

Teens want to ban plastic bags in Bali

Melati Wijzen: When you throw your trash away, where is *away*? Do you actually know where your trash ends up? Plastic is a global problem. We are not only facing it here in Bali. 400 plastic bags per year are being used per person on Bali alone, and 700 per person throughout Indonesia.

Our message, our vision, was for our island to be plastic bag free. *Bye Bye Plastic Bags* is a social initiative or a now unofficial NGO, run by youth on the island of Bali to say no to single-use plastic bags. And the long-term solution, we believe in and what we’ve learned, is waste management.

Isabel Wijzen: Our journey with *Bye Bye Plastic Bags* started about five years ago and at 10 and 12 years old, we could see the negative effects plastic was having on our home island. And so I still remember, we were walking home that day from school and we thought, *Hey, what can we as kids do on the island of Bali?*

If we were walking in the rice fields, there would be plastic. Swimming, walking on the beach, there would be plastic. So we thought, *Hey, what’s someone going to do about this?* And I think sometimes you forget that you can be that someone.

Melati Wijzen: We have four main pillars of focus. The first one being education, because we believe that education is key. Change starts in the classroom. And one of the advantages that we have is that when we’re in front of a classroom, it’s kids in front of kids. So we spark something else inside of them.

Group of young people shouting: One island, one voice!

Isabel Wijzen: Our second pillar of focus is our pilot village. And this is where we go every weekend to distribute about 200 alternative bags with our team, to show the locals that it is possible to say no to plastic bags.

Melati Wijzen: Our third pillar of focus is our *One Island, One Voice* campaign. And this is where we reach out to all the retailers and industries to get them involved. And this is where we reward all the places that are plastic-bag-free on Bali by giving them a sticker. And it says, *One Island, One Voice, A Plastic Bag Free Zone.*

Isabel Wijzen: And the last pillar of focus is a personal favourite of mine. Because it’s going global, and it just shows that kids from every corner of the world, they watch what we’re doing here on the island. They’re the ones saying, “I want to do the same back where I come from.”

We hit our real jackpot when we went to the *United Nations* in New York to speak on *World Oceans Day* where we addressed world leaders and gave them a perspective and a voice from the younger generation.

Isabel and Melati Wijzen: Om shanti shanti shanti om. Thank you. (*Applause*)

Melati Wijzen: Now our next approach is to implement a paying-for-plastic policy. We’ve seen in other countries all around the world that once there’s a paying-for-plastic policy set in place, the public mindset really shifts, and it changes.

It’s one thing to talk, but the next step is to implement a waste management system to improve trash collection around the island.

Isabel Wijzen: We’re not going anywhere until Bali is plastic bag free. Because we believe that us kids may only be 25 per cent of the world’s population, but we are 100 per cent of the future.

Why take a gap year?

Hi, I'm Josh, I'm a third year primary education student here at *Macquarie University* and I'm here today to talk to you a bit about a gap year.

So you might ask "What is a gap year?" It's ... ahm ... it's just time between school and university, where usually you go away or maybe work for a year. But it's a time when you kind of learn more about what you want to do in your career, what you want to do once you leave school, university, those kinds of things.

So ... I finished school, I was only 17 at the time. I was underage and I was really young, I had no idea what I wanted to do for a career. I went away for a year. I worked in a school in England, just south of Manchester, a place called Alderley Edge, so we were living there, we're working there and we were able to go into Manchester and the local towns. I started off ... being the music gap student, so that meant working in the Music Department filing music, running classes, being involved in the choir and the orchestra, which I was really keen on doing because, well ... I was big on singing.

My mate here in Sydney ... they decided to put him in the office and what we figured out really quite early on and what the teachers and the headmaster of the school figured out was I wasn't good at music and my mate wasn't good at the office. And so that was a bonus of a gap year, learning what your strengths are, where they are.

