



## High impact

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### Overview of the unit

This unit focuses on the consequences of a fatal car crash and the effects, both short and long-term on those involved and their families and friends. The activities are, in the main, based around the documentary, *Connecting the Dots*.

Each Learning Activity is self contained and although it is unlikely that all five activities in this Unit would be used with the same group of students, it is recommended that two or three activities be used to allow a full exploration of the issues. The inclusion of a range of activities allows for the consideration of different aspects of the issue and for the selection of activities that are most appropriate for the student group.

### Purpose

#### Road safety:

This unit is designed to help young people to recognise the possible outcomes and consequences of taking part in high risk behaviours as a driver and passenger, both for themselves and for their families and friends. High risk behaviours and disastrous outcomes are usually the result of a chain of events, decisions and actions.

#### VCAL:

The Unit concentrates mainly on the development of oral communication skills. The focus of the activities is to:

- gain information from an audio and visual text
- work with others to discuss issues and solve problems
- present information both in an oral and written format
- identify high risk behaviours
- gain an understanding of the range of consequences of an action
- extract information from a written text
- explore the differences between facts and opinions
- understand the structure of a text and use this knowledge to produce effective texts.

### Teacher information

Young people can have difficulty thinking through the consequences of their actions, particularly when they are with friends. They may also have difficulty in identifying high risk behaviour. This unit focuses on identifying high risk behaviours young drivers and passengers may take part in and recognising the possible consequences of these behaviours, not only for themselves but for their families, friends and the broader community.

The Unit is based around two resources, the *Connecting the Dots* documentary and the article 'Young woman jailed for culpable driving' from the *Crash 'n' Burn* newspaper.

*Connecting the Dots* is a 20 minute documentary that tells the story of a group of young men who are involved in a single vehicle car crash, killing one of the young passengers. The documentary also tells



the story of the tragic chain of events following the crash that sent a ripple effect through the families of those involved, and the small rural town where they lived.

Brenton Chaplin was driving at high speed and under the influence of alcohol when he lost control of the car. It was estimated that at the time, Chaplin's blood alcohol reading was 0.085. The car hit a pole. His best friend, Leigh Charter Jnr, was killed. They were both 20 years old.

Many months after the crash, in an act of apparent revenge, Leigh Charter Snr (the father of Leigh Jnr) visited the Chaplin family home and murdered Brenton Chaplin's mother, seriously injured his father and brother, and stabbed his cousin. Shortly after, Leigh Charter Snr committed suicide.

Brenton Chaplin was charged with, and eventually convicted of, culpable driving and was sentenced to jail.

*Connecting the Dots* was originally aired on the ABC as an Australian Story program titled *In My Little Town*. The TAC obtained permission from the ABC and the program's participants to edit the film for use in schools. Curriculum resources for VELS 6 English and VCE Legal Studies have been developed to support the use of the program. You can view the documentary and download and print these resources from the TAC safety website: [www.tacsafety.com.au](http://www.tacsafety.com.au)

It is important that the students view the documentary in its entirety and undertake follow-up activities. The documentary should not be used in isolation.

The news article, 'Young woman jailed for culpable driving' from the *Crash 'n' Burn* newspaper, provides another context for discussing similar issues.

It is assumed that this unit would be undertaken in conjunction with other units related to road safety, for example, *Safely safely* and *Where's the party?*

## Resource requirements

<b>Unit material</b>	Crash 'n' Burn Handout 1: About news articles Worksheet 1: Responses Worksheet 2: Fact or opinion? Worksheet 3: What are the consequences?
<b>Published material</b>	Range of news articles from local and state newspapers
<b>Internet sites</b>	<i>Connecting the Dots</i> documentary and curriculum materials, Transport Accident Commission: The clip is available on YouTube - <a href="http://www.youtube.com/watch?v=xU2q1S53Dcw">www.youtube.com/watch?v=xU2q1S53Dcw</a> Letter written by Vicki, Leigh Charter Snr's widow, : <a href="http://www.abc.net.au/austory/content/2007/s2876959.htm">www.abc.net.au/austory/content/2007/s2876959.htm</a>
<b>Facilities &amp; equipment:</b>	Access to the internet, a word processing package and/or <i>MS PowerPoint</i> ®



## Alignment of the unit to VCAL

### VCAL units

Reading and Writing

Oral Communication

### VCAL level

Activities in this unit are predominately focused at **Intermediate** level. Many of the activities can be modified for use at the Foundation level and extended for Senior level students.

