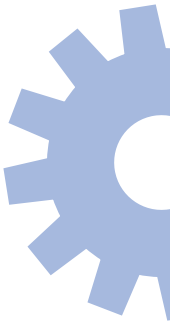




Part B: *Changing Gear*: English

Part B



Road Safety Objectives

As students work through activities in this resource they will meet the following road safety objectives of *Changing Gear*.

- Students can explain how social pressures can affect road safety.
- Students have a basic understanding of road rules and laws as they affect them.
- Students are aware of their rights and responsibilities as road users.
- Students can explain the process and requirements for getting a driver licence.
- Students can identify social pressures to be an unsafe road user and respond to these pressures in safe ways.

Links with the New Zealand Curriculum Framework

Essential Learning Areas

Changing Gear will help students and teachers meet the Achievement Objectives of **English in the New Zealand Curriculum**. Details of these are given at the beginning of each unit.

Essential Skills

(see appendix - page 50)

Changing Gear will enable the following essential skills to be developed to a greater extent, depending on the delivery of the activities.

Communication 1,2,3,4,

Numeracy 5

Information 1,2,3,4

Problem-solving 1,2,3,4,5,6,8,9,

Self-management and Competitive 2,10


Social and Co-operative 1,2,3,5,7

Work and Study 1,2

Using this Resource

- Each activity is designed to be incorporated into an existing English programme.
- All four activities could be used together as a unit of work in the context of road safety.
- Individual activities could be used as stand alone activities.
- Activities could be done as part of a school wide school road safety week.

Overview



Activity	Learning Outcomes	Resources
1 Do Scare Tactics Work?	<ul style="list-style-type: none"> Analyse road safety TV advertisements. Explain how road safety messages may affect driver behaviour. 	<p>Copysheet 1 Evaluation of Road Safety Advertisements</p> <p>Copysheet 2 Effects of Rural Drink Driving Advertisements on Teenagers</p> <p>Copysheet 3 Survey -Do Road Safety Ads Work?</p> <p>Slips of paper</p> <p>Video <i>Fair Go Secondary Schools Ad competition</i></p>
2 Am I Old Enough?	<ul style="list-style-type: none"> Give their views on what the age of driver licensing should be. Support their view with sound reasons. 	<p>Copysheet 4 What is the Minimum Driving Age in Other Countries?</p> <p>Copysheet 5 Facts about Bread</p> <p>Copysheet 6 Land Transport New Zealand Submission to the Select Committee</p> <p>Copysheet 7 Driver Licence Survey 1996</p> <p>Copysheet 8 Young People's Views</p>
3 Driving – a Right or a Privilege?	<ul style="list-style-type: none"> List responsibilities of drivers. Explain the consequences when drivers behave in irresponsible ways. Explain why having a driver licence is a privilege. 	<p>Copysheet 9 Responsible Drivers</p> <p>Copysheet 10 Stories</p> <p>Orange</p> <p>The Roads aren't Safe Anymore</p> <p>Just Another Day</p> <p>Dear God</p> <p>Story judging panel of police education officer, road safety co-ordinator and mayor.</p> <p>Book 2006</p>
4 Getting My Licence	<ul style="list-style-type: none"> Explain the process for getting a car driver licence. Complete the application form. List the documents that they could use to accompany the application. 	<p>Land Transport New Zealand Factsheet 45 March 2004 Getting Your Car Driver Licence</p> <p><i>Note: This is available on the Land Transport website www.landtransport.govt.nz</i></p> <p>Police education officer or other competent expert</p> <p>Application Forms for Driver Licence</p> <p>Copysheet 11 Applying for your Licence</p> <p>Copysheet 12 Application for Driver Licence</p> <p>Road Code –optional</p>

Activity 1: *Do Scare Tactics Work?*

Focusing Question

Are graphic road safety advertisements effective in reducing the road toll?

Explanation

Students will examine examples of current graphic road safety advertisements. They will then gather information, both fact and opinion, on the effectiveness of these advertisements in changing the behaviour of drivers. The students will critically examine the evidence presented and record their findings through oral, written and visual language.

Learning Outcomes

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

- Analyse road safety TV advertisements.
- Explain how road safety messages may affect driver behaviour.

Links with the Curriculum

Oral Language

Interpersonal Listening Level 5

Interpersonal Speaking Level 5

Listening and Speaking Processes: Exploring Language; Thinking Critically; Processing Information

Written Language

Expressive Writing Level 5

Transactional Writing Level 5

Reading and Writing Processes: Exploring Language; Thinking Critically; Processing Information

Visual Language

Viewing Level 5

Viewing and presenting processes: Thinking Critically; Processing Information

Resources

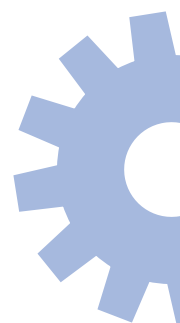
Video **Fair Go Secondary Schools Ads Competition** (contains three different advertisements)

Copysheet 1 **Evaluation of Road Safety Advertisements**

Copysheet 2 **Effects of Rural Drink Driving Advertisements on Teenagers**

Copysheet 3 **Survey -Do Road Safety Ads Work?**

Slips of paper



- 1** Either: Explain to students that they are going to see some road safety advertisements that were made by students as part of a competition.

