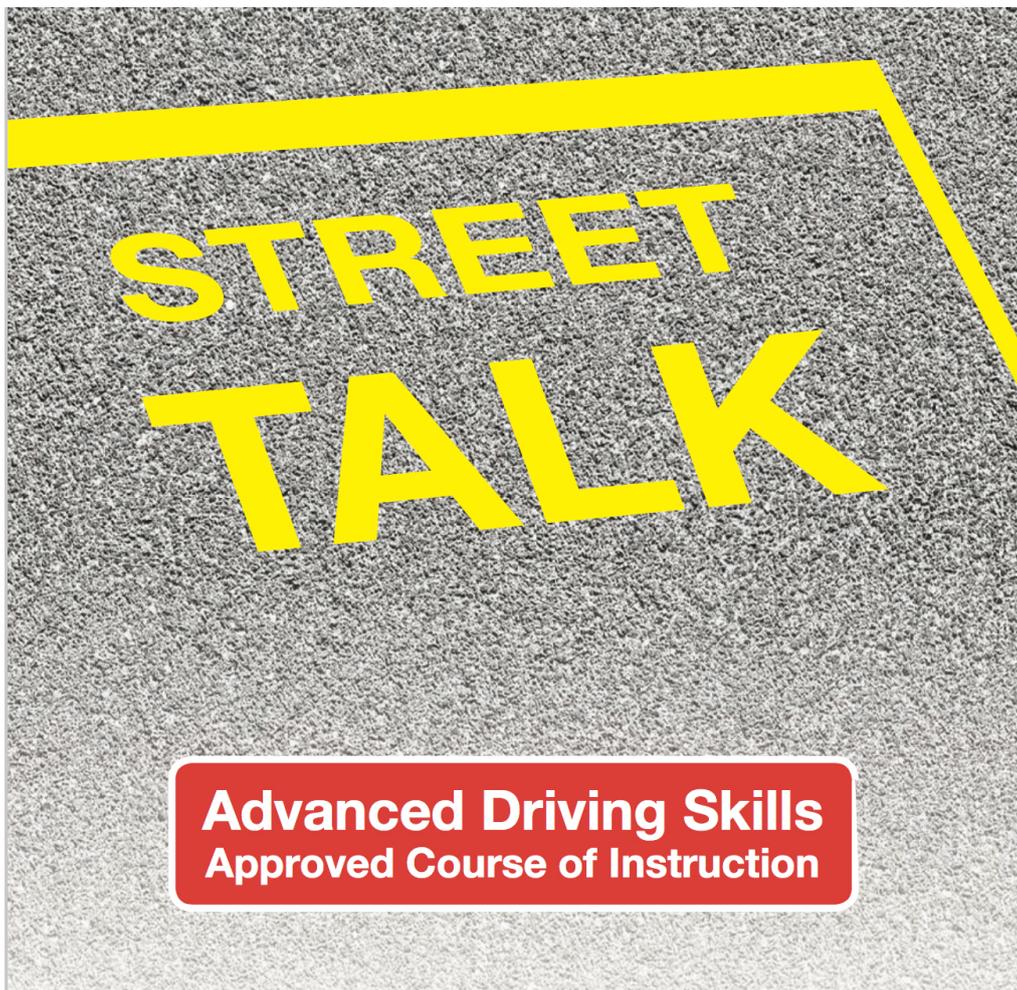


STREET TALK

FACILITATOR MANUAL

5 session course



HELP LINE
PHONE 0800787338
18th July 2024

Session One: The Total Driving Picture

Rationale

An important feature of any successful course is to create an atmosphere of trust to enable an open and meaningful exchange of views. To help achieve this it is important that students get to know one another as individuals.

For some students, the course may trigger buried feelings from previous experiences.

Research highlights a number of key issues related to young/adolescent driver education:

1. ***that the most successful driver education courses involve the students meeting together over a period of time to share and reflect on their driving experiences in the intervening weeks.***

Accordingly, the activities of this course are structured to maximise positive interaction. During this session students gain an overview of the course. The session includes an explanation for the sequence of sessions and of the course requirements, including the importance of completing the Logbook.

2. ***that many young drivers hold myths about safe driving and the causes of crashes.***

The activities in this session afford an opportunity to raise awareness of these myths and to begin to challenge thinking about safer driving.

3. ***that a course which focuses on driving skills alone is not as effective as intended.***

This session introduces a more holistic model of the factors that influence driver behaviour. It is a first step towards encouraging self-awareness of personal risk factors and motivators that influence driving.

Students should be encouraged to identify their own personal risk triggers from amongst the complex sets of factors that potentially impact on their driving, including

“...individual motivation, which includes all the individualistic drives and needs, including self control, risk tolerance, emotions, incentives, disincentives and stimulus seeking. Second is social responsibility, which includes a wide range of culturally determined needs, including ‘active caring’ (Geller, 1991). Leadership, conscientious self monitoring and environmental protection...” (Lonero et al, 1995)

Aims for Session One. This session is about:

- getting to know each other
- providing an overview of the programme
- raising awareness of perceptions of self as a safe driver
- recognising the links between personal well-being and safe driving.

This session introduces the students to the four elements making up “well-being” and presents for discussion a range of everyday scenarios reflecting these. This process assists them to become more self aware about what motivates their driving and the driving of others.

Objectives for Session One

Group Objectives

- 1.1 Develop a list of the qualities of a ‘safe’ driver.

Personal Objective

- 1.2 Recognise a range of personal well-being factors that could have a negative effect on my driving safety.,
- 1.3 Identify personal actions to reduce this risk.
- 1.4 Describe at least two differences and two similarities between and experienced and inexperienced driver’s perception of safe driving.

Session One Contents

Running Time

Activity 1/1: Introduction warm up	10 mins
Activity 1/2: Course Overview and Logbook Introduction	10 mins
Activity 1/3: “Are you a safe driver”?	25 mins
Activity 1/4: Exploring The Total Driving Picture	55 mins
Activity 1/5: Assignments and Reflection	20 mins
Total session time - approximately	2 hours

Session One Resources

Materials

4 Well - being A4 sheets and 17 Scenario slips

Video Clips

1 and 2

Activity 1/1 : Introduction ‘warm-up exercise

(10 mins)

Resources

A4 + Large sheets of paper Whiteboard

Purpose

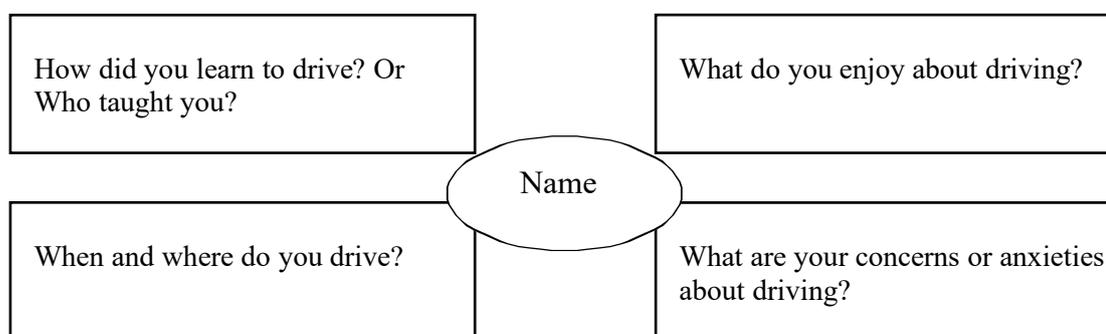
To welcome the students to the course, generate group interactions and promote self analysis

Process

Welcome the students to the course and briefly introduce yourself.

As a warm-up exercise give each student a piece of A4 paper [and pen]. Ask them to write their name in the centre and the answers to the following questions in each corner.

- [centre] - Name
- [top left] - How did you learn to drive (or who taught you)?
- [top right] - What do you enjoy about driving?
- [bottom right] - What are your concerns or anxieties about driving?
- [bottom left] - When and where do you drive?



Now have them form small groups (three or four). Have them introduce themselves to each other and share the information they have written on their individual sheets by transferring a summary of their answers to a larger poster or sheet of A3 paper.

When finished, ask each group to share the summary with the whole class. Each person in the group could state their name and then share one corner of their group's poster.

Assure the students that any concerns or anxieties they have raised on their posters will be addressed throughout the course. Collect the posters, taking note of the expressed concerns, and either post them on the wall or put them into your file, for further reference.

Set up a “Mail Box” facility, where students can express their concerns, or raise questions in total anonymity. It can be advantageous where shyness or peer pressure may restrict self-expression, especially in the early stages when they may be unfamiliarity with one another.

Activity 1/2 : Course overview and Logbook introduction

(10 mins)

Resources

Logbooks

Purpose

This activity explains in greater detail the elements of the course and introduces the Logbooks to the students.

Process

- 1 Hand out to each student the *Street Talk* Logbook and assist students record the details required on the inside front page
- 2 Advise them that the Logbook is not only a record of the variety of information provided during the course, but that it is an essential part of the assessment that they must complete for each session - ie. You will be checking.
- 3 Have them turn to the 'Content' page and briefly describe the rationale for each session, which is:
 - Session 1 - The total driving picture
what is a safe driver? am I a safe driver?, what factors can affect a person's safety?
 - Session 2 - Risk and reality
awareness of risk in driving, major human risk factors and consequences
 - Session 3 - Managing change
methods for changing one's own behaviour, how change happens, putting the theory into practice
 - Session 4 - Hazard recognition and response – HAZARD TRAINING GUIDE
exploring the concept of 'hazard recognition', and introducing the concept of 'getting the big picture'. It also helps develop strategies to address these issues
- 4 Briefly explain the Practical coaching and assessment exercise – "A one-on-one practical session, providing coaching on hazard recognition, and assessment of practical assignments from session 4. This will become more apparent during session 4"

Explain that they will, before the end of the course, have to negotiate a suitable time for the practical session with either yourself [if you are a qualified Instructor] or with a third party, if the practical session is not being conducted by you. Details of this time/location and contact details are to be recorded on the inside cover of their logbook.

