





Dedication Page

My name is Jimmy.

I was 12 years old when my sisters, Lucy and Izzie died in the crash up the road on the bridge. My brother Nick was 13. Lucy was 18 and Izzie was 15.

On the night they died, me and Nick were downstairs in our room when my step brother texted me and said that the cops were at our house. Earlier on that day I accidentally broke a window at the school down the road. When the police turned up, I thought it was because of that. Dad came down the stairs crying and when I asked him what was wrong he told me that my sister was dead. I asked him which one and he said both of them. That night Dad slept downstairs with us.

Lucy was going to be a chef. She worked at Stephan's Restaurant up the road from where we live with Mum and Jeremy, my step-dad. She made me laugh with her crazy jokes and faces she would pull. She could mimic anyone. Lucy always did a weird but funny thing. She used to get 'fizzy'. This was when she really got excited. She would flap her arms and hands. This always made me laugh! She had the coolest hair. She had dreadlocks.

Izzie was going to be a beautician. She helped me with my hair sometimes and told me what stuff to put in it. She was really styleie. She told me to wear a white suit with a black shirt to my graduation at the end of my final year at primary school. **I wore it to her funeral as well.** She had long hair that she straightened a lot and loved make-up and experimenting with it. Every time I had a school disco, she would find me a really cool outfit to wear and she would spike up my hair in a crazy way.

When Graeme, the undertaker came, he wanted to know what kind of caskets we wanted for Lucy and Izzie. I told him I didn't want a 'vampires casket' (all shiny wood and padding), so we chose rainbows and clouds for Lucy and angels for Izzie. Me and Nick chose the clothes they wore and we put their earrings in their ears. I got Lucy's i-pod out of her bag and put it in her hand just in case she got bored.

A few weeks after they died, I had a dream that I saw them stepping from cloud to cloud. I was trying to run after them but I couldn't quite reach them. I think they are really happy. They are together.

Every Wednesday, me, Mum and Nick go visit them before school at their graves and bring them new flowers. We have planted two kauri trees for them up the hill behind our house and made a stone pyramid with a bird bath from the stones we got from the river.

Jeremy has made a seat we can sit on up by the trees. I made a hook out of pewter and paua that we set into another huge stone along with a plaque that says when the trees were planted.

I miss them very much.

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The CD a msg in Con†x† includes a PDF copy of the copysheets.

a msg in Con†xt†

Aim

The aim of this resource is to raise student awareness of the risk factors and conditions that contribute to road crashes, with a particular focus on strategies to avoid texting and driving.

Curriculum Links

Health and Physical Education

Personal Health and Development: Safety Management: Levels 4 & 5

Key Competencies:

Managing self

Thinking

Definition

Texting - refers to either receiving and sending text messages via cellphone or other electronic devices.

Teaching notes

These lessons are based around a fatal crash that occurred in New Zealand in 2007. They should be used with sensitivity in case some students know people involved, or have had recent experience of trauma.

The teacher should ensure that they have reviewed the resource prior to the lessons being undertaken. Students should be informed well before the first lesson that the lessons involve a fatal crash and be given the opportunity to opt out if necessary.

There are additional extension activities included after Lesson 2 that should be used by the teacher in further lessons.

The CD a msg in Con†xt† includes a PDF copy of this teaching guide.

Links to other resources

This resource would complement the Police **Road Safe** Series resources **Drive Qual**, **Changing Gear**, and **DARE to Drive to Survive**. These resources are available through your local Police Education Officer.

Visit www.police.govt.nz/service/yes

Additional notes

When you receive a msg in Con^{††}x^{††}, view *Lucy and Isabelle's Story* on the DVD.

Read through the resource and view all other DVD clips to familiarise yourself with the content.

DO NOT USE PARTS OF THIS RESOURCE IN ISOLATION - this resource has been designed as a whole package and should be used as such. For example, only viewing the DVD is not recommended as although there may be some impact from the initial viewing, deeper learning occurs when participants can further examine the causes and consequences to the crash and have the opportunity to consider alternative actions that the driver could have taken.

Before the Session

This resource is based around a fatal crash that occurred in New Zealand in 2007. It should be used with sensitivity in case some participants may know people involved, or have had recent experience of trauma - not just road crashes.

When using this resource with a group ensure that they have been informed that it involves a fatal crash (well before the first session) and that participants are given the opportunity to opt out if necessary.