Show students each of the road safety advertisements. After each one, ask students to work in pairs to complete the following:

- a) What is the main road safety message?**
- b) What techniques have been used to convey this message?**
- c) Are there any other messages included?**
- d) How effective do you think this advertisement is?**

Share findings.

After all the advertisements-

Ask: Which advertisement do you think was most effective and why?
(Take a class poll)

How do you think these advertisements compare with the road safety advertisements shown on TV?

Note: The winning advertisement was the one showing the memorials to those who died at war.

- 2** Tell the class that in 1995 a four-year road safety campaign began. It consisted of a series of TV advertisements aimed at drink-driving and speeding. They were developed by the Land Transport New Zealand (LTNZ), with input from Police, in an effort to save lives.

Invite students to recall some of these advertisements that they have seen and get the class views on these.

Ask: Why do you think it was decided to portray road safety messages in such a graphic way?

Explain to students that you want to conduct a secret poll of the class to find out their views on graphic road safety advertisements, that is ones which show real life crash situations. Ask them to vote on the following statement.

Graphic ads are an effective way to give a road safety message.

Ask each student to write down on a slip of paper agree, disagree, don't know. Gather in the results. These could be graphed and a conclusion made.

- 3** Hand out Copysheet 1 **Evaluation of the Road Safety Advertisements**

Invite students to read this.

Ask: Do you think these advertisements have been effective? Why or why not?

What other things could have helped lower traffic crashes and fatalities over this period?

Do you think the Government should continue to fund these advertisements? Why or why not?

Hand out Copsheet 2 **The Effects of Rural Drink Driving Advertisements on Teenagers**

Invite students to read this.

Ask: Do you remember the road safety advertisements “Murderer” and ‘Sinking in the Rain’?

How does your view compare with that of the Southland and Otago teenagers?

Do you remember the Danny and Tessa advertisements?

How does your view compare with that of the Southland and Otago teenagers?

Do you think that if teenagers are more aware of the problem of drink-driving they will be less likely to drive when drunk? Why or why not?

How do you think the results of your class survey support the ideas on Copsheet 1 and 2?

Note:

The advertisement **Murderer** involves a young woman screaming “murderer” at a male drinker in a country pub, who has been involved in a crash which killed her friend.

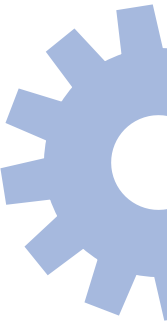
The advertisement **Sinking in the Rain** involves a young man trapped in a vehicle upside down in a creek bed, with rain falling and the creek rising around him.

Danny and Tessa were a series of advertisements about a rural family, centred around Danny and Tessa who were soon to be married. The extended period over which the ads played allowed the readers to identify with the key characters. There is a tragic end when Danny is killed in a drink-drive crash. Family, friends and future are shattered.

Homework

Students could work individually or in small groups for this. Each group is to find out the views of 8 community people with regard to the effectiveness of the graphic road safety ads. Suggestions of people to survey could include other students, parents, teachers, community figures and drivers. Students can use Copsheet 3 to collect their data. The results should be collated. On their return to class, groups can share their findings and compare these with the comments on Copsheet 1 and 2.

The class may like to make their findings known to the Land Transport New Zealand (LTNZ).



Reinforcement Activities

Either:

- a)** Imagine you are a news reporter doing a TV report on the effectiveness of the TV Road Safety Campaign. Write a 3 minute TV script which includes:
- An introduction to the story (why the TV campaign has been launched) given by the TV presenter.
 - A 'switch' to a reporter describing one of the ads. (The ad would be being shown with the sound down while the reporter explains why the producers of the ad used the approach they did.)
 - Findings on the effectiveness of the ad.

Or:

" The road stretched out ahead. A country road, late at night, with only a few slow drivers returning home.

' Why not put my foot down?' the driver thought. 'There won't be any speed cameras around here'."

Continue this story, describing how the driver then recalls some graphic road safety advertisements which influences the decision he or she makes.

Or:

Students can work in groups to develop scripts for their own road safety advertisements. If possible, they could work with the Media Studies Department to film their advertisements.

Assessment Criteria

Evaluate the use of oral, written or visual language in the reinforcement activities. Look for the ability to understand and process information, think critically about the issues and express a coherent point of view.

Activity 2: *Am I Old Enough?*

Focussing Question

At what age should we be able to drive?

Explanation

Students will explore issues around what age driver licences should be granted. They will use a range of oral, written and visual language skills and processes.

Learning Outcomes

As a result of working through this activity students will be able to:

- * Give their views on what the age of driver licensing should be.
- * Support their view with sound reasons.

Links with the Curriculum

Oral Language

Interpersonal Listening Level 5

Interpersonal Speaking Level 5

Listening and Speaking Processes: Exploring Language; Thinking Critically

Written Language

Close Reading Level 5

Transactional Writing Level 5

Reading and Writing Processes: Thinking Critically

Visual Language

Presenting Level 5

Viewing and Presenting Processes: Thinking Critically

Resources

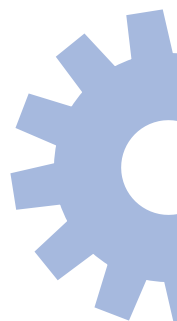
Copysheet 4 **What is the Minimum Driving Age in Other Countries?**

Copysheet 5 **Facts about Bread**

Copysheet 6 **LTSA Submission to the Select Committee**

Copysheet 7 **Driver Licence Survey 1996**

Copysheet 8 **Young People's Views**



- 1** Explain to the class that they are going to be sharing views on what age it is appropriate to get a driver licence.