Emphasise that it is very important for them to bring the logbook to every session of the course. In particular to the final coaching and assessment drive.

- 5 Have students turn to page 1:2 and quickly discuss the Aims and Objectives for session 1.

NOTE: When students are undertaking this course as accreditation for NZQA qualifications US 3464, all the assignments specified in the unit standard must be satisfactorily completed.

Activity 1/3 : Are you a safe driver?

(25 mins)

Resources

A4 paper- Logbook

Video Clip 1

pens/pencils

Purpose

This activity begins the process of identifying what makes someone a safe driver through the viewing of a video clip and subsequent discussion of the views expressed in the video. It then proceeds to challenge students to consider attitudinal issues that could contribute to the high crash rate amongst young novice drivers

Process

Have the students quickly brainstorm what they believe are the qualities of a safe driver.

Record on a whiteboard or large sheet of paper

Follow this by playing Video Clip.1 “What makes a safe driver” in which a range of young people talk about what makes a safe driver.

Rationalise your students’ preconceived qualities, already recorded, with those expressed on the video.

Form a comprehensive list of qualities by adding any new ideas to their list.

Have them use their Logbook for the first time by having them record, on page 1:4, the ten most important qualities of a safe driver.

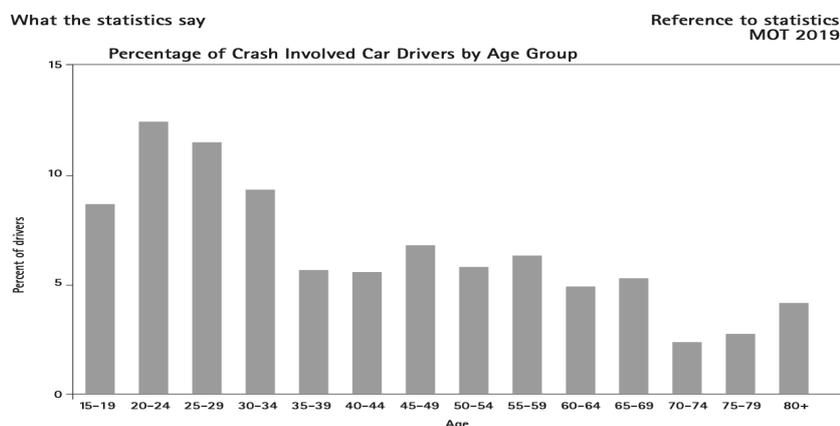
Ask them to categorise each of the qualities listed, on page 1:4, as either **SK** – representing “Skill and Knowledge”, or **A** – representing “Attitude”

Have them use the formula at the bottom of page 1:4 to complete the sentence, “Good driving is based on% of ‘Skill and Knowledge”, “or% on ‘Attitude”.

$$\text{Use the formula } \% \text{ of SK [or A]} = \frac{\text{total of SK [or A]}}{\text{Total qualities listed}} \times \frac{100}{1}$$

Note; experience shows that around 80% of safe driving is reliant on a ‘good’ attitude!

Refer them to the statistical graphs on page 1:5 and discuss the high representation of young drivers in both fatal and injury crashes.



Ask the question: -

“Looking at the high crash rates for young drivers, what are the possible issues that could be causing this frightening statistic”?

Answers can include – lack of experience; lack of skill; lack of practise; etc.

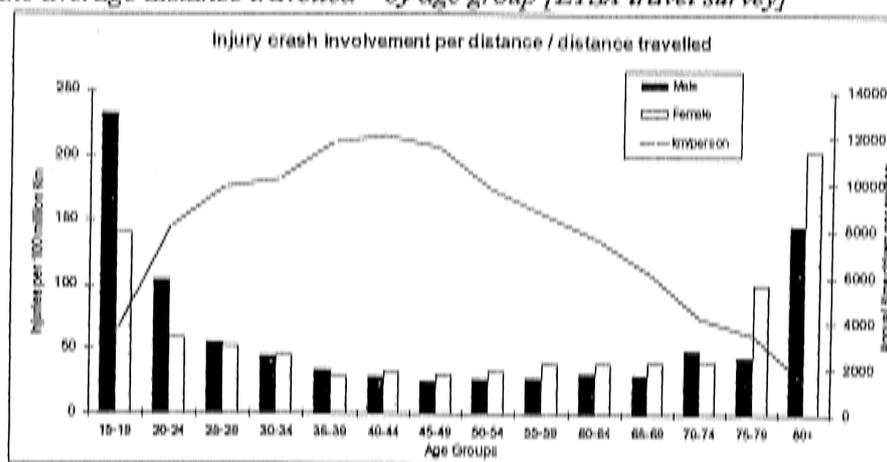
Optional

The graph below, while not used in the logbook can point to an interesting question, which you may like to ask?

“Could the graphs [in the logbook] be because young drivers drive lots of mileage?”

Answer – In fact the young drive two to three times less distance [on average] than older drivers, but are involved in more crashes per kilometre travelled!

The red line shows the average distance travelled – by age group [LTSA travel survey]



Ask the question:-

“From our exercise on page 1:4 we identified that good driving is based on% attitude. What kind of attitudes can young drivers demonstrate”?

Brainstorm attitudinal issues. E.g.: - ‘Bullet proof’ – “I’m a good driver”, etc.

Students can list in their logbook at bottom of page 1:4

To lead in to the next topic of ‘Total well-being’ ask the question : –

“How [and when] are our attitudes formed”?

Answers could include: - from parents, from friends, from church, from TV, etc.

Activity 1/4: Exploring the total driving picture (55 mins)

Resources

17 Scenario slips 4 Well-being A4 sheets Logbook pages 1:6 to 1:10

Purpose

- To introduce the 4 elements of Total Well-being.
- To analyze a range of factors that can affect their driving and decide what ‘well-being factor’ might be applicable.
- Discover how a range of factors can ‘gang up’ on them to create a possibly dangerous situation.
- To reflect on their own situation and identify a ‘well-being’ factor in each of the four areas that could create risk for them. And to reflect on what they might do to reduce this risk.

Process

Refer students to Logbook pages 1:6 and introduce the concept of ‘Total Well-being’ to the students. Outline the four dimensions that contribute to this concept.

The Concept of Total Well-being

The concept of total well-being can be thought of as a four sided structure or house. All four sides are required for strength and symmetry. In relation to total well being, each aspect influences and affects the other. The four elements making up the structure are:

- | | |
|---------------|---|
| ▪ - Physical | The capacity for physical growth, development, and skilled movement. |
| ▪ - Social | Family; support, social interactions, the capacity to belong, compassion and caring. |
| ▪ - Emotional | Mental and emotional; the capacity to communicate thoughts and feelings, to think critically and coherently. |
| ▪ - Beliefs | Personal belief structures, the quest for personal meaning, for personal identity, and for the values that determine the way we live. |

Discuss the definitions of the four elements to ensure a degree of understanding.

Hand out the 17 Scenario slips (see photocopy masters at the end of this manual)

Stress at this point that the scenarios are hypothetical and are intended to be starting points for discussion only. (This is important as individuals may or may not personally relate to his or her scenario).

Place the four (A4) well-being sheets at the four corners of an imaginary square on the floor. Ask each person to decide which of the four categories is illustrated by the scenario described on their card, (perhaps in consultation with others if necessary).

Ask each person to stand near the appropriate well-being sheet, at the same time discussing why he or she believes his or her scenario relates to this category.

Note ; Many of the scenarios may fit within several categories. In this case they may stand between two corners.

For example: **“You’re feeling very excited as you get into your car to drive home...”**

“I believe this scenario relates to the ‘Emotional’ category because it is to do with being excited and hyped – it’s to do with your mood. You might be preoccupied with all the excitement”.

To ensure that students can differentiate between and appreciate the range of factors that can affect their driving, have them categorise each of the factors listed on Page 1:7

Discuss the proposal that more than one factor might combine to further increase their risk when driving!

Turn to page 1:8 and explain the activity, based on two scenarios which demonstrate this compound effect. Have them complete the exercise individually or in small groups.

Self Reflection

Turn to pages 1:9 and 1:10. ‘Self Reflection’

The list of factors on page 1:7 can be used as a reference guide: -

Ask that everyone honestly identify a factor, in each of the 4 categories, that might be applicable to them personally, and that might have a negative effect on his or her driving safety..

Now asked that they identify any action/changes [physically or mentally] that may be taken to reduce this risk.

----- well-being factor that could be risky for me
Changes I could consider to make my driving less risky

Note: - This is a very important exercise as it asks each individual to analyse their own driving and identify personal factors that can adversely affect their safety. The facilitator must support individuals to ensure that the exercise is understood and that they aren’t experiencing difficulties.

NOTE: - This can be completed in class or as part of their assignment if time is short.

Activity 1/5: Assignment – Peer interviews – Speed management (20 min)

Resources

Logbook pages (1:11 to 1:20) Video clip 2

Purpose

The Assignment encourages students to further explore the qualities of being “safe driver” within the concept of total well-being. It requires them to talk to other drivers, either family or friends, and to explore their opinions regarding driving skills and abilities.

At this stage activities are introduced, relating to speed management, which can become an ongoing assignment

Process

Explain to the students that this assignment has been designed to help them to develop an awareness of both their own, and others’, driving behaviours and beliefs.