### Learning outcomes

Activity	Units and learning outcomes
1. Responses	<p><b>Oral Communication Skills Intermediate:</b></p> <p>2. Oracy for knowledge: Use and respond to spoken language in informative talks (elements (b) and (d))</p>
2. Fact or opinion?	<p><b>Oral Communication Skills Intermediate:</b></p> <p>2. Oracy for knowledge: Use and respond to spoken language in informative talks (elements (b) and (d))</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p> <p><b>Reading and Writing Skills Intermediate:</b></p> <p>5. Reading for self expression: Demonstrate that meaning has been gained from reading a narrative, recount or expressive text</p>
3. Consequences	<p><b>Oral Communication Skills Intermediate:</b></p> <p>2. Oracy for knowledge: Use and respond to spoken language in informative talks</p> <p><b>Reading and Writing Skills Intermediate:</b></p> <p>1. Writing for self expression: Write a recount, narrative or expressive text</p>
4. A night out	<p><b>Oral Communication Skills Intermediate:</b></p> <p>2. Oracy for knowledge: Use and respond to spoken language in informative talks (element (a))</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p>
5. Read all about it	<p><b>Reading and Writing Skills Intermediate:</b></p> <p>3. Writing for Knowledge: Write a report, explanatory or expository text</p> <p>7. Reading for Knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p>

Please note: The activities **support** the learning outcomes listed but may not cover all the assessment criteria/elements. Please check the relevant Curriculum Planning Guide to ensure all assessment criteria/elements are covered. For assessment purposes, in the Personal Development Skills, Reading and Writing and Work Related Skills Units, all the elements of a learning outcome must be covered in the one assessment task. Where an activity doesn't cover all the elements, the activity can be used to build the student's portfolio of evidence.



## Assessment

The activities in this unit have been designed as learning activities. However, documentation can be used to build a portfolio of evidence to be used for the assessment of relevant learning outcomes.

Evidence may include:

- teacher checklist and observation
- completion of worksheets
- written products
- mindmap
- video of discussions
- video of presentations.

## Sample assessment record sheet

See next page.



## Sample assessment record sheet: Intermediate

Unit name: **High impact**

VCAL Level: **Intermediate**

Student name: ..... Form/Group: .....

**Unit Outline:** This unit, *High impact*, is designed to help young people to recognise the possible outcomes and consequences of taking part in high risk behaviours as a driver and passenger, both for themselves and for their families and friends. High risk behaviours and disastrous outcomes are usually the result of a chain of events, decisions and actions. The Unit concentrates mainly on the development of oral communication skills. The focus of the activities is to:

- gain information from an audio and visual text
- work with others to discuss issues and solve problems
- present information both in an oral and written format
- identify high risk behaviours
- gain an understanding of the range of consequences of an action
- extract information from a written text
- explore the differences between facts and opinions
- understand the structure of a text and use this knowledge to produce effective texts.

### Learning outcomes and performance:

Activity	Learning Outcomes	Performance	Evidence/comments
1. Responses	<p><b>Oral Communication Skills Intermediate:</b></p> <p>2. Oracy for knowledge: Use and respond to spoken language in informative talks (elements (b) and (d))</p>		
2. Fact or opinion?	<p><b>Oral Communication Skills Intermediate:</b></p> <p>2. Oracy for knowledge: Use and respond to spoken language in informative talks (elements (b) and (d))</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p> <p><b>Reading and Writing Skills Intermediate:</b></p> <p>5. Reading for self expression: Demonstrate that meaning has been gained from reading a narrative, recount or expressive text</p>		



3. Consequences	<p><b>Oral Communication Skills Intermediate:</b> 2. Oracy for knowledge: Use and respond to spoken language in informative talks</p> <p><b>Reading and Writing Skills Intermediate:</b> 1. Writing for self expression: Write a recount, narrative or expressive text</p>		
4. A night out	<p><b>Oral Communication Skills Intermediate:</b> 2. Oracy for knowledge: Use and respond to spoken language in informative talks (element (a))</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p>		
5. Read all about it	<p><b>Reading and Writing Skills Intermediate:</b> 3. Writing for Knowledge: Write a report, explanatory or expository text</p> <p>7. Reading for Knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text</p>		

**Unit performance codes: Y = Yet to do; NYC = Not yet completed; CS = Completed satisfactorily**

Teacher's signature: .....