Later on in the year, I decided that, you know what, I'd like to have a bit of a go at some teaching. And I was able to teach a computer class, so we were teaching them, you know, how to use *Word*, *PowerPoint*, those skills and these kids ..., they were like seven or eight and they'd never done anything like that, so it was a great experience because I was teaching them something that they had never done before. They hadn't got that at school before and it was something they were really going to use and they were able to go home and show their parents, "Hey, guess what I can do?". So I came back and I'd postponed my *Bachelor of Arts* here at *Macquarie University* and so I switched my degree into a *Bachelor of Arts with the Diploma of Education*, which is the degree to become a primary school teacher. In your third year here at *Macquarie University*, you get to work in a school and so I went up to school in Pennant Hills and it was an incredible experience. I had year three and they were fantastic.

I feel that *Macquarie* did support me through my gap year because I was able to postpone my course. I felt a lot more comfortable about ... about going away knowing that I had a position still here. So guys, a gap year is good because it teaches you more about yourself. You develop self-understanding and a self-awareness, you learn what your strengths are and through that understanding, you're able to kind of figure out what you want to do with the rest of your life. So that's why I chose a gap year, and if it's right for you, that's why you should too.

***Fridays for Future* – an interview with a German climate activist**

News reporter: Good morning, everybody: Our guest today is climate activist Jakob Blasel. Jakob, thank you for coming over. What motivated you to take action and strike for climate?

Jakob Blasel: Good morning, thank you for inviting me. Well, there is a real climate crisis out there, and nobody is doing anything about it and the government is not doing nearly enough to stop it. So, one week, me and my friends were ... like ... "Ok, let's go strike this Friday!" We told the police that we were gonna be like twenty people, mhhhh ... we kind of became 500 hundred people and that was pretty good. And that was the week ... December 14th ... and we striked in over 14 cities that week.

News reporter: And what did your parents think about you striking?

Jakob Blasel: My parents think it's an important issue, but they would probably prefer if I focused on my degree and ... and not on fighting the climate crisis. But it's important for me that we do something against the climate crisis because that's way more important than any degree I could get.

News reporter: Can you talk a little bit about what the goals, what the concrete things that you wanna see come out of these strikes are? Both for Germany and for the world.

Jakob Blasel: I think we want the same thing everywhere, I want Germany to reduce emissions by 95 per cent until 2030 and I want that from many countries, otherwise we won't be able to really stop the climate crisis.

News reporter: So, let's say ... let's say it takes five years for real action to happen. Will you still be out there striking?

Jakob Blasel: Maybe. I'll be done with high school by then. I'll probably be at university, but I think young people will still fight against the climate crisis and young people will still stand up for their future and I will also be a climate activist until they act. I'm afraid that we won't have five years to start acting because then it will be really, really hard to do something about the climate. Now it's not always easy, but it's always possible to do something against the climate crisis. But it will be harder every day our politicians don't act.

News reporter: Why do you think older people may be wrong in their perspective on the climate? Is there something in particular you would like them to understand or really emphasise?

Jakob Blasel: I think adults really didn't get something and we can see that when we look at the facts. We have known enough about the climate crisis for forty years, since the *Club of Rome*, and nobody has done anything against it or nobody has done enough against it, and I think adults have to understand that it's not about politics or policies. It's about our future and I think adults maybe don't get the issue on such an emotional level because they don't look ... mhhh, some of them, especially the older ones ... they don't look at their future and say "Wow, my house might be under water if I don't do enough against the climate crisis" because they will be like "Mhhhh, probably I'll be dead by then."

News reporter: What advantages do you think your generation has, maybe over previous generations or when it comes to activism?

Jakob Blasel: I think one advantage is that it's not our own fault how the world is and I think our advantage is that we have a huge opportunity to change it.

News reporter: Thanks Jakob!

Jakob Blasel: Yeah, thank you.

2 d Aspect: English-speaking countries

Track 7 + 8

"Come with an open mind" – What life is really like in New Zealand

Speaker 1

What do I think of British people moving over? It's a great idea – they have a great sense of humour. The only advice I have is come with loads of money, because New Zealand is really expensive. The one word I would use to describe New Zealand is *easy* – everything is so straightforward here. It's also stunningly beautiful, with great schools, great healthcare, good weather and great food. The negatives are that housing is ridiculously expensive in Auckland. We have dreadful traffic and an expensive and pretty hopeless public transport system.

