



Acknowledgements

Road Safe Series

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The Road Safe Series

Changing Gear is the junior secondary programme in the Police **Road Safe** Series.

This is a co-ordinated, integrated series of programmes beginning in the primary school and concluding in the senior secondary school. The intention is that young people learn road safety skills and knowledge at each level of their schooling and are given the opportunity to practise and reinforce these.

The programmes are:

Stepping Out	Years 0-3
Riding By	Years 4-6
Out and About	Year 7-8
Changing Gear	Year 9-10
Safe Wheels	Years 11-13



Aim of Changing Gear

Students will be empowered to participate safely as responsible road users, aware of their own place in traffic, as well as that of others.

General Objectives

- Students have a basic understanding of road rules and laws as they affect them.
- Students are aware of their rights and responsibilities as road users.
- Students can explain what can happen when road rules are broken.
- Students can identify risks and the consequences of risky behaviour, and will respond to risks in safe ways.
- Students can illustrate safe responses to social pressures to be an unsafe road user.
- Students can identify road hazards and respond to them in sensible, safe ways.
- Students can identify their own personal skills and deficiencies as road users.
- Students can behave in rational ways on or near the road.
- Students can explain how social messages can affect road safety.
- Students can make sensible and safe decisions in a road safety context.
- Students know how speed affects safety, and understand the forces and energy involved in movement on the road.
- Students can list the attributes of a safe driver.
- Students can explain the process and requirements for getting a driver licence.



Messages

The following messages will become part of students' thinking as a result of working through activities in *Changing Gear*. It is not the intention that they be handed out to students as a list, although the list could be presented to the parents/caregivers during consultation.

- All my actions have consequences.
- I am responsible for my own road user behaviour and safety.
- I have a responsibility to help keep other road users safe.
- Safe road use requires rational behaviour.
- There are legal consequences when road rules are broken.
- There are strategies I can use to manage road risk.
- I can make safe decisions as a road user.
- Safe drivers are sensible drivers.
- A crash at high speed causes much more damage than a crash at a slow speed.
- As a road user I must obey road rules.
- Road rules and regulations are there for the safety of all road users.

Using the Programme

School Policy

Before beginning teaching any *Road Safe* programme, a school should check that it has a road safety policy, and decide whether the policy needs reviewing.

Suggested points to cover in the policy are:

- Legal requirements for wearing cycle helmets.
- Legal requirements for use of skateboards.
- Legal requirements for students on restricted and learner licences.
- How to handle the situation when students have unsafe cycles or cycle helmets.
- Parking and safety of students' vehicles at school.
- Drink/driving issues.
- Safety on school buses.
- Respecting traffic rules and laws.
- Parking of parents' and teachers' vehicles inside and outside the school grounds.
- School trips
- Road safety education - where, when, how
- Transporting students on outings

An Integrated Programme

Changing Gear has been designed to be integrated into a number of Essential Learning Areas of the New Zealand Curriculum Framework. Activities have been developed for Social Studies, Health, Science, Maths, English and Technology. Each curriculum area has its own teaching guide and required resources.

Care has been taken to ensure that these activities link closely with Achievement Objectives and Essential Skills of the New Zealand Curriculum Framework.

The intention is that students will have school road safety education reinforced in a range of subjects, over a period of time. International research shows there is a need for ongoing reinforcement.

“Road Safety Education (RSE) is best used as a real and relevant context within which much of the curriculum may be delivered. To be effective, and for progression to be achieved, RSE needs to be drip fed throughout the curriculum, with pupils receiving small but regular inputs which give purpose and meaning to their work.” Transport Research Laboratory, Department of Transport, UK

Schools may leave the decision of when to introduce road safety activities up to the individual subject teachers or Heads of Department. Alternatively, a school may decide to run a school road safety week, with road safety material being taught right across the curriculum.

It is recommended that a school appoint a **school road safety co-ordinator**, who can liaise between departments and co-ordinate activities.

