



## ABORIGINAL YOUTH TRAFFIC SAFETY P.A.R.T.Y. PROJECT SUMMARY

**Project Name:** **Aboriginal Youth P.A.R.T.Y.** **Issue:** Traffic Safety for Aboriginal Youth  
 Traffic Safety Targets: impaired driving, including alcohol and other drugs as well as fatigue, distracted driving, cell phone use, etc.; seatbelt use (self and others); speeding and stunting; Intersections; rural roadways; young drivers; at risk drivers; vulnerable road users; aboriginal youth

**Keywords:** traffic safety for aboriginal youth; traffic safety for aboriginal communities; injury prevention; Lakeland P.A.R.T.Y. Program; Cold Lake; Bonnyville; Kehewin; LeGoff; traffic safety; ATSF funded projects

**Organization:** Lakeland P.A.R.T.Y. Program Association **Website:** <http://www.lakelandparty.ca/fnmi.htm>

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**Project Description:** **Target:** aboriginal youth 11-24 years old; 52% male; 11-24 years **Secondary Target:** aboriginal communities and surrounding areas

**Timeline:** September 2009 to June 2010

**Geographic Region/Communities Involved:** Bonnyville, Cold Lake, Kehewin Cree Nation, LeGoff (Cold Lake First Nations), in Alberta, Canada

**Key Features:**

**In-Class Sessions**

A volley of culturally and provincially relevant information sharing sessions designed to expose aboriginal youth to the Alberta Traffic Safety Plan and increase awareness of traffic safety issues relevant to them in particular.

	Sessions	Youth Participants
<i>Information Sharing Sessions in Schools</i>	6	94
<i>Project Development Sessions in Schools</i>	19	
<b>Total</b>	<b>25</b>	<b>(407 total contacts)</b>

*An additional estimated minimum of 500 ripple effect contacts were made*

**Class Traffic Safety Plan (TSP) Projects**

Opportunities for aboriginal youth to engage family and community in trying to solve personally relevant traffic safety-related problems.

TSP Projects included:

**Developing Original Material** – students designed brochures, position statements, slogans, and posters; posters were displayed around the community (e.g., in schools and hospitals and on the Lakeland P.A.R.T.Y. website)

**In-school Presentations** – students created reports and delivered presentations; they researched issues and included personal testimonies about friends or relatives who died or were injured and how those traumatic events could have been changed by different choices

**Resource Dissemination** – students distributed resource material and promotional items to neighbours, friends, and family and in local malls

**Awareness Raising Events** – students and teachers had an in-school “Seatbelt P.A.R.T.Y.” in which they demonstrated their commitment to wearing seatbelts in Kehewin; [www.lakelandparty.ca/seatbeltparty.htm](http://www.lakelandparty.ca/seatbeltparty.htm)

**Community Research and Engagement** – students approached local business owners/managers to inform them about and seek support for the goals of their personal TSPs; students talked to people in malls about traffic safety issues and recorded their observations; students designed a script and used it to approach older people in the community to inform and raise awareness, and gathered a database of responses; students talked with friends and family about various traffic safety issues

**Personal Practice** - students spent time developing strategies to help them make better choices (e.g., practiced role playing refusing to ride with a driver who had been drinking; devised strategies to ensure everyone in a vehicle is buckled up every time; discussed and devised strategies to avoid cell phone use while driving)

**Other features:** Delivered in alignment with core program messages to youth; Regional Traffic Safety Coordinator presented to youth on traffic safety issues and built important relationships with schools

<b>Outside Funding:</b>	<ul style="list-style-type: none"> <li>• Alberta Traffic Safety Fund</li> </ul>	<ul style="list-style-type: none"> <li>• Lakeland Credit Union</li> </ul>
<b>Partners/Supporters:</b>	<ul style="list-style-type: none"> <li>• ACICR</li> <li>• Alberta Health Services-Addictions Services (formerly AADAC) and Staff</li> <li>• Alberta Infrastructure and Transportation</li> <li>• Bonnyville Health Centre and Staff</li> <li>• Bonnyville Municipal Ambulance and Staff</li> <li>• Burger Baron (Bonnyville)</li> <li>• Cold Lake Ambulance Society and Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Cold Lake Health Centre and Staff</li> <li>• Cold Lake Native Friendship Centre – Youth Learning Resource Centre</li> <li>• Kehewin Community Education Centre</li> <li>• LeGoff School (Cold Lake First Nations)</li> <li>• RCMP/Victim’s Services</li> <li>• Regional Traffic Safety Coordinators</li> </ul>
<b>Project Results:</b>	<p><b>Outcomes for participants</b></p> <ul style="list-style-type: none"> <li>• Significant increases on post tests of knowledge and awareness of traffic safety-related injuries and deaths, especially related to aboriginal communities</li> <li>• Sharing of insights into personally relevant traffic safety issues</li> <li>• Majority of participants who responded to impact surveys had taken steps likely to reduce key traffic safety-related injuries (e.g., 94% by buckling themselves and 86% by ensuring someone else was buckled up; 76% by ensuring a driver slowed down; 73% by refusing to drive or ride when alcohol or drugs were involved; 62% by encouraging someone to not use a cell phone while driving)</li> </ul>	<p><b>Outcomes for program and community</b></p> <ul style="list-style-type: none"> <li>• <b>Engagement</b> – empowerment of youth; high participant concern and involvement in strategies to improve the problems; partnerships with schools and Regional Traffic Safety Coordinators; positive relationships built between aboriginal youth and local businesses</li> <li>• <b>Dissemination</b> – media release, stakeholder reports, website; promotion of P.A.R.T.Y. program in general; ATSP awareness; distribution of posters, brochures, etc. to participants and community; dissemination of student-generated information and resources with Class Traffic Safety Plan Projects</li> </ul>
<b>Products:</b>	PowerPoint Lesson Plan; database of inputs; website; reports; Class TSP materials	
<b>Instruments:</b>	Pre- and post-session quizzes; impact and intent surveys; facilitator reports	
<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Informing and empowering aboriginal youth with a volley of contacts and support during this personally and culturally relevant programming successfully engaged them in addressing traffic safety issues in their personal spheres</li> <li>• Pre/post-quiz based starting format with youth and teacher-directed focus in subsequent sessions was very successful</li> <li>• data gained during this pilot were essential to each particular ensuing session but will also be important for planning future implementations</li> <li>• involving community members was essential to buy in and success</li> <li>• teachers are very important influences on student success</li> <li>• timely and genuine encouragement, support, and recognition are essential for student success</li> <li>• provided rich opportunities to build community (e.g., youth and teachers worked with Regional Traffic Safety Coordinators; youth worked with local businesses, etc.)</li> <li>• flexibility is essential in the project plan</li> <li>• a dedicated staff member to do public relations, blog monitoring, and website updates would have improved this implementation</li> <li>• given adequate program resources, this sort of programming should be prioritized and continued</li> </ul> <p><b>Unintended Outcomes:</b> youth did their own community research, showing keen interest in their own futures</p>	