



A **STUDY GUIDE** BY KATE RAYNOR



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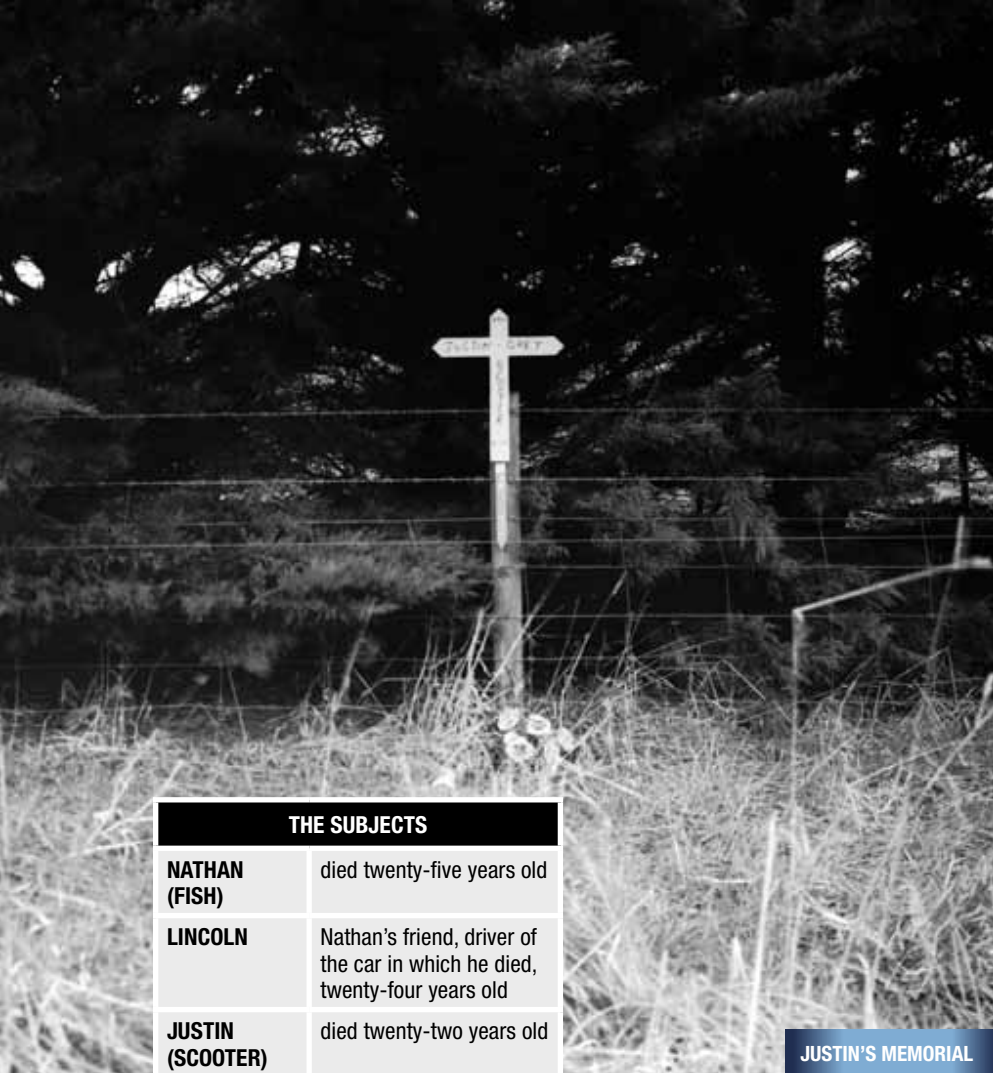
THE LADS IN RAY'S CAR

Produced and directed by Australian filmmakers Bronwyn Purvis and Telen Rodwell, *Drive* is a documentary that grabs you by the scruff of the neck from its opening frames and refuses to let go.

**D**RIVE BEGINS with the following statement: 'In 1915, the biggest killer of young Australian males was Gallipoli. Today, the biggest killer of young men aged 18–25 is the road'. Later we learn the second biggest killer of our young men is suicide. *Drive* is a passionate, provocative and heart-rending examination of a culture that claims too many young lives. The film focuses on four key stories, all set in Tasmania's north west, and it touches on a range of complex and difficult issues. We meet 24-year-old Lincoln, who must live with the terrible knowledge that he killed his best friend Nathan (and his dog) in a road accident. We meet Justin's family and friends; he died at the age of twenty-two, a drunken passenger in a car driven too fast by a drunk driver. We learn of Aaron, dead at eighteen by his own hand after years of aimless drug abuse and petty crime. And finally we witness the profound impact of

19-year-old Boden's road death on all who loved him. The interview material with teenage boys and young men is gripping, and the subjects' candour and expansiveness is a credit to the filmmakers. The film never preaches and has no easy solutions to offer. Rather, it provides insights into the reality of life for so many Australian boys on the brink of manhood. It examines a culture in which excessive drinking and dangerous driving have somehow become normalised as the signifiers of masculinity. It gives us a deeply troubling snapshot of the ways in which our society is failing an entire generation, with sometimes catastrophic results. Only fifty-five minutes in length, the material covered in *Drive* resonates long after screening and is packed with cautionary tales: for parents of boys, for teachers of boys, for community and social workers, and for those who set policy on youth affairs, this is an exceptional and important film.