Date: .....

**Evidence of successful completion of the unit could include:**

- teacher checklist and observation
- completion of worksheets
- written products
- video of discussions
- video of presentations



## Activity 1: Responses

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In this activity, students view *Connecting the Dots*, focussing on the responses of different people to the crash.

### What to do

After students have viewed *Connecting the Dots* ([www.youtube.com/watch?v=xU2q1S53Dcw](http://www.youtube.com/watch?v=xU2q1S53Dcw)), allow them to share their feelings and thoughts about the documentary.

Students should complete *Worksheet 1: Responses* by choosing six of the people from the list below and noting their responses to the crash and its tragic aftermath:

- Jaeram Richards, Brenton Chaplin's friend
- Terry Davies, Former Police Officer
- Andrea McLean, Brenton Chaplin's aunt
- Trevor Chaplin, Brenton Chaplin's father
- Cameron Chaplin, Brenton Chaplin's brother
- Paul Chaplin, Brenton Chaplin's cousin
- Brendan Wilkinson, Brenton Chaplin's lawyer
- Sheila Robins, Brenton Chaplin's girlfriend.

Students may write brief or detailed notes, key words reflecting each of the people's emotions or illustrate graphically their responses.

When students have completed the worksheet, they should take part in a discussion to share what they have written and to further explore the responses of different people and why they have responded in this way.

### Student role and responsibilities in relation to the activities

Contribute to class discussions.

Listen to the responses of others.

### Level of teacher support

Facilitate discussion ensuring time for debriefing after viewing the documentary.

Provide encouragement.

### Key questions

How do different people respond to a fatal crash?

Why do people respond in different ways to the same incident?

### Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- Worksheet 1 or equivalent completed
- teacher checklist.



## Activity 2: Fact or opinion?

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This activity also focuses on *Connecting the Dots* and allows students to explore the key facts presented and the effect opinions and emotions play in influencing how the facts are perceived.

### What to do

For this activity students should view again *Connecting the Dots* focusing on the facts and opinions of those in the documentary and the impact of emotions on these. Before viewing the documentary, students should discuss the difference between facts and opinions.

They may like to complete *Worksheet 2: Fact or opinion?* or take notes related to these points on a separate sheet of paper.

Discuss how emotions influence how people perceive events and shape their opinions.

### Another perspective

Vicki Charter, Leigh Charter Snr's widow did not participate in the making of the documentary. She provided the ABC with a letter detailing her thoughts about the events. This letter provides a different perspective on events. It is available at [www.abc.net.au/austory/content/2007/s2876959.htm](http://www.abc.net.au/austory/content/2007/s2876959.htm)

Ask students to read the letter. It is quite a long letter so you may want to read it to students who are working at a Foundation level in reading.

As students read the letter they should add any additional facts and opinions to Worksheet 2 or the notes they made earlier.

Facilitate a discussion around the following questions:

- Did the letter reveal any key facts or opinions not presented in the documentary?
- Did any of the facts in the letter contradict those in the documentary? Which? Why might this be?
- Did any opinions presented in the letter differ from those presented in the documentary? Which ones? Why might this be?
- After reading the letter, how do you think emotions influence how people perceive events and shape their opinions?
- Do you feel differently about the documentary after reading the letter?

### Issues

Working in small groups students should discuss which issues they think come out of the incident portrayed in *Connecting the Dots* and which they think are the most important and what influence the different facts, emotions and opinions presented had on their choice. This will require students to respond to and contribute ideas and may require the use of problem solving strategies.

Each group will present to the class the issue/s it considers to be the most important. They should explain why they think the issue is important and the influence of the facts, emotions and opinions on their choice. A group may choose to have one representative to present to the class or do a joint presentation with each member having a role to play.





## **Student role and responsibilities in relation to the activities**

Contribute to small group and class discussions.

Listen to ideas contributed by others.

## **Level of teacher support**

Facilitate discussion.

Provide encouragement.

Provide information about, and examples showing the difference between facts and opinions.

Provide advice to individual students or groups in relation to specific tasks when sought.

## **Key questions**

How do facts and opinions differ?

How do opinions and emotions affect the viewer's opinion?

Do opinions or emotions have more effect on the viewer?