Speaker 2

I welcome Brits – the more the merrier. New Zealand is a wonderful place, but it does need more people here – from the UK or anywhere else. Be prepared for things to cost a fair bit more than in the UK, especially travel and beer.

The "short hop" to Australia is nearly a four-hour flight, too, and there isn't the choice of going via *Easyjet* or *Ryanair* to keep the cost down. Beer in the city – I live in Wellington – is NZ \$ 10 a glass, which is about £ 5.50, which is often annoyingly called a pint yet is more likely to be 350–425 ml. Similarly, at the local nationwide chain supermarket nearby I recently paid NZ \$ 28/kg, which equals £ 16/kg for green beans

and NZ\$6.50, that is £3.60 for a cucumber.

The weather, house prices, salaries and traffic vary massively up and down New Zealand, so your experience will depend on where you choose to live.

Speaker 3

It's great for Brits to come over here, as it will be pretty easy for them to feel immediately at home. For the locals, the society is not perfect. Poverty and hungry kids are a problem. The rate of immigration is causing some trouble – such as crazy housing prices and pressure on jobs and services – and it's not inconceivable that immigrants will be blamed, as they have been in the UK.

Make sure you understand what the job market is like before you move. Even Auckland – the biggest city – is relatively small, and the jobs that are in demand here are quite different from the UK. There simply aren't a large number of well-paid office jobs, because the local market is so small and the country is very focused on the export of commodities rather than the local consumer.

Speaker 4

If you want to enjoy nature, sports, or simply a slower pace of life than the UK, then this is definitely the place for you. People here in New Zealand get up early, go to work at around 8 am, and leave work early compared to the UK. This makes it a really good place to have a more family-focused life as they tend to be heading home from work at 4 to 5 pm.

The worst thing by far is, of course, the isolation from friends and family. New Zealand really is as far away as you can possibly get! I've heard of people starting a family and having to move back home because they needed to be closer to their support network.

Speaker 5

I am British. I moved to New Zealand in 2008; I rather wish I had moved here earlier. People are welcoming, both at the national level and on a personal level – you go into a shop and people chat. If you are thinking of moving to New Zealand, do it for positive reasons – forget what bugs you about Britain. Consider New Zealand if you want to add adventure to your life, if you get thrilled by stunning vistas, like an outdoor life, enjoy people and activities and want to develop as a person. New Zealand, like Britain, has a very mixed culture: I run a tennis group and get people from 20 different countries coming along. Auckland, for example, has a bigger mix of nationalities than most UK cities.

2 e Aspect: work life

Track 9 + 10

A career spotlight – White House Executive Chef

Interviewer: Today we welcome Cris Comerford, White House Executive Chef. She is the first woman and first person with Asian background to hold this post. Welcome Chris, it's a pleasure to have you.

Cris Comerford: Hello, thanks for having me.

Interviewer: What are your responsibilities as a chef?

Cris Comerford: My main responsibility as the Executive Chef of the White House is taking care of the First Family. Just their daily meals, and of course if they have any social functions or state dinners or any kind of entertaining, we take care of everything in the kitchen.

Definitely it's high pressure, because first and foremost, it's for the President of the United States, so and also, like of course, the visiting countries and the visiting Heads of State because you want to respect their traditions, you wanna respect their protocol and dietary restrictions. So there are a lot of things to learn.

Interviewer: What about the White House Garden?

Cris Comerford: We've harvested so much in that little garden, and in a span of 2 ½ years, I mean ... there is like ... like there are at least 300 pounds of produce that we have harvested throughout the years.

These are actual Italian eggplants that came from the garden. Eggplant is such a wonderful staple. And then, what I did earlier is just grilled this until it's charred; and what it does, it really just you know ... it's easy to peel, but then at the same time it gives it a wonderful flavor.

Interviewer: Did you always wanna be a chef?

Cris Comerford: I didn't know that I wanted to be a chef growing up. It definitely wasn't top on my list. I wanted to be a scientist. I went to the *University of the Philippines*, I studied food technology. But I think the more that I worked with food and I always helped my mom, cook for a family of 11, it's a huge family, so everyday is like a banquet in our house.

But not thinking that that's what I'm really gearing up for. So when I was going to college, my dad actually asked me like "Why don't you go to *Le Cordon Bleu*?" – which is a culinary school for international students.