### THE SUBJECTS

<b>NATHAN (FISH)</b>	died twenty-five years old
<b>LINCOLN</b>	Nathan's friend, driver of the car in which he died, twenty-four years old
<b>JUSTIN (SCOOTER)</b>	died twenty-two years old
<b>SWANNY</b>	Justin's best mate
<b>KY</b>	Justin's workmate
<b>TANYA</b>	Justin's mother
<b>JANELLE</b>	Justin's fiancé
<b>ANTON</b>	Justin's son
<b>SVEN MASON</b>	accident investigator
<b>ZAC</b>	thirteen years old
<b>BRAD</b>	sixteen years old
<b>AARON</b>	died eighteen years old
<b>BRODIE</b>	Aaron's half brother
<b>VANESSA</b>	Aaron's mother
<b>DIANNE</b>	Aaron's youth worker
<b>TAMEKA</b>	Aaron's friend
<b>ALICE</b>	Aaron's ex-girlfriend
<b>SAM</b>	inmate at Ashley Detention Centre
<b>RAY</b>	eighteen years old
<b>BODEN</b>	died nineteen years old
<b>JOEL</b>	Boden's mate
<b>TRUDY</b>	Boden's mother
<b>KATE</b>	Boden's girlfriend
<b>TANAR</b>	Boden's son
<b>JAKE</b>	accident witness
<b>NICK</b>	accident witness

JUSTIN'S MEMORIAL

### Curriculum Links

*Drive* is a difficult but rewarding film. It is a well-crafted documentary directed by filmmakers in command of the visual potential of their medium. The inherent drama and emotion of the material makes it engaging for young audiences. It could be used in the context of middle to senior secondary SOSE/HSIE, Personal Development/ Life Education sessions, and English. Special boys' classes in particular could find this material very pertinent and stimulating. The film could also be used as an adjunct to tertiary social welfare and counselling courses.

The themes touched on by the film are largely philosophical and because of this, *Drive* provides an excellent forum for personal reflection, debate and discussion. Many important topics will arise from the screening, and this guide aims to highlight some of them. Issues include: masculinity; drug and alcohol consumption; families and their failings; peer groups; growing up;

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car culture; teen pregnancy; juvenile crime; depression; risk-taking; death, grief, loss, anger and guilt. The film offers a context in which students can explore the nature of their own identities, their goals, their relationships, their attitudes and values – the qualities that make them who they are and give their lives meaning.

The main aim of this guide is to present a wide variety of teaching and learning opportunities based on the film, ranging in sophistication and complexity. Teachers are encouraged to pick and choose tasks that suit the particular interests and abilities of their students and the timeframes within which they are operating – not to work through the guide systematically. Most of the activities target literacy outcomes: speaking and listening, reading and writing. There are also activities that address film/media analysis, ICT and creative thinking. The statements presented in quotation marks are intended to be thought-provoking or controversial and can be used in a number of ways: as a focus for discussion, debate or oral presentations; and as a direction for further research, analysis or creative writing tasks.

Teachers will need to be very sensitive to the backgrounds and sensibilities of their students given the challenging and disturbing nature of this material. Some topics may be upsetting and too difficult for students to handle in a classroom context. Teachers also need to be aware the film contains frequent very coarse language.

## ACTIVITIES & DISCUSSION POINTS

### Getting Started

- What do the young men who feature in *Drive* have in common? Conduct a class brainstorm and have students compile their own lists. Consider background, education, family, ethnicity, employment, religion, location, age, etc.
- Do you identify with any of the men featured in *Drive*?
- Draw up a table with two columns, one headed 'Similar', the other 'Different'. Choose one of the people featured in *Drive* and conduct a comparative analysis with yourself and this character. How are you similar? How are you different?
- Is this part of northern Tasmania somehow an unusual and unique place or is it broadly representative of life for young people throughout the country?
- How does your daily life differ from the impression you get of the young men's lives in this film?
- Is this a peculiarly Australian story or does it resonate for other Western cultures and countries?
- Write a character profile of one of the young men featured in *Drive*. Try to analyse and explain the forces that have shaped this person.

### Sad Stories: JUSTIN – A Young Man on a Farm

- What do you think an average day on the dairy farm would be like for Justin? Write out an imaginary itinerary.
- Justin's mother Tanya says that 'My worst fear was for him to be like me'. What do you think she means by this? What are your parents' worst fears for you?
- Do you think Justin's illiteracy is a factor in what happened to him?
- Tanya says that 'Justin was a better driver drunk than when he was sober'. What do you make of this comment? Do you think she actually believes that? Do you think that could possibly be true? In what ways does alcohol impair



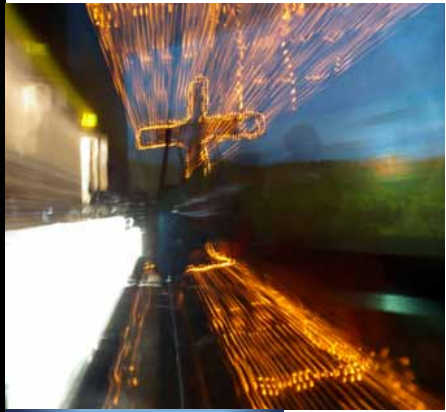
**Despite all his problems, Zac is articulate, charming, self-deprecating, and he has a sense of humour.**

ZAC AND THE EJ HOLDEN

- your reactions as a driver?
- Janelle says that Justin proposed to her while they were drunkenly walking along the highway. What does this reveal about his sense of the future and his character? Write an account of this proposal which somehow manages to uncover the romance of it.
- Justin's son Anton is now two years old. We see him dressed in a 'Bad Boy' t-shirt and his grandmother is proud of how big he is. Write an account predicting what sort of person Anton might be as a twenty year old and what sort of life he might be leading. How could Anton escape the forces that ruined his father?
- Talking about the young man driving the car in which Justin was killed, Tanya says, 'I want to slit his throat. I want to torture him to see how he likes it'. How would you describe her reaction? Is it easier for her to blame the driver than to confront her own responsibility and the recklessness of her son's behaviour? How would you describe Tanya as a mother? In what ways is she similar or different to your own mother? Could it be argued that she let Justin down in some fundamental way?