## **Extension activities**

Identify the purpose of the documentary and comment on its effectiveness in achieving its purpose. This could be presented orally or as a written report.

## **Assessment**

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- Worksheet 2 or notes taken while watching the documentary
- teacher checklist
- video of discussion.



## Activity 3: Consequences

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This activity uses the *Connecting Dots* documentary to focus on the impact of a fatal car crash on those who survived the crash, their families and friends.

### What to do

Students will need to have viewed *Connecting the Dots* and have read the letter by Vicki Charter. Students should choose three of the people from the list below and imagine the consequences of the crash on their lives in the short and long term.

- Brenton Chaplin
- Jaeram Richards, Brenton Chaplin's friend
- Terry Davies, Former Police Officer
- Cameron Chaplin, Brenton Chaplin's brother
- Trevor Chaplin, Brenton Chaplin's father
- Vicki Charter, Leigh Charter Snr's widow.

Students can use *Worksheet 3: What are the consequences?* to note the impact of the crash on the lives of the three different people immediately after the crash and in the longer term.

When the students have completed Worksheet 3, choose one or two of the people involved and write up the students' responses so everyone can see them. This will allow you to prompt students if they haven't realised the longer term consequences of an incident such as that shown in *Connecting the Dots*.

### Imagine

Students should imagine they are one of the people in *Connecting the Dots* and write a text explaining how they felt immediately after the crash and one year afterwards and the impact it has had on their life.

Students working at the Intermediate level students should produce a text of 200 - 400 words which is logically structured and links several pieces of information, ideas, events, opinions, emotions, etc. Students at Foundation level should produce a text of at least one paragraph. The ideas and information should be sequenced coherently. At both levels students should plan, draft and edit the text. Senior level students should produce a more complex and longer text.

## Student role and responsibilities in relation to the activities

Consider the responses of a range of people.

Undertake research, asking for support when required.

### Level of teacher support

Provide encouragement.

Validate student responses, as appropriate.

Provide assistance when requested.



## Key questions

What are the immediate consequences of a fatal crash?

What are the long-term consequences of a fatal crash?

## Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- Worksheet 3
- draft of an imaginative text showing edits and the final text.



## Activity 4: A night out

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This activity focuses on risk taking behaviour in the context of a night out with a group of friends.

### What to do

Facilitate discussion of:

- what is a risk?
- what are risk taking behaviours?

Drawing on their own experience, ask students for examples of risks and risk taking behaviour. Discussion should also include why young people are more inclined to take part in risk taking behaviours. Students may research risk taking behaviours.

Students view *Connecting the Dots* focusing on risk taking behaviour shown in the documentary. As a whole group, list the risk taking behaviours noted.

Discuss the risk taking behaviour that can occur at gatherings involving alcohol. Ask students to consider:

- how an incident like the one shown in the documentary could be prevented
- if one of the boys had 'connected the dots', what could have been done to prevent what happened
- if the students have been in situations where they wanted to suggest that someone stop the risk-taking behaviours and how they managed this.

Divide the class into two groups. Ask each group to develop a set of safe partying recommendations or guidelines designed to stop a serious incident, like the one shown in the documentary, occurring at a party or gathering. One group should develop recommendations/guidelines for parents, and the second group should develop recommendations/guidelines for young people.

The recommendations/guidelines should be written and presented orally to the audience. The written recommendations/guidelines might take the form of a school position paper, a poster, a pamphlet, page on the school website, etc.

### Student role and responsibilities in relation to the activities

Contribute to small group and class discussions.

Listen to ideas contributed by others.

Reflect on what are risks and risk taking behaviour.

### Level of teacher support

Facilitate discussion.

Provide encouragement.

Provide information about risk taking behaviour and/or information about where to obtain it from.

Provide advice to individual students or groups in relation to specific tasks when sought.

Provide a model of recommendations/guidelines.



## Key questions

What is a risk?

What is risk taking behaviour?

How can risk taking behaviour be reduced?

Why do young people take part in risk taking behaviour?

## Extension activity

After the recommendations/guidelines have been presented (written or oral), those who attended the presentation should be asked for feedback about the effectiveness of:

- the presentation in raising awareness of the issues
- the recommendations/guidelines in overcoming or ameliorating the issue.

Students should then write a short report on how effective their group was in raising awareness of the issue.

## Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- recommendations/guidelines – written, oral presentation or other
- teacher checklist for oral presentation and class discussion
- video of oral presentation.

