Exciting new resource launched by Professor Murray Lampard, Chair of WA Road Safety Council
Esperance walk into new Challenges and Choices

It did not take long for Esperance Primary School kindergarten teacher Clare Jeffreys to incorporate road safety into her teaching. As part of the 'Hands on Holding' programs once she was introduced to Challenges and Choices at a SDERA workshop. Clare, who was appointed to her position at the start of the year, had not previously used Challenges and Choices and was impressed with how easy the new edition was to use and how well the activities connect to her students’ needs.

The activities hit other targets like classifying and vocabulary extension,’ said Clare. Clare prepared her students for a ‘The class also watched the ‘Hands are vehicles’ slide show which is on the CD-Rom included in the resource. ‘I’m really impressed with how accurately the activities are pitched to the level of my students and how well the activities connect to real life situations,’ said Clare. The activities in Challenges and Choices are interactive, varied and flexible enough to adapt easily to a local context. I definitely recommend other teachers look into this useful and fantastic resource.’

That’s the Sound the Street Makes

As a pre-service teacher I found the first edition of Challenges and Choices an invaluable resource to confidently plan and deliver a curriculum based Health Education programme based on best practice. I look forward to implementing the improved and updated resources on my practical placements, in my future classroom, and in partnership with the whole school community. I look forward to seeing students being resilient ‘safekids’ (Amanda Lylatt, pre-service teacher specialising in primary and inclusive education)

SDERA update

Australian Curriculum linked Challenges and Choices resources and professional development are a hit

With the arrival in schools of the second edition of the Challenges and Choices resilience, drug and road safety education resources for Foundation to Year 6 and with links to the Australian Curriculum, primary school teachers in the Peel and South West region were eager to attend a Safer Kids: Challenges and Choices professional development workshop.

The free workshops were held in Busselton, Bunbury and Mandurah, and were attended by over 60 participants including pre-service teacher from Edith Cowan University in Bunbury, school administrators, school nurses, and classroom and specialist teachers.

The workshops were enthusiastically received with many comments reflecting on the exceptional quality of the new resources, the usefulness of unpacking the resources in a workshop environment, and the opportunity to network with other teachers and share ideas.

For information about the Challenges and Choices resources or Safer Kids workshop contact Anne Miller, 9264 4076 or anne.miller@education.wa.edu.au

SDERA update

Editorial

Speratically we see items in the media about alcohol and energy drinks (AED). As is the want of journalists, the discourse is based on anecdotes from people who use AED. Sometimes it is more about perception than fact but that’s what you get when you ask people ‘...how did you feel when...?’ Mixing alcohol and energy drinks has sometimes been described as ‘putting your foot on the brake and accelerator at the same time thereby trying to describe the interaction between ingesting a stimulant (caffeine) and a depressant (alcohol) simultaneously. So is combining alcohol and energy drinks harmful?

Energy drinks sold worldwide. Energy drinks in the main contain caffeine or caffeine-like substances; they are promoted as providing users with a hit of energy, making people more alert and supposedly increasing stamina. So it’s not a wonder that, with no small investment in marketing, they are popular with the young night clubbing crowd. The protagonists for the use of energy drinks will say the benefits relate to the above mentioned effects; extra energy, alertness, and stamina.

The health lobby will argue that energy drinks have been associated with over stimulation, heart palpitations, sleep disruption and agitation. When taken in combination with alcohol the main concern is that, put simply, energy drinks ‘mask’ the effects of alcohol, therefore giving the user the perception that they are ‘less drunk’ or impaired than they actually are.

In fact, research completed in this area does confirm that patrons leaving pubs and clubs after consuming AED leave with a higher standard drink count (mean of 7.1 SD) than those who drank alcohol only, yet they report that they ‘feel OK’. Feeling OK but being intoxicated can lead to a host of potential risks, most obviously driving while being impaired.

That’s the Sound the Street Makes

As a pre-service teacher I found the first edition of Challenges and Choices an invaluable resource to confidently plan and deliver a curriculum based Health Education programme based on best practice. I look forward to implementing the improved and updated resources on my practical placements, in my future classroom, and in partnership with the whole school community. I look forward to seeing students being resilient ‘safekids’ (Amanda Lylatt, pre-service teacher specialising in primary and inclusive education)

All WA schools have been sent a complimentary copy of the Foundation to Year 6 Challenges and Choices resources. Schools can purchase extra copies of the resources from SDERA.
Keys4Life Online
Transforming pre-drivers into safer drivers

‘Learning to drive is a milestone that students start thinking about in Year 10, with both excitement and trepidation.’ These were the words of Keys for Life teacher Greg Stratton from Balga Senior High School’s FlexiConnect program, while at the launch of Keys4Life Online.