### ZAC: The Greatest Skater of All Time – 'You've probably heard of me ...'

- Zac was suspended from his school for fighting. How did he feel about this?
- Zac feels teachers pick on him and that he is punished for things that aren't his fault. Have you ever felt like that?



DRIVE CREW STUDIO FILMING

- Zac says he's not angry, he's stressed. Why might he feel stressed? What makes you feel angry? What makes you feel stressed? What do you do when you are feeling angry? Zac says he doesn't deal with his anger the way he should. What does he mean by this? He skates to let off steam. What do you do?
- How does Zac feel about taking medication for his anger issues?
- Conduct some research into the most common forms of medication given to teenagers. Why are they prescribed? What are their effects?
- Where do you think Zac will be in ten years time? Consider his positive qualities when you make your prediction. (For instance, despite all his problems, he is articulate, charming, self-deprecating, and he has a sense of humour.)

### AARON: All Alone

- Aaron's youth worker, Dianne, describes him as unstable and

angry. What might have contributed to him being so erratic and self-destructive?

- Aaron moved out of home when he was fourteen years old. How do you think he managed to look after himself? Would you be capable of living away from your parents at that age? Why do you think he decided to leave home at such a young age? Why do you think his mother let him?
- What do you think daily life would be like in the Ashley Detention Centre? Do you think detention centres such as Ashley are focused on punishment or rehabilitation?
- What could have been done to save Aaron?
- Who failed Aaron?
- Aaron held up an elderly woman at knife point in the K-Mart car park. Write an account of this incident from the victim's point of view.
- Aaron's mother says that he injected brake fluid, pine-o-cleen and ajax. What would be the effect

of such chemicals in the body?

- 'All the mental health workers and drug and alcohol counsellors in the world couldn't make this mess right.' Discuss with reference to the case of Aaron.
- Make a list of the possible reasons why Aaron decided to kill himself. How big a factor was his fear of going to jail? What do you make of the terrible fact that Aaron's body was not found for a week? Why did he end up so alone?
- 'If there'd been someone, anyone, to notice him missing, maybe he might not have done it.' Discuss.
- Alice says: 'I don't really think of him much. I try not to.' Do you think anyone genuinely mourns Aaron's loss? How will Alice be able to guide and steer Aaron's son to prevent the same mistakes being repeated?

### BODEN: Blood On The Road

*Kate: 'What's in heaven?'*

*Tanar: 'Dead people – and they cry about their sons.'*

- Some of the words used to describe Boden include: daredevil, adventurous, dangerous and invincible. Kate says, 'I liked who I was with him'. Of his initial reaction to parenthood she smiles forgivingly: 'If I could have run away I would have too.' Is Boden's story different in any key ways to the other stories featured in *Drive*?
- What does Trudy mean when she says, 'The responsibility lies with yourself'? Write an account of an





SKATERS AT WOOLNORTH

## In every age group, males outnumber females in statistics on accidents and injuries.

incident in which you had to take responsibility for yourself, your actions or a situation unfolding around you.

- Boden was driving at 146 kilometres an hour when he crashed and he had been drinking. Trudy torments herself wondering what he would have been thinking. Can you put yourself in Boden's place? Why did he make the choices he made that night?
- Should Joel share any of the blame for what happened to Boden?

### To Be Young, Hopeless & Male

*'I don't know what the purpose of me living is or anything like that.'* – Brad

- What are the life expectancies of a boy and girl born in 2010? How do these compare with 100 years ago? How do these figures differ for Aboriginal and Torres Strait Islanders? Why is there such a dis-



parity here? Do you believe closing this gap is a genuine priority of the Australian government? What can be done to close this gap?

- In every age group, males outnumber females in statistics on accidents and injuries. Conduct some research and compile statistics on this gendered aspect of health and mortality.
- Is the phenomenon by which males die in higher numbers than females in every age group universal? (Hint: check out statistics on the Middle East.)
- 'Boredom and lack of direction are the key issues.' Discuss.
- What are your goals? Consider various dimensions (personal, social, physical, academic, relationship, etc.).
- 'Mainstream secular Australian culture lacks meaningful and grounded rites of passage ceremonies for young men.' Discuss.
- 'So many of these men are infantile in their attitudes, values and

behaviour: at the heart of the issue is a failure to grow up and accept the responsibilities of adulthood.' Discuss.

- What information can you gather about developing cognitive function in young adults? At what age can it be said the brain is fully formed? Are there gender differences here? Should this be a consideration in setting age limits for drinking and driving?
- Debate: 'Boys and girls mature at different rates.'
- What does it mean to be a typical teenager?
- Are there different expectations of teen boys and girls? (Consider peers, parents and society at large.)
- What makes an adult? When do you think you will consider yourself an adult? Do you consider yourself mature? How do you assess someone's maturity?
- What does it mean to Be A Man?
- Sven Mason, the accident investigator who dealt with Justin's death, says that Justin and the driver were both 'good kids – they like a beer, they like their cars, they like girls – typical Australian males'. Is this what you consider a typical Australian male? How difficult is it in small country towns to be 'un-typical'?
- 'The freedoms of our secular,



**It's a commonplace that young people live their lives as if they're never going to die. Why is this attitude so prevalent?**

consumerist society have come at a terrible cost: where religion used to be there's now a gaping black hole into which our young people are falling.' Discuss.