Point out that ‘Assignments’ refer to work they will do outside the sessions, in their own time.

Assignment 1.1: ‘Peer Interview’

Have students turn to page 1:11 of the logbook. Point out that they are to question two inexperienced drivers – *not students on this course!* (pages 1:12 and 1:13) and one experienced driver. (page 1:14)

Interview questions are

- What do you think are the qualities of a safe driver?
- Do you think that you are a safe driver? Why or why not?

Discuss; when they have completed this exercise they are to compare the three interviews and in particular to consider:

- The differences and similarities between experienced and inexperienced driver’s perception of safe driving. These are to be recorded on page 1:15.

Assignment : ‘Self Reflection’ - [if unable to complete exercise in class] – from pages 1:9 and 10.

NB. Students will need to have assignment 1.1 and the ‘Self Reflection’ task completed for discussion by the start of the next session.

Assignment 1.2 ‘Estimating Speed’

Set the scene for the Assignment by discussing the proposal that

“driving that is too fast for the conditions/speed limit is the single most important cause of crashes”.

[Young drivers tend to be less aware of their actual speed than more experienced drivers. This activity is designed to raise their awareness of the accuracy (or otherwise) of their speed estimation during routine driving].

Show Video Clip 2 “Estimating Speed” to explain the task and to reinforce that this needs to be done over several days in the coming weeks.

Have students turn to page 1:16 and explain that the assignment requires them to estimate their driving speed, on four different occasions, [before the completion of the fourth session of the course] without looking at the speedometer. They are then to compare this with their actual speed as shown on the speedometer.

Advise them that they should stop safely and record their estimated and actual results in their Logbook as soon as possible after each attempt (pages 1:17 to 1: 20).

Session Two: Risk and reality

Rationale

Research shows that driving is more demanding of mental processes and resources in novice drivers than it is for more mature, experienced drivers. Notably, novice drivers are not able to handle as much information, nor switch attention between different sub-tasks, as effectively as mature drivers.

It is argued that these discrepancies between age groups occur because the processes involved are more automated in mature drivers, freeing mental resources to give better control and an ability to prioritize their skills.

Note; Elements of this session may contribute towards achieving the NZQA Unit Standard 3464 qualification.

Aims for Session Two

This session explores the theme of risk-taking and includes activities that encourage the students to focus on safe and unsafe driving behaviour

Objectives for Session Two

Group Objectives

- 2.1 From a range of common risk factors, identify between Deliberate and Unintentional risk.
- 2.2 Identify Human Risk Factors [HRFs] and categorize into Internal and External
- 2.3 Recognise how both Internal and External HRFs can affect a driver's perception of, and response to risk.

Personal Objectives

- 2.4 Analyze the thoughts, feelings and consequences of a personal driving experience, where risky driving occurred.
- 2.5 Identify and analyze 4 situations (as specified) where HRFs affect how drivers perceive and respond to risk, and how each HRF can affect their personal safety

Session Two Contents

Running Time

Activity 2/1: Report back and Aims & Objectives	20 mins
Activity 2/2: Raising Risk Awareness (Perceived risks)	30 mins
Activity 2/3: Human Risk Factors (Internal/External)	50 mins
Activity 2/4: Assignment - Explanation	20 mins
Total session time - approximately	2 hours

Session Two Resources

Materials

Logbook

Video Clips

7 to 9

Activity 2/1.: Report on assignment - Aims & Objectives - (20 mins)

Resources

Whiteboard or large sheets of paper

Purpose

This activity provides the opportunity for students to report back on their assignment, which required them to interview both experienced and inexperienced drivers to ascertain their views on their own driving performances.

Also to report back on the ‘speed estimation’ and ‘speed control’ task which are ongoing to Session 4.

Process

Ask the group to share with others their Logbook entries for assignment 1.1. *pages 1:12 to 15*

Questions to stimulate responses: -

- Do people agree about the qualities of a safe driver?
- Did you notice any patterns between the opinions of those who thought themselves to be safe drivers and the reasons they gave for the safety of their own driving?
- Were there any differences between drivers of your age and those who are more experienced?
- As a result of this task, what do you now see as important links between attitudes and safety?

From assignment 1.2 - “How successful have you been in accurately assessing your speed”?

Aims & Objectives for Session 2

Refer them to Logbook page 2:2 and discuss.

The aims of this session are to: - *abbreviated*

- focus on risk taking
- recognise factors that can affect levels of risk when driving

The Objectives for this session are

Group Objectives

- Separate a list of common risky behaviours into “Intentional” and “Unintentional”.
- Separate a list of common human risk factors into “Internal” and “External” factors.
- Describe ways in which Internal and External human risk factors can affect a driver’s perception of, and response to risk.

Personal Objectives

- Analyse and record the thoughts, feelings and consequences of a personal driving experience, where an increased risk of having a crash occurred.
- Identify and analyse 4 situations where human risk factors affect how drivers perceive and respond to risk, and how each human risk factor can affect personal safety.

Activity 2/2 : Raising risk awareness - (Perceived risks) (30 mins)

Resources

Logbook pages 2-3 to 2-5 *Video clips 3 to 5*

Purpose

To consider the issue of risk and to identify risk-taking behaviour.

Process

Explain that this activity focuses on risks that have been shown to be those taken by novice drivers, often unintentionally.

Refer them to page 2:3 and explain that they will be noting down on this page their key ideas for each of the following video clips.

[In pairs] ask them to talk to each other about what they perceive as the key risk(s) in each of the situations shown in the video clips, and how this risk could have been avoided.

Show Video Clips 3 “Perceived risks I”, and discuss to ensure they understand the activity. Continue to show Clip 4 “Perceived risks II” and Clip 5 “Perceived risks III”, pausing between each clip.

Refer them to the list on page 2:4, which highlights common risks demonstrated by ‘novice drivers’ as identified by research.

Common Risks:

- Following too closely
- Failing to give way
- Speeding
- Drifting in lane
- Making an improper turn
- Careless starting off or reversing
- Failure to obey traffic signals/running red lights
- Reckless driving/using the car to express aggression or seek peer approval
- Inattention
- Overtaking
- Driving while fatigued
- Poor equipment (e.g. bald tyres)
- Not looking far enough ahead.

Briefly introduce the idea that while some risks are ‘deliberate’ others are ‘unintentional’.

Discuss the following examples to help clarify the difference. E.g.:

- Drifting in lane while adjusting volume of favourite tune on stereo. [Unintentional]
- Running a Red Light to keep up with a friend who knows the way to the party [Deliberate]

Have the groups categorize the common risk behaviours, listed on page 2:4 of the Logbook, as either deliberate or unintentional risk.

Briefly discuss and list on the whiteboard (or large sheet of paper) the reasons for unintentional risk. For example the lack of practise/experience, unexpected events etc.

Stress that while they may not be able to control unintentional risks, they do have control over deliberate risk taking.

Refer them to page 2:3 again and ask them to identify which video clip(s) demonstrated what common risky behaviour and whether it was deliberate or unintentional. Mark each risk with either 'D' or 'U'.

Read out the 'Novice Driver Quote' on page 2:5 and ask how the characteristics expressed in this "Quote" can impact on a student's ability to drive safely

Novice Driver - Research Quote

Research shows that driving is more demanding of mental processes and resources in novices than it is for more mature, experienced drivers. Notably, novice drivers are not able to handle as much information, or switch attention between different sub-tasks as effectively as mature drivers.

It is contended that these discrepancies between the age groups occur because the processes involved are more automated in mature drivers, freeing mental resources to give better control and an ability to prioritize their skills. (Page, D)

Activity 2/3 : Human risk factors

(50 mins)

Resources

Large sheets of paper or whiteboard

Purpose

This activity focuses on risk and introduces the students to the concepts of Internal and External human risk factors, and some of the issues that can either increase or decrease their personal driving risk.

NOTE: This topic is perhaps the most difficult for most students to grasp, but is a vital component in their recognising factors that can affect their safety when driving. It is important that this is well taught, and understood!

Briefly described, Internal Human Risk Factors are risk factors that are generated from within, and are therefore not always easy to recognize and, where appropriate, amend. (e.g. stress).

External Human Risk Factors are those risk factors brought about by third party influences. When recognized and acknowledged they are generally more easily amended. (e.g. peer pressure).

Briefly have students record on page 2:7, in their own words, the definition of the difference between Internal and External human risk factors.

Process - Have the students close their logbooks then: -

Discuss: “This session focuses on factors that can lead us to take risk when driving.”

Divide the class into 4 groups and ask each group to brainstorm, using large sheet of paper, or whiteboard all the reasons that they can think of why young people choose to take risks in cars. You may need to prompt them by suggesting one or two factors. Eg; Peer pressure – showing off.

After having brainstormed their own ideas, have them open their logbooks at 2:6 and check to see if all of the human risk factors listed there came out in the discussion.

The factors are:

- Sensation seeking [I]
- Emotional state (stress, excitement, depression) [I]
- Letting off steam [I]
- Concern for safety of self and others [I]
- Believing accidents only happen to others [I]
- Social messages about young drivers [E]
- Influence of other users of the road [E]
- Competition / showing off [I]
- Believing we have no control over accidents [I]
- Over-confidence in own skills [I]
- Physical condition (eyesight, tiredness, illness) [I]
- Alcohol and other drugs [E]
- Pressure from others [E]
- Inexperience – manipulation, hazard recognition [I]

Note: The [I] internal and [E] external references are to assist you during the next activity.

Discuss the concept that risk factors can be either internally or externally generated – or stimulated.

Have students categorize the list into ‘internal’ and ‘external’ human risk factors using the columns provided. You may wish to prompt them with a couple of examples to ensure they grasp the concept.