Interviewer: Why should kids and teenagers learn to cook?

Cris Comerford: If you really make food yourself, you can control the taste, you can control the fat that's in there, you can control the salt, you can control the sugar. And at the end of the day, it's very rewarding because it's your own hand that made it.

So, be hands on, work really hard, and then listen to your parents because they know you more than you think. So you know what ... like ... in my experience, like what my dad was saying ... at the time I just laughed at him. But actually he was very, very right, so listen to your parents and then just really help out your mom and dad cooking in the kitchen. So that's all.

Interviewer: To learn more about the White House and take an interactive tour, visit *WhiteHouse.gov*. For more information about other government careers, go to *www...* [Fade out]

2 f Aspect: health

Track 11 + 12

Step forward

News reporter: This is *National Collegiate Athletic Association* magazine podcast. I'd like to welcome Chris Norton, a former college football player. Since being paralyzed, he has set his sights on a new goal. Welcome, Chris.

Chris Norton: Hello, thanks for having me. It's a pleasure to share my story with you.

I remember every bit of the injury. I was completely conscious, completely with it, so every single thing that happened, I remember like it was yesterday. It was eight weeks into my freshman year at *Luther College*. I remember wanting to kick off in the third quarter. I wanted to make a play. It was just a freak accident: When I dove across to make a tackle, the ball carrier's knee struck my neck, and I was just lying there.

It's incredibly scary. I was completely naïve to spinal cord injuries and the nervous system. You expect the doctors and the medical staff to have all the answers, and they don't. They don't know what's going to happen once you recover. You wonder, "Will I be able to get around and still do the same things I loved doing?" Part of my DNA was to compete and be an athlete, so the idea of having that taken away was completely frightening to me.

When I was in the hospital, my big goal was: I'm going to walk out of here. I wasn't able to quite do that, but it was something that always kept me working hard, kept me focused. I tried to set smaller goals to get to where I wanted so I wouldn't set myself up for failure. Instead of saying, "I want to be able to walk," it was, "How about I do all of these exercises every single day to get to that moment no matter how long it takes?" That's kind of how I learned to just make daily goals. The *NCAA's catastrophic injury* insurance policy helped me pay for nursing care and for any other additional help for reaching my goals and improving my overall quality of life. It was huge: It paid for me to have access to equipment. When you have those sort of luxuries and you're seeing other people with spinal cord injuries who don't have that kind of access but still have the same mindset that they really wanna get better, it motivated me to help other people with their recovery, so they could reach their hopes and

dreams to have a better overall life.

I was asked to speak at a fundraiser banquet in Decorah, Iowa, by a family in town. Afterward, they asked me if I wanted to do a fundraiser to help other people with spinal cord injuries. It kind of clicked in my head: Yeah, there are people who want to help. There are a lot of individuals who aren't getting the same sort of treatment and access to treatment and therapy as I am. I do want to help them. But there's a lot more that needs to be done than one fundraiser and one benefit. So I thought, instead of one fundraiser, one benefit, let's start a foundation.

That's how I started the *SCI CAN Foundation*. We've raised over \$ 375,000 in the last three years. The money has been used to buy equipment that people can use to rehab from neurological disabilities. So far, it has benefited close to 1,000 people. We feel really good about that. And I've also started getting involved in motivational speaking. I've talked to close to 50,000 people, trying to motivate them, trying to be an inspiration and encourage people to overcome adversity and do more with their lives.

Everyone grows up and matures and has a ton of experiences through college. For me, it was almost like a second life. On the day of graduation, I was nervous – after focusing on those daily goals for four years, I was going to walk across the stage. I had a lot of butterflies in my stomach. I kept telling myself to have fun. I tried to focus on each step. It was like I would be before a game: Focus on what you've practiced, and what you've trained for. This was my game day. My moment.