- What do these men have in their lives that nourishes and sustains them and gives their lives meaning?
- How much does cultural and geographic isolation play a part in the fate of these young men?
- 'The film opens with the following statements: "In 1915, the biggest killer of young Australian males was Gallipoli. Today, the biggest killer of young men aged 18–25 is the road." Later we learn the second biggest killer of our young men is suicide. Surely this illuminates the most brutal aspects of natural selection – these young men have not been equipped to lead productive and meaningful lives'. Discuss.
- 'Perhaps instead of asking why these young men are killing themselves in such numbers we could turn the question around and ask why not?' Discuss.
- How realistic is Lincoln's goal to

make a living racing cars in Hobart? What sort of a man do you think Lincoln will be at the age of fifty?

### Boys Will Be Boys: Living Life, Taking Risks

*'There's no fear in reading a book.'*

– Brad

*'It's also pretty fun knowing there's a risk involved. Makes a good story if you survive it too.'*

– Ray

- Make a list of the risk-taking behaviour in evidence in this film.
- What behaviour do you engage in that might be considered risky? How do you feel when you do this? How do you assess the risk involved in certain actions? How do you decide when something is *too* risky? Discuss the idea that risk is in some ways a subjective phenomenon: we all approach it and see it differently.
- What is the difference between something being risky and exciting?
- 'We need to experience risks to feel alive.' Discuss.
- Write a short story entitled 'Getting

Away With It'.

- Discuss the positive aspects of taking risks – facing fears, accepting challenges, adrenaline, thrills, intensity, etc.
- What does Brad mean about 'Russian roulette risks, but not with a gun'? What do you think of his habit of riding with his eyes shut?
- 'Life is a great risk.' Discuss.
- One of the boys declares: 'Skate, live life, have fun.' Make up your own motto or personal slogan for how you approach life, your attitudes and values. Decorate it and display it in the classroom.
- It's a commonplace that young people live their lives as if they're never going to die. Why is this attitude so prevalent? Could this attitude serve any purpose (cultural, biological, social, personal)? Write a short creative piece exploring the negative ramifications of a too-cautious approach to life.
- 'The problem with young people is that they think they're immortal. The problem with old people is that they know all too well they're mortal. Somewhere between these





**'Too many of the lost and damaged souls in *Drive* have missed out on the prophylactic effects of love'**

## PURPOSE, noun

The reason for which something is done or created



SWANNY

### The Family: Where It All Begins?

*'Aaron was looking for love from everyone, family, big time.'* – Tameka

*'No-one's ever shown me what to do or anything.'* – Brad

*'I wish I'd learnt more off him before he went.'* – Lincoln on his father

- two ways of being in the world lies the generation gap.' Discuss.
- Boys and young men appear to engage in risk-taking behaviour in greater numbers than their sisters and female friends. Class discussion: is this a hardwired, biological fact of being born male or is it a product of our social and cultural construction of masculinity? Or is it a combination of both biology and society?
  - Debate topic: 'Boys are made, not born.'
  - 'While the boys drink and drive and

- flagrantly disregard their own and everyone else's safety, the girls show a similar inability to consider the consequences of their behaviour – to see themselves in the future. The girls risk it all in unprotected sex. And so another generation is born to unstable families and parents ill-equipped to care for them. The cycle continues.' Discuss.
- 'Abortion is a tragedy but is it perhaps a lesser tragedy than the birth of a child destined to be failed by its parents and society?' Discuss.

- 'While there is no such thing as the perfect family, most of the young men who appear in this film seem to have been damaged by family breakdown and dysfunction.' Discuss.
- What is the difference between being brought up and being dragged up?
- 'Too many of the lost and damaged souls in *Drive* have missed out on the prophylactic effects of love.' Discuss.
- 'The failure to cherish and nurture children results all too often in young people who lack hope, maturity, self-awareness and resilience.' Discuss.
- 'For a parent, the only thing conceivably worse than losing a child is to lose him to his own despair and hopelessness.' Discuss.
- 'Where are the adult men to lead these boys?' Discuss.
- How did Alice feel about becoming pregnant? Do you think she and Aaron could have been good parents together? What makes a good parent? What are your parents' best qualities?



## How important is it to you to be cool? How much do you care what people think of you?



ETHAN

### The Blind Leading The Blind? You & Your Friends

- How much influence do your peers have on you?
- How much influence do you have on your peers?
- Have you ever had a friendship that you thought might be bad for you in some way?
- Have you ever done something that went against your own principles or beliefs because 'everybody else was doing it'?
- How important is it to you to be cool? How much do you care what people think of you?
- 'Friends have too much influence because family has not enough'. Discuss.
- What makes you feel vulnerable?
- What makes you feel in control?
- What gives you joy, pleasure and happiness?
- What do you do now for fun and enjoyment that you imagine you might still get pleasure out of in twenty years time? What might you grow out of?
- Would you want to be friends with any of the young men who feature

in *Drive*? Why/why not? What do you look for in a friend?

- How important is it to have someone to believe in you? Who believes in you?