It was also in the minds of almost 100 teachers, trainers and executive staff who joined Professor Murray Lampard, Independent Chair of the Road Safety Council and Bruno Faletti, SDERA Manager at the launch.

Keys for Life, the iconic and award winning program for pre-drivers and learner drivers developed by SDERA in 2004, is the means by which many schools in WA assist students to become safer, more responsible drivers. This program will now be enhanced with the release of Keys4Life Online.

Keys4Life Online is about ensuring there are no barriers to accessing pre-driver education and the opportunity to apply for a driver’s licence and gain employment.

“We’re very very enthusiastic knowing that we can influence and educate our students using the high quality Keys4Life Online resource,” said Greg Stratton. ‘Our Year 10 and 11 students will soon be driving which motivates us to teach this program and teach it well!”

Greg and Sophia, another FlexiConnect program teacher from Balga Senior High School, started delivering components of Keys4Life Online the day after the launch. ‘Without doubt this has to be one of the best and most relevant programs I have ever delivered,’ said Sophia, ‘and our students now understand that gaining a driver’s licence is a responsibility and privilege, not a right!”

“We’re enjoying implementing the new resource because it has the same appeal, great activities and flexibility as the original Keys for Life program, with online and literacy components added in which definitely engages the students in our workplace program,’ commented Greg.

Keys4Life Online resources are highly visual and engaging, with challenging concepts supported by animation, case studies and a variety of literacy-based tools. This ensures that a broad target group of young people and adults from many different backgrounds can engage with the resource at their own level. As well as the technical aspects of licensing and learning to drive, the resource emphasises:

• responsible use of alcohol
• the use and purchase of safer cars
• essential safety and first aid principles
• the need for tolerance and courtesy when driving
• the challenging decisions new drivers will face.

According to Deb Zines, Keys for Life consultant, ‘Our aim is for young people who participate in Keys4Life Online and Keys for Life to develop a positive attitude to safe driving while improving their literacy, communication and decision making skills.

Keys4Life Online aims to engage young people who are sometimes harder to reach because they are not in a formal schools setting. They may be disengaged from education and employment; living in regional and remote locations; in remand, detention or youth justice centres; facing obstacles with a disability, language or literacy; or in a workplace transitional program.

Participants working towards a Certificate 1 in General Education for Adults (CGEA I) will gain additional benefits as Keys4Life Online is mapped to three of the CGEA I units.

At the launch, Professor Murray Lampard highlighted the over-representation of young drivers in WA crash statistics and reiterated how important it is for schools and community agencies to implement pre-driver education in terms of shaping driver attitudes at a young age.

‘Keys4Life Online will contribute to the State’s efforts to reduce crashes, deaths and injury among inexperienced drivers,’ he said.

Professor Lampard congratulated Linda Thorburn, Director of Evolve CDT and SDERA on a tremendous resource that carries the highly regarded school-based program to a wider audience.

Keys4Life Online was developed by Evolve CDT with funding from the Australian Government Department of Industry, Innovation, Science, Research and Tertiary Education (under the Workplace English Language and Literacy grant program).

For information about Keys4Life Online email sdera.co@education.wa.edu.au or phone Deb Zines on 9264 5743.

The resource is also available at www.det.wa.edu.au/sdera/detcms/portal/
In 2010, SDERA began working with schools across WA to assist them in developing a whole-school approach to resilience, drug and road safety education through our CHAT: Changing Health Acting Together initiative.

CHAT has given SDERA the opportunity to work hand-in-hand with many schools in different metropolitan and regional contexts where needs vary, and has shown us just how much a whole-school approach can assist students, staff and parents in building resilience through drug and road safety education.

Getting involved with CHAT gives schools an opportunity to be engaged with SDERA for up to 3 years, with funding support (up to $9,000 over these 3 years), as CHAT is a developmental process with 3 levels – Bronze, Silver and Gold. This process allows schools to choose which areas are in greatest need of immediate focus and to work on these first. For example for some, building resilience through drug education may take initial priority and then the process continues they may add a focus on road safety.

