

My story

Activity 2: The long-term effects of a serious injury

In this activity, students will think about how their everyday life would be impacted if they had a serious, long-term injury like quadriplegia.

“Carers need to help me with everyday tasks that abled bodied people (this includes my younger self) take for granted. At times life can be frustrating because of the loss of independence that I live with.”

- Konnah

Konnah reflects on his loss of independence as a result of his quadriplegia. Think about the tasks and activities you complete everyday. How would each task and activity change if you had the same injuries as Konnah?

Task:	What might need to change to alter the task?	How would you feel?
Eg. Brush my teeth	Wheel myself into the bathroom, I would need someone to put tooth-paste on toothbrush, turn the tap on and brush my teeth for me.	Loss of independence, frustrated, sad



For the better

What are your hopes and goals for the future? Think about your hobbies, career, family life and travel. List your aspirations and think about how a serious injury like quadriplegia would affect these.

Aspirations	How could serious injury impact these aspirations?	How would you feel?
Eg. Play Basketball	Accessible wheelchair to play, ramps to get on court, extra time to set up.	Frustrated, exhausted

“Reflecting back on my old abled bodied life and now my new life living with quadriplegia, I don’t take things for granted. I definitely did take everything for granted before my crash.”
- Konnah

Understanding how serious injuries can impact your everyday life, think about what you can do to **keep safe on the roads**. From the options below, select the choices that will likely lead to safer outcomes:

- Get into the boot of an overcrowded car so we can all get to the party together.
- Ensure the car isn’t overcrowded before getting in or make other arrangements if needed.
- Refuse to be distracted by a phone when driving.
- Tell my friend who is driving to hurry up when we are running late.
- Make sure any friends who are under the influence of drugs or alcohol don’t drive.
- As a passenger, show the driver a funny video on my phone.
- Drive home at 1am even though I feel tired.
- Make sure I have a Plan A and a Plan B to get home before I go to the event.

In the table below, list your choices from above in the first column. In the other columns, explain how you will make sure that you make these safe choices and what the safe outcome would be.

To be safer on the roads i can...	i would enforce this by...	the outcome would be...
Ensure the car isn’t overcrowded before getting in or make other arrangements if needed.	Speaking up if there are too many people and offering to make other arrangements or wait for the car to return.	That we all arrive where we are going safely.

This activity was created in partnership with PBF (Paraplegic Benefit Fund). Find out more about their programs at pbf.asn.au.

If this activity has triggered feelings of stress or anxiety, or you feel upset from anything shown or discussed, it is important to reach out to someone you trust. Talk to a trusted parent, teacher, caregiver or friend.

Additional support can be found through:

- » Road Trauma Support WA: **1300 004 814**
- » Headspace: headspace.org.au



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RAC Community Education is committed to delivering road safety education in Western Australia. We have designed programs to keep students safe on the roads by influencing risk reduction, increasing resilience and encouraging responsible behaviour. We deliver free interactive road safety workshops in schools and a youth road trauma awareness event in metropolitan Perth (RAC bstreetsmart) and regional W.A (Project Road Smart).