And when my time came, my fiancée, Emily – whom I'd proposed to only a day before – was there to help me. When I stood, the entire crowd started cheering, which I did not expect. And when I got to *Luther's* president, Paula Carlson, we stopped to shake hands, and the crowd got really loud. I pumped my fist in the air. Everyone on stage was crying, which surprised me. And afterward, my family was there to greet me as I left the stage. For me, I was just excited that I'd accomplished something that I'd set out to do. To finish college walking across the stage shows how far I've come from when I first was injured. Everything looked completely grim. I wasn't supposed to be doing a lot of things that I'm doing now. It was nice to reach that goal and to share it with everyone.

It's definitely not close to the end of what I can accomplish, though. After walking across that stage, I'm now just starting a new chapter.

News reporter: Thank you, Chris, for sharing your story with us. If you are interested in more college athletes' stories, please check out our website ncaa.org/podcasts/newsstories, ... [Fade out]

2 g Aspect: work life

Track 13 + 14

An interview with teen chef Flynn McGarry

Host: Flynn McGarry is no stranger to the spotlight. In fact, at the age of 16, he's already a darling in the food world. At age 11, the young chef started hosting a lavish supper club in his house in California, drawing praise for his talent. He currently runs *Eureka*, a weekends-only restaurant in New York City where up to 12 guests can spend \$ 160 for a 14-course tasting menu. Liz Jacobs caught up with McGarry, who returns to *TIME's Most Influential Teens List* this year, to talk about his new dishes, his favorite fast food and whether he calls himself a cook or a chef.

Liz Jacobs: First, you're in LA now, but your semi-pop-up restaurant *Eureka* is still going in New York, right?

Flynn McGarry: Yeah, I live in New York, I'm just visiting LA for two days. Coming for an event and also visiting family.

Liz Jacobs: How much longer will *Eureka* be open?

Flynn McGarry: We think until around March, until next year.

Liz Jacobs: What are some dishes you're serving that you're especially excited about?

Flynn McGarry: The more-or-less "signature" things that have stayed on the menu a little bit longer, everyone's written about the foie gras *Ritz* cracker sandwich, which everybody gets right when they

sit down. Right now, we have desserts like these little tarts filled with caramelized crème fraîche that's warm and topped with a bunch of caviar.

Liz Jacobs: Mhm. What's your favorite guilty pleasure food?

Flynn McGarry: I don't really know if it's a "guilty" pleasure, but I love *Shake Shack*. I don't know if it's the guiltiest, but I mean, it's not healthy, per se.

Liz Jacobs: What do you get there?

Flynn McGarry: I get the *Shack Burger*. Right now they have this pumpkin spice thing of course, which is delicious, and then the fries – depending on how hungry I am, with cheese.

Liz Jacobs: Mhm. What are your thoughts on the *cook vs. chef debate*?

Flynn McGarry: In general, you're just the chef of whatever you call yours – I'm the chef of *Eureka*, I create all the dishes, I cook all the food, I'm the chef of it. And then if I go into anyone else's kitchen or whatever, I immediately go back to being a cook.

Liz Jacobs: Who has influenced you the most as a chef?

Flynn McGarry: I think as far as, not even so much food, but as far as things they've told me and career advice, I think Daniel Humm's definitely inspired me, possibly the most, as a chef.

Liz Jacobs: What advice has he given you?

Flynn McGarry: Just a lot of ideas, the main thing was, the first time I was staging at *11 Madison Park*, they would have me make a dish for everyone to try, and I made this dish, I can't even recall, it was something, I guess there wasn't enough acid or something, and he told me that every single dish I ever make has to have a perfect balance of salt, acid, sweetness, all that. That's what makes a dish delicious, and that's the main thing that's stuck with me. Now every single time I make a dish, I sort of run through every single thing in my head to make sure, is everything in balance?

Liz Jacobs: Who have you still not worked with that you'd like to learn from?

Flynn McGarry: A lot of people! I think it would be really cool, I mean, he's not really anywhere right now, but cool to learn from Ferran Adrià, just because I don't really know much about his style, but I think it's definitely a cool thing to know about. And maybe some Japanese places, but I don't speak Japanese, so that would be a little difficult.

Liz Jacobs: Do you speak Spanish?

Flynn McGarry: I don't. I took French, and I can barely speak that.

Liz Jacobs: Well that's a useful one in your profession.

Flynn McGarry: Yeah. When I go to Paris it's nice, I can order food in restaurants. But Spanish would probably be a little more helpful, especially being from LA, but I get by.