Ask: At what age do you think you should be able to drive?

Write the suggested ages up on the board.

Present Copsheet 4 **What is the Minimum Driving Age in Other Countries?** as an OHP, or a handout. Alternatively, read out the information to students.

Ask: Why do you think different countries have different ages for obtaining a licence?

Why do you think New Zealand has one of the lowest age?

Do you think this is sensible? Why or why not?

- 2** Explain to students that they are going to think about fact and opinion, and about the way that facts can be presented. Hand out Copsheet 5 **Facts about Bread**. Invite students to read it quietly. Ask students to:

- a) Underline in red any bits of data that they think are true facts about bread.
- b) Underline in blue any bits of data they think are opinion.
- c) Put a question mark beside any statement that they are unsure about.

Ask: What do you think the writer is trying to make you believe about bread?

Do you believe this? Why or why not?

Do you think the writer has used information about bread accurately or not? Explain your answer.

What other message do you think the writer may be trying to give?

Do you think the writer expects to be taken seriously? Why or why not?

What have you learnt about facts and statistics?

- 3** Explain to students that since 1924 there has been national policy in New Zealand which set the minimum driving age at 15. A proposal to increase it to 17 years was put forward as part of the Transport Bill 1997. In 1996 and 1997 there was a lot of public debate about this issue. When the bill became The Land Transport Act in 1998, however, it was decided to keep the minimum driving age at 15. This became law on 3 May 1999.

Present students with some or all of Copsheets 6-8 about the debate on the minimum driving age.

For each of the above pieces of data, ask students to complete the following, working either individually or in groups:

- a) ***What is fact in this data?***
What is opinion?
- b) ***Whose views are put forward?***
- c) ***Do you think any of these people might be biased about this issue?***
- d) ***Which group's view is closest to your own? Give a reason for your choice.***

Have students discuss their findings.

Reinforcement Activities

Debate one of the following topics.

Either:

- 1 ***That the age at which a person can be granted a driver licence should be raised to 25 years.***
- 2 ***That young people of 16 don't have the maturity to be sensible, safe drivers.***
- 3 ***That people over 25 are better, safer drivers than younger people.***

Or:

In groups, prepare a submission to the Select Committee who have made the following proposal. Your submission should clearly state what your view of the proposal is and why you think this. You can make a recommendation to the committee.

Parliament is proposing to raise the age of driver licences to 17 years. A Bill has been introduced to the House and referred to a Select Committee, which will deal with public submissions on the issue.

*Note: Ensure that students are familiar with the law making process, before they begin this activity. This topic is dealt with in **Changing Gear Social Studies**.*

Or:

In groups, develop a poster promoting the group's view on what age a driver licence should be granted. This could be to raise it, lower it or retain the status quo.

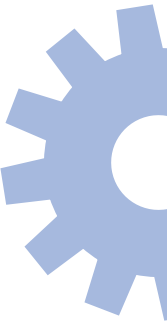
The poster should endeavour to sway viewers to the same view as that expressed in the poster.

Assessment Activity

Ask students to:

- List 3 reasons for lowering the age of driver licensing.
- List 3 reasons for raising the age of driver licensing.
- List 3 reasons for retaining the status quo.
- Complete the sentence:

I think the age of driver licensing should be _____ because _____.



Activity 3: *Driving – a Right or a Privilege?*

Focussing Question

Is a driver licence a right or a privilege?

Explanation

Students will understand that gaining a driver licence and driving a vehicle are not rights – rather they are privileges given to people who can take responsibility for their own and other's safety when driving.

Learning Outcomes

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

- List responsibilities of drivers.
- Explain the consequences when drivers behave in irresponsible ways.
- Explain why having a driver licence is a privilege.

Links with the Curriculum

Oral Language

Interpersonal Listening Level 5

Listening to Texts Level 5

Interpersonal Speaking Level 5

Using Texts Level 5

Listening and Speaking processes: Exploring Language; Thinking Critically

Written Language

Close Reading Level 5

Expressive Writing Level 5

Poetic Writing Level 5

Reading and Writing Processes: Exploring Language; Thinking Critically

Resources

Copysheet 9 **Responsible Drivers**

Copysheet 10 **Stories**

Stories **Orange**

The Roads aren't Safe Anymore

Just Another Day

Dear God

Book **2006**

Story judging panel of police education officer, road safety co-ordinator and mayor.

- 1 Put students into groups. Ask each group to discuss the terms **right, responsibility, privilege, consequence**. The group should devise a simple definition and an example for each term.

Each group reports back and a class definition of each term is developed.

Individually, each student completes Copsheet 9 **Responsible Drivers** showing the responsibilities of drivers and the consequences of not being responsible.

Each person shares their completed copysheet with a partner.

Ask: Do you think all drivers are aware of these responsibilities? Why or why not?

How could they be made more aware?

What could be done to make people understand the consequences of irresponsible driving behaviour?