When planning, ensure that the venue has a DVD player and television set up and that the seating is able to be arranged in a way that allows for discussion both as a class, and in smaller groups.

You will need to print out the Copsheets from the CD for each session, allowing for one for each participant. You will also need to provide some A3 sheets of paper and marker pens for group work.

During the sessions

When asking questions allow time for participants to respond. Allow 5 seconds for a response, once you get one response others will usually follow.

You may have to use “scaffolding” to draw out the answers from participants. For example, in the brainstorm of people affected by the crash there is a suggested list to follow. If the participants don't come up with all of these people you may need to ask them further questions to ensure that they include all of the people in the list.

Recounting the story. In the second session, having the participants recount the story in pairs to each other will help them to recall the first lesson and provide some focus for session two. If the sessions are run together, this may not be necessary.



Lesson One

Learning Outcome

- Students can describe the risk factors and conditions that contribute to road crashes.

Resources

DVD - *Lucy and Isabelle's Story*

Copysheet 1: Contributing Factors

Copysheet 2: Summary of Factors

Teaching Note

This lesson can also be used as a resource to contribute to the teaching of the Drive Qual programme, either in *Module 2: A Risky Business*, or *Module 4: Road Crashes*.

Activities

1. Introductory Questions. Ask class for a show of hands on:
 - *How many students have cellphones?*
 - *How many students text more than they call?*
 - *How many have sent a text in a vehicle? Keep your hand up if you were the driver at the time.*
 - *Have you ever had a close call or scare when someone was texting and driving?*
 - *Ask if anyone would like to describe the close call they had to the class.*
2. Discussion on what type of factors may contribute to vehicle crashes;
Environment *eg. Sunstrike*, **Vehicle** *eg. Poor brakes*, **Driver** *eg. Speed*
3. Tell the class that they are about to watch a DVD containing information on a fatal crash in New Zealand. Students with experience of road trauma may wish to be excused. Hand out *Copysheet 1: Contributing Factors*, and tell students that they need to think about the contributing factors as they watch *Lucy and Isabelle's Story*. They will be filling in the sheet after viewing the DVD and getting the information from *Copysheet 2: Summary of Factors*.
4. After viewing, read out *Copysheet 2: Summary of Factors*. Ask students to also make notes on the Contributing Factors sheet during this reading.

5. Students report back and the teacher compiles a list of the contributing factors on the board under the three headings, Environment, Vehicle, and Driver.
6. Using the list on the board, as a class discuss how any of these contributing factors could have been avoided.
 - When a solution for each factor is agreed on write an **A**, for **avoidable** next to the item.
 - If any factors are not agreed as avoidable, write a **U**, for **unavoidable** next to each.
7. In pairs discuss what you consider to be the two most important factors leading to Lucy and Isabelle's crash. Ask some of the pairs to report back on the points they discussed.
or:
Have the students line up across the room according to their response to the following statements.

For the first statement one end of the line would be "**Less than 2 minutes**", the middle would be "**5-10 minutes**", the other end would be "**I wait for a reply first**".

1. If you send someone a text and they don't reply, how long do you usually wait before sending another?
Less than 2 minutes, 5 - 10 minutes, I wait for reply first
2. If someone sends you a text how long do you usually wait before replying?
Less than 2 minutes, 5 - 10 minutes, when I get a chance
3. Rate the importance of most of the texts you send.
Vital/Life and Death, Important, Unimportant

With the students remaining in the same places tell them that the person they are sending the text to is currently driving their car. Ask them to reassess where they are standing.



Factors contributing to Lucy & Isabelle's crash

Environment

Weather:

Traffic:

Road:

Driver

Experience:

Attitude:

Passengers:

Attention:

Emotional:

Vehicle

Condition:

Tyres:

Other:

Copysheet 2: *Summary of Factors*

Environment:

Wet road	Had been drizzling most of the day but had stopped by time of crash, humid conditions - steam rising off road.
Bend with speed advisory sign	This was an 85km speed advisory sign, but was changed to 75km soon after the crash.
Narrow rising bridge	Little room for drivers to manoeuvre. Oncoming traffic obscured by bridge.
Traffic conditions	Relatively light traffic on road at the time of the crash.

Driver:

Restricted licence.

Carrying passenger who did not hold a full licence.

Over correction of steering may have resulted in loss of control.

