: Tutor breaks students into small groups (e.g. six).

Topic	Activity	Duration (mins)
What's the big deal?	Information on why drugs and drink driving is dangerous. Shout-out activities to explore how alcohol affects driving.	10
Case study	Small-group activity. Tutor asks: Why did Dan do this? What should he have done? Why didn't Megan say anything?	10
Individual action plan	Individual activity Action plan for what to do if you are offered a lift by somebody who has taken drugs or has been drinking alcohol. Tutor asks for examples	5
Close	Tutors tell students that it's important never to drug or drink drive and to be a good friend – and this can mean telling a friend not to drive.	5

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Drugs & Alcohol Worksheet

In your groups, talk about your case study.

Case Study

Dan has spent Saturday evening at his friend's house with a group of friends drinking and watching football. Out of the blue, Dan gets a call from his girlfriend, Megan, who has been at a party with her friends. Megan tells him that the party got a bit out of hand, there was a fight and they had left. They had also missed the bus home and there was a long wait for the next one. Megan asks Dan to come and pick them up. He doesn't hesitate and goes to get them. In the car, Megan realises Dan has had a bit too much to drink. He seems overconfident and is driving too fast, particularly around bends. She begins to feel anxious but doesn't say anything.

Why did Dan drive?

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What should he have done?

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Why didn't Megan say anything?

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Your action plan

For each of these situations, draw an arrow to the action you will take. You can pick more than one action for each situation. You don't need to use all the actions.

Situations

I am offered a lift by a driver I fancy but I know they have been using drugs

A friend asks me to give them a lift after I have had a drink

I am offered drugs when I know I have to drive the next morning

I've missed the bus and a friend offers me a lift but I know they have been drinking

I'm late for work and need to drive but I was drinking last night and I'm probably still over the limit

Actions

Remember that I'm not the sort of person who puts my friend's lives at risk

Think about how I'd feel if we crashed and I was disfigured

Remind myself that being late is better than being arrested

Think about how my life would be affected if I had a criminal record for drink or drug driving

Remember the emotional pain and suffering that road crashes cause

Your idea.....