### Despair: Lost Control, Out of Control

*'Life's hard. Life sucks.'* – Lincoln  
*'I'm not angry, I'm stressed.'* – Zac  
*'He was looking for a soul to love him and care for him and he never found it in this life, so that was his way out.'*  
 – Dianne on Aaron

- We appear to be more prosperous than ever and yet ... What factors account for this epidemic of despair and depression in the affluent West?
- 'Thoreau said that the mass of men lead lives of quiet desperation; the problem with these teenagers is they're so noisy'. Discuss.
- What can be done to reduce the incidence of youth depression and suicide? Imagine you are working for a government funded health initiative. Devise a ten-point plan. Give your plan a name. How will

you market it to raise awareness of your strategies? How will the plan be implemented? How much might it cost? (Be sure to credit the sources of your information.)

- Visit [beyondblue](http://www.beyondblue.org.au) <<http://www.beyondblue.org.au>> or one of the many other sites designed to provide reliable information on depression. Using information from this site (and elsewhere), design an educational poster highlighting the symptoms associated with depression. Be sure to consider the audience for your poster: where will it be displayed (possible sites include: health centre, secondary college, hospital, police station, train station or court house). This could be a culminating assessment item. Students may choose to work in small groups and present their posters to the class at the end of the unit. Assessment criteria could include:
  - o Clarity of design and graphic presentation
  - o Quality of information, use of reputable sources
  - o Selection of data to include – have the students set targets



DRIVE CREW UNDERWATER FILMING

and priorities for what to include?

- o Productive use of class time – working well as a team, focusing and not distracting others, setting goals and managing the task in the time allotted
  - o Written component of a high standard; work proofread for spelling and grammatical errors; inclusion of accurate resource details (i.e. bibliographical information for websites consulted, written material, etc.)
  - o Quality of oral presentation
- Students could vote on the most successful poster, with a prize awarded. Ideally, the work could be displayed in the community in some fashion, giving it a real and meaningful context and motivating students with a sense of purpose.
- Everyone faces tough patches in life. Who helps you when things are hard? What strengths do you have to draw on so that you do not fall into despair?
  - ‘One person can make all the difference’. Discuss.

## Life & Death: Questions of Mortality

*‘I killed my best friend. How do I carry that? Hard and heavy. It’s always going to be there.’*  
– Lincoln

*‘No-one wants to think they’re gonna die really.’*  
– Brad

*‘Something I never really want to do again – just carry a mate to his grave.’*

– Joel

- Who do you know who has died?
- What do you think happens to you when you are dead?
- How old is old?
- What age would you like to live to?
- How would you like to die?
- What, if anything, do you do (or avoid) in your daily life to ensure a long and healthy life? Is this a factor in your habits and decisions?
- Are you scared of death? Why/why not? Should we be scared of death?
- Some people say human beings are the only animals who live with an awareness of their own death. Is it possible that this consciousness is somehow suspended during adolescence?
- What does an actuary do?
- How do you think the emergency service workers cope with the horror of what they see?

## From Skateboards To Cars: Let’s Drive

*‘That’s the car I killed him in and his dog.’*  
– Lincoln

- Why might Tasmania have the highest rate of road fatalities in the nation? Is this surprising, given Tasmania is not the country’s most populous state? (According to

recent research, the north west coast of Tasmania has the lowest median weekly individual income of any state or territory. Report by the Australian Institute of Health & Welfare, *A Review of Suicide Statistics in Australia*, 28 July 2009.)

- Conduct some graphing activities using statistical information on road tolls and road trauma (see Resources section at the end of this guide). Students could choose to present information on different aspects of this topic: toll by gender; toll comparisons across states; toll comparisons with other countries; toll by age of driver; etc. Students may choose to present their graphs using PowerPoint.
- Find out where the greatest concentration of road accidents occurs in your state. What factors might account for this particular location being a black spot? What could improve road safety in this area?
- What does getting your driver’s license mean to you? What does it symbolise? Guide students to examine issues around mobility and autonomy. Consider Lincoln’s statement that driving is about freedom and being in control. Does it mean similar things to boys and girls?
- ‘Getting your license tells the world you’ve become a man.’ Discuss.
- Lincoln says he’s had 300 cars and over 100 motorbikes and wrecked them all. What does this tell us about him? Do you believe him?
- Joel says, ‘You really felt like you were part of the car’. Have you ever felt that?
- What can we do to make the roads safer for young drivers? Is education the answer?
- Is eighteen an appropriate age to get one’s license? Conduct a debate on the idea that the minimum driving age should be raised to twenty-one.
- Are penalties for speeding, drink driving, dangerous driving and other road infringements adequate? Do fines act as a deterrent to irresponsible behaviour?
- Ray considers himself a cautious

driver. Do you agree? He says that he wouldn't drive at 220km per hour 'if I didn't think it was safe'. Do you think that's safe? Would you ever drive at such speeds?

- Have you ever refused to get in a car with someone who you thought would not be fit to drive?
- Design your perfect car. Annotate your design to explain your choices.
- Discuss the concept of 'autocide', the intentional use of a motor vehicle to commit suicide. What is more disturbing: consciously committing suicide by motor vehicle, or making impulsive choices that put lives at risk (driving over the legal blood alcohol limit, driving on drugs, driving at 160kms an hour ...)?

## One for the Road: Let's Drink

*'We were drunk, but I didn't think we were that drunk.'* —Joel

- Compile statistics on alcohol consumption rates in Australia. Divide this information into age demographics, gender and any other categories that you think are meaningful (ethnicity, rural versus urban, education level, employment, etc.). Now choose another country and conduct similar research. How do you account for variations? Why is Australia such a heavy drinking country? (See websites at the end of this guide for useful sources of information on this topic.)
- What are the current national health guidelines for safe drinking limits? Has this changed over the years? Why? Might it be revised again at a later date? What does this tell us?
- What affects the way we process alcohol? What factors might alter the amount of alcohol that can be safely consumed?
- What do you consider responsible drinking over an evening out?
- What constitutes excessive drinking?
- What are the effects of binge drinking? Do you think alcohol can

cause problems for young people?