The Role of the Police Education Officer

The police education officer has the important role of making the school aware of the **Road Safe Series**, and, in particular, **Changing Gear** and **Safe Wheels**, the two secondary programmes produced by the Police Youth Education Service. Roles of the police education officer include:

- Making a brief presentation about **Changing Gear** at a whole staff meeting.
- Arranging in-depth meetings with Heads of Department.
- Providing the teaching materials.
- Assisting with planning.
- Teaching in partnership as decided at the planning meeting.
- Taking part in evaluation.

Other police may be used as resource people, for example to discuss road and hazard markings.



Parent/Caregiver Involvement

It should be of concern to every parent/caregiver that their young people are safe on the road as pedestrians, passengers, cyclists and drivers.

Both school and family have a role in teaching appropriate road safety skills, knowledge and attitudes.

The school should consult with parents/caregivers about the needs of students, and keep them informed about road safety programmes being run at school. Parents can then reinforce the road safety messages. Parents and teachers should also be aware of the importance of modelling safe road safety practices.

In *Changing Gear*, some opportunities have been provided for parents to be involved and informed. A letter should be sent home before road safety work begins.

This should cover such things as:

- An outline of the *Changing Gear* programme.
- Time frame for teaching.
- Proposed learning outcomes.
- Ways parents/caregivers can be involved.
- Issues that could be discussed at home.
- Importance of role modelling by parents/caregivers.
- Process for parents/caregivers to voice queries or concerns.

Youth Education Service Internet Site

Further information for teachers is available on the YES internet site www.police.govt.nz/yes

Teachers can also use this site or the following address to contact the YES office in the Office of the Commissioner of Police. Questions and comments are welcome. yes@xtra.co.nz



Part B: *Changing Gear: Health*

Introduction

Changing Gear will provide health and physical education teachers with a way of introducing road safety education into their subject area, while still meeting the Achievement Objectives of *Health and Physical Education in the New Zealand Curriculum*.

Road Safety Objectives

As they work through the activities contained in this teaching guide, students will meet the following general objectives of the *Changing Gear* Programme.

- Students are aware of their rights and responsibilities as road users.
- Students can identify risk and the consequences of risky behaviour, and will respond in safe ways.
- Students can identify their own personal deficiencies as road users.
- Students can list the attributes and attitudes of a safe driver.

Links with the New Zealand Curriculum

Essential Learning Areas

Details of links with specific Achievement Objectives of *Health and Physical Education in the New Zealand Curriculum* are given at the beginning of each activity.

Essential Skills

(see Appendix pages 33-35)

Changing Gear will enable students to further develop a number of essential skills. These are listed at the beginning of each module.

Using this Resource

- Each activity is designed to stand alone. Thus, if teachers wished, they could select a single activity, and choose others at other times throughout the year.
- All four activities could be taken as a unit of work.
- All four activities could be taken as part of a school wide road safety week.





Overview

Activity	Learning Outcomes	Planning Comments
Activity 1 Risk	1 Identify some road risks. 2 Describe some of the penalties associated with risky behaviour on the road. 3 Suggest some strategies for overcoming risk.	
Activity 2 Safe Decisions	1 Identify safe and unsafe decisions in a road safety context. 2 Explain the importance of making safe decisions in a road safety context. 3 List positive and negative consequences of decision making for a road user.	
Activity 3 A Good Driver	1 List the attributes of a good driver. 2 Explain the consequences of some unsafe driving behaviour. 3 Consider the sort of driver they want to be.	
Activity 4 A Good Attitude	1 Describe a positive attitude to safe road use.	



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3b Risk Management Chart	28
4 Restrictions for a Learner and Restricted Licence	29
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6 Safely Home Contract	32



Resources

Justin Case - Justin Trouble Road Safety Game

Justin Case Cards

Justin Trouble Cards

To Finish First, First You Have To Finish Video



Activity 1: Risk

Focusing Question

How can we be prepared to handle road risks?

Curriculum Links

Strand A Personal Health and Physical Development

Level 5.3 Investigate and practise safety procedures and strategies to minimise risk and manage risk situations.

Concepts:

The Socio-ecological Perspective: Making healthy and safe choices as road users.