Had been advised about tyres by mechanic.

Inexperience

Cellphone use:

The probable catalyst for the crash was texting whilst driving, leading to an over correction of steering.

- Open cellphone found on the floor near front driver's seat, between seat and driver's door.
- Battery lodged in space beside steering wheel, impossible for battery to end up there if used by passenger as steering wheel would have blocked its flight.
- Last text received at 4:11pm - approximately 4 minutes before first phone call received by Police Communications in regards to crash.
- Time of text was recorded off phone and when allowing for variation between times may have been received immediately prior to crash.
- Had been warned against having cellphone on when driving, during driving lessons.

Vehicle:

Lucy's vehicle was a 1998 Toyota Sprinter - 1800CC.

December 2006:

- Ex Auto mechanic checked car and reported it was in reasonable condition - apart from evidence of front end crash.
- Noted that two rear tyres were Japanese tyres designed for winter conditions - advised Lucy to change tyres as soon as she could. Noted that car had reasonably new WoF.

Approximately 4 weeks later:

- He spoke to Lucy and she told him that the car had spun out while she was driving on State Highway 1 on a day when the road was wet and drizzling. She was approaching bridge and car “fishtailed”, spinning 180 degrees.
- He told her it was the rear tyres at fault and she needed to get some new ones. Offered to buy them for her and her to pay him back but she said she would see what she could do.

Week before the crash:

- He looked at car again and it appeared to be in the same condition.
- Lucy had told his wife or his business partner that the car had spun out again.

After the crash:

- Car checked out by automotive inspector - no mechanical faults found which in the opinion of the inspector would have contributed to the crash.
- Examination found that car was fitted with snow tyres on the rear, of legal tread depth.
- Police enquiries reveal that the car was involved in a minor crash on the 7th of July 2006, in circumstances similar to those on the day of Lucy’s crash.
- Further enquiries reveal that the car was imported into NZ in a repaired condition and underwent compliance on the 20th of April 2006, where it was noted that snow tyres were fitted to the rear.
- Police tested exemplar set of tyres - adhesion comparison testing. Results indicated that in wet conditions the fitting of aged worn snow tyres to rear axle, when contrasted with good tyres fitted to front axle creates **potential for driver losing control of vehicle if subjected to a sharp steering input.**

Note: The mixing of tyre types to the front and rear axles are not a recommended practice. The recommended practice is the fitting of four tyres of the same type, be they snow tyres or summer tyres, all round.

Additional Information

- Excessive speed was not considered to be a factor in the crash.
- The driver of the truck was uninjured and was not found to be at fault in any way.
- A witness driving the vehicle following the truck stated that the truck’s driving was impeccable, and that the driver had good control of the vehicle.
- The vehicle following the truck was involved in the crash, hitting the rear of the truck when it braked to try to avoid Lucy’s car. This vehicle received minor damage but the driver sustained no injuries.



Lesson Two

Learning Outcomes

- Students can explain how texting can effect driving.
- Students can develop strategies to avoid texting and driving.

Resources

A3 Paper and marker pens

Copysheet 3 - Research and Statistics

Copysheet 4 - Why Can't Heaven be a Place on Earth?

Alternatives Postcard: For handing out at the conclusion of the lesson. These can be ordered via email at the police website at www.police.govt.nz/service/yes/contacts.html

Activities

1. Hand out *Copysheet 3 - Research and Statistics*. Have students answer the questions on the sheet and read the research section.
2. Have students recount "Lucy and Isabelle's Story" in pairs/donut. Why do students think Lucy initially lost control of the car?
3. In small groups discuss
 - What decisions could Lucy and Isabelle have made to avoid the situation of texting and driving?
 - Develop a list of alternatives/strategies that could help prevent further crashes caused by texting and driving. Have the groups report their answers back to the class, recording them on the board.

Answers could include:

- Turn phone off while you are driving.
 - Set phone to silent.
 - Ask someone else in car to read the text for you and reply.
 - Pull over and stop in a safe place before texting.
 - Ignore any messages.
 - Wait until you arrive at the destination.
 - Tell the driver not to text, ask them to stop the car.
4. As a class brainstorm a list of all the people that were possibly affected by the crash. Record results on the board.