Explain that these risk factors can sometimes either increase or decrease a person’s driving risk, and in some cases may do both.

Ask for someone to offer a category for Factor 1 – “Sensation Seeking’, does it either Increase [+ve] or Decrease [-ve] their potential risk?

Have them now categorize the whole list on Logbook page 2:6.

Turn to Logbook page 2:8 and talk students through an example of how Human Risk Factors can affect a driver’s perception of, and response to, risk, and how this may apply to them personally.

Question; “how might M/V advertising affect how a driver sees risk”?

NOTE; It may be advantageous to have some sample adverts that exploit performance, rather than safety.

Note – the term ‘sees risk’ refers to how this particular factor affects how the driver is likely to estimate the degree of risk.

Obtain answers that reflect the examples given below. Have them complete Logbook page 2:8 at the same time. *[Typical answers below in italics]*

Complete the same exercise on page 2:9. This will help student’s complete assignment 2.2 which will be discussed in the next Activity - 2/4)

2.8	2.9
External HR Factor – M/V advertising	Internal HR Factor – Excitement/Elation
How does this factor affect how a driver sees risk? <i>"The car is safe regardless of how we drive" (ABS, Airbags, traction control, wide tyres.) "You can take the car beyond the limits" "You get a 'high' out of driving this car" "Driving near the limit is less risky in a modern car"</i>	How does this factor affect how a driver sees risk? <i>"What can go wrong, I'm on a roll" "I can handle any situation, because' I have really fast reactions"</i>
How can this factor affect how a driver behaves in a risky situation? <i>"I can get myself out of trouble easier " "If you crash you are less likely to be injured"</i>	How can this factor affect how a driver behaves in a risky situation? <i>"Could be distracted from the task" "Could fail to recognise risky situations" "Could actually slow reaction time"</i>
How might this factor apply to YOU personally? <i>"I take more risks in my parent's newer car" "I drive more conservatively in my old car"</i>	How might this factor apply to YOU personally? <i>"I know I get like this after my exams are finished"</i>

The above are example answers only. Students should suggest others.

Activity 2/4 : Assignment - Risk awareness

(10 mins)

Resources

Logbook pages 2:10 to 2:18

Purpose

These assignments are designed to encourage students to examine and honestly assess their own potential risk-taking behaviour.

Talk students through page 2:10 of their logbooks' to ensure understanding of the assignment tasks.

Assignment 2.1: Risk Awareness (Logbook pages 2:11 to 2:13)

- Students are asked to identify a risky situation they encounter in their driving and to record where, when and with whom they were driving. – 2:11
- They are also asked to analyse the thoughts, feelings and consequences associated with the risky situation. - 2:12 and 2:13
- Emphasise the importance of honesty when filling in the risk chart.
- Remind them that self-awareness is a key factor in learning to be a good driver, and the importance of acknowledging mistakes as a positive learning opportunity.

Assignment 2.2: Internal/External human risk factors (Logbook pages 2:14 to 2:18)

- Students will describe how human risk factors affect drivers' perceptions of, and responses to, risk. They will also identify which human risk factors relate to them personally as drivers.

Special Note

Students not requiring US 3464	Students wishing to gain US3464
To complete only 3 HRFs. [Pages 2-15, 16,18]	To complete all 5 HRFs [pages 2-14 to 2-18]
Before students leave they must identify to your satisfaction, <ul style="list-style-type: none">• 1 example of <u>Internal</u> HRFs [that increases risk]- Logbook pages 2:15,• an <u>Internal</u> HRFs [that decreases risk] page 2:16, and also• 1 example of an <u>External</u> HRF [that either increases or decreases risk] - page 2:18.	Before students leave they must identify to your satisfaction, <ul style="list-style-type: none">• <u>2 further</u> examples of <u>Internal</u> HRFs [one that increases risk and one that decreases risk],- Logbook pages 2:15 and 2:16, and also• <u>1 further</u> example of an <u>External</u> HRF that either increases or decreases risk - Logbook pages 2:18.

Note; The unspecified factors [pages 2-15. 16 and 18 and 20] must be selected by the student and approved and initialled by you prior to the student leaving. This is to ensure that they have grasped the concept and are not working on analysing inappropriate risk factors. Ideally they must identify factors that are relevant to their own risk taking when driving.

[The list of Human Risk Factors, provided on Logbook page 2:6, and possibly supplemented by student discussion, can be used as a reference for this activity].

As an assignment [in their own time] students must now analyse

- How each HR factor affects how a driver sees risk? *[does it lessen or increase their perception of risk?]*
- Can this factor affect how a driver responds? *[in a risky situation]*
- How might this factor apply to them?

To assist in this assignment refer them to examples already worked on, in logbook-pages 2:8 and 2:9.

NOTE:

Students wishing to gain US 3464 must comply with the following criteria and perform the following tasks, over and above those specified in the Manual and Logbook. This is a requirement of NZQA as part of the registration and moderation processes.

Unit Standard 3464 - *“Apply knowledge of Human Risk Factors in a self-management strategy for oneself as a driver”*

Student Compliance

Students MUST be registered or ‘Hooked on’ to the framework.

Students must comply with all the requirements of the course, and in particular to those modules directly related to US 3464.

This includes the completion of the “Assessment tool as specified on the I.T.O and NZQA website”

Assessment –

The completed assessment must be held by the course provider in a suitable filing system so as to be made available for auditing/moderation purposes.

Assessment Schedule

This is available for down load from the I.T.O. website.

Note

If the facilitator is not an approved workplace assessor or is not accredited to assess this unit standard then this unit standard can not be provided as part of this course.

Session Three: Managing change

Rationale

This session gives young drivers the opportunity to examine those motivational factors that are linked to their responses to feelings generated at or near the time of driving. The skill of reframing thoughts to gain more control over feelings is introduced and related to practical driving situations. The change cycle is included as an encouragement to stay motivated even when new techniques and attitudes ‘slip’. The focus is on learning from mistakes and trying again.

“..the most critical skills are those that determine their appreciation of risk and their ability to acquire and process information from the environment. Perhaps even more critical, however, are those perceptual / cognitive skills that are the motivational factors that energise behaviour and direct what drivers choose to do with their skills”

(Lonerio et al, 1995)

Aims for Session Three

The Aims for this session are to:

- practise skills to become an in-control driver with a safe driving record
- recognise the challenges of making changes to driving responses and habits
- reframe mistakes as learning opportunities.

The Objectives for this Session are:

Group Objectives

- 3.1 Practise the skills of “reframing” thoughts, feelings and actions.
- 3.2 Compile a list of “Self Calming” slogans.

Personal Objective

- 3.3 Analyse the “well-being” factors of two driving situations and suggest how “reframing” could have been beneficial.

Session Four Contents

Running Time

Activity 3/1: Report on assignment and Aims & Objectives	10 mins
Activity 3/2: Self Talk Strategies (Reframing)	30mins
Activity 3/3: Slippage	20 mins
Activity 3/4: What if? + The Change Cycle	20 mins
Activity 3/5: Goal setting – Assignment	40 mins
Total session time - approximately	2 hours

Session Three Resources

Materials

Video Clip
6,7, 8,10,11,12,13

Activity 3/1.: Report on assignment - Aims and Objectives (10 mins)

Resources

Purpose

To provide an opportunity for students to report on the results of their assignments on Risk Awareness and Human Risk Factors.

Process.

Invite students to share some of assignment 2.1 results, in which they were asked to honestly analyse and assess their potential risk taking behaviour.

Briefly introduce the Aims and Objectives for Session 3 by referring to page 3:2 in Logbooks.

Aims for Session Three

The Aims for this session are to:

- practise skills to become an in-control driver with a safe driving record
- recognise the challenges of making changes to driving responses and habits
- reframe mistakes as learning opportunities.

The Objectives for this Session are:

Group Objectives

- 3.1 Practise the skills of 'reframing' thoughts, feelings and actions.
- 3.2 Compile a list of 'Self Talk' slogans.

Personal Objective

- 3.3 Analyse the 'well-being' factors of two driving situations and suggest how 'reframing' could have been beneficial.

Activity 3/2 : Self-talk strategies ‘Reframing’

(30 mins)

Resources

large sheet of paper

Logbook pages 3.3 to 3.7

Video clips 6 to 8

Purpose

This activity introduces the concept of ‘self-talk’ and explains how this can be used to change the way in which an event is perceived.

Process

Introduce to the students the graph on page 3.3 in the log book and how our emotional state can affect our general awareness as a driver and that using self-talk is one way to retain control in tricky situations.

Show video clip 6 as a trigger, Ask students to turn to Logbook pages 3:4.

Read out a précis of the video scene...

“I was driving along, late for work. I got boxed in on the motorway by a truck in front and a van along side me...”

Ask students if they can identify: -

- a) “ - the things that you might, as the driver, be **thinking** in this situation, in addition to the ‘original’ thoughts, listed in the logbook example. – page 3:4
- b) “ - any additional **Feelings** and **Actions** to those already specified on page 3:4.

Now ask if they can suggest: -

- c) “ - What could be said to change or ‘reframe’ the original **thoughts**, so as to remain in control”. – page 3:4

Now suggest that they: -

- d) “ - identify the new **feelings** that the driver might have after reframing his original thoughts.
- e) “ - identify the possible **actions**, as a consequence of reframing? – page 3:4

When these stages have been worked through, go back to the graph on page 3.3 and discuss the process as a whole and emphasise that this is a skill that improves with practise.

Now divide students into groups of 3 or 4, and ask each group to use the reframing concept (Logbook pages 3:5 and 3:6), to analyse video clips 7 and 8.