Liz Jacobs: What restaurant do you wish you could have visited that's now closed?

Flynn McGarry: I guess *El Bulli*. I never got to go, but someone came and ate the other day and was just showing us photos of it, and it looked insane. Just everything about the location, the food, the experience, just seems like a once-in-a-lifetime thing.

Liz Jacobs: What advice would you give to young and aspiring cooks and chefs?

Flynn McGarry: First and foremost, while it is important to cook your own stuff and kind of create dishes and be creative with it, you can't do any of it until you know all the basics. So learn all the basics on your own or go work somewhere to learn all the basics, and then from there, start kind of doing your own thing. But never be like, "Alright, I'm done learning from other people." Never get to a place where you think you know everything, because you never will. Especially in cooking – there's always something else to learn.

Liz Jacobs: Have people your age and younger reached out to you for advice?

Flynn McGarry: Yeah, there's been a surprising amount of people my age or younger that have gotten into cooking and will send me an e-mail about, like, they want to start a pop-up – which is great, but

I mean, I would say you're putting yourself out there for everyone to judge and scrutinize and all that. You just need to be very confident that you know what you're doing before you do that. Because once you start it, you can't really go back.

Liz Jacobs: What's next for you after *Eureka*?

Flynn McGarry: After *Eureka*, we're gonna start the process of opening a real restaurant. It takes a decent amount of time, but that's within the next months to a year, we're gonna start looking at spaces and getting investors locked down and all that kind of fun stuff. *[Fade out]*

2 h Aspect: education

Track 15 + 16

School for tired teens

Graham Satchell: Nine in the morning, and Cathy is still in bed. Most schools have already started for the day but Cathy's school now starts later. Much later. It runs from half past one in the afternoon till seven in the evening.

Cathy: Morning mum.

Graham Satchell: Waking up later and getting more sleep has a dramatic impact on life at home.

Cathy: I used to get really annoyed when my mum was trying to wake me up ... I'm sorry ... but now she does not really have to. I can just do it on my own.

Cathy's Mum: I don't see her looking tired and ... you know ... even if you are older ... if you are a little tired ... you're likely to take your mood out on someone. Now she is much better.

Graham Satchell: They have changed the start time at Cathy's school not because they think that 6th formers are lazy. The decision is based on more than 20 years of research into the teenage body clock.

Guy Holloway: The cards are really stacked against them because they are overriding nature by getting up quite early in the morning in order to be on time for school.

Graham Satchell: Overriding nature – what is the science here? We asked the students to explain it.

Student 1: Our body clock is located in the brain, in the hypothalamus, specifically in the suprachiasmatic nuclei. These cells are responsible for all the 24-hour timing systems in the human body.

Student 2: In adolescence, as the brain continues to grow and develop, the body clock shifts to three hours later.

Student 3: A seven o'clock start time for a teenager is equivalent to a 4:30 wake up time for an adult.

Student 4: I definitely think that I am the classic teenager. In the mornings I've been a lot more cooperative and a lot nicer and I'll often be helping out and I'm actually doing chores out of a want rather than a requirement.

Student 2: In my old school timetable I felt kind of grumpy in the morning but now it's just "I'm feeling good all around!" because I have a good sleep and a good quality of sleep.

Student 3: I find it easier to concentrate in lessons. And whereas before I would sometimes be falling asleep in the first few hours in the morning ... it's much easier now to concentrate and just to focus on the work I have to do.

Guy Holloway: Schools on a day-to-day basis are dealing with a whole range of issues. Sometimes mental health issues, I would argue there's a public health issue really, in terms of a nation of teenagers, particularly older teenagers, that are going to school chronically sleep deprived.

Graham Satchell: It's too early to say if the changes here will mean students do better in their exams. But it's hoped that a wider study by the *Oxford University* will help other schools to decide whether to change their timetable. Graham Satchell, *BBC News*.

From child soldier to human rights activist

Being a child in war, it's ... it's difficult and I had no desire to really survive because I'd lost everything. My name is Ishmael Beah, and I'm an author and I'm also a human rights activist.