Teacher's note: The final list should include the following people:

- *Lucy and Isabelle*
- *Lucy and Isabelle's family*
- *Lucy and Isabelle's friends*
- *The truck driver*
- *First people to scene of crash*
- *Emergency services personnel*
- *Other motorists on the road that day*
- *The person that sent/received Lucy's last text*

Students may also come up with additional people.

5. Put the class into groups/pairs and assign each the task of describing the consequences of the crash for one affected party. Include physical, emotional, social, and financial consequences.
 - Each group records these consequences on a spider diagram, and reports back to the class.
6. Students can learn about the actual consequences from two of the affected parties. Read *Copysheet 4 - Why Can't Heaven be a Place on Earth*, and/or *Copysheet 5 - The Truck Driver - Innocent Victim in the Crash*.
7. **Ensure that this final activity takes place, even in you have not completed all of the previous parts of the lesson.**

Ask each student to write two sentences about what they have learned. Upon completion ask students to underline three key words from these sentences. Have each student read out their key words to complete the lesson.



Copy sheet 3: *Research and Statistics*

These figures are based on analysis of 2001 - 2005 police reported crashes where texting by a driver was considered to be a contributing factor. Information on more recent years is not currently available.

F= Female, M = Male T= Total

Age	15-19			20-24			25-29			30+			
Licence type	F	M	T	F	M	T	F	M	T	F	M	T	Grand Total
Disqualified		1	1										1
Forbidden										1		1	1
Full		1	1	1	2	3				4	2	6	10
Learner	1	3	4	1	1	2	1	1	2	1		1	9
Overseas					1	1							1
Restricted	5	9	14	3	2	5	1	1	2				21
Unknown				1		1							1
Total	6	14	20	6	6	12	2	2	4	6	2	8	44

1. How many drivers in the 15 - 24 year old age group were involved in crashes where texting was identified as a contributing factor?
2. How many drivers involved in these crashes were on their learner or restricted licences?
3. Do you think texting and cellphone ownership has increased in the years since 2005?
4. How do you think any increase in texting and cellphone ownership will impact on the crash statistics for 2006 - 2008?

Monash University Research.

Research was conducted into the effects of texting and driving on young novice driver performance in 2005 at Monash University in Australia. Twenty drivers participated, driving on a simulated roadway.

Results of the study provided evidence that retrieving, and in particular, sending text messages has a detrimental effect on driving. The ability to stay within the lane, and to detect and respond appropriately to traffic signs is reduced. In addition, when text messaging, drivers spent up to 400% more time with their eyes off the road than when not texting.

Despite these declines in driving performance and legislation in Australia banning the use of hand held phones while driving, a large proportion of drivers examined reported that they regularly use hand-held phones while driving for talking and text messaging. These findings highlight the need for mobile phone safety campaigns to target the young driver population in particular, in order to minimise the use of these devices among this population.

19/09/2008

UK: TEXTING POSES GREATER RISK FOR DRIVERS THAN ALCOHOL: STUDY

By Belinda Tasker

LONDON, Sept 18 AAP - Sending a text message on a mobile phone while driving is more dangerous than being drunk or under the influence of drugs, new British research has revealed.

A study of young drivers aged between 17 and 24 found their chances of being involved in a crash increased significantly if they were writing, reading or even ignoring text messages while behind the wheel.

Texting had the biggest impact on their ability to keep a vehicle in a lane, with their steering skills judged to be 91 per cent worse compared to 35 per cent if they had smoked cannabis.

Their reaction times also slowed by 35 per cent, a much steeper decline than drivers who had reached the legal drink driving limit (12 per cent) or smoked cannabis (21 per cent).

The study, commissioned by British motoring organisation the Royal Automobile Club Foundation, has sparked calls for new campaigns warning young drivers about the dangers of texting.

"The participants in this study were almost unanimous in their view that drink driving was the most dangerous action on the road," RAC Foundation director Stephen Glaister said.

"Yet this research clearly shows that a motorist who is texting is significantly more impaired than a motorist at the legal limit for alcohol.

"No responsible motorist would drink and drive.

"We need to ensure that text devotees understand that texting is one of the most hazardous things that can be done while in charge of a motor car."

According to the RAC Foundation, 48 per cent of British people aged between 18 and 24 text while driving despite it being illegal to do so.

The group of 17 young drivers who took part in the study, which was carried out by the Transport Research Laboratory (TRL), all told the researchers they were confident texters. They were put in a simulator to test their skills and reactions while "driving" a car and texting.