Attitudes and Values: Positive and responsible attitude to their own health and safety as road users and to that of others, such as other road users.

Key Area of Learning:

Mental Health

Essential Skills

As they work through this module, students will develop the following essential skills:

Communication **1,2,3**

Information **1,2,3**

Problem-solving **1,3**

Self-management and Competitive **9,10**

Social and Co-operative **1,2,7**

Work and Study **1**

Learning Outcomes

At the end of this module students will be able to:

- Identify some road risks.
- Describe some of the penalties associated with risky behaviour on the road.
- Suggest some strategies for overcoming risk.

Resources

Either: Copsheet 1 **Risky Road** page 22-23 – one for each student

Or: Set of cards made from Copsheet 1 – one for each group

Note: If desired you could use only half of the situations from Copsheet 1. Choose ones that will promote discussion.

Copsheet 2a **Offence** page 24

Copsheet 2b **Penalties** page 25

Note: Photocopy 2a and 2b onto different coloured paper, and cut up into sets.

Copsheet 3a **Newspaper Articles** page 26-27

Copsheet 3b **Risk Management Chart** page 28

Teaching

1 Either:

Give each student Copsheet 1 **Risky Road**. Ask them to sign their name in the boxes of any of these road risks that they would take. Each student now asks two or three other people to identify the risks they would take. Each one signs their name in the appropriate square. Allow 10 minutes for this activity.

Ask: Which risks were people most likely to take? Why do you think this might be?

Which risks were people least likely to take? Why do you think this might be?

What did you learn about your own risk taking behaviour?

Or:

Put students into groups of 4-5. Give each group a set of cards made from Copsheet 1. Invite the group to discuss these and sort them into an order according to which they think is the biggest risk. Ask groups to rotate around the room and look at other group's rankings. Alternatively, each group could be asked to give their first and last ranking.

Ask: How do you decide if a risk is big or small?

Do you think that risks are the same for everyone? Why or why not?

Do you think you can ever say that it is safe to take a risk? Why or why not?

What should you do when you are faced with a risky road situation?



- 2** Put students into groups. Give each group two sets of cards (Offence and Penalties made from Copsheet 2a and b). The group must decide which penalty matches which offence. Go over the correct answers. (*The order shown on the copsheets is correct ie 1. Traffic Offence Notice \$500; 2. \$55; 3 Traffic Offence Notice \$10; 4 Traffic Offence Notice \$10; 5 \$55; 6 \$400; 7 \$400 + 25 demerit points; 8 \$150; 9 Traffic Offence Notice \$1000maximum; 10 \$150*).

Ask: Why do you think we have traffic laws? (to enable all road users to be safe on the road)

Do you think these penalties for people who break traffic laws are fair? Why or why not?

Did any of the penalties surprise you? Why or why not?

Do you think knowing these penalties will stop you taking road risks?

What else should you consider when you are tempted to break traffic laws? (the safety of you and others)

What have you personally learnt from this activity?

- 3** Students work individually on this task. Give each student Copsheet 3a and 3b. They read the newspaper articles and follow the instructions on Copsheet 3b. Answers could be shared in pairs or gone over as a class. Completed sheets could be placed in students' Journals.

Extension

Regroup students. Ask them to share times when they, or someone they know has been involved in a risky road situation. For each they discuss:

- a) Why the situation happened?**
- b) What the risks were?**
- c) What could have been done to minimise, or remove the risk.**



Activity 2: Safe Decisions

Focusing Question

Why should I make safe decisions about road use?

Curriculum Links

Health and Physical Education in the New Zealand Curriculum

Strand C Relationships with Other People

Level 5. 3 Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a range of settings.

Concepts:

Well-being, Hauora: coherent thinking processes

Health Promotion: personal decision making

Socio-ecological Perspective: factors that influence people's choices and behaviours

Attitudes and Values: Positive, responsible attitude to their own safety and that of other road users.