To report on drug education in particular, CHAT has helped school communities to further understand what drug education actually means. School drug education is a broad term that refers to the structured provision of information and support throughout any school community, curriculum and beyond, that can assist young people to develop awareness, skills and help-seeking behaviours that aim to reduce their risks of harm from alcohol and other drug use.

SDERA now has 100 schools across the State involved in CHAT, and of these, over 80% have developed School Drug Education Guidelines (SDEG) and Procedures for Incident Management and Intervention Support (Procedures). These are an essential step in any drug education approach as they allow staff, students and parents the best opportunity of working together in a strategic and sustainable way to maximise best practice efforts in drug education, in terms of both prevention and early intervention.

Developing SDEG and Procedures is a big step for schools to ensure that they are working well to promote student health and wellbeing. Having these in place, means having a prevention initiative which offers strong support to staff, who may have to intervene for the small number of students for whom drug use may be emerging as an issue, and also means ensuring best support for students who need help.

Prevention and early intervention around any behaviour allows students the opportunity to develop knowledge and skills which help them to make better choices; provides space for them to think about their behaviour choices; gives support in guiding them to work with appropriate staff to talk through any issues that arise; and where required, guides referral to more specialised support services. This may benefit students, staff and parents in the long run by providing opportunity to prevent the escalation of problem behaviours.

Developing SDEG and Procedures is made simple and straightforward with support from SDERA through involvement with CHAT. If you would like to develop a comprehensive, whole-school approach to promote health and wellbeing in your school there is still time to get involved in CHAT although places and funding are, as stated above, now limited. Don’t miss out!

For further information on developing SDEG and Procedures have a look in our Getting it Together resource on our website.

Evaluating CHAT

We are proud to acknowledge that a number of CHAT schools have achieved Silver Level this term and will be the first schools in Western Australia to begin progressing to Gold level.

To coincide with schools attaining Gold level, SDERA has commissioned the Child Health Promotion Research Centre (CHPRC) at Edith Cowan University to evaluate CHAT. CHPRC is well placed to conduct this evaluation given its extensive track record in designing, implementing and evaluating health promotion programs in Western Australian schools, and comprises a multi-disciplinary research team that is regionally, nationally and internationally recognised for its applied school and community based research.

For more information about CHAT or any further information to help your school initiate a whole-school approach to resilience, drug and road safety education, contact Mick Jackson Pierce or Catriona Coe, SDERA CHAT consultants on (08) 9254 0400 or email Michael.Jackson Pierce@education.wa.edu.au or Catriona.coe@education.wa.edu.au

CHAT and school drug education

CHAT: Changing Health Acting Together

Resiliency rocks at Wagin

Wagin DHS conducted a ‘Resilience Day’ as part of their whole-school health focus. This day was held to promote and encourage resiliency amongst students. Pre-primary to Year 10 students were split into teams and each team rotated through a selection of resilience themed activities. Some of the activities were pop stick shaving, meditation, newspaper shaving, human letters, crocodile river, M & M plastic spoon relay, guided mazes, card castles, Maths bingo, egg and spoon races, and mousetrap. At each station students were required to use their resilience skills and some of the strategies they had been learning in classroom programs. These included:

- Making friends and being a friend
- Helping others
- Developing routines
- Taking a break, taking a deep breath, counting to ten
- Self-care and manage – eating properly, exercising and resting
- Setting reasonable goals
- Nurturing a positive self view
- Being positive and optimistic
- Self-discovery; taking on change

- Asking yourself ‘Is this the worse thing that could happen to me today?’
- Going for a walk
- Finding a safe haven where you are emotionally secure.

The PiLC and parents made a healthy muffin for each child, which was a scrumptious way to finish the resilience activities. The day culminated with an assembly where teachers gave out resilience certificates recognising special efforts from many students.

Jo Abbott, Claire Nicol, Jenni Moffatt Members of the CHAT team (Changing Health Acting Together).

Congratulations to all staff and students on a great day where students were immersed in many different tasks which allowed them to display aspects of being resilient. For more information about how SDERA can help you in the Wheatbelt South (Narrogin region) contact Ann Rintoul on (08) 9881 0000, mobile 0428 855 595 or ann.rintoul@education.wa.edu.au

Resilience is about ‘bouncing back’ from life’s challenges

Avonvale Primary School chants CHAT!