Sending a text while driving took them 63 seconds on average compared to just 22 seconds sitting at a desk.

TRL said texting caused drivers to take their mind and eyes off the road as well as one hand from the steering wheel.

Women were also more likely to have their driving affected than men if they were texting, although men were more likely to text while behind the wheel.

"The combination of increased mental workload required to write a text message, the control impairment caused by the physical act of holding the phone, and the visual impairment caused by continually shifting visual orientation between the phone display and the road ahead resulted in significantly impaired ability to maintain safe road position," TRL said.

AAP bt/ldj/mn

Copysheet 4: ***Why Can't Heaven be a Place on Earth***

Written by Heather, 11 year old cousin of Lucy and Isabelle

"Laura stop stealing my chocolate and get the phone", I said loud enough for Mum to hear. "Fine but you better give me some chocolate", Laura said with a pleading tone in her voice. "Okay already. Just get the phone". "Alright, alright".

Laura picked up the phone. I heard some mumbling coming from the receiver. The noise was so faint and gentle; I couldn't make out what was being said. Suddenly I heard an ear piercing yell. "Muuuuuum", Mum grabbed the phone off Laura and lightly patted her on the head. Looking for trouble I said, "Laura's not a dog though she does look like one". My sister shot me an icy cold gaze.

She went to snatch on me, but stopped and turned to face Mum. Mum seemed to be in a whole other world. Her face was frozen white, her body tense and statue like. Mum hung up the phone not speaking a word.

Out of nowhere Mum started crying. Concerned and scared I asked, "What's wrong Mum, what's wrong?" No answer. Worried and frightened I gave her a hug so she knew I cared, still nothing. Something hit me. "Mum did Ma die?" Mum turned her head. I stared long and hard. Mum's facial expression said it all. I read her face it said hurt disbelief. Something told me that Ma had died.

Laura and I waited and waited and waited and waited. An hour had long passed. A faint frosty voice let out a cry. Without warning Mum let out words that would change my life. "Lucy and Isabelle", Mum said. Again we waited. Then another sound came from Mum's mouth. This time it sounded harsh and angry. "They've been in a car crash", pain and fury steered out the next word. Without her even saying it I knew that they had died. Mum said the word anyway, "Dead". I cried and cried and cried and cried. I cried even when I had no more tears to cry. I cried for the loss of loved ones. I cried for my family in pain. I cried for memories that will never happen.

I yelled at Mum rudely telling her it wasn't true and that she was lying. I mean it was not possible. I saw them yesterday and, and.... More tears fell from my eyes. This time not because of the pain I felt but the guilt. Yesterday I had gone to my cousins. I yelled at Mum telling her she couldn't make me go. I went and had so much fun. Isabelle played makeup with me being dumb. Lucy, my older cousin, stood by the door calling us stupid. This ended with Lucy and a red lipstick stained sweater and Laura, Isabelle and I with red lipstick stained everything. That was yesterday, today my cousins were dead.

Laura and I stayed up all night. Mum put me and Laura in the car. We had yesterday's clothes everything on. Thankfully Mum had packed spare clothes. I wanted to ask where we were going. I was going to ask, but then I remembered what had happened. Pain and hurt flooded back. It was like a two for one deal. Without one the other ceased to exist. We drove all the way to Manakau in silence. The only sound you could hear was the odd sniffle and cry. We arrived at Auntie Anne's. We could hear crying people much before we could see them. We knew everyone inside were feeling the same pain and hurt and that

we must brace ourselves for what lay ahead. We took a daring step inside. I took a look around. I felt so untidy. I moved my head from left to right. Almost half the people in the room were just like me. Shabby hair, tear streaked faces, puffy eyes.

I sat around for what seemed an eternity. I was informed that very soon the girls would come home.

Everybody waited outside. Crying people surrounded me. Suddenly I felt the need for my Mum. I searched through a sea of faces. Where was she? Where had she gone? Finally I found her. I hugged her tight. Mum told me she loved me.