Key Area of Learning:

Mental Health

Essential Skills

As a result of working through this module students will develop the following essential skills:

Communication **1,2,3,4**

Information **1,2,3,4**

Problem-solving **1,2,3,4,5,6**

Self-management and Competitive **5,6,7,8,9**

Social and Co-operative **1,2,7,8**

Work and Study **1**

Learning Outcomes

At the end of these activities students will be able to:

- Identify safe and unsafe decisions in a road safety context.
- Explain the importance of making safe decisions in a road safety context.
- List positive and negative consequences of decision making for a road user.



Resources

Police education officer

Each student makes two cards – one with **Safe** written on it and one with **Unsafe** (option)

Copysheet 4 **Restrictions for a Learner and Restricted Licence** page 29

Copysheet 5 **Scenarios** page 30-31

Copysheet 6 **Safely Home Contract** page 32

- 1 Explain to students that they are going to be thinking about safe decision-making in a road safety context. Explain to them that you will read out some statements, one at a time.

Either:

They will then place themselves on a continuum line, one end of which is **Safe Decision** and the other end of which is **Unsafe Decision**. If they are unsure, they stand in the middle of the line. Walk along the continuum line for them, indicating which end is which. Remind students to make up their own minds. Read the first statement. When students have positioned themselves after each statement, ask some students from different parts of the line to explain why they are standing where they are.

Or:

Read out each statement and ask students to hold up either their **Safe** or **Unsafe** card after each one. Ask some students to justify their choice.

Statements

Vanessa needs to cross the road. The only car in sight is a long way off. She decides to run quickly across the road where she is, rather than going a few metres down the road to the pedestrian crossing.

Jeff notices that the back brake on his bike is wobbling quite badly. He decides to ride down to the cycle shop and get it checked out.

It is starting to rain and getting dark. Danielle decides to take a short cut through the park before the rain really settles in.

Phil is at a party with his friends. He has had quite a bit to drink and insists that he can drive home. His friends can't stop him. One of them goes to ring his parents. Did the friend make a safe or unsafe decision?

After dealing with all the statements:

Ask: *What decision would you have made in these situations?*

Why is it sometimes hard to make a safe decision?

What do you need to consider before you make your decision?

- 2 Divide the class into four groups. Give each group one of the statements. Ask them to come up with a list of possible negative and positive consequences for the decision made in their situation. These can then be shared.

The police education officer then leads a discussion moving students towards seeing the advantage of making safe decisions as road users. He or she will be able to give a Police view point of the four decisions.

- 3 Ask students to find a partner for this activity. Give each pair Copsheet 4 and 5. Ask them to follow the instructions on Copsheet 5.

Each pair now joins with another pair and shares their results. The following questions could be asked to the whole group or given to each group for discussion.

Ask: Will knowing what the law says help you make safe decisions as a road user?

What is most important – the fear of getting caught, or knowing you are breaking the law? Justify your answer.

Why is it easier to make a safe decision if friends are supportive?

How important are parents' opinions in helping you make safe decisions?

Students can take home Copsheet 5 to share with an adult.

Extension

Give each student Copsheet 6 **Safely Home Contract**. Explain that this is a draft only. Ask them to use it as a basis for preparing a contract document for an adult at home. This could be done on the computer. Students take the finished contract home for signing.





Activity 3: A Good Driver

Focusing Question

What are the attributes of a good driver?

Curriculum Links

Strand D Healthy Communities and Environments

Level 5.1 Investigate societal influences on the well-being of the student community

Concepts:

Health Promotion: concern for well-being of all road users

Socio-ecological Perspective: impact of good drivers on the community

Attitudes and Values: attitude required to be a good driver.

Key Area of Learning:

Mental Health

Essential Skills

As they work through activities in this module students will develop the following essential skills:

Communication **1,2,3**

Information **1,2,3,4**

Problem-solving **1,2,3,4,5,6,9**

Social and Co-operative **1,2,3,7,10**

Work and Study **1**

Learning Outcomes

At the end of this module students will be able to:

- List the attributes of a good driver.
- Explain the consequences of some unsafe driving behaviour.
- Consider the sort of driver they want to be.