- 2 Read one of the stories to the class, reminding students what they have learnt about rights, responsibilities, privileges and consequences.

Ask: What rights did people in this story have?

Who had privileges?

Who behaved responsibly in the story?

Who behaved irresponsibly?

What were the consequences of this irresponsible behaviour?

Hand out Copsheet 10 **Stories**.

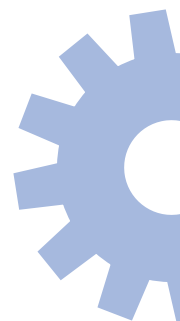
Working individually, each student completes the answers for the story that the teacher has read out. The student then reads all, or some, of the remaining stories and completes the rest of the chart.

The results could be shared with a partner.

Each pair then discusses the statement:

Having a driver licence is a privilege, not a right.

This could lead into a class discussion.



Reinforcement Activities

Oral Language

Other stories could be read out from the book **2006**.

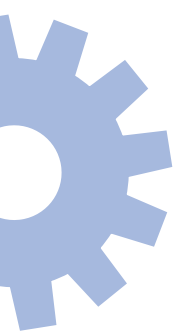
Creative Writing

Students write their own short stories, poems or plays for a road safety creative writing competition. The writing should demonstrate rights, privileges and responsibilities on the road.

Contact people such as the local police education officer, road safety co-ordinator and the mayor to form a panel to judge the short stories. Talk to the panel about the possibility of a prize being offered.

Assessment Criteria

The students' grasp of the concepts will be assessed by an examination of completed copy-sheets 9 and 10, and assessment of the creative writing they complete.



Activity 4: *Getting My Licence*

Focussing question

How do I get my licence to drive a car?

Explanation

This activity will enable students to see the steps involved in obtaining a car licence. It has been designed for Year 10 students. Although many of the students may still be too young to apply, this activity will provide them with practise for the time when they are ready to apply for a driving licence.

Learning Outcomes

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

- Explain the process for getting a car driver licence.
- Complete the application form.
- List the documents that they could use to accompany the application.

Curriculum Links

Oral Language

Interpersonal Listening Level 5

Speaking Functions Level 5

Listening and Speaking Processes: Exploring Language; Thinking Critically; Processing Information

Written Language

Transactional Writing Level 5

Reading and Writing Processes: Processing Information

Visual Language

Presenting Level 5

Viewing and Presenting Processes: Processing Information

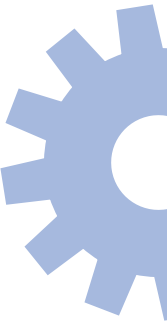
Resources

Police education officer or other competent expert

Copysheet 11 **Applying for your Licence**

Copysheet 12 **Application for Driver Licence** (taken from page 13 of the Official Road Code)

Road code – optional



Note: This is available on the Land Transport New Zealand website www.landtransport.govt.nz

- 1** Students identify the steps required to obtain a car driver licence. This can be done in one of the following ways:

- Police education officer or other expert explains the process
- Reading Land Transport New Zealand Factsheet 45
- Checking the Land Transport New Zealand website www.landtransport.govt.nz
- Reading the Road Code

- 2** Students work in groups for this activity. Each group creates a large graphic cartoon or flow chart to display the steps.

Note: Art and/or technology teachers may be able to offer help.

- 3** Each group presents their chart to the class in the presence of the police education officer or expert, who checks their accuracy.

Completed charts could be displayed around the school, or be reproduced for the parents' newsletter. Alternatively, groups could visit other classes to explain the process.

- 4** Explain to students that to be able to sit for a car driver licence you must:

- Be aged 15 or over
- Have been born in New Zealand, or
- Have been granted permanent residency by the New Zealand Immigration Department,
or
- Be living in New Zealand temporarily on either a work or study permit.

Students may like to check whether or not they meet these criteria.

Handout Copsheet 11 **Applying for Your Licence**. Invite students to read this.

Ask each student to identify the following for themselves:

Which document do you have that could prove your age and identity?

What could you use to prove your residential address?

Students may need to do some research at home to answer the above questions.

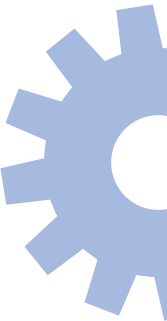
Depending on the needs of the class, students could complete some or all of the following:

- a)** You cannot find a copy of your birth certificate at home. Find out where you can get a copy and how you go about doing this.
- b)** Phone Land Transport NZ on 0800 699000 to find out where the nearest testing agency is located.

- 5** Provide each student with an application form for getting a car licence, taken from cypsheets 12. Each student now completes this, with the teacher and police education officer offering assistance as required.

Assessment Criteria

- Assess the completed cartoons and flow charts.
- Individually completed application forms can be checked.



Evaluation of Road Safety Advertisements

Evaluation carried out by Max Cameron of Camcomp Partners PTY. Ltd. and Peter Vulcan Research and Safety Services PTY.LTD. Victoria, Australia 1998.