Avonvale PS students celebrated their road safety program with a march and a chant asking motorists to slow down and consider the safety of all road users.

The students marched down the main street of Northam and all the way back to their school. Motorists, shoppers and shop owners were all focused on this very loud and proud group. The chants included ‘Being seen, being safe’ and ‘Slow down ya clown in Northam’.

Classroom teacher Ben Gould, a member of the school’s CHAT committee and a graduate teacher said, ‘Road safety is the responsibility of all road users. Teachers can use the Challenge and Choices resources which make programming and planning so easy. The students loved doing this program and the march was very successful’.

At the same time of the march, the Kindy kids were practising their bicycle skills and road rules, and the Pre-primary kids were also focused on road safety.

Each year the Northam RoadWise committee run a bumper sticker design competition with local schools. This year Avonvale Primary School student Anthony Penny was the winner. His slogan was – ‘Slow down ya clown in Northam’.

Congratulations to Avonvale PS who as a CHAT school, have almost reached Bronze Level for their work.
And the winners are ...

Congratulations to the Smarter than Smoking Classroom Activity Sheet Competition winners and thank you to all the schools and students who entered.

Gus from Pia Wadjari Remote Community School has won a $1,500 voucher for his school, and Rhianna from North Woodvale Primary School has won a $500 voucher for her school.

The Activity Sheet competition ran from 10 March until 5 July. WA students aged 10 to 17 years learnt about the dangers of smoking by navigating the Smarter than Smoking campaign website www.futureinyourhands.com.au

Students made comments about their favourite anti-smoking television commercials, reported actors they had seen smoking in movies, played quizzes and games, and read facts about tobacco.

A majority of the students who entered the competition said they enjoyed completing the Activity Sheet and will return to www.futureinyourhands.com.au to show their parents and friends.

The Activity Sheet Competition was developed in consultation with the SDERA team and helped to raise awareness about negative health and social consequences of smoking as well as challenge young people’s misconceptions about smoking.

To be the first to find out about the next Smarter than Smoking Activity Sheet Competition, subscribe to the E-News at www.smarterthansmoking.org.au

The West Australian Design an Ad Contest 2013

Put your creative and persuasive writing skills to the test and take up the challenge to design a print advertisement for Smarter than Smoking. West Australian students in Year 4 to 12 can enter for the chance to win one of four prizes worth $300 each and be published in Ed! Magazine.

The $20 school registration includes a CD-Rom of PowerPoint lessons, worksheets and all the contest information. The contest closes on 20 September 2013 at 12pm. More information can be found at http://nie.thewest.com.au/contests/design-an-ad

Young WA athletes say – Be ‘Smarter than Smoking’

The Heart Foundation has appointed three of WA’s top young sporting stars, National soccer star Kathryn Gills, Hockeyroos player Kobie McGurk and Kookaburras player, Kiel Brown as ambassadors to help spread the Smarter than Smoking messages during 2013.

As ambassadors they will help raise awareness and educate young people about the dangers of smoking and the impact that it can have on those around them, both now and in the future. Their commitment to a healthy lifestyle will also help to encourage young people to think twice before picking up a cigarette.

Smarter than Smoking is implemented by the Heart Foundation, and funded by Healthway. Smarter than Smoking is a long-term, comprehensive and sustained approach to prevent smoking among young people in WA.

Kiel Brown (Hockey), Kate Gills (Soccer) and Kobie McGurk (Hockey)

As ambassadors they will help raise awareness and educate young people about the dangers of smoking and the impact that it can have on those around them, both now and in the future. Their commitment to a healthy lifestyle will also help to encourage young people to think twice before picking up a cigarette.
**Cannabis statistics**

Cannabis is derived from the cannabis plant (Cannabis sativa). The main active ingredient in cannabis is called delta-9-tetrahydrocannabinol (THC). This is the part of the plant that gives the ‘high’ or sense of mild euphoria and relaxation.

Cannabis has many street names including grass, pot, dope, weed, hash, reefer, cones, mull, gunja, hydro, yarndi, heads and hooch. Cannabis is usually smoked in hand-rolled cigarettes (known as ‘joints’) or in special water pipes (bongs).

Cannabis is the most widely used illicit drug in Australia. According to the 2010 National Drug Strategy Household Survey, 35.4% of the Australian population reported using cannabis at some time in their lives, with 10.3% having used it in the last 12 months and more than 700,000 Australians had used cannabis in the previous week.