Resources

Board Game **Justin Case and Justin Trouble**

Set of **Justin Case Cards** and **Justin Trouble Cards**, for each group

Coin and dice for each group

Teaching

- 1 Put students into small groups. Explain that they are going to play a game that looks at the qualities of a good and bad driver. This will enable them to make decisions about what sort of a driver they want to be.

Give each group the materials to play the **Justin Case** and **Justin Trouble Board Game**.

Make them familiar with the following Game Rules.

Note: Teachers who developed this resource designed the lessons with an average young New Zealander in mind – someone who is becoming more independent and more mobile and needs some road safety education. They called this person Justin Case. In this game, Justin Case is seen making sensible decisions. However, Justin Trouble is making unsafe road user decisions, and may end in trouble. Teachers in all-girl schools may like to use Justine Case and Justine Trouble.

Game Rules

- 1 Throw a six to start.
- 2 If you land on a Justin Case square, pick up a Justin Case Card and read it out. Toss the coin. If you throw heads, move forward 4 squares. If you throw tails, move forward two squares.
- 3 If you land on a Justin Trouble square, pick up a Justin Trouble Card and read it out. Toss the coin. If you throw heads move back 4 squares. If you throw tails move back two squares.
- 4 The game is won by the first player who passes Finish.
- 5 As an alternative, groups could play against each other, with the first group with all players passed Finish the winners.

Ask: What did you learn from this game?

What do you think might eventually happen to Justin Trouble?

Who would you rather be like, Justin Case or Justin Trouble? Why?

- 2 Put students into groups. Each group compiles a list of the Ten Best Attributes of a Good Driver. They then verify this list by interviewing a range of other road users, such as other students, parents, police education officer, teacher, older person. They refine the list if required.

Extension

Each individual or group uses their list of Ten Best Attributes of a Good Driver as a checklist to assess drivers in their community. They might choose to check some or all of the following:

Teachers

Fellow students

Parents

Older drivers

Women drivers

Male drivers.

Findings could be shared in class and a report compiled for the local newspaper.





Activity 4: A Good Attitude

Focusing Question

What are the advantages of a positive attitude to road use?

Curriculum Links

Strand D Healthy Communities and Environments

Level 5.1 Investigate societal influences on the well-being of the student community

Concepts:

Attitudes and Values: a good attitude to road safety

Learning Outcomes

At the end of this activity students will be able to:

- Describe a positive attitude to safe road use.

Resources

Video *To Finish First, First You have to Finish* (approximately 10.35 minutes)

Art materials

Teaching

1 Show students the video right through. Ask them to turn to a partner and answer the following:

- What things about the video surprised you?***
- What new things did you learn?***
- What things would you like to share with family or friends?***

Now show again the segment of the video entitled ***Why aren't we doing it?*** (approximately 5.41 to 7.50 minutes). This includes road rage, peer pressure, attitude.

Lead a discussion on the meaning of a 'good attitude to road safety'.

2 Students can work individually, in pairs or groups. They develop a road safety slogan which does the following things:

- demonstrates a positive attitude to road safety

- will give a clear message to others
- is clear and interesting.

They could choose to make a banner, flag, poster, bumper sticker or badge.

Finished products should be displayed around the school.

Ask: To what extent do you think we can exert positive pressure on fellow students?



Risky Road

<p>Throwing rubbish out the window of the moving car.</p>	<p>Riding your cycle on the footpath.</p>
<p>Crossing at the traffic lights when the light is showing Don't Walk or the Red Person.</p>	<p>Crossing the road within 20 metres of a pedestrian crossing.</p>
<p>Travelling in a car that is speeding.</p>	<p>Having a ride in a car with a driver who had drunk too much.</p>
<p>Having a ride in a car with an unlicensed driver.</p>	<p>Cycling without a cycle helmet.</p>
<p>Driving a vehicle without a licence.</p>	<p>Failing to put your safetybelts on when driving or riding in a car.</p>