- **In the first two years of the campaign savings thought to be due to the advertisements were 109 lives and 1029 serious injuries.**
- **There were substantial reductions in police-reported injuries (-17%) and hospitalisations (-11%).**
- **These savings amounted to a social benefit of \$611 million.**
- **Since the total cost of the advertisements was \$21.7m, this was a benefit/cost ratio of 28:1.**

- **There were significant reductions in urban alcohol related serious casualty crashes (-16%) in the first year, and in both urban (-33%) and rural (-32%) in the second year.**
- **In 1997/1998 there were further significant reductions in deaths and injuries.**
- **The researchers say that the campaign is working.**

The Government has agreed to continue the campaign beyond its initial four year timeframe.

Effects of Rural Drink Driving Advertisements on Teenagers

An Otago University study done by Nicky Shore and Brendan Gray 1997.

380 Otago and Southland senior high school students were surveyed about the effect of two drink-drive advertisements ***Sinking in the Rain*** and ***Murderer***.

Some Conclusions

- Students were more aware of drink driving issues and more willing to talk about them.
- Some students avoided the ads because of their graphic nature:

I just can't bear to watch them.

I just change channels when they come on, or walk out of the lounge.

- The ads show some signs of 'wear out':

It's like that real TV stuff, so much of it is on now, it just seems normal.

I just switch off when they come on now -its like I'm desensitised.

- The Danny and Tessa advertisements were seen as more relevant to teenagers.

It just drew me in - it was just like Shortland Street - I was gutted when it was finished.

- The fear of being caught by Police affects students' drink-drive behaviour.
- Changing people's drink-drive attitudes may take a generation to achieve.
- The people who most need to change are most likely to avoid the advertisements or not to recognise the problem.
- Drivers often don't think in a drink-drive situation. Things like peer pressure and no other transport to get home take over.
- There is no evidence to suggest that the advertising is a waste of money.

Survey – Do Road Safety Ads Work?

Person	Are graphic ads the most effective way of promoting road safety? YES/NO	Give a reason for your answer.

What is the Minimum Driving Age in Other Countries?

In New Zealand the age is 16.

In the United Kingdom and Ireland the age is 17.

In South Australia the age is 16.

In France the age is 18.

In Germany the age is 18.

In Norway the age is 18.

In Sweden the age is 18.

In Ethiopia the age is 14.

Facts about Bread

I've done a little research and what I've discovered should make anyone think twice...

- 1 More than 89% of convicted felons are bread users.
- 2 Fully half of all children who grow up in bread consuming households score below average on standardised tests.
- 3 In the 18th century, when virtually all bread was baked in the home, the average life expectancy was less than 50 years; infant mortality rates were unacceptably high; many women died in childbirth; and diseases such as typhoid, yellow fever and influenza ravaged whole nations.
- 4 More than 90% of violent crimes are committed within 24 hours of eating bread.
- 5 Bread is made from a substance called dough. It has been proven that as little as one pound of dough can be used to suffocate a mouse. The average American eats more bread than that in one month.
- 6 Primitive tribal societies that have no bread exhibit a low incidence of cancer, Alzheimer's, Parkinson's disease and osteoporosis.
- 7 Bread has been proven to be addictive. Subjects deprived of bread and given only water to eat begged for bread after as little as two days.
- 8 Bread is often a 'gateway' food item, leading the user to 'harder' items such as butter, jelly, peanut butter and even cold cuts.
- 9 Bread has been proven to absorb water. Since the human body is more than 90% water, it follows that eating bread could lead to your body being taken over by this absorptive food product, turning you into a soggy, gooey bread-pudding person.
- 10 Newborn babies can choke on bread.
- 11 Bread is baked at temperatures as high as 400 degrees Fahrenheit. That kind of heat can kill an adult in less than one minute.
- 12 Most American bread eaters are utterly unable to distinguish between significant scientific fact and meaningless statistical babbling.

In the light of these frightening statistics, we propose the following bread restrictions:

- 1 ***No sale of bread to minors.***
- 2 ***A nationwide "Say No To 'Toast' " campaign, complete with celebrity TV spots and bumper stickers.***
- 3 ***A 300 % federal tax on all bread to pay for all the societal ills we might associate with bread.***
- 4 ***No animal or human images, nor any primary colours (that may appeal to children) may be used to promote bread usage.***
- 5 ***The establishment of 'Bread-free' zones around schools.***

Land Transport New Zealand Submission to the Select Committee

The Land Transport New Zealand recommended raising the minimum age for a car driver from 15 to 16 for the following reasons.

- New Zealand has the third worst road safety record for young drivers (15-24 years) in all OECD (Organisation for Economic Co-operation and Development) Countries.
- Young drivers are over represented in crashes. In 1996 they made up only 15% of the population, but were 29% of drivers killed and 31% of drivers injured in crashes.
- Road crashes are the leading cause of death for young people in the 15-24 year age group.
- After 17, inexperience, rather than youthfulness, is the most important road safety risk factor.
- Less than 1% of people leave school before they are 16. This allows school-based driver education to be carried out.
- There can be greater involvement of parents in driver training and supervising children's driving.
- Raising the age to 16 would potentially save about \$30 million a year.

Driver Licence Survey 1996

A Driver Licence Questionnaire was undertaken by the Land Transport New Zealand in 1996. They distributed the questionnaire as an advertisement in metropolitan and community newspapers throughout New Zealand. The questionnaire set out the arguments for and against each question topic, worded in a factual and neutral way. Over 40,000 replies were received.

SHOULD THE MINIMUM DRIVER LICENCE AGE BE RAISED?