In 2011, fewer than one in five (17.6%) Western Australian school students had ever tried cannabis. This is a significant decline from almost two in five (39.7%) students in 1996.

The 2011 statistics for Western Australian students is available on the Drug and Alcohol Office WA www.dao.health.wa.gov.au

**Resilient Kimberley kids**

Highly motivated teaching staff from Broome, Bidsadanga, Dampier Peninsula, and the Fitzroy Valley met in Broome to attend a Resilient Kids: Social and emotional learning workshop.

The workshop began with participants being asked what they hoped to ‘get out of the day’. From their responses it was clear participants wanted practical strategies and ideas for implementing resilience education.

All participants embraced the workshop as an opportunity to share ideas and experiences and explore new strategies. Pete Grantham from La Grange Remote Community School provided this feedback: ‘There was good involvement for participants – we weren’t just talked at, but challenged. Stimulating and engaging. Thanks Anne and Paul.’

The workshop was also the first opportunity to showcase the new Challenges and Choices resources that were sent to all Kimberley schools, and judging by the positive reactions and comments from the participants, they will be well utilised.

Paul Searle, consultant for the Kimberley region, commented, ‘The day was a great success. We had such a diverse group of quality people who were really keen to share ideas and challenge themselves. There was such a positive atmosphere with teachers expressing genuine excitement at what they managed to take away from the day. We are planning to do it all again later in the year when we run a Resilient Kids workshop in the East Kimberley.’

For more information about how SDERA can support your school, contact Paul Searle, consultant for the Kimberley region on (08) 9192 0806 or paul.searle@education.wa.edu.au

**Teenagers, Alcohol & Drugs**

What educators need to know

This was the topic for a SDERA learning seminar that saw Paul Dillon (pictured) one of Australia’s most respected and sought after drug and alcohol education speakers, present to a large group of teachers and other professionals working in the alcohol and drug area.

Paul, as always, presented up-to-date trends in drug use and also discussed the information and statistics on the latest Paul, as always, presented up-to-date information and statistics on the latest in the alcohol and drug area.

**Road safety education update**

**Keys for Life pre-driver education a good fit at Midwest Football Academy**

Katie Clune is the Literacy Educator at the MidWest Football Academy (Durack Institute of Technology) and with a combined group of high school and TAFE students, implements and adapts the Keys for Life pre-driver education program with a focus on literacy.

Katie has successfully mapped Keys for Life so that it contributes towards students completing their WACE and those completing nationally certified courses such as the Certificate I in General Education (CGEA I).

‘I deliver a cluster of literacy units for students completing the CGEA I, a senior school WACE English course, and I also complement the goals of the Clontarf Foundation. The Keys for Life format is very user friendly and logically arranged. Where necessary, I adapt it and add learning experiences to address the varying literacy needs and syllabus items for my combined group. I also incorporate the use of digital literacy to fulfil requirements in that area. The variations and choice in the resource allow for differentiation which I like and it is perfect for my client student group.

‘My students use information from the Let’s practice booklet and Behind the wheel student journal (SDERA publications) and the Drive Safe handbook (Dept of Transport publication), to build their attitudes and knowledge, and to create a vehicle safety and basic maintenance checklist!’

Katie integrates feature articles from newspapers to keep the program current and interesting for the students. An article about text messaging and driving was recently incorporated into the program.

‘As with all teaching resources, Keys for Life should be implemented with a holistic approach that encompasses the needs of the clients and individuals,’ said Katie. The program should be viewed as a reliable resource that can and should be adapted to suit a variety of contexts. I am very happy with Keys for Life and can now move to integrate sections of the new Keys4Life Online resource for the CGEA links.’

**Young people’s decision making and driving behaviours study**

The Curtin-Monash Accident Research Centre is seeking volunteers for a study on young people’s decision-making and driving behaviours. If you are aged 17 to 21 years, live in the metropolitan area, have had your P-plates for less than 12 months and drive regularly, please consider volunteering for this study.

What’s involved?

Step 1: Completion of a series of online tasks and questionnaires. These can be completed at a time convenient to you, on any computer.

Participants will receive a $20 e-gift card for their time.

Step 2: You may be asked to complete a 7 day travel diary.

Step 3: If you complete a travel diary, you may be asked to participate in monitoring of on-road driving.

Want to take part?

To participate go to https://coglab.com.au and create an account.