<p>Zig zagging through traffic on your skateboard.</p>	<p>Running a red light.</p>
<p>Taking a short cut through a dark area at night.</p>	<p>Accepting a ride from a driver you don't know.</p>
<p>Riding on a motorbike without a cycle helmet.</p>	<p>Running across the road through traffic.</p>
<p>Playing 'chicken' on the road.</p>	<p>Riding your cycle with a group of people more than two abreast.</p>

Offence

1	Throwing rubbish out of a car window
2	Riding a cycle on the footpath
3	Pedestrian crossing the road against the lights
4	Pedestrian crossing the road within 20 metres of a pedestrian crossing
5	Riding a cycle without a helmet
6	Driving without a licence
7	Breach of learner or restricted licence
8	Not wearing a safety belt
9	Zig zagging through traffic on a skateboard
10	Running a red light in a vehicle

Penalties

Traffic Offence Notice \$500
\$55
Traffic Offence Notice \$10
Traffic Offence Notice \$10
\$55
\$400
\$400 + 25 demerit points
\$150
Traffic Offence Notice \$3000 maximum
\$150

Newspaper Articles

Article 1

Drunk Teen behind Wheel

A 36 year-old man may face prosecution after letting an unlicensed drunk 16 year-old drive him home. The man was a passenger in the car.

The incident happened after a party in the rural area behind Stratford. The man was too intoxicated to drive, so encouraged his son to drive the 16 kms home over rough gravel roads. There was low cloud and visibility wasn't good.

When questioned later, the father said he didn't expect there to be any other traffic at that hour. However they did meet a slower vehicle, and, as the boy accelerated to pass, he missed the corner and the car ended up down a steep bank. The car was later found to have very worn tyres.

The driver, who returned a positive breath alcohol level, has been charged with dangerous driving.

Article 2

Train hits Boy

A serious crash occurred yesterday on a rail crossing in Canterbury. A group of youths had left school in the car of one of the senior students and were headed to rugby practice. Although the lights at the railway crossing were flashing it appears the car proceeded across the lines and into the path of an approaching goods train. The wreckage of the car was carried some distance by the train. Three boys were killed and three others were injured. Police say that the car was overloaded and there was speculation that a dare may have been involved. Trans Rail was puzzled as to why the driver did not heed the warning lights, although visibility was poor, due to low cloud.

Article 3

Skateboarder Dies

A young man was seriously injured, and later died, as the result of a skateboarding accident. The young man had been using his skateboard for transport to work, when he fell off into the path of an approaching car. The traffic was heavy at that

time of the morning and crash investigators were considering the possibility of ice on the road. Police estimated that the skateboarder was travelling about 45kms when he fell. He was not wearing a safety helmet and suffered severe head injuries.

Article 3

Pedestrian Hospitalised

Police were horrified at the behaviour that left a young man fighting for his life in Auckland Hospital. Apparently a group of teenagers had been playing 'chicken' on a busy stretch of road in Manurewa. This involved them waiting until cars were dangerously close and then racing across the road in front of the cars. Some of the teenagers spoken to said it gave a real 'buzz'. However, Jason Emery was not so lucky. He failed to estimate the speed of the oncoming cars and in his haste his foot slipped and he fell into the path of a car. It was drizzling slightly at the time and the roads were damp.

Police have condemned such behaviour.

Article 4

Young Driver Fails in Bid to Overtake

A young driver, Matthew Johnson, who has a Learner Licence, went for a spin in his brother's car on the north bound Wellington Motorway yesterday. He was alone at the time. Traffic on the motorway was heavy and sun was a problem for north facing traffic.

Police said it appeared that the driver was trying to overtake a slower moving vehicle, and either mis-timed the move, or else had insufficient speed to complete the manoeuvre. The driver of a large haulage truck had moved out to pass behind Johnson. The truck driver was unable to brake fast enough when he realised that Johnson was in trouble, and rammed into the back of Johnson's car. A horrific crash resulted. Johnson's body had to be cut from the wreckage.

Witnesses spoken to later, said that Johnson had not indicated before his move. Neither was he wearing his safety belt. Crash investigators are checking the car for mechanical failure.