Show Clip 7 “Reframing II” and Clip 8 “Reframing III” to reinforce the concept of reframing thoughts and feelings. Allow some discussion time and then ask the groups to report back.

Refer them to Logbook page 3:7 to discuss the four suggested ‘self talk’ slogans for calming.

Ask the group to brainstorm other slogans that they could use to help calm any situation.

These can be recorded in the spaces provided.

Then get the students to suggest five more self talk slogans for use if you were too laid back.

Suggest that reframing can help change ‘poor’ behaviour. However, it is easy to lapse into old habits. This is a natural occurrence and can take some time to amend.

Activity 3/3: Introducing the concept of ‘Slippage’

(20 mins)

Resources

Video clips 9 to 11

Logbook page 3.8

Purpose

To introduce the concept of “Slippage” and how to remain alert to this factor.

Process

Show Video Clips 9 “Slippage - corners”, and explain that this video illustrates what is meant by ‘slippage’

Brainstorm alternative words to “slippage” to ensure they recognise the meaning of the word.

“Deterioration in a novice driver’s driving behaviour over a period of time.”

As a whole group discuss the changes in behaviours observed and then brainstorm possible reasons for slippage to occur. Record these on the whiteboard.

Continue by showing Video Clips 10 and 11 and ask if there are any other factors that they would like to add.

Turn to Logbook page 3:8

Have them write their definition of ‘slippage’ in their logbook.

Now compare the list of, ‘factors for slippage’, given in the logbook with the list generated by the group.

Briefly discuss and clarify any reasons on the list that were not offered by the group.

Factors that could lead to slippage:

Environmental factors - Social - Emotional - Physical – Beliefs

Revisit ‘well being factors’ [pages 1:6/7] In particular the social factors which could be involved in slippage.

Lack of feedback - a risk is taken and there are no negative consequences.

If there is no focus on self-awareness and any acknowledgement of mistakes, then the situation may come to be seen as "normal" rather than risky.

Desensitisation - linked to the above. For example when a route becomes very familiar the driver becomes less conscious of possible problem spots.

(Cutting the corner when turning into home street).

Confidence Increases - Precautionary behaviours fade away as confidence increases.

“It won’t happen to me” syndrome - as novice drivers continue to drive taking small risks, yet remaining crash free, the possibility of a crash ceases to become a motivator for safe driving.

Link back here to Session One, “What makes a safe driver?” - once fear is lost as a motivator for safe driving, other attitudes become critical. Reinforce that long-term effects of repeated small risks, increase the likelihood of a crash.

“It was just bad luck” - Crashes are attributed to bad luck rather than recognising that drivers who are self-aware about their driving, and who make a conscious decision to drive safely, are less likely to be visited by bad luck.

Note

Many young people need the message about holding onto their personal power (rather than being a victim of fate) reinforced. This is about having an internal locus of control rather than an external locus of control. [note: - Locus can mean Focus or Source in this case]

Activity 3/4 : What if...? and Change Cycle

(20 mins)

Resources

Logbook page 3.9 to 3.11

Video clips 12 and 13

Purpose

To encourage students to consider “what if” situations, and to increase awareness regarding “expecting the unexpected”. To also be aware of the change cycle for changing a habit.

Process

Divide students into small groups, and refer them to Logbook page 3:9.

Play Video Clip 12 ‘Slippage –corners’, and ask the groups to think about ‘what if’ situations that could result from this corner cutting.

For example “What if the road was greasy or wet”?

Ask each group to record as many ‘what ifs’ as they can and then ask them to repeat the activity using the second video clip, Video Clip 13 ‘Slippage – lights’.

Ask the groups to share their ideas.

Sum up with a discussion about “expecting the unexpected” and all the strategies that they should now know that will help with this.

Ask the students to add their ideas to their Logbook at the bottom of page 3:9

The 'Change Cycle'

Refer students to pages 3:10/11 to introduce and briefly explain the stages that make up the Change Cycle.

Briefly relate an example of a change that illustrates the different stages - for example giving up smoking or deciding to take more exercise.

Change Cycle Stages

- **pre contemplation:-**

the stage before there is any recognition of a need to change

- **contemplation:-**

the need for change is recognised. The person has acknowledged there are "good" things and "not so good" things about the status quo. The person is in a state of ambivalence, and is weighing up the pros and cons of making the change.

- **Preparation:-**

a decision for change has been made. The person identifies and gathers resources to make the change. These resources may be clearly identified goals, developing necessary skills, enlisting the help and support of others, enrolling in an appropriate programme etc.

- **Action:-**

a plan for action is put into operation. Support of others and personal affirmation can be critical at this stage.

- **Maintenance:-**

the first flush of success has past, and lots of support is required for the change to be maintained. If the change is maintained for a significant period of time it is likely to become permanent and the person will have achieved their goal.

HOWEVER.

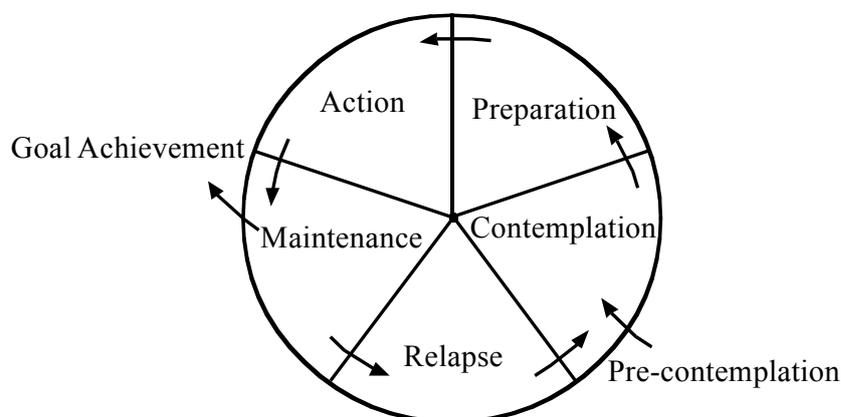
- **Relapse:-**

Frequently there is not enough support or commitment for the change to be maintained and relapse occurs. Then the person reverts to contemplation again before moving back into the cycle again. It is said that for many changes (think about New Year resolutions) most people go around the cycle several times before the change becomes permanent.

Explain to the students that throughout the course they will be able to identify areas where the change cycle can assist in changing their driving behaviour. For example: -

The Change Cycle

(Procaska et al, 1992)



Ask the students to think about this model with respect to some of the 'well-being' risk factors they identified in Session One [page 1:7] and the proposed 'changes I could consider to make my driving less risky' [pages 1:9/10].

Activity 3/5: Goal Setting and assignment–

(40 mins)

Resources Logbook pages 2:4, 2:6 and 3:12 to 3:22

Purpose

This activity introduces the students to a range of goals and strategies that encourage safer driving and also revisits the ‘Change Cycle’ process.

Process: [in class] “Common Risks and Human Risk Factors”

Return to page 2:4 in Logbook to remind the group that risk taking can be “deliberate” or “unintentional”.

Common Risks

- Following too closely
- Failing to give way
- Speeding
- Drifting in lane
- Making an improper turn
- Careless backing/starting off
- Failure to obey traffic signals/running red lights
- Reckless driving/using the car to express aggression or seek peer approval
- Inattentiveness
- Overtaking
- Driving while fatigued
- Poor equipment (eg bald tyres)
- Not looking far enough ahead.

Also refer to page 2:6 in their Logbook “Human Risk Factors” and quickly recap factors that could increase risk when driving.

Assignment 3.1: “Safe Driving Goals”

Explain that in this assignment they are to identify and monitor personal goals to reduce risky behaviour when driving.

To give them an example of how to complete the assignment, refer them to page 3:12 and talk them through the example using the suggested answers given below.

Have them write down each answer as they are discussed.

Specify which HRF here

Competition / Showing off

My goal is:

To stop showing off.

How will this be of benefit to me.?

By stopping me putting myself and others at risk”

What do I need to do?

Recognise when I’m being baited by the other driver.

Practice “Self Talk” slogans (**Logbook 3:7**).

What support do I need?

Ask family and other passengers to give me feedback and encouragement about this goal.

Ask passengers not to urge me on while I am driving.

How will I monitor my goal?

Keep record of times I have and have not met my goal.

Feedback from others.

Note – Students NOT wishing to gain US3464 are required to identify and monitor only two goals, which should meet the criteria on pages 3:14/15 and 3:20/21

Students requiring US3464 must identify all four goals and complete the monitoring exercises. [pages 3:14 to 3:21]

Now ask them to turn to pages 3:12. and discuss the assignment rules and references.

They are now to identify **their own** personal goals [either 2 or 4 dependant on US3464] and the ‘Risk Factors’ involved, [Using the Human Risk Factors, that each student identified in Logbook pages 2:14 to 2:18], that will improve their own safe driving behaviour.

These goals must be **achievable** or ‘short-term’ goals that reflect the Human Risk Factors identified by the students. *an example being: - “always signalling for at least three seconds”*. However, *“driving safer” will not be accepted as it is more a ‘long-term’ goal*

Spend some time to ensure that they have identified their appropriate goals, and that you have initialled each one before they leave.

Suggest that the monitoring pages will be reviewed by the driving instructor before commencing the practical session!

Remind them that to achieve their goals they may have to revisit the “Change Cycle” which was discussed on Logbook pages 3:10 and 3:11.

Ensure that the students are aware of the need to identify ‘supports’ if the change is to be maintained.

Support them by emphasising the concept of ‘reframing’ mistakes as positive learning experiences”.

Emphasize the importance of their being able to acknowledge their mistakes, and to see these as an opportunity for learning rather than seeing them as something totally negative.