- Can you have an eighteenth or twenty-first birthday celebration without alcohol?
- How many people do you know who have had alcohol before turning eighteen?
- What can you find out about the national costs of alcohol-related illnesses? Does this figure surprise you?
- 'In terms of negative social impact, there's not much difference between legal drugs, such as tobacco and alcohol, and illicit ones.' Discuss.
- Find an adult who doesn't drink alcohol and interview them about the reasons for their personal choice. Does their decision ever cause them difficulties in social situations?
- Class poll: who has been negatively affected by another person's drinking?
- Alcohol is a depressant. Is it possible there might be a correlation between rates of depression and rates of alcohol consumption?
- What does alcohol actually do to your brain and body? Make a list of the physiological reactions.
- Why do people drink? Conduct a survey. Encourage students not to be satisfied with simplistic answers such as 'Because I like the taste' or 'Because I like the way it makes me feel' – dig deeper.
- 'People who drink to excess are usually trying to escape from something: that's what needs to be examined, whatever it is that drives them to the bottle.' Discuss. (Consider, for example, that both Lincoln and Swanny admit to drinking excessively to cope with the loss of their friends.)
- How heavily does alcohol figure in road fatality statistics?
- How many of the accidents in *Drive* might have been avoided if no-one had been drinking?
- Has the culture of drink driving changed over the last two decades? What strategies have been used to address the problem of drink driving? Choose a government road safety campaign and examine how it works, who it tar-

gets. Design your own campaign; choose a slogan and a medium (e.g. print, radio, television).

- Do you think the legal drinking age should be raised? Would that make any difference to young people's drinking habits?

## Looking Beyond Tasmania

- Have students research another country and compile comparative statistics on road trauma and suicide rates among young males. Put a range of country names in a hat – taking suggestions from students – so that students don't duplicate each other's research. This activity should ideally create a broad cross-section of information. Colour code and highlight the countries under investigation on a world map. Statistical reports could be attached to the map and form part of a class display for the duration of the unit. After the information for various countries has been shared and discussed, students attempt to mount an argument explaining the similarities and differences between Australia and the country they have examined. This may necessitate further research to establish some idea of different cultures, religions, values, family structures, etc. Impress on students that statistics can be interpreted in a variety of ways and that there is no one single explanation to account for complex social phenomena such as these. The aim is to get students to delve a little deeper and to start considering the underlying factors that feed into the ways in which individuals experience and navigate their lives.
- Using statistical information gathered by the whole class in this activity, compile a list of ten countries in which suicide or road trauma is the major cause of death for males in this age group.

## The Film, its Audience and Context

- Make a list of the types of material included in the film (crash recreations, photos of crash sites, inter-



## What visual techniques do the filmmakers use to capture the terror of road trauma?

views, atmospheric shots of night traffic, footage of teens skating, slow motion footage of car lights, etc).

- How might the filmmakers have gone about researching this topic?
- Imagine you are the film's producers, seeking funding for this project. Write an outline of your intentions, the purpose and value of the film.
- Design a poster to promote this film. Annotate your design choices, font, colour scheme, layout, etc. How would you select a representative image/s?
- Write a review of the film to be published in a daily newspaper.
- Write a fifty-word synopsis of the film to be published in a television guide.
- Who is the audience for this film?
- Which story moved you the most? Why?
- Consider the film's title. Make a list of other possible titles.
- If you were making a film on this topic, is there anything you might choose to do differently?
- Did the information in this film surprise or startle you? What did you learn from watching this film?
- Imagine you had the opportunity to interview the directors, Bronwyn Purvis and Telen Rodwell. Write a list of five questions that intrigued you about this project. Exchange these with another student and formulate hypothetical responses.
- What can you find out about the film's production company, Big hArt? (See <<http://www.bighart.org>>.)
- Make a list of the types of logistical difficulties that might confront a production such as this.
- How would you describe the style of *Drive*? What aesthetic choices have



DRIVE CREW FILMING



been made? What visual techniques do the filmmakers use to capture the terror of road trauma? Choose one particular sequence and conduct a close analysis.

- What does the recurring motif of the boy face down in the water signify for you? Why do you think the directors use this image? How often is it used and in what contexts?
- Analyse the music used in a section of the film. How does it contribute to the atmosphere of the sequence? If possible, screen this sequence with a different musical accompaniment to dramatise the affect of the music.
- How do you think the filmmakers convinced grieving family members to participate in this film? What strategies might the film crew have used to get the boys to be so open, honest and expansive in their interviews?
- What common themes unite the disparate stories told in *Drive*? What criteria might the filmmakers

have used in selecting the stories they wanted to tell in this format?

- The film is structured in a series of discrete but overlapping chapters, with text used to highlight unifying themes.
  - o *Drive* – verb – a source of motivation to accomplish a purpose.
  - o Hero – noun - a man with great courage and strength, celebrated for his bold exploits.
  - o Guide – verb – to lead, direct or advise in any course of action.
  - o Purpose – noun – the reason for which something is done or created.

Come up with four other terms that apply to the thematic material covered in this film.

- How might someone like Lincoln feel about how the film represents him?
- Do you think this film would have an impact on your behaviour or the reckless behaviour of anyone you know?
- Choose one of the websites listed in the 'Resources' section at the end of this guide and write a review of it. Include information about the nature of sources (reputable? clearly cited?); layout of the web pages (easy to navigate? clear links to other sources? appealing design?); and quality of information.
- 'This film won't make any difference: the only people who will be shocked by it will be those who

don't need to change their behaviour.' Discuss.