Article 5

Lucky Escape for Cyclist

Police were today calling for anyone who may be a witness to an accident on the Lakes Hill Road at about 4.15pm yesterday. A lone cyclist was near the top of Lakes Hill Road when a speeding car approached her from behind. The car was raising a lot of dust and it appears it may have skidded in loose gravel as it rounded the corner and forced the cyclist off the road. The cyclist, Jennifer Palmer, was thrown from her cycle, receiving severe cuts and bruising. The car failed to stop.

Police say Palmer's cycle helmet saved her from more serious injury. Police are anxious to locate the driver of the car.

Risk Management Chart

Read the five newspaper articles. For each one, complete the details in the chart below.

- a)** In the first column list any risks that people took. Code these as follows:
D = driver P = passenger O = other road users
- b)** In the second column list any conditions that may have made the situation more risky. These could be the amount of traffic, the weather or road conditions.
- c)** In the third column, write down anything that the road user did, or could have done to minimise the risk. Examples might be to wear a safety belt.

Person Risk	Influencing Conditions	What could have been done to reduce the risk?
1		
2		
3		
4		
5		

Restrictions for a Learner and Restricted Driver Licence - for drivers under 25

Stage 1 Learner Licence

A learner licence allows you to learn to drive on the road under the following conditions.

- You must be accompanied by someone who currently holds, and has held for two years, a full car driver licence. He or she must sit in the front seat and is in charge of the vehicle while you are driving.
- You must carry your learner licence with you.
- You must display two "L" plates on your vehicle.
- You should not drink any alcohol before driving.

Stage 2 Restricted Licence

A restricted licence allows you to drive a car on the road under the following conditions:

- You can only drive between 10pm and 5am if you have someone 20 years or older in the front passenger seat who has, and has held for more than two years, a full car licence.
- You cannot carry passengers, other than your spouse or your spouse's children, unless you have a supervisor with you.
- If you sit your practical test in a car with automatic transmission, you are only licensed to drive cars with automatic transmission during the restricted phase, unless you have a supervisor with you.
- You must carry your restricted licence with you.

Stage 3 Full Licence

As a full licence holder, the conditions which apply to you as a learner or restricted licence holder no longer apply.

- You must carry your full licence with you when you drive.

Scenarios

Instructions

- 1 Fill out your own answers to the top two boxes first.
- 2 Then get your partner to fill out the bottom left box.
- 3 Finally look at Copysheet 4 and then fill out the box **What the Law Says**.
- 4 Make your final decision.

Scenario 1

School has just finished. It's pouring with rain. You haven't got a coat. You are just leaving the school gates when a senior student who lives in your street pulls up and offers you a ride home. You know she got her restricted licence last week. She is alone in the car.

What you think you should do.	What your parents would think.
What your partner thinks you should do.	What the law says.

My final decision is...

Scenario 2

You have your restricted licence and have taken the car to a friend's place in the early evening. Quite a few of your friends are there. You all get hungry and everyone pressures you to take them down to McDonald's.

What you think you should do.	What your parents would think.
What your partner thinks you should do.	What the law says.

My final decision is...

Scenario 3

You have a learner licence. Your mother is sick in bed and can't take your little brother to rugby practice. He asks you to drive him in the family car.

What you think you should do.	What your parents would think.
What your partner thinks you should do.	What the law says.

My final decision is...

Scenario 4

You are out with your parents one evening. You have just got your learner licence. Your mother, who is your supervisor, says you can drive home. You haven't had a chance to put up the "L" plates, which are at home.

What you think you should do.	What your parents would think.
What your partner thinks you should do.	What the law says.

My final decision is...

Safely Home Contract

Dear _____

As part of our health programme we have been talking about road safety. We have been discussing things such as:

- Safe use of cycles and skateboards
- Pedestrian safety
- What makes a good driver
- Identifying and managing risk
- Making safe decisions.

As part of my risk management plan I would like to have an adult at home agree to help me get home safely if I should need their help.

Could we complete the contract together, please.