Eight out of ten respondents (80%) believe the minimum driver licensing age should be raised. Those showing the most support for raising the minimum driving age are those aged 50 years and over (around 85%).

SHOULD NEW DRIVERS BE ABLE TO CARRY PASSENGERS?

Overall, just under two-thirds of respondents (64%) are against new drivers being able to carry passengers.

Again, older respondents (particularly those aged 50 years and over), are more likely to oppose the carriage of passengers by new drivers (around 70%) than younger respondents.

Over half of respondents aged under 20 years believe new drivers should be able to carry passengers (58% of under 15 year olds and 52% of 15-19 year olds.)

SHOULD DRIVER LICENCE TESTS BE MADE HARDER?

Overall, respondents are equally divided in their answers to this question. While half of them favour making tests harder, the other half oppose the idea.

On the basis of age, however, it becomes apparent that the majority of those under 25 years are against tests being harder. The younger the respondents, the more likely they are to oppose tests being made harder. Thus, 54% of 20-24 year olds, 61% of 15-19 year olds and 73 % of under 15 year olds oppose the idea.

SHOULD THERE BE RE-TESTING FOR LICENCE HOLDERS?

Overall, respondents were equally divided in their views on licence re-testing.

Support for re-testing is highest among those aged under 25 and those aged 70 and over.

The majority of the 50-69 year olds (56%) are against re-testing.

SHOULD DRIVER LICENCES HAVE A PHOTOGRAPH?

Eighty-six per cent (86%) of all respondents believe a driver licence should have a photograph.

Support for photograph on licence is highest among 20-24 year olds (90%) and lowest among 15-19 year olds (79%).

SHOULD YOU HAVE TO CARRY YOUR DRIVER LICENCE WHEN DRIVING?

Just over three-fifths (62%) of respondents are in favour of having to carry a driver licence when driving.

Support for mandatory licence carriage is highest among those aged 50 years and over; 68% of 50-69 year olds and 73% of those aged 70 years and over support the idea, compared with 48% among 20-24 year olds.

Young People's Views

“ I think you should get your driver licence at 16. I got mine then and felt totally comfortable and responsible in doing so. I believe I was a safe driver. However, I can't say the same for some of my peers, particularly the males. As soon as they got their licences, they started to speed and drive unsafely, especially when other people were in the car. Therefore, I think the solution is education in schools regarding drunk-driving, speeding, driving motorcycles and so on. Then 16 would be an appropriate age to get a driver licence. ”

Emma aged 22

“ I think I should not be able to get my licence until I am 16, because I think 15 is too young to be able to drive safely. ”

Julia aged 15

“ I think teenagers shouldn't be able to get their licence until they are 18. Why should you be able to drive before you can drink? A 15 year-old thinks they are invincible. They are not mature enough to know the dangers of driving. They are experimenting with everything: drugs, alcohol and their emotions, and they don't know their limits. Then they are free to get in a car and drive with not enough experience to make a responsible decision. ”

I think the age you can get your licence and legally drink should be the same, but accompanied with a compulsory, interactive education programme, which is an integral part of the school system, throughout college. ”

Jesse aged 17

“ I think that any age above 15 and a half, as long as people are mature enough and are sensible driving and don't have races or anything. ”

Bryce aged 13

“ Yes, definitely, I think it is a fine idea to be able to get your learner licence at 15 and then have a period of time (6 months?) before you go on to the next stage. Then by the time you reach the age of having a full licence you have had lots of practice. ”

Sonny aged 14

“ I think young people should get their licence at 16. The reason is that even though I am responsible at 15, some people aren't and I don't want someone not responsible to be on the roads trashing my car. Sixteen is fair, though kids need to be able to learn to drive when, or before, they leave school and before they reach the legal drinking age. If students had the same age for drinking and driving, the results would lead to a lot more youths in car accidents. ”

“ Naomi aged 15

Being able to drive a car is far too easy in NZ. I'm all for young people having rights, but it does seem somewhat absurd that we are given free reign over a lethal weapon like a motor car before we can legally drink, vote, have sex, get married and so on. Secondary school students are likely to show off to friends when they are behind the wheel, especially when the friends are egging them on to go a bit faster. Males are especially susceptible to this type of idiotic peer pressure. Perhaps delaying the right to a driver licence until 18 would be a good idea for that very reason. The driving test should also be far harder. ”

Perhaps a scheme could be created in which young people can learn to drive between 17 and 18 with driving instructors and then parents. With a year's concerted practice – not time in which teenagers can drive around by themselves as they can now with the restricted licence – they would be ready for a more difficult driving test.