When the war finally came to my part of the country, I was 12 years old and I started running from it. I lost everything, you know, my immediate family was killed in the war, so my mother, father and two brothers.

By the age of 13, I had been recruited into the army and I was fighting as a soldier. You learned to function in madness very quickly, you have to adapt to your situation in order to survive, and often you are exposed to extreme levels of violence that you've never even heard of.

There was a lot of hardship, we had lots of arms and ammunition but no food, no medicine and lots of drugs. But also when you've lost family and everything you ... you quickly learn to belong to this group. But belonging to this new group required violence. Violence became the way to show loyalty.

There were several things that gave me hope. One of them was when I was a boy my father used to say to me "If you're alive, there is a possibility that something good will happen to you!" That is, if none of those possibilities exist in your life anymore, you will die.

And while we had gone on one of these missions, there were few people who showed up, and I vividly remember them wearing this thing that said *UNICEF* and the logo of this person with his baby, and I remember thinking to myself the first time that maybe they are like ... a new war group that we're gonna like collaborate with ... because I've never heard of *UNICEF* before.

So they had some talk with the commander and then ... and then at some point they lined everybody up and then they disarmed us and took my weapon. I was not happy, I was actually very upset because I knew what that meant ... not to have a weapon ... in the context that I was in. And then they put us in this vehicle and said we're gonna recover from the war and become children again.

Then they brought us to a place called *proof school*, which became the center that I spent eight months recovering from the war in. Because of that intervention that took me out of that situation, other things were made possible.

After I came out of this experience of being a child in war, I said to myself "What can I do to give back? What can I do to have people understand the possibilities on the other end? How can you recover from all of that when you're given the right care and support?"

So I decided to be an example ... for both, people coming out of the struggle as well as people who are doing that work to assist people coming out of that struggle. It is not often you come out of a situation and you meet somebody who has come out of a similar situation, and they're doing well and they're standing there, so it gives you hope that you too can do something with yourself. Every time you save a child from war there is hope. For every child – hope.

How to crashproof your kids

Interviewer: Hello and welcome to our show. Today we have Timothy Smith, author of *Crashproof your kids*. Timothy, thanks so much for being with us. What are the three biggest mistakes that parents make when teaching their teens to drive and what can they do to avoid them?

Timothy Smith: Thank you very much. It's a pleasure to be here. The most important mistake is underestimating the time and effort it takes to help make a teen a safer, smarter driver. Many parents assume that driver's education alone is adequate. Parents should plan to spend a minimum of 50 to 100 hours behind the wheel with their teen over a 6- to 12-month period after they receive their license.

Next, they are not clear on what skills and principles are the most important to teach. The most important things are emergency braking, proper following distance, reducing distractions and improving visual scanning skills.

Finally, many parents do not ensure that their teen has experience in a variety of different driving situations. Teens need experience in residential, rural, freeway and city driving, in that order. They need experience, where possible, in snow, rain, fog and night-time conditions.

Interviewer: Ah, tell us about yourself and your driving background.

Timothy Smith: Most of my career has been spent as a healthcare entrepreneur. Several years ago I began devoting more time to writing, and the subject of driving and teen safety became a major focus. As part of my research and preparation for writing the book, I became licensed as a race car driver, certified as a driving instructor, took defensive driving courses, interviewed professional racers, instructors, psychologists, academics, parents and teens about driving skills, techniques and attitudes, and how they contributed to teen car crashes.

Even though I have driven nearly 1 million miles without a crash during my lifetime, my research and additional training helped me discover how much better my own driving could become.

Interviewer: Why did you decide to write *Crashproof your kids*?

Timothy Smith: Several events which happened around the same time, convinced me to write the book. Within a couple of months, five teens were killed in three separate car crashes very close to my home in suburban Chicago, all of them due to driver error. When I talked to my friends and neighbors about these tragedies, I was stunned to discover that virtually every one of their teens had been in some kind of car crash within the first year of learning to drive. That got my attention, especially since my daughter was about to turn 15, and I had two kids right behind her. It struck me that driving was probably the single most dangerous thing my kids would ever do, and I wanted to do whatever I could to reduce that risk for them.