Reminder;

For those students wishing to gain NZQA qualifications for unit standard 3464, FOUR short term goals must be specified. [This will require the student to select a further two risk factors- and to set personal goals] Students must transfer the information from the completed assignment into the US3464 assessment and moderation booklet.

The goals are to be monitored, but need not necessarily be achieved, provided that students recognise and state the reasons for not achieving. This exercise can be reviewed by the driving instructor, prior to commencing the practical coaching and assessment session.

Refer them to page 3:22 of their logbook, which gives some key messages to help them remain in control, and discuss these with the students.

Key messages

- Crash hot drivers are crash free
- Safe drivers stay in control
- Safe drivers care about themselves
- Safe drivers care about others
- Safe drivers recognise risks
- Safe drivers know their skill limitations
- Safe drivers recognise risks
- Safe drivers minimise risks
- Safe drivers learn from their mistakes
- A self-aware driver is a safe driver
- A safe driver is a powerful person
- Reframe mistakes as positive learning opportunities
- I can choose safer driving options
- I can use experience to improve my choices
- A ‘Cool’ driver is a safe driver

Session Four: Hazard Recognition and Response

Hazard Training Guide

Rationale

Research shows that novice drivers have yet to develop the skills of hazard perception and response to that level demonstrated by most mature, experienced drivers. Notably, novice drivers tend to fixate their vision on the vehicle or roadway immediately in front of their bonnet. Their ability to 'get the big picture' is still developing, as is their ability to determine what constitutes a threat to their safety.

Aims for Session Four

This session prepares the students for the final 'one on one' practical session by asking students to practise the skills discussed in this session. Students will explore the concept of 'hazard perception', and introduces the concept of 'getting the big picture'. It also helps develop strategies to address these issues.

Objectives for Session Four

Group objectives

- 4.1 Recognise common crash situations involving novice drivers and list possible causes and reasons
- 4.2 Describe hazardous situations and how to recognise them in good time
- 4.3 Identify processes for developing good scanning [searching] techniques
- 4.4 Explore the concept of creating a 'safety cushion' around their vehicle.

Personal Objectives

- 4.5 Recognise and practise the skills required to become a good driver
- 4.6 Demonstrate those skills in the practical session, in readiness for the Full Licence Test.

Session Four Contents

Running Time

Activity 4/1: Report back and Aims & Objectives	5 mins
Activity 4/2: Crash situations – the problem	15 mins
Activity 4/3: Searching for Hazards – What is a Hazard?	10 mins
Activity 4/4: Searching for Hazards – Getting the 'big picture' - 360° search	40 mins
Activity 4/5: Creating a 'safety cushion'	15 mins
Activity 4/6: Applying hazard recognition and response skills	20 mins
Activity 4/7: Assignment - Explanation	15 mins
Total session time - approximately	2 hours

Session Four Resources

Materials

Logbook - Hazard Training Guide

Video Clips

Hazard Recognition/Response

Introduction to Session 4

It is very important at the start of this session to emphasise the Aims and Objectives of Session 4. In particular the need for students to dedicate time to practise the skills discussed, in readiness for the final practical session.

Process

Refer students to the Introduction on page 4;1 of the Hazard Training Guide section of the Logbook, and ensure they recognise the importance of this session.

Aims for Session Four

This session prepares you for the final ‘one on one’ practical session by asking you, in your own time, to practise the skills discussed in this session.

You will explore the concept of ‘hazard perception’, and be introduced to the concept of ‘getting the big picture’. This session also helps develop strategies to address these issues.

Objectives for Session Four

Group objectives

- 4.1 Recognise common crash situations involving novice drivers and list possible causes and reasons
- 4.2 Describe hazardous situations and how to recognise them in good time
- 4.3 Identify processes for developing good scanning [searching] techniques
- 4.4 Explore the concept of creating a ‘safety zone’ around their vehicle.

Personal Objectives

- 4.5 Recognise and practise the skills required to become a good driver
- 4.6 Demonstrate those skills in the practical session, in readiness for the Full Licence Test.

Activity 4/1 : Reporting back on assignments

(5 mins)

Purpose

This activity provides the opportunity for students to report back on the results of the goals they set for themselves in their assignment.

Process

Ask for a couple of volunteers to relate the goals they set for their assignment and the results they achieved.

Guiding questions will cover:

- What was their goal
- Who supported them and how they received feedback about meeting their goal
- What they learned from this feedback
- Any changes that they made to their driving as a result of their goal setting
- Any new goals that they may now have.

This is an opportunity for the Facilitator to give encouragement and to help extend or refocus students’ goals where appropriate, possibly with reference to the change cycle.

Activity 4/2 : Crash situations – “the problem”?

(15 mins)

Resources

Logbook Pg 4:1 – common crash scenarios

Purpose

To encourage students to acknowledge and discuss crash situations that they have been involved in, either as drivers or passengers.

To recognize common crash situations involving novice drivers and to determine possible causes.

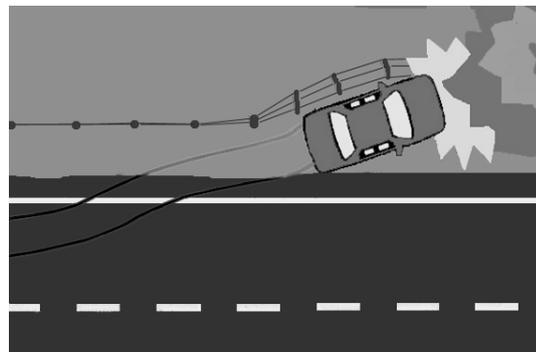
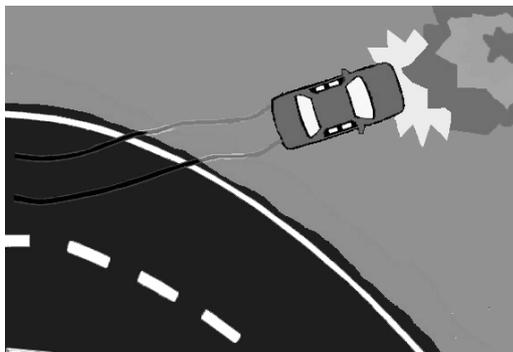
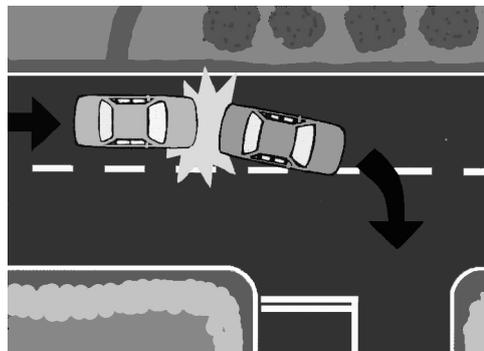
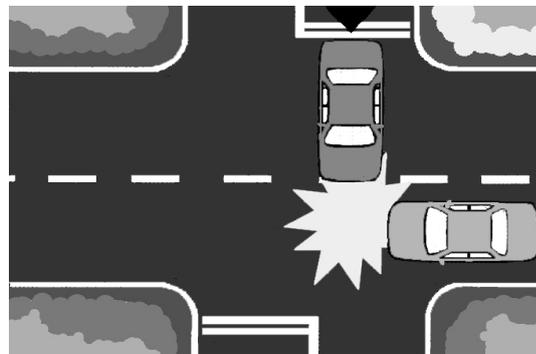
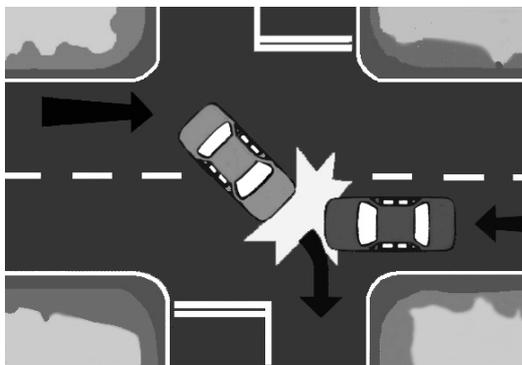
Process

Ask volunteer to briefly describe a crash or near incident that they have been involved in.

Encourage others to add to this. Note on whiteboard the range of crashes involved.

Now have students turn to page 4:1 of the Training Guide and, if possible, compare with the list.

Explain that the diagrams represent the 5 common crash situations where novice drivers are more at risk. Ensure that each situation is clearly recognised.



On whiteboard or large sheet of paper have students brainstorm, as a group, the possible causes of the crashes – see list below for examples

Causes of crashes
Failing to see other vehicle
Failing to stop in time
Failing to stay on road
Not looking far enough ahead
Not looking around at [approaching] intersections
Driving too fast for conditions
Lack of concentration
Following too closely
Not recognising hazards
Making wrong choices

Have them transfer this information to their Training Guide page 4:2

Refer them to the key statement in the middle of page 4:2, which states: -

“It is generally recognised that a key failing of [most] novice drivers is that they tend to fix their sight on the road or vehicle just ahead of their bonnet”.

Ask – “Do the causes we have listed on page 4:2 support this statement”?

Conclude with the statement that: -

“Unlike novice drivers, most experienced and practised drivers have developed the skills required to search for and identify hazards in good time”

Key hazard awareness skills – bottom of page 4.2

To lead into next segment introduce the three key hazard awareness skills, being: -

1. Searching for hazards – Getting the ‘Big Picture’. Hazard recognition – Knowing what to look for.
2. Creating and maintaining a safety zone around your vehicle
3. Safe gap selection

Relate the causes, listed in table above, to the three key awareness skills

Activity 4/3: Searching for hazards – What is a hazard?