Michael aged 17

Responsible Drivers

- a) Write as many examples of responsible driver behaviour as you can think of, under the heading **Responsibility of Drivers.**

Responsibility of Drivers

Example: Wearing own seatbelt

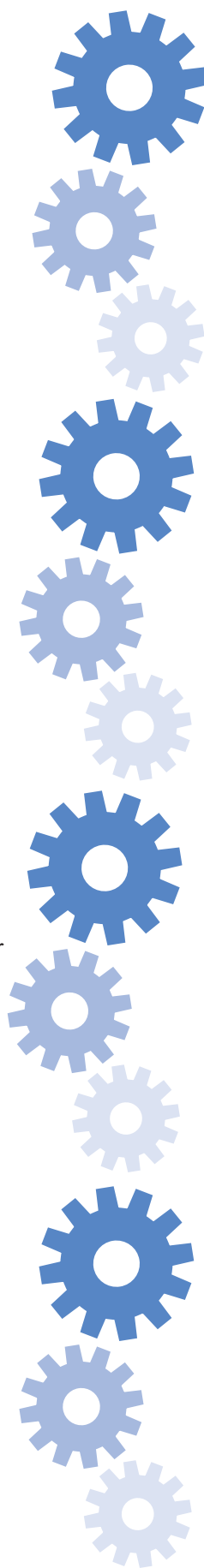
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

- b) Write as many consequences of drivers behaving irresponsibly as you can think of, under the heading **Consequences of being an Irresponsible Driver.**

Consequences of being an Irresponsible Driver

Example: Loss of Licence

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11



Stories

Read each story and complete the chart. Remember to write the name of the story in the appropriate column.

Questions	Story 1	Story 2	Story 3	Story 4
Who had rights in the story? What were these rights?				
What privileges are in the story?				
Who behaved responsibly?				
Who behaved irresponsibly?				
What were the consequences?				

Applying for Your Licence

factsheet
www.ltsa.govt.nz

transport safety

factsheet 45
MARCH 2004

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Learning to drive how to get your licence

Three stages to get your licence

New Zealand's graduated driver licensing system (GDLS) has three stages:

- Stage 1 - learner licence
- Stage 2 - restricted licence
- Stage 3 - full licence

Each stage has a test you have to pass. There's a theory test to begin stage 1, and driving tests to begin stages 2 and 3.

As you move from one stage to the next you're given a new licence, with different requirements and more responsibilities. Normal road rules apply at all times.

You must always have your licence with you when you're driving, and you must be at least 15 years old before you can apply for a car driver licence.

How much does it cost?

	Fee
Learner licence application fee	\$39.30
Learner licence test	\$39.70
Restricted licence application fee	\$39.30
Restricted licence test	\$48.90
Full licence application fee	\$44.30
Full licence test	\$70.80
Total	\$282.30

All fees include GST and are non-refundable.

Where do I go?

Driver licensing is handled by participating outlets of these agencies:

- Automobile Association (AA)
- Vehicle Testing New Zealand (VTNZ)
- Vehicle Inspection New Zealand (VINZ)
- On Road New Zealand.

Check the telephone directory or the internet (there are links from the driver licensing section of our website – www.ltsa.govt.nz) for the nearest driver licensing outlet.

Stage 1 – learner licence

Before you learn to drive on the road you must get a learner licence. You'll need to:

- fill out an application form
- produce your full birth certificate*, passport or other proof of your identity and age (call 0800 822 422 or see factsheet 20 for acceptable identification)
- produce evidence of your current address
- pay the fees for the learner licence application and the test
- pass an eyesight check or provide an eyesight certificate from your doctor or optometrist
- have your photograph taken and provide a signature
- pass the learner licence test.

Once you pass the test you'll be given a temporary learner licence, valid for 21 days, to use until you receive your photo driver licence in the mail. (It should arrive within 2-3 weeks).

** Small, older style birth certificates are no longer accepted by many government agencies as proof of identity.*

Learner licence conditions

1. You must not drive on your own. When you're learning to drive you must be accompanied by a supervisor, who always must sit in the front passenger seat beside you. A supervisor is someone who holds and has held a current full car driver licence for at least two years.
2. At all times when you're driving you must display 'L' (learner) plates on the vehicle. You can obtain 'L' plates from suppliers including participating outlets of the LTSA's driver licensing agents (listed earlier).

If you're driving you must have your learner licence with you.

There's no law stopping you from carrying passengers. If you do want to carry passengers, your supervisor (who will, of course, be in the vehicle seated next to you) must agree to this – the supervisor is responsible for everyone in the vehicle and for what happens when you're driving.

If you're under 20 years old the legal alcohol limit is 30mg/100ml of blood. This is effectively a zero limit – consuming one drink may mean you can be charged with drink driving.

If you're over 20 the legal alcohol limit is 80mg/100ml of blood.

Stage 2 – restricted licence

After holding a learner licence for at least six months you can book a time at your driver licensing agent to take your restricted licence test. The restricted licence test is a practical test of your driving.

To get your restricted licence, you must:

- have held your learner licence for at least six months
- produce identification (e.g. your learner licence)
- produce evidence of your current address
- pay the fees for the restricted licence application and test
- pass an eyesight check or provide an eyesight certificate from your doctor or optometrist
- have your photograph taken and provide a signature
- pass the restricted licence test.

When you pass this test you'll be given a temporary restricted licence, valid for 21 days, to use until you receive your photo driver licence in the mail.

Restricted licence conditions

You must always have your restricted licence with you when you're driving.

You can drive on your own, but not between 10pm and 5am. Between these times you must have a supervisor in the front passenger seat who holds and has held a full car licence for at least two years.

If you sat the test in an automatic vehicle, your licence will say that you can only drive automatic vehicles.