Soon after two white cars pulled up to the front of the house. Everyone was hushed. Auntie Anne stepped forward along with her two sons and partner Jeremy. Two men dressed in black suits slowly stepped out of the thin white limousines. They called for anyone who wished to carry the girl's caskets. Mum stepped forward. My Auntie Donna stepped behind me holding me tight. She spoke to me but it went in one ear and out the other. She pushed me forwards. She told me to go. I then remembered what she was talking about, she told me to go and stand behind Anne. I knew that if I did stand behind her I would have to go inside. Everyone flooded inside. I was left outside with Auntie Donna. After half an hour she walked inside. She faced her fear and I couldn't do that. I had never seen a dead body and was too scared to see two. I was cowardly, so cowardly I couldn't see my cousins. I unsteadily got up and went around the back. One uneasy step following another. I reached the door, it was wide open. I stepped inside very cautiously. The room with the girls bodies was nowhere as near as I thought it would be. I turned away and walked towards the kitchen. I stood there too stubborn to move. Mum saw me and told me I should go and see them. "I can't", I said shakily. "You can do anything you put your mind to", Mum said. With the truth ringing in her voice my Mum steered me into the room.

Ever get that feeling that your fear is not really scary at all and that you shouldn't even be afraid of it? That's how I felt. I walked into the room. The caskets were beautiful. Lucy (18) had clouds and rainbows. It made me cry because I knew that they were going to play Somewhere over the Rainbow. Isabelle has angels and marble on hers. It made me feel weird describing the coffins to myself. I walked closer.

I walked close to them, but I could not see them. I shut my eyes tight. I went and sat down next to Isabelle. I opened my eyes one at a time. She didn't look like Isabelle. I burst out crying. She was so different. Her eyes were closed. Her skin was deathly white. Her long brown hair was falling out in clumps. My heart ached with hurt. I looked away, I wasn't scared of her but she was different. She was gone and it took only one look to know that. Lucy was exactly the same. She had a bruised face and a black eye. It was unbearable to look at.

I moved out of the lounge and into the dining room. My Auntie Anne was there crying. I asked if I could help in any way. Anne shook her head and I turned to walk away. "Could you help with one thing? Could you clean Isabelle's room? Look for things we could place around the caskets". With no reply I walked away.

I twisted the doorknob slowly and carefully. I felt bad about invading Isabelle's privacy. I walked in. A burst of air blew across my face. I sat in the middle of the room. I sat staring. Something caught my attention. It was a box covered in clippings. I lost control of my body. Finally I stood up and walked to the drawers with the box. The box read private, I opened it cautiously afraid something might come out and bite me. I quickly pulled the lid off. There, in neat tidy handwriting was a note that read,

Dear Kaori,

I really hope we can keep in touch. I'm going away for a while I won't be able to write.

Isabelle

It was short but I felt happy that she said goodbye to someone. I cried and cried. These were not sad tears but tears of joy. I knew somewhere up in heaven Isabelle and Lucy were looking down on me and laughing. I looked through the rest of the box. It was filled with a picture of Kaori her and I. The same breath of wind blew in my face. I ran out of the house. My Mum found me. I explained everything to her. Mum told me to treasure memories I had with my cousin. These were special.

I cherished this memory and spent most of my time in Isabelle's room. I wanted to spend this time with her. I realised this would be my last opportunity. I will cherish their memories always.

Copysheet 5: ***The Truck Driver - Innocent Victim in the Crash***

The day started just like every other day, I went to work in my job as a Driver Trainer and Assessor of staff at the Trucking firm where I work.

The day ended so differently, like no other day in my life and I hope it never repeats itself.

One of my colleagues went home sick at lunchtime, so I filled in for him. I took a trip to Levin to uplift some goods to bring them back to the yard in Granada near Wellington.

The trip back was all good, I came up onto the bridge and that's when the crash occurred.

The crash changed my life forever.

One of the visions I still have is Isabelle shielding her face with both her arms just before their car crashed into my truck.

I got out of the truck and went to the car; I could only see one of the girls in the car. I went to the back of the truck as the van driver behind me had crashed into my truck, he was okay.

Then I returned to the truck and tried to back off the car which was lodged under my truck. It wouldn't move.

A man in a suit came up to me and said "what have you done?" I was so shaken up by this statement. "I hadn't done anything!"

There was a really nice lady who was an ex nurse she came up to me and comforted me, she was incredibly nice to me and made me calm down a lot. You know what, I still don't know her name or who she was, but she was the person who helped me the most that day.

I phoned my boss and said what had happened and to come and get me.

The emergency services arrived.

I remember lots of people came out of houses and cars to help.