Contact Michelle Fraser on m.fraser@curtin.edu.au
After recently completing the Keys for Life workshop, Susie Delaporte from ENABLE South West was keen to implement this comprehensive program with clients from her agency.

Susie said, ‘Enable South West is an organisation that provides individually tailored support to people with disabilities. We decided to run Keys for Life as part of their constant pursuit of the ‘ordinary life’ for their clients. The course is open to all Enable clients and anyone else in the community who may benefit.

Currently we are using a combination of the classroom based resource and the Keys4Life Online resource which means that information can be reinforced and presented in a way that suits many different learning styles.

Whilst not everyone who attends the course will be able to get their driver’s licence, it is also incorporating elements of being a safe passenger, using public transport and planning a safe journey.’

Susie hopes that Keys for Life will broaden opportunities and increase independence for their clients and others in the community.

Contact Susie at ENABLE on 9792 7500 or Susie.delaporte@enablesw.org.au for support in the Bunbury region.

Contact Lisa Gartrell, SDERA regional consultant on 0427 424 4988 or lisa.gartrell@education.wa.edu.au for support in the Goldfields region.

Izzy’s message

Hello everyone,

I hope you all had a safe and active school holiday break. I visited my friends down in Bunbury and I was so impressed to see the local kids wearing their helmets at the skate park.

It was excellent to see kids having fun and staying safe whilst they did their fancy tricks. So put your helmet on too whenever you go out riding or skating.

Until next time, Izzy

Pathwalkers driver training program for young Aboriginal people

Robert McBroom, SDERA consultant in the Goldfields region is aware that even though Keys for Life can help young people gain their L’s there is still a large barrier preventing disadvantaged Aboriginal youth from moving through to the next stage of learning to drive and completing their log book hours.

This issue was also identified as part of a community consultation undertaken by SDERA in 2010 with findings concluding that a major barrier to employment is not having a driver’s licence, and a major issue for many Aboriginal people is a lack of access to supervised driver training designed to suit their needs.

After discussions between Roberta and a small working group, the Managing Director of Pathwalkers, Gina Sambo, was fully supportive of the idea of developing a program for Aboriginal people to help them gain their driver’s licence with assistance in all phases, including theoretical and practical components of working towards achieving their licence and increasing their employment opportunities.

Gina said, ‘This is an exciting program for Pathwalkers to be offering to the local community. It will provide further pathways into employment for those people utilising the training. Obtaining a driver’s licence will assist greatly with reducing barriers to employment.’

The Pathwalkers Driver Training program incorporates Keys for Life and is run in conjunction with local businesses and mining companies, high schools, and other Aboriginal organisations. The program has received funding from a RAC Community Partnerships grant.

‘Thank you for your support, advice and encouragement as we work to achieve a program for the disadvantaged Aboriginal youth in our community. I have really appreciated your part in this journey, and look forward to working together in making this service available to as many as we can, in order to ‘close the gap’ and allow the same opportunity to drive and gain meaningful employment as others take for granted,’ commented Silvano Fasolo.

For enquiries about Pathwalkers or the Driver Training Program, call (08) 9021 6579.

Aboriginal teenagers in the remote Ngaanyatjarra Lands Schools will soon be able to sit for their Learner’s Permit at school and begin the first steps towards getting their drivers licence by taking part in the Keys for Life program.

Teachers from several remote Aboriginal communities were recently trained as Keys for Life coordinators by attending a SDERA professional development workshop in Warburton. These teachers will now be able to conduct the program in their own communities and increase student engagement by providing a course more in-line with their interests and needs.

‘It’s not about kids sitting at a desk and listening to a teacher preach to them about road safety. It’s about involving them in activities where they get up out of their seats and take part in a range of activities from the Keys for Life resources.

After looking at some of the crash statistics regarding young people, participants discover why they are more at risk of having a crash or being seriously injured on roads. They get to talk about how they feel and what they think about a situation, they get to explore different situations they could be placed in, and then they learn how to make the best decisions to keep themselves and others safe.

We all knew the statistics about Aboriginal incarceration and that the majority of Aboriginal people in our prisons are there for driving offences. This is why Keys for Life is so important to our Aboriginal population in particular our young people. It’s about giving them an opportunity to get their licence and in a supportive environment,’ said Roberta.

Students who may have difficulty understanding the questions in the Learner’s Permit Theory Test will have the support of their teachers, as trained Keys for Life teachers can conduct the test within the confines of the school classroom.

