

# Serious injury

## Activity 1: Research

In 2016 there were 235 road related critical injuries in Western Australia.

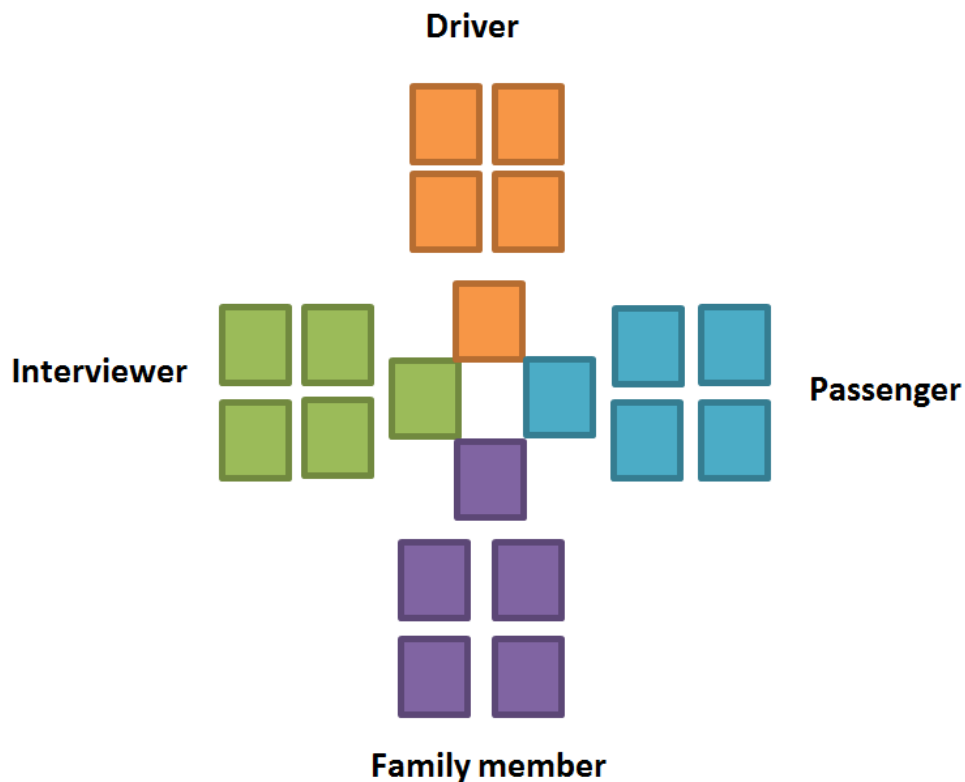
- a. Students research the definition of 'critical injury' in relation to road crashes?
- b. Write a list of serious injuries that can result from being involved in a car crash (aim for more than 10).

## Activity 2: Reflection - How would your life change?

- a. Students are to throw a tennis ball to each other, a task that can be completed without even thinking about it.
- b. Give each student a card with a serious injury written on it e.g. Loss of arm, blind, paraplegic, quadriplegic, loss of leg. Students are to throw the ball around the classroom again, but this time taking on the role of having the serious injury themselves. How difficult was it to throw the ball once you had sustained a serious injury?
- c. Students participate in a fishbowl conversation. Fishbowl conversation instructions:
  - o Teacher selects 5 students to sit in the middle of the class.
  - o The rest of the class sits around them with their note books.
  - o Pose the following question for the 5 students in the middle to discuss, 'Based on the activity above, how would your life and the life of people around you change as a result of being seriously injured in a crash?'
  - o The students on the outside need to take notes or make comments on the conversation they hear going on between the middle 5 students. They should include notes/comments on who they agree/disagree with and why?
  - o After 5 minutes allow the outside students to have a discussion, reflecting back to what the middle students were talking about.

### Activity 3: Pinwheel Discussion

- a. Organise classroom into the following layout, four desks facing each other while the rest of the class in groups behind each of the main desks:



- b. Separate students into four groups/characters:
1. The interviewer,
  2. The driver (who caused the crash),
  3. The passenger (who was seriously injured and as a result now quadriplegic)
  4. A family member of the seriously injured passenger.
- c. In their assigned groups, students are to take on the role of their character and discuss their thoughts/feelings as if they were involved in a crash. To help students develop their character, a scenario can be introduced: A car is travelling back to Perth from a week at 'Leavers'. The car has just past Bunbury, where the driver had an option to stop and rest however they choose to continue driving. The car was not speeding but drifts off the road crashing into a tree. The driver and 3 of their passengers have received minor injuries. The 4th passenger has sustained significant injuries and as a result is now a quadriplegic.
- d. During the group discussion time, the students who are the 'interviewers' are to write down a range of questions directed at the three other characters. These questions will be asked when the class joins back together, some questions could include:
1. What are your (directed towards the passenger/passengers family) feelings towards the driver?
  2. If you could relive that day, would you change anything? If yes, what would you change and why?
  3. How has this crash affected your life?
  4. How has this crash affected your family (directed towards the driver)

- e. Gather the students together and select one person from each of the four character groups (interviewer, passenger, driver and family member) to sit in the four chairs facing each other. The rest of the class are to sit behind in their character groups.
  - o The interviewer is to start the student discussion by directing a question at one of the three characters. The other characters can respond at any stage if they feel the need to share their thoughts/feelings etc. The interviewer is to continue the conversation by using questions techniques.
  - o After a few minutes of discussion the students are to swap with other students in their group until all students have had a go at voicing their opinions.