(10 mins)

Resources

Hazard Training Guide - pg 4.3

Purpose

To determine what a traffic hazard is.

Process

Discuss – “Before we discuss good hazard searching techniques, we have to determine what exactly we are looking for”.

Question: - “What do you think is meant by a hazard”? Allow time for brief discussion.

Refer them to page 4.3 of the Hazard Training Guide and discuss: -

“The recognised definition of a traffic hazard is –
Any situation or object – either moving or stationary – that will, or may, cause us to either change our direction or adjust our speed”

Question; “Is a vehicle that has already passed you, or is going away from you a hazard”?

“Is a pedestrian who is walking away from you a hazard”?

“Is an unoccupied parked car a hazard”?

“Is a child playing on the opposite corner a hazard”?

Spend some time ensuring that they have a clear understanding of what is and isn't a hazard.

Discuss: - Hazards can also be categorised as being either ‘real’ or ‘potential’;

- ‘Real’ – requiring immediate action; braking, swerving, acceleration. Or,
- ‘Potential’ – requiring reactive action – moving foot from accelerator to brake.

“It is important that any potential hazard is recognised and reacted to immediately. Remember that in a blink of an eye a potential hazard can become a real hazard”!

Ask – “Can anyone suggest an example of a real and of a potential hazard”?

Now ask them [in groups] to brainstorm a range of hazards under the headings provided –
Answers can include, but are not limited to: -

Moving	Static/stationary	Environmental
Vehicles Cyclists Pedestrians Animals	Parked vehicles[with persons inside] Note: any moving hazards that are stationary are classified as a static hazard as well.	Intersections Road design – bends, dips, Road surface Weather

Have them record the range of hazards on page 4.3 of their HTG.

Activity 4/4: Searching for hazards – Getting the ‘big picture’ - 360° search

(40 mins)

Purpose

To explore the concept of searching [or scanning] and recognizing hazards

Process

Good searching routines

Ask the question: - *“Imagine yourself driving along a street. Where do you think you should be looking for hazards”?*

Allow time for brief discussion - Answers should include - to the front, sides and behind.

Statement –

“Effective searching [for hazards] means taking in the whole scene around your vehicle. This means moving your eyes [and your head], looking ahead and to the sides. You also need to check in your mirrors to see what’s behind you”.

Question: - *“How far ahead should you be looking”?*

Allow time for brief discussion – Answers might include – to the next intersection – to the car ahead -100 meters – to the horizon etc.

Statement: -

“Experienced drivers constantly move their eyes to look from side to side and from near to far – up to 12 seconds ahead – in order to get the ‘big picture’

Discuss: - *“Looking 12 seconds ahead means identifying hazards that are up to 12 seconds travelling distance away [e.g. at 50km/h, up to 170 meters. At 100km/h, up to 350 meters]. Searching this far ahead allows you to spot a hazard and take appropriate action in good time”*

“At the end of this session and for your assignment you will be asked to practise a range of activities to help you develop good searching skills”.

In conclusion;- A good searching routine is to; [logbook page 4.4]

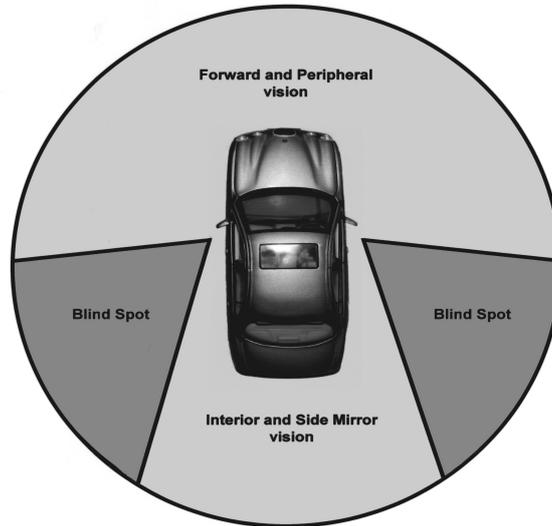
- Keep your eyes moving. Search constantly from nearby to up to 12 seconds ahead.
- Check your mirrors about every 10 seconds.
- Check your ‘blind spots’ by turning your head before turning or changing lanes.

Question:- *“What is meant by your ‘blind spot’”?*

Allow time for brief discussion - Answers should include – Areas slightly behind you and to the sides that are just out of your side mirror vision, and not quite in your peripheral vision. This is where vehicles [and cyclists] can be hidden from your view.

Refer students to diagram on page 4:4 in logbook to illustrate 360° searching and blind spot recognition.

Have them label each sector of the diagram – Forward and peripheral vision. Interior and external mirror vision. Blind spot areas.



Recognising 'sight clues'

Question: -

“What objects, placed around the roadside, can act as a trigger to warn of potential hazards ahead”?

Answer: - ‘Road-signs’ - ‘Road Markings’

Brainstorm a range of signs or markings that act as triggers – should include: - Road works, merging lanes, pedestrian crossing [sign and ‘diamond’], School, Intersection, bend ahead - [advisory speed], Give Way, Stop, Speed limit, etc.

Discuss: - “These are all signs that, when spotted, should trigger a response to an approaching driver”

Question: - *“What response do they usually trigger”?*

Answer: - *“Slow down, be extra watchful”*

Hazard detection exercise

Refer them to picture on page 4:116 of the HTG. [fig 1 next page of manual]

Suggest that this is the view they have of the road ahead. Ask them [in groups] to brainstorm hazards in the picture and any trigger clues identified.

Discuss their answers and then ask them to record the hazards on page 4:17.

Answers should include;

- Intersection left;
- Angle parked cars;
- Oncoming cars;
- Cars in front (ahead);
- School sign;
- Dip in road;
- Crest of hill;
- Shopping area.

{Suggest that they will asked to complete this same exercise with the remaining pictures as part of their final assignment}

Prioritising.

Discuss: - “Not only do we have to identify or recognise a whole range of potential hazards, but we have to develop the skill of ‘prioritizing’ hazards – to quickly identify which hazard requires our immediate attention”

Ask them to turn to pages 4:16, 4:18, 4:20, and 4:22 – have them identify what they think is the immediate, or priority hazard in each of the 4 pictures.

- Picture 1 = Car from intersection left.
- Picture 2 = Car turning right.
- Picture 3 = Person repairing car.
- Picture 4 = overtaking/ merging vehicles [blind-spot]

Emphasise that having identified the priority hazard and responded, their scanning should continue to search for the next priority.

1



2



3



4



Activity 4/5: Creating and maintaining a safety zone

(15 mins)

Resources Hazard Training Guide pg 4:5

Purpose

To recognise the concept that maintaining a 'safety zone' around your vehicle may give you more time to react to any hazard that might arise.

Process

Discuss: -

"We have discussed the need to search for hazards – to the front - to the sides – and behind. A natural progression to this is to ensure that any vehicles within these zones are not too close. The more space you have between you and vehicles around you, the more time you have to react to any hazard that might arise."

This concept is referred to as creating a 'Safety zone'."

Creating a safety zone

To the front: - Discuss the fact that the 'nose to tail' crash is one of the most common types of crash in New Zealand.

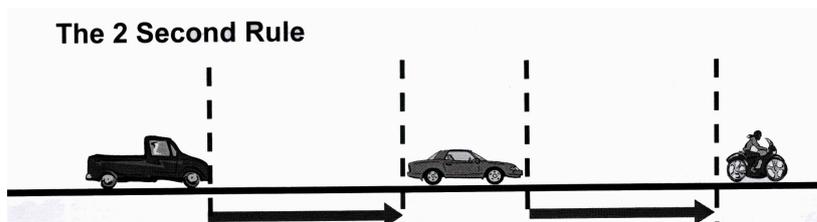
Refer them to Logbook pg 4:1 – common crash scenarios.

Discuss: -

"As you are driving along you should manage the safety zone to your front by constantly monitoring your position in relation to other vehicles around you. For example, if the vehicle ahead slows down, then so should you."

Question: - *"How do you control the space ahead of you"?*

Discuss the 2 second rule – count slowly to ensure that the 'two seconds' is accurately achieved.



Question: - *"What happens to the 2 second rule in wet weather"?* – extending to 4 seconds.

"By extending the gap ahead of you, you give yourself even more time to react and gradually apply your brakes, rather than harshly applying them and possibly skidding into the vehicle ahead."

Discuss: –

"As was mentioned earlier, good searching techniques suggest that you move your eyes beyond the vehicle in front of you. You may observe brake light of vehicles some way ahead. This should prompt you to move from accelerator to cover your brakes, allowing you even more time to slow down without braking severely and possibly skidding into the vehicle ahead."

To the rear

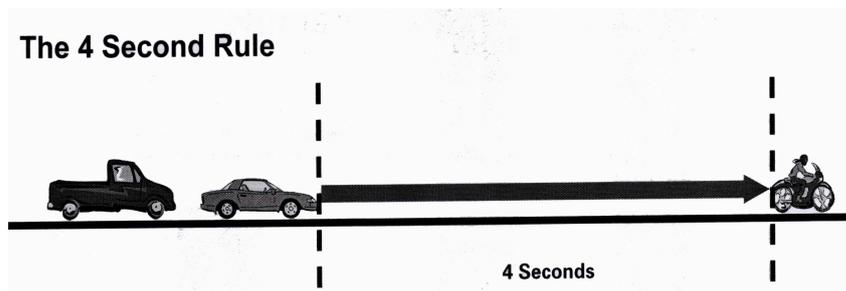
Discuss: -

“If your safety cushion behind you is threatened by a tailgater, you could easily become the ‘meat in the sandwich’ if the vehicle ahead of you should stop suddenly. You may stop in time, but the vehicle behind could shunt you into the back of the vehicle ahead! Try proving that to the Police, or the Insurance Co”

Question: - *“How do you control the space behind you”?*

Answers to include – gradually slowing down, allowing the gap ahead to extend out to 4 seconds. This allows you time to brake more gradually should the vehicle ahead stop.