Contract

WE/I, the undersigned agree that if _____ feels unsafe and needs to get home we/I will:

- Collect _____, at any time, any place
- Or
- Organise safe transport home for _____

Signed _____
Adult at home

Student

Date

Appendix

The Essential Skills

Communication Skills

Students will:

- 1 communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate;
- 2 convey and receive information, instruction, ideas and feelings appropriately and effectively using a range of different cultural, language and social contexts;
- 3 develop skills of discrimination and critical analysis in relation to media, and to aural and visual messages from other sources;
- 4 argue a case clearly and logically, and convincingly;
- 5 become competent in using new information and communication technologies, including augmented communication for people with disabilities.

Numeracy Skills

Students will:

- 1 calculate accurately;
- 2 estimate proficiently and with confidence;
- 3 use calculators and a range of measuring instruments confidently and competently;
- 4 recognise, understand, analyse, and respond to information which is presented in mathematical ways, for example, in graphs, tables, charts, or percentages;
- 5 organise information to support logic and reasoning;
- 6 recognise and use numerical patterns and relationships.

Information Skills

Students will:

- 1 identify, locate, gather, store, retrieve and process information from a range of sources;
- 2 organise, analyse, synthesize, evaluate and use information;
- 3 present information clearly, logically, concisely, and accurately;
- 4 identify, describe, and interpret different points of view, and distinguish fact from opinion;
- 5 use a range of information-retrieval and information-processing technologies confidently and competently.





Problem-solving Skills

Students will:

- 1** think critically, creatively, reflectively and logically;
- 2** exercise imagination, initiative, and flexibility;
- 3** identify, describe, and redefine a problem;
- 4** analyse problems from a variety of different perspectives;
- 5** make connections and establish relationships;
- 6** inquire and research, and explore, generate and develop ideas;
- 7** try out innovative and original ideas;
- 8** design and make;
- 9** test ideas and solutions, and make decisions on the basis of experiences and supporting evidence;
- 10** evaluate processes and solutions.

Self-management and Competitive Skills

Students will:

- 1** set, evaluate, and achieve realistic personal goals;
- 2** manage time effectively;
- 3** show initiative, commitment, perseverance, courage, and enterprise;
- 4** adapt to new ideas, technologies, and situations;
- 5** develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
- 6** develop the skills of self-appraisal and self-advocacy;
- 7** achieve self-discipline and take responsibility for their own actions and decisions;
- 8** develop self-esteem and personal integrity;
- 9** take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;
- 10** develop a range of practical life skills, such as parenting, budgeting, consumer, transport, and household maintenance skills.

Social and Co-operative Skills

Students will:

- 1** develop good relationships with others, and work in co-operative ways to achieve common goals;
- 2** take responsibility as a member of a group for jointly decided actions and decisions;

- 3 participate appropriately in a range of social and cultural settings;
- 4 learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours.
- 5 acknowledge individual difference and demonstrate respect for the rights of all people;
- 6 demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion (aroha), fairness, diligence, tolerance, (rangimarie), and hospitality or generosity (manaakitanga);
- 7 develop a sense of responsibility for the well-being of others and for the environment;
- 8 participate effectively as responsible citizens in a democratic society;
- 9 develop the ability to negotiate and reach consensus.

Physical Skills

Students will:

- 1 develop personal fitness and health through regular exercise, good hygiene, and healthy diet;
- 2 develop locomotor, non-locomotor, and manipulative skills;
- 3 develop first aid skills;
- 4 develop specialised skills related to sporting, recreational, and cultural activities;
- 5 learn to use tools and materials efficiently and safely;
- 6 develop relaxation skills.

Work and Study Skills

Students will:

- 1 work effectively, both independently and in groups;
- 2 build on their own learning experiences, cultural backgrounds, and preferred learning styles;
- 3 develop sound working habits;
- 4 take increasing responsibility for their own learning and work;
- 5 develop the desire and skills to continue learning throughout life;
- 6 make career choices on the basis of realistic information and self-appraisal.

*Taken from **The New Zealand Curriculum Framework** Ministry of Education 1993.*