I was immediately breath tested by a Police Officer to see if I had been drinking, he also took my drivers licence and my logbook. I guess he was doing his job.

However, "At the time I felt like I was guilty of something, I knew I hadn't done anything wrong, but that didn't change what I was feeling."

I waited close to an hour, and the first person who came was our mechanic and then my boss. The boss drove me home.

"I just wanted to go straight home and see my family; they were the first people I thought about."

The first thing I did was go and have a shower; I was in the shower for about an hour.

My wife told me that my little sister had just delivered a baby boy, my wife left me in the house to go and visit the hospital, I stayed home.

The next day I went to the hospital, seeing my nephew for the first time filled me with happiness. That was the only happiness I felt for a long time after the crash. I talked lots to my wife.

When I left Levin, all I was thinking about was my dinner and how I couldn't wait to eat something. After the crash I couldn't eat, I didn't feel like eating either.

I didn't sleep very well, after falling asleep that night for the first time I woke up and thought I had dreamt the whole thing, but then reality struck me and it was NO dream, it was true.

I kept talking to my wife about what had happened.

I kept seeing Isabelle covering her face with her arms.

My initial thoughts were I wanted to quit my job as two girls had died, but I love the truck industry and I'm more value in the industry than out of it.

I couldn't go back to work; it was two months after the crash before I could go back. I started counselling, that went on for six weeks. I still keep in touch with the counsellor, she is great.

When I did go back to work it was strange. I thought they would have written off the truck, but they didn't.

It upset me when I saw it for the first time. Even though it was repaired and painted, it's still the truck I was driving.

"Even though it's not in the yard where I work, I still see it regularly and it pisses me off."

The crash has made me more cautious when I'm driving, but as a driver trainer, I encourage the same with all the truck drivers I train.

Feelings of guilt plagued me for months, I also kept thinking

What if:

- I had stayed in Levin longer to have a cup of tea that I had been offered. (But I had declined as I wanted to get home to see my family).

- I had swerved my truck
- I had braked earlier
- I wasn't driving the truck that day

You see everything happening but you can't change anything. It happens so fast.

At about six months after the crash, I finally realised, "I had done nothing wrong, the crash wasn't my fault", I could not have changed anything."

Every time there is a story about texting and driving or even snow tyres on the TV, newspaper or radio I think about it (the crash), there is no getting away from it. My mates phone me up and say "hey, are you doing okay?" There is always something in the paper about texting and driving, there is no getting away from it for me.

Through family connections Anne (the girls' mother) made contact with me. She asked me to meet her and I FREAKED OUT.

"I thought why does she want to meet me?"

I just prayed and I prayed with my family that meeting her would be okay.

I didn't know what to expect, in fact driving to her house, I asked my mate to turn around and go home, that happened three times. He kept telling me, what's the worse that can happen?

When we arrived at Anne's house, I got out of the car and Anne came out of the house, she hugged me. There were lots of tears and lots of talking. It was really hard for me to meet Anne.

I've become a stronger person and a better driving educator. I promote safety more.

Eighteen months after the crash, I still think about it and think what if ...

My final words are this:

To avoid changing someone else's life like mine got changed on January 23rd 2007,

Remember there are other people on the road to consider, don't text and drive.

Extension Activity 1

Sunday Star Times article: June 15, 2008

Education vital to stop teens texting

Dominion Post article: Thursday June 12, 2008

\$50 fine and demerits for phone drivers

New Zealand Herald article: January 20, 2008

Drink - Text - Driver expects prison for couple's death

These articles are included on the a msg in Con†x† CD.

To raise awareness about the issue of texting and driving, this activity could be prepared for the school's debating team and the debate conducted at an assembly during delivery of the programme.

Using the notes provided, have students debate the topic of *Banning Hand Held Mobile Phones*.

Some considerations:

- *Who is calling for the ban?*
- *Will a law change lead to behaviour change?*
- *How would this law be enforced?*
- *International research on the subject*

NOTE: The Government announced the release of the Cellphone Rule for consultation on September 4th. The consultation closed on October 16th 2008, however, any changes made as a result of the consultation will be included in future reprints of this resource.

The following is the media release about the consultation.

Cellphone Rule released for consultation

A Rule proposing a ban on the use of hand-held mobile phones while driving a vehicle has been released for public consultation, Transport Safety Minister Harry Duynhoven announced today.