Contact Roberta McBroom, SDERA consultant located in Kalgoorlie on 0429 887 378 or roberta.mcbrroom@education.wa.edu.au to discuss how your school can access SDERA support.

Ngaanyatjarra Lands Schools getting on track

Contact Roberto McBroom, SDERA consultant for Goldfields region on 0429 887 378 or roberta.mcbrroom@education.wa.edu.au to discuss how your school can access SDERA support.

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Mullewa community bike day

In celebration of Bikeweek, the second annual community bike day was held at the Mullewa Youth Centre on Saturday 23 March. SDERA, WALGA Roadwise, Mullewa Police, Mullewa District Office, Department of Child Protection, WA Country Health Service and Mullewa District High School worked together to organise a very successful event, which attracted over 70 children aged 4 to 16 years. The event included activity stations on bike repairs, bike skills obstacle course and helmet safety. The day also included a special visit by Constable Care. Children learnt about the importance of wearing a helmet, riding safely and maintaining their bikes.

WA Country Health Service Regional Health Promotion Officer, Liz Bradshaw said, ‘It was a fun day with an important message. It was fantastic to see the day supported by the community and local service providers. Mullewa children love to ride their bikes but we would like to see more children wearing their helmet to protect themselves from injury. Incorporating this message into the day was a key objective for us.’ Liz, along with other local service providers, has been working with school students and the wider community to raise awareness about bike helmet safety. School students and parents have developed helmet safety messages which are being broadcast on Radio MAMA. A sticker competition has also been conducted utilising these messages.

Since running Bike Week 2012 some of the distributed helmets had disappeared and the number of children and families wearing helmets had dwindled. It became clear that strategies were needed to keep the momentum of the behaviour going. Community stakeholders were asked to participate in an ongoing action of handing out raffle tickets to go in the draw for a major prize.

Liz explained, ‘Allowing school students and community members to talk and express themselves in their own words about wearing helmets has been very effective. Our next step is rewarding children for doing the right thing. We are distributing raffle tickets to those who we see wearing helmets which places them in a draw to win a new bike. It is important that we reinforce positive behaviour.’

The event included activity stations on bike repairs, bike skills obstacle course and helmet safety. The day also included a special visit by Constable Care. Children learnt about the importance of wearing a helmet, riding safely and maintaining their bikes.

Concerned about alcohol advertising?

The McCusker Centre for Action on Alcohol and Youth and Cancer Council Western Australia have launched the Alcohol Advertising Review Board which is a new initiative to adjudicate community complaints about alcohol advertising and deliver rational, considered and consistent determinations, free of industry influence.

The Alcohol Advertising Review Board administers an independent alcohol advertising complaint review service to help protect the community from inappropriate alcohol advertising and encourage effective regulation of alcohol advertising. The Board aims to:

- Provide an independent system of alcohol advertising review.
- Support the community to respond to inappropriate alcohol advertising.
- Ensure the complaint process is easy for community members to engage in.
- Address the content and placement of all forms of alcohol advertising.

If you believe the content or placement of an alcohol advertisement is inappropriate or concerning, you are encouraged to submit a complaint. When a complaint is received, it is sent on to a Review Panel. The Review Panel applies the Code and determines whether the advertisement has breached any provision of the Code. The steps in the Review Process are described in the Alcohol Advertising Review Board Procedures.

To find out more and to make a complaint about an alcohol advert you have seen, visit www.alcoholadreview.com.au.

Office of Road Safety new website

After an extensive review, the Office of Road Safety has revamped its website. With improved design, navigation and search improvements, the new website is an excellent source of reliable road safety information as well as providing games and quizzes.

WALK

Over October

It’s time to start thinking about how you or your organisation will Walk Over October. Throughout the month there will be walking initiatives all OVER the state and OVER the month of OCTOBER.

Walk Over October is a campaign that aims to raise awareness of the transport, health, recreational and environmental benefits of regular walking. Replacing short unnecessary car trips with walking or combining walking and public transport is an easy way to build physical activity into your day, reduce sedentary behaviour and reduce traffic congestion.

Walk Over October is coordinated by the Heart Foundation in partnership with the State Government and the RAC.

Encourage your community to reduce the number of short car trips by walking all or part of your journey to some favourite destinations. Combine walking with public transport to find some of the thirty minutes of physical activity needed each day for good health.