- 'The unspoken issue at the heart of this profoundly disturbing film is class.' Discuss.
- 'The variance in class and education amongst the participants in the stories lends itself to the disturbing possibility that this is an issue driven by culture, not class'. Discuss.

For further activities and resources, please visit the *Drive* website <<http://www.drive.org.au>>.

## RESOURCES

### Websites

#### Male Mortality Rates

Menstuff:

<http://www.menstuff.org/issues/byissue/mortality.html>

Australian Institute of Health and Welfare, 'Australian Health Inequalities 2: Trends in Male Mortality by Broad Occupational Group':

<http://www.aihw.gov.au/publications/index.cfm/title/10107>

'Male-Female Differences in Mortality in the Developed World':

<http://www.demogr.mpg.de/Papers/Working/WP-1999-009.pdf>

'Social Inequalities in Male Mortality, and in Male Mortality from Smoking: Indirect Estimation From National Death Rates in England and Wales, Poland and North America':

[http://www.cghr.org/publications/Lancet\\_SocialInequalities\\_Jul2006.pdf](http://www.cghr.org/publications/Lancet_SocialInequalities_Jul2006.pdf)

Excess Male Mortality in France:  
[http://www.ined.fr/en/everything\\_about\\_population/graph\\_month/excess\\_male\\_mortality/](http://www.ined.fr/en/everything_about_population/graph_month/excess_male_mortality/)

Life Expectancy By Age, 1850 – 2004:  
<http://www.infoplease.com/ipa/A0005140.html>

Australians Are Living Longer:  
[http://www.apra.gov.au/Media-Releases/99\\_17.cfm](http://www.apra.gov.au/Media-Releases/99_17.cfm)

#### Life Expectancy

<http://www.findem.com.au/factsheets/lifeexpectancyfactsheet.pdf>

Updated Life Tables: Is The Tide Shifting For Australian Life Expectancies?:

<http://www.superguide.com.au/retirement-planning/updated-life-tables-is-the-tide-shifting-for-australian-life-expectancies>

#### Depression

Sane Australia:

[http://www.sane.org/information/information/factsheets\\_%2b\\_podcasts.html](http://www.sane.org/information/information/factsheets_%2b_podcasts.html)

Beyond Blue:

[http://www.beyondblue.org.au/index.aspx?link\\_id=1.3&gclid=ClzT9KDO\\_J4CFZAvpAodBCmxvA](http://www.beyondblue.org.au/index.aspx?link_id=1.3&gclid=ClzT9KDO_J4CFZAvpAodBCmxvA)  
<http://www.beyondblue.org.au>

Reach Out:

<http://au.reachout.com/find/articles/depression-types-causes-and-symptoms>

Depression Australia:

<http://www.depression.com.au>

Black Dog Institute:

<http://www.blackdoginstitute.org.au>

Health In-site:

<http://www.healthinsite.gov.au/topics/Depression>

This government site provides links to a number of useful organisations and a great deal of information.

Coping With Depression:

<http://www.hcf.com.au/Services/coping-with-depression.asp>

Hold On To Life:

<http://www.suicideprevention.com.au>

Explaining The Rise in Youth Suicide:

[http://www.anikafoundation.com/rise\\_in\\_suicide.shtml](http://www.anikafoundation.com/rise_in_suicide.shtml)

<http://www.anikafoundation.com/trends.shtml>

Health Network: Depression:

<http://www.healthnetwork.com.au/diseases-conditions/depression.asp>

Depression: The Facts:

<http://www.mydr.com.au/mental-health/depression-the-facts>

#### Youth Issues

The Sunrise Foundation:

<http://www.sunrisefoundation.org.au>

Getting Connected:

<http://www.gettingconnected.org.au/youth-statistics>

This site includes a range of troubling and fascinating statistics on topics such as youth depression, drug-use, binge drinking, sexual activity, etc.

Human & Community Services: Youth Studies:

[http://www.ic.holmesglen.vic.edu.au/find\\_info/internetsearch/sgl\\_youth.htm](http://www.ic.holmesglen.vic.edu.au/find_info/internetsearch/sgl_youth.htm)

This site is a directory of other sites and services, many of which are relevant to this unit.

'Recognition of Depression in Youth', ABC's Lateline, 25 April 2001:

<http://www.abc.net.au/lateline/stories/s283176.htm>

Teen Health (2007):

<http://www.spinneypress.com.au/257%20Teen%20Health.html>

Dealing With Depression:

<http://www.adavic.org.au/PG-health-tips-dealing-with-depression-sally-anne-mccormack.aspx>

#### Road Trauma

The National Road Safety Strategy:

<http://www.atcouncil.gov.au/documents/pubs/strategy.pdf>

Brian Fildes, 'Achieving The National Strategy Target – A Role for Vision Zero?':

[http://www.monash.edu.au/cemo/roadsafety/abstracts\\_and\\_papers/015/Vision\\_zero.pdf](http://www.monash.edu.au/cemo/roadsafety/abstracts_and_papers/015/Vision_zero.pdf)