The Road User Amendment Rule contains a proposed amendment to ban the use of hand-held phones, Blackberry devices and Personal Digital Assistants (PDAs) while driving.

Extension Activity 1 *cont.*

“In June, the Government agreed to consider an amendment Rule in order to ban the use of mobile phones while driving. Drivers would still be able to use hands-free devices and two-way radio under the proposed law change,” Mr Duynhoven said.

“Mobile phone technology and the culture around their use has moved on significantly since 2004, when the Government first looked at banning cellphones while driving.

“The number of reported crashes involving the use of mobile phones has more than doubled over the last six years, with research showing that using a mobile phone while driving increases the risk of being involved in a crash by up to four times,” Mr Duynhoven said.

Between 2002 and 2007 there were 411 injury crashes and 26 fatal crashes where the use of mobile phones or other telecommunication devices was identified as a contributing factor.

“In a car, mobile phone distraction is part of a much bigger driver distraction issue. In 2006 driver distraction was identified as a contributing factor in 11 percent of all crashes, with a total social cost of \$300 million.”

While awareness campaigns will continue to focus on the wider issue of driver distraction, the Government’s decision to consider a ban on cellphone use recognised the unique nature of mobile phone distraction.

The NZ Transport Agency has today released the Rule for public consultation. The Rule contains a number of other proposed transport Rule changes.

For more information on this proposed rule change visit www.nzta.govt.nz

Extension Activity 2

Inquiry Learning Exercise: What other factors within a vehicle could cause driver distraction?

Investigate and report on the common “in cab” features included in vehicles from different eras from the 1940’s through to 2000’s.

How much have things changed?

How rapidly have these changes occurred?

What features do you predict will be included in 2020?

Resources: Visit www.transport.govt.nz and find the latest “**Motor Vehicle Crashes in New Zealand**” - Table 26, “Factors probably contributing to crashes”.

Community Based Activity

Resources

Keep your eyes on the Action - on DVD & CD
Stopwatch

Activity

Have participants sit in front of the computer or overhead screen.

Tell participants that you are going to put a poster on the screen. They will initially be given 5 seconds to view the poster and try to work out the wording. If they work out what the sentence is, they should write it down. Ask them not to say it out loud.

Ask them to look down at their knees. Tell them that they need to look up when you say "now." Keep the poster on the screen for the required time and then switch it off.

Ask participants how many of them worked it out.

Keep putting the poster on the screen extending the time for 5 seconds, each time it is shown until all participants have worked out the sentence.

As a group discuss the difficulty of the task, relating it to reading a small screen on a cellphone to a road sign. The focussing task for eyes becomes more difficult as we age.

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Resource Development

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Trial Schools

Francis Douglas Memorial College

Hutt International Boys School

Marist College, Mount Albert

Mount Maunganui College

New Plymouth Girls High School

Sacred Heart Girls College, New Plymouth

Waihi College

DVD Footage

Original footage supplied by TV3, 60 minutes

Additional footage and editing by Video NZ

Additional narration by Kelsey McInnes, Head Girl (2008), Waihi College

Text advertisement provided by New Zealand Transport Agency, and the Road Safety Trust.

Research

The effects of text messaging on young novice driver performance

Monash University Accident Research Centre - Report #246 [2006]

Authors: Hosking, S.G., Young, K.L., & Regan, M.A.

Texting and Driving Statistics

Provided by Ministry of Transport, New Zealand

Newspaper Articles provided by:

Dominion Post

New Zealand Herald

Sunday Star Times

Australian Associated Press

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a msg in Con†xt†

An educational resource aimed at raising awareness of the risk factors and conditions that contribute to road crashes, with a particular focus on strategies to avoid texting and driving.



Suitable for use with Year 9-13 students and adult groups.

When you receive **a msg in Con†xt†**:

Read through the Teaching Guide and view the DVD to familiarise yourself with the content.

DO NOT USE PARTS OF THIS RESOURCE IN ISOLATION - this resource has been designed as a whole package and should be used as such. For example - only viewing the DVD is not recommended as although there may be some impact from the initial viewing, deeper learning occurs when participants can further examine the causes and consequences to the crash and have the opportunity to consider alternative actions that the driver could have taken.

These lessons are based around a fatal crash that occurred in New Zealand in 2007. They should be used with sensitivity in case some students know people involved, or have had recent experience of trauma.

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