“You are effectively giving the tailgater a two second buffer to apply their brakes”



To the sides

Question: - *How do you control the space beside you?*

Discuss: -

- Keep at least a metre away from stationary, or moving vehicles, especially cyclists and motorcyclist.
- Watch for stationary vehicles as doors can be opened into your path causing you to swerve.
- Large vehicles may hide a person stepping onto the road. Keeping well away will give you more time to identify and respond to hazards.
- Avoid, as much as possible, driving alongside other moving vehicles, especially large trucks or buses, as they are both restricting your view of possible hazards and limiting your chances of avoiding it.
- Keep well away from animals, especially horse and rider.
- Keep well away from approaching vehicles. Keep as far left as your ‘safety zone’ will allow.

Safe Gap Selection

This extends the safety cushion idea by implying that you should not encroach on any other motorists’ safety zone when performing any of the following manoeuvres: -

- Turning or crossing at intersections
- Merging or changing lanes
- Overtaking
- Making a U turn

Point out to students that they should, in their own time, read the paragraphs on ‘Safe Gap Selection’ – pages 4.6 to 4.8.

Remind them that the Driving instructor will be assessing these skills during the practical session.

Activity 4/6 : Applying Hazard recognition and response skills (20 mins)

Resources

Hazard Training Guide - pg 4.8

Video - Hazard Training

Purpose

To recognise and practise the skills required to pass the Restricted and Full Licence Test.
To encourage further practise of these skills prior to the practical coaching session.

Process

Discuss – *“This next exercise will assist you to develop some of the key hazard awareness skills required in the Restricted and Full Licence Tests.*

The 6 video clips, you are asked to identify the hazards and also the actions or responses to those hazards.” You will record the hazards in the spaces provided on page 4.9.

Show all video clips on hazard recognition and ask them to record, on page 4.9, all the hazards that they detect and their responses at the end of each clip.

You may have to emphasize exactly what hazards they should identify. i.e. Vehicles or other hazards that have already passed or are moving away are not necessarily required! However students may often refer to them. This is acceptable providing that it is not at the expense of missing the appropriate hazards.

“Tell me the hazards you see and what you are doing about them from...now”

Clip	Location	Hazard observed	Response
1	Right Turn giving way intersecting traffic.	Vehicles from my left & right,	I am giving way.
2	Right turn one lane of oncoming traffic.	Vehicle behind, Vehicle ahead, Vehicles oncoming Vehicle from the left,	I am aware of it. I am keeping my following distance. I am keeping left and giving way. I am keeping left and giving it space.
3	Right Turn two lanes of oncoming traffic.	Vehicle behind, Vehicle ahead, Vehicles oncoming, Vehicle on my right, Vehicle ahead,	I am aware of it I am keeping my following distance. I am keeping left & Giving Way. I am aware of it. I am keeping my following distance.
4	Left Turn to lanes each way	Vehicle ahead, Vehicles on my right, Vehicle on my left, Vehicles behind,	I am keeping my following distance. I am Giving Way. I am keeping to the right of it. I am aware of them.
5	Lane change left or right	Vehicles ahead, Vehicle on my left, Vehicle ahead, Vehicles behind,	I am keeping my following distance. I am aware of it and letting it pass. I am keeping my following distance. I am aware of them.
6	Turning Right at a roundabout	Vehicle behind, Vehicle ahead, Pedestrian on my left, Vehicles on my right, Vehicle on my left, Another vehicle on my left,	I am aware of it. I am keeping my following distance. I am Giving Way. I am Giving Way. I am aware of it. I am aware of it.

Discuss and confirm the actual hazards seen.

Point out that during the practical coaching, and in the Full Licence Test, they will be required to verbalize the hazards and actions, as well as responding appropriately with their driving actions. However, for this exercise they can write the hazards and the responses in the spaces provided.

Practise [test] Scenarios’ – logbook page 4.10

Point out that prior to their practical session they are required to practise the skill of identifying hazards and responses as demonstrated in the video clips.

Table.

Full and Restricted Test Manouvers - up to 60 km/h zones	Tick when done
2X Right turn giving way to intersecting traffic.	
2X Right turn giving way to one lane of oncoming traffic.	
Right turn giving way to two lanes of oncoming traffic.	
Left turn giving way to intersection traffic (two lanes each way).	
Lane change left or right.	
Right turn at a roundabout.	

Extra manouvers for Restricted Test up to 60 km/h and 70 – 100 km/hr zones	Tick when done
Turning left giving way to intersecting traffic	
Right turn to intersecting traffic (two lanes each way)	
Left turn giving way to intersecting traffic (one lane each way)	
Left turn with priority, maybe be done at a ‘T’ or cross - intersection	
Lane change right and left	
Lane change right or left in preparation for turn	
Merge lanes	
Straight drive ahead medium speed	
Straight drive (arterial road)	
Straight through at a roundabout	
Reverse parallel park or three–point turn	

Point out that they will be asked to – *“tell me the hazards that you see, and what you are doing about them”*.

NOTE

It must be stressed to the students that these exercises will form a major component of their final practical session.

Point out that guidelines to help practise the skills required are listed on pages 4:12 – 4.13.

Recommend that if they wish to pass this course they must dedicate time to.

PRACTISE, PRACTISE and more PRACTISE

Stress

They MUST bring their completed Hazard Training Guide with them to the practical session.

Activity 4/7: Assignments

(15 mins)

Resources Hazard Training Guide [HTG] Video clip 15

Purpose To encourage practising of hazard perception and response skills whilst out driving and while waiting for the practical session

Process

Refer them back to page 4:24–

Remind them that during their final practical session the instructor will be assessing their skills at: -

1. Speed control – keeping within 5km/h of, and not exceeding the posted speed limit
2. Creating and maintaining a safety zone around their vehicle, and safe gap selection
3. Searching for hazards – Getting the ‘Big Picture’. Hazard recognition and response
4. Using mirrors and checking blind spots

Assignment 4:1

Encourage students to read thoroughly through the HTG.

Ask them to practise the activities that will be assessed during their practical session, in particular those listed in the tables on pages 4:10 and 4:11: -

- the commentary on hazards observed whilst driving through scenarios

Ask that they complete the activities using the pictures on pages 4:16 to page 4:23 after having studied the SIPDA concept on bottom of page 4:14 and 4.15

[If time allows, read through the SIPDA technique to ensure understanding]

Assignment 4:2 “Slowing Down & Speeding Up”

1. Show Video Clip 15 “Slowing Down & Speeding Up” to help explain the skill-based assignment on page 4.24 of their Logbook.

2. Follow this by talking through the instructions on pages 4.24.

These are:

- Find a safe piece of road where you can practise slowing down and speeding up smoothly.
- Monitor how this feels and what you need to do to fine-tune your performance.
- Once you have practised this several times, transfer your awareness to your day-to-day driving and complete the self-reflection guide in your Logbook.

NOTE: *If a student drives an automatic geared car, the speed control can be achieved by manually selecting the appropriate gear. For example – when using the engine to control the speed of the car downhill*

3. Explain the ‘Self Reflection Guide’ on page 4.25 of Logbook

- Self Control – How do I know when I’m using the gears effectively?
What else tells me my speed changes are safely performed?
- Self Correction – Am I practising to improve my skills?
Time I have self-corrected this week include: -
- Self Reflection - Comment on your self awareness throughout the course, in relation to speed change skills.

Ensure that they have completed the details on the inside cover of session 1 – Contact details of D/I or, if available, date, time, place of practical session. Remind them to bring HTG to practical coaching and assessment session.

PHYSICAL

The capacity for physical growth, development, and skilled movement

EMOTIONAL

Mental and emotional: the capacity to communicate thoughts and feelings, to think critically and coherently.

SOCIAL

Family: support, social interactions, the capacity to belong, compassion and caring.

BELIEFS

Personal belief structures, the quest for personal meaning, for personal identity, and for values that determine the way we live.

Street Talk Scenario Slips

You sometimes drive younger members of your family and friends to school. Getting them there safely is very important to you.

None of the older drivers in your home has ever had a crash. They make it very plain that they expect you to be a safe driver too.

Sometimes, when you drive home after working late, you feel really tired.

One of your friends insists on smoking while sitting in the front passenger seat when you are driving.

You pride yourself on having really sharp reflexes. You know you will respond fast in a tight driving situation.

You've just found out that you've been successful in meeting a big personal challenge.

You're feeling very excited as you get into your car to drive home.

There's an important exam coming up. You've got so much on you don't know when there will be time to study for it. You worry about this as you drive along.

Street Talk Scenario Slips

The car stereo is on – your favourite tune is playing. As you drive along you feel as though you are cruising to the beat of the music.

You are driving two of your friend's home. They're talking about their latest relationships and the conversation is getting hot.

You often get up too late to eat before heading out into the day. Sometimes you skip on lunch too, so the thought of food is just great when you are driving home.

You are concerned about a friend who sometimes says their life isn't worth living and who seems to take huge risks when driving.

Getting your Restricted Licence was a real milestone. It made you feel as though you were an adult at last.

You see yourself as a person with really good self-control and believe that this is reflected in a way that you drive.

You see yourself as a risk-taker but you always seem to get away with things that catch other people out.

One of your friends drives very fast. When you are the driver you feel as though you are a slug by comparison.

It's a lazy Sunday afternoon. You've got nothing better to do so you get in the car and just drive.