This activity could be done at Foundation, Intermediate or Senior level. Different levels of support will be required at each level and the length and complexity of the recommendations/guidelines will also be dependent on the level the students are working at.

For students working at Foundation level, it may be advisable to develop the first set of recommendations/guidelines as a whole group, modelling how to develop them and what they might look like.

Students working at Senior level should research risk taking behaviour and write a report about risk taking behaviour among secondary school students with recommendations/guidelines about how it could be overcome.



## Activity 5: Read all about it

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In this activity students read the news articles and then write a news article about the crash depicted in the *Connecting the Dots* documentary.

### What to do

Students should read the news article 'Young woman jailed for culpable driving' on the front page of *Crash 'n' Burn*. Using *Handout 1: About news articles*, look at how other news articles are written and see if they contain the information suggested in Handout 1.

Using a different young driver or road safety news story, ask students to find:

- who and what the story is about
- where and when the story took place
- why the story is in the news

and, if possible, how the story came about.

They should mark these on the article.

Students should view *Connecting the Dots* and then write a news article about the crash. Using Handout 1 as a model, the students should make sure they include all the necessary information.

Students should plan, draft and edit their news story.

### Student role and responsibilities in relation to the activities

Contribute to small group and class discussions.

Ask for assistance when required.

### Level of teacher support

Facilitate discussion.

Provide encouragement.

Provide a range of examples of news articles.

Provide assistance when requested.

### Key questions

What is the purpose of news articles?

What information is normally in a news article?

Why is this information included?



## Extension activities

Students write a news article about something that has happened at the school or in the community. These could be published in the school newsletter.

Students compare two or three young driver or road safety news articles on the same topic. They should:

- look at how the headlines differ
- consider if the same amount of space is given to the story in each paper
- list the information presented in each, in the order it is presented
- consider if the same space is given to the same information
- decide if any information is in one article and not in another
- consider why there might be differences from one paper to another.

## Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- a news item marked showing where the different information is located
- a draft with edits and the final version of a news article the student has written.



## Handout 1: About news articles

A news story is a short article of a very recent incident of local, national or international interest. News stories have five main types of information:

- **who** the story is about
- **what** the story is about
- **where** the story took place
- **when** the story took place
- **why** the story is in the news.



Sometimes they also include information about how the story came about, accounts of the incident and opinions of eyewitnesses or experts.

	<b>YOUNG WOMAN JAILED FOR CULPABLE DRIVING</b>	Main information is in headline
Who What	A P-PLATER, who was speeding when her car spun out of control killing one passenger and seriously injuring another, was sentenced to five years jail with a minimum of 2½ years in a Melbourne court yesterday.	Begin with the most important points. Leave the least important details to the end – in case the editor decides to cut the story.
Where When	Nicole Rami, 18, was killed instantly and Jackie Lester, 17, sustained serious injuries when Kate Wilson, 18, ploughed her parents' Holden Commodore into a tree.	
How	The crash occurred on the Reed Highway in Stoggsville at 3:15 am on October 10 <sup>th</sup> last year.  Wilson of Stoggsville pleaded guilty to the charge of culpable driving in the Melbourne Magistrates court yesterday.	Paragraphs should be short – approx. 25 – 30 words.
Why	Senior prosecutor Lisa Ricketson told the court that crash investigators had measured Wilson's speed on impact at 124km/h, over 20 km/h beyond the speed limit.  Ricketson said that Wilson had borrowed her parents' car to attend a friend's 18 <sup>th</sup> birthday party in Ballarat with friends Rami and Lester.  Back seat passenger, Lester, sustained a broken arm and leg in the crash and spent two weeks in hospital recovering from the injuries. Wilson escaped with minor cuts and bruises.  Senior Magistrate Victor Raker said that while Wilson had shown remorse, she must face a penalty for her irresponsible driving. "Ms Rami's parents have lost their daughter forever," Mr Raker said.	





## Worksheet 1: Responses

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Choose six people affected by the crash (see page 79 for the list of people). Make notes or visually show the different people's responses to the crash depicted in *Connecting the Dots*. You may prefer to use a separate piece of paper for each person.

People directly or indirectly involved in the crash	Responses





### Worksheet 3: What are the consequences?

Person	Immediately after the crash?	Consequences 1 month after the crash?	Consequences 1 year after the crash?	Consequences 10 years after the crash?