So mark October in your diary as a month of walking. Visit www.walkoveroctober.com.au or contact Anna Sheppard on anna.sheppard@heartfoundation.org.au

Throughout October there will be many ways to get involved.

1. Host a walking event at your school, workplace or in your community.
2. Participate in the corporate online walking challenge (1 to 31 October).
3. Receive free walking information for your workplace.
4. Walk your child all or part of the way to school on Walk to School Day (23 October 2013). Registrations open 22 July 2013.
5. Attend the professionals Walking Seminar.
6. Join a Heart Foundation Walking group.
7. Try one of the many beautiful walking trails across the state.
### Free professional development

#### Term 3 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 August</td>
<td>Safer Kids: Challenges and choices (K-Yr 2)</td>
<td>Mt Lawley Golf Club, Inglewood</td>
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<tr>
<td>8 August</td>
<td>Keys for Life: Pre-driver education (Yrs 10-12)</td>
<td>Mt Lawley Golf Club, Inglewood</td>
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<tr>
<td>9 August</td>
<td>Keys for Life: Pre-driver education (Yrs 10-12)</td>
<td>Mt Lawley Golf Club, Inglewood</td>
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<tr>
<td>13 August</td>
<td>Resilient Kids: Social and emotional learning (K-Yr7)</td>
<td>Mount Lawley Golf Club, Inglewood</td>
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<tr>
<td>20 August</td>
<td>Safer Kids: Challenges and choices (Yrs 3-6)</td>
<td>Burswood on Swan, Burswood</td>
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<tr>
<td>22 August</td>
<td>Smart Steps: Engaging parents and young children in road safety</td>
<td>Nedlands Yacht Club, Nedlands</td>
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<tr>
<td>3 September</td>
<td>Safer Kids: Challenges and choices (K-Yr 2)</td>
<td>Burswood on Swan, Burswood</td>
</tr>
<tr>
<td>11 September</td>
<td>Safer Kids: Challenges and choices (Yrs 3-6)</td>
<td>Esplanade River Suites, Como</td>
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<tr>
<td>25 September</td>
<td>Keys for Life: Pre-driver education (Yrs 10-12)</td>
<td>Mt Lawley Golf Club, Inglewood</td>
</tr>
</tbody>
</table>

#### Term 4 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Venue</th>
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</thead>
<tbody>
<tr>
<td>22 October</td>
<td>Alcohol and Cannabis: Drug education for young people (Yrs 6-12)</td>
<td>Burswood on Swan, Burswood</td>
</tr>
</tbody>
</table>

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**Professional learning in regional areas is offered by SDERA Regional Consultants. Please visit our website for their contact details.**

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**24 hour helplines**

**The Alcohol and Drug Information Service**

is a confidential, non-judgemental 24 hour/ seven days a week helpline for anybody seeking assistance with alcohol or other drug use.

Phone: (08) 9442 5000 or Country toll free 1800 198 024

Email: adis@health.wa.gov.au

**The Parent Drug Information Service**

is a confidential, non-judgemental, 24 hour/ seven days a week helpline for families and carers seeking help for alcohol or other drug use.

Phone: (08) 9442 5050 or Country toll free 1800 653 203

Email: pdis@health.wa.gov.au

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**SDERA knows that school budgets don’t always stretch to cover staff professional learning so we offer all of our workshops free of charge. SDERA will also contribute up to $350 to teacher relief payments. Our range of half day, full day and after hours workshops give school staff working with Kindy to Year 12 students, the opportunity to network with other professionals while learning more about teaching resilience, drug and road safety education using our resources that are already in schools.**

**Our free workshops:**

- are evidence-based and reflect best practice
- make links to the Australian Curriculum
- where appropriate, have TRBWA and Senior Teacher accreditation.

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**For more information about 2013 professional learning opportunities, contact SDERA on (08) 9264 4743 or visit our website www.sdera.wa.edu.au**

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**Details for submitting articles for 2013 and 2014**

SDERA is keen to receive articles submitted for this newsletter by school-based staff and other interested agencies. A free Challenges and Choices resource is on offer for those who have a submitted article published. The deadlines for items for this newsletter are:

- Term 4 2013: 27 September
- Term 1 2014: 19 December
- Term 2 2014: 19 April

Email articles (of no more than 200 words) and any photographs (as a jpeg file) to sderaco@education.wa.edu.au