- Lal Wadhwa, 'Vision Zero Requires Five Star Road Safety System':  
[http://www.monash.edu.au/cemo/roadsafety/abstracts\\_and\\_papers/135/LWrs2001revised.pdf](http://www.monash.edu.au/cemo/roadsafety/abstracts_and_papers/135/LWrs2001revised.pdf)
- Road Trauma Support:  
[http://www.enoughisenough.org.au/roadtrauma/?gclid=CKaY8PXX\\_J4CFUUwpAodUgKEIA](http://www.enoughisenough.org.au/roadtrauma/?gclid=CKaY8PXX_J4CFUUwpAodUgKEIA)
- Road Trauma Support Team (Tasmania):  
<http://www.roadtraumasupport.org.au>
- The Shocking Truth About Road Trauma:  
<http://www.science.org.au/nova/070/070key.htm>
- 'The Contribution of Substance Abuse to Road Trauma':  
<http://www.aph.gov.au/house/committee/fca/subabuse/report/chapter9.pdf>
- Centre For Road Trauma Recovery:  
<http://www.roadtraumarecovery.org.au>
- Australian Youth and Road Trauma Forum:  
<http://www.australianyouthandroadtraumaforum.org>
- '\$17billion Annual Bill for Road Trauma':  
<http://www.uq.edu.au/news/index.html?article=9863>
- Road Crash Statistics:  
[http://www.infrastructure.gov.au/roads/safety/road\\_fatality\\_statistics/index.aspx](http://www.infrastructure.gov.au/roads/safety/road_fatality_statistics/index.aspx)
- Comparison of International Fatality Rates:  
<http://www.monash.edu.au/muarc/reports/papers/fatals.html>
- The Facts: Safer Roads:  
[http://www.aaa.asn.au/saferroads/get\\_the\\_facts.asp](http://www.aaa.asn.au/saferroads/get_the_facts.asp)
- Australian Transport Safety Bureau:  
<http://www.atsb.gov.au>
- Road Toll Statistics: Australia Getting Worse:  
<http://www.caradvice.com.au/2852/>
- road-toll-statistics-australia-getting-worse/
- Victorian Road Fatalities Map:  
[http://www.police.vic.gov.au/content.asp?document\\_id=17330](http://www.police.vic.gov.au/content.asp?document_id=17330)
- Crash Database:  
<http://www.tacsafety.com.au/jsp/statistics/overview.do?arealD=12>
- New National Road Death Statistics  
[http://www.minister.infrastructure.gov.au/aa/releases/2008/august/aa112\\_2008.htm](http://www.minister.infrastructure.gov.au/aa/releases/2008/august/aa112_2008.htm)
- Alcohol Abuse  
[http://www.healthinsite.gov.au/topics/Alcohol\\_Abuse](http://www.healthinsite.gov.au/topics/Alcohol_Abuse)
- [http://www.healthinsite.gov.au/topics/Alcohol\\_and\\_Young\\_People](http://www.healthinsite.gov.au/topics/Alcohol_and_Young_People)
- This government site provides links to a great deal of useful information.
- Alcohol Consumption in Australia:  
<http://www.dhs.vic.gov.au/nphp/catitrg/alcoholbgpaper.pdf>
- <http://www.abs.gov.au/ausstats/abs@.nsf/mf/4832.0.55.001/>
- Alcohol & Consumption:  
[http://www.alcoholinfo.nsw.gov.au/\\_\\_\\_data/page/1385/FactSheet\\_AlcoholandConsumption.pdf](http://www.alcoholinfo.nsw.gov.au/___data/page/1385/FactSheet_AlcoholandConsumption.pdf)
- The Avoidable Costs of Alcohol Abuse in Australia:  
[http://www.health.gov.au/internet/drugstrategy/publishing.nsf/Content/0A14D387E42AA201CA2574B3000028A8/\\$File/mono70.pdf](http://www.health.gov.au/internet/drugstrategy/publishing.nsf/Content/0A14D387E42AA201CA2574B3000028A8/$File/mono70.pdf)
- Alcohol  
<http://www.alcohol.gov.au>
- Alcohol in Australia: The Intertwining of Social and Personal Histories:  
<http://www.dulwichcentre.com.au/alcohol-in-australia.html>
- Alcohol Consumption Statistics:  
<http://www.abs.gov.au/ausstats/abs@.nsf/web+pages/statistics>
- Drink Too Much, It Gets Ugly:  
<http://www.alcohol.sa.gov.au/site/page.cfm?u=88>
- Excessive Alcohol Consumption:  
<http://www.aihw.gov.au/riskfactors/alcohol.cfm>
- Facts About Alcohol:  
<http://www.about-alcohol-facts.com>
- About Alcohol Abuse:  
[http://www.about-alcohol-abuse.com/Alcohol\\_Abuse\\_Statistics.html](http://www.about-alcohol-abuse.com/Alcohol_Abuse_Statistics.html)
- Teen Drinking  
[http://au.reachout.com/find/issues/alcohol-other-drugs?gclid=CMvQxlum\\_Z4CFcltpAodFilLqIQ](http://au.reachout.com/find/issues/alcohol-other-drugs?gclid=CMvQxlum_Z4CFcltpAodFilLqIQ)
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<http://www.alcohol.gov.au/internet/alcohol/publishing.nsf/content/brochure-teen-alcohol>
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<http://www.teendrugabuse.us/teensandalcohol.html>

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- Stephen Edwards, *The 4Rs: A Youth Suicide Prevention Handbook – A Guide For Social and Community Workers*, Little Blue Book Publishing Company, Northbridge, WA, 2000.
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- Eilish Gilvarry and Paul McArdle (eds), *Alcohol, Drugs and Young People: Clinical Approaches*, MacKeith Press, London, 2007.
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- Susan Nolen-Hoeksema & Lori M. Hilt, *Handbook of Depression in Adolescents*, Routledge, New York, 2009.
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