That's when it was clear to me that I needed to write the book. I spent the next two years creating the *crashproof plan*, using my own daughter as a guinea pig for the behind-the-wheel exercises.

Interviewer: How is the *crashproof plan* different from other driver training programs?

Timothy Smith: Very few advanced driver training programs exist for teens in this country. We have many standard driver education programs which teach traffic rules and regulations and give teens a total of from one to six hours of behind-the-wheel training. The *crashproof plan* is designed to take teens, with their parents, far beyond the basics of simply operating a car, to help keep them alive on the road. They learn advanced driving techniques as well as how to reduce the most significant behavioral risks – speeding, intoxication, road rage, distractions, etc. The *crashproof plan* specifically addresses each of the areas where there is increased risk for teens and provides exercises, tips and strategies to reduce that risk.

It's also unique in identifying parents as the key element. Parents are the most effective driving mentors and partners for their teen because they know and love their kids the most, and best understand their teen's propensity for risk.

Interviewer: What are your top picks for accessories and technology to help crash proof the car and driver?

Timothy Smith: First and foremost, electronic stability control. These systems are marketed under a variety of names, but they are probably the single most effective safety devices ever invented for cars, after safety restraint systems. Electronic stability control systems automatically correct the mistakes people make that lead to skids and roll-overs.

Anti-lock brakes. Most all cars have them now, but they're a major improvement, even though they are often used improperly. Do not pump, maintain firm, steady pressure.

Air bags – as many as you can get, the more the better. Structural improvements – reinforced doors and crumple zones.

Finally, tires. The single most underestimated element of auto safety. Check tire pressures monthly. Buy the best you can afford. Snow tires are far better than all-weather radials in bad weather.

Interviewer: Any other tips you'd like to add?

Timothy Smith: Resist the temptation to let your teen drive freely without the time commitment needed to make them better drivers just because it's so convenient. I've received hundreds of letters, phone calls and e-mails from parents who wished they'd taken it more seriously and have been the victims of tragedy. It can happen to you. And for 58 percent of the teens out there, crashes happen within 12 months of their learning to drive.

Interviewer: Thank you so much Timothy for sharing this very interesting information with us ...

[Fade out]

Textnachweis Listening tracks (MP3s)

p. 26: UPROXX – <https://www.youtube.com/watch?v=oiRUfY6z1OQ&feature=youtu.be> (25. 6. 2019; adapted), p. 27: Josh / Macquarie University – <https://www.youtube.com/watch?v=oJTwlOHk9Ro&feature=youtu.be> (25. 6. 2019; slightly adapted), p. 28: Deutsche Welle, Interview with Jakob Blasel: <https://www.dw.com/en/living-planet-interview-with-jakob-blasel-fridays-for-future/av-47911576?maca> (25. 6. 2019; adapted), p. 29: Ann, Robin, Graeme Horne (2x), Bob George – <https://www.theguardian.com/commentisfree/2016/aug/23/come-with-an-open-mind-what-life-is-really-like-in-new-zealand> (25. 6. 2019; slightly adapted & abridged), p. 30: Cris Comerford / USAgov – <https://www.youtube.com/watch?v=MBUuFjQC58Q&feature=youtu.be> (25.06.2019; adapted & abridged), p. 31: I remember every bit ... starting a new chapter.: Chris Norton, as told to Brian Hendrickson <http://www.ncaa.org/champion/steps-forward> (25. 6. 2019; slightly adapted), p. 32: Sarah Begley, Interview with FlynnMcGarry – <http://amp.timeinc.net/time/4088639/influential-teen-flynn-mcgarry-interview> (25. 6. 2019; slightly adapted), p. 33: N. N. (BBC News) – <https://www.youtube.com/watch?v=pJY0mBWHpw4&feature=youtu.be> (25. 6. 2019; slightly adapted), p. 34: Ishmael Beah / Unicef USA – <https://www.youtube.com/watch?v=vw7kHcr43vk&feature=youtu.be> (25. 6. 2019; slightly adapted), p. 35: Teendriving.com, Interview with Timothy Smith – <http://teendriving.com/2013/07/17/interview-with-timothy-smith-author-of-crashproof-your-kids> (25. 6. 2019; slightly adapted)