You must not carry passengers unless you have a supervisor with you. The only passengers you can carry without a supervisor are:

- your spouse (or person you live with as if you were married)
- children who live with you and who are under your or your spouse's care (you or your spouse support them financially)
- relatives who live with you and who are on a social security benefit (domestic purposes, widow's, invalid's, unemployment or sickness), or
- someone you look after as their primary care-giver.

If you're under 20, your legal alcohol limit is still the same as it was on your learner licence. To be safe, you should not drink anything before you drive.

Stage 3 – full licence

You can apply for a full driver licence after 18 months on your restricted licence if you're under 25 years old, or after six months on your restricted licence if you're 25 or older.

If you're under 25 years old and you successfully complete an approved course, you can apply for your full licence after 12 months instead of 18 months. (Please note that you must have had your restricted licence for at least six months before you complete the course). Present the course certificate to the driver licensing agent when you apply for your full licence.

If you're 25 or older and you successfully complete an approved course, you can apply for your full licence after three months. Present the course certificate to the driver licensing agent when you apply for your full licence.

To get your full licence, you must:

- pay the fees for the application and the test
- produce identification (e.g. your restricted licence)
- produce evidence of your current address
- pass an eyesight check or provide an eyesight certificate from your doctor or optometrist
- have your photograph taken and provide a signature
- pass the full licence test (see factsheet 58 for more details on the full licence driving test).

When you pass the test you'll be given a temporary licence, valid for 21 days, to use until your full licence arrives in the mail. It should arrive within two or three weeks.

You must always have your driver licence with you when you're driving.

Where can I find out more?

For more information contact the Land Transport Safety Authority, PO Box 2840, Wellington, visit the website (www.ltsa.govt.nz) or call the driver licensing helpdesk, freephone 0800 822 422.

What to bring

- ☐ Your completed application form.
- ☐ Medical Certificate completed by your medical practitioner (if applicable, see Medical Fitness section on page 3).
- ☐ Your glasses or contact lenses if you wear them for driving.
- ☐ **Forms of Identification:** (These must be original documents)

One of these (Evidence of Identity):

- ☐ New Zealand (NZ) Passport or overseas passport that is current or has expired within the last 2 years *or*
- ☐ NZ driver licence or overseas driver licence that is current or has expired in the last 2 years *or*
- ☐ Certificate of NZ Citizenship *or*
- ☐ Certificate confirming NZ Citizenship *or*
- ☐ Certificate confirming registration of NZ Citizenship by descent *or*
- ☐ Certificate of identity issued under the Passports Act 1992 that is current or has expired in the last 2 years *or*
- ☐ Confirmation of residence permit issued on behalf of the NZ Government *or*
- ☐ Refugee travel document issued on behalf of the NZ Government that is current or expired in the last 2 years *or*
- ☐ NZ Police or NZ Defence Force photo-identity card issued to non-civilian staff that is current or expired in the last 2 years *or*
- ☐ Full birth certificate issued in NZ, the Cook Islands, Niue or Tokelau *or*
- ☐ Birth certificate issued in a country other than NZ, the Cook Islands, Niue or Tokelau that contains equivalent information to a NZ birth certificate *or*
- ☐ Firearms licence containing a photograph issued under the Arms Act 1983 that is current or expired in the last 2 years *or*
- ☐ Certificate of identity issued under the Immigration Act 1987 that is current or expired in the last 2 years.

AND one of these (Evidence of your Address): (showing your name and address)

- ☐ An account statement, issued in the previous 12 months, from a bank, building society, credit union or credit card *or*
- ☐ Telephone, gas or electricity account issued in the previous 6 months *or*
- ☐ An appropriate form of identification issued within the previous 12 months that includes your address.
- ☐ **Proof of name change** if your name has changed since being issued with a licence or is different to that shown on your identification

This can be an **original one** of the following:

- ☐ Marriage Certificate *or*
- ☐ Dissolution of marriage order *or*
- ☐ Statutory declaration of change of name *or*
- ☐ Other appropriate evidence of identity, eg adoption papers.

- ☐ Certificate of completion of course (if applicable).
- ☐ Cheque, cash or EFTPOS for paying the appropriate fee.

Credit cards may be accepted at some Driver Licensing Agents. If you pay by cheque your application will not be processed until your cheque has cleared.

Who should use this form?

Anyone who is applying for any of the following:
Tick the circle below that applies to you

- Applying for a Driver Licence for the first time. ☐
- Applying to renew a Driver Licence. ☐
- Learner Driver Licence holder applying for a Restricted Licence. ☐
- Restricted Driver Licence holder applying for a Full Licence. ☐
- Full licence holder applying for a licence for additional Class(es). ☐
- If you are 75 years of age or over, and are applying to renew your Driver Licence. ☐
- Applying to upgrade to a photo Driver Licence. (from old paper type Driver Licence) ☐

Other Driver Licence application forms are:

- "Application for Replacement Driver Licence" DL2*
- "Application for Exemption from Graduated Licence Conditions" DL4*
- "Application for Conversion of an Overseas Driver Licence" DL5*
- "Application for Re-issue of a Licence" DL7*
- "Application for Endorsement D,F,R,T,W" DL19*
- "Application for Endorsement P,V,I,O" DL20*

Where to apply

Take your completed form and all **original** documents to your nearest LTSA Driver Licensing Agent. A customer services representative will process your application, check identification, take your *photograph and a sample signature for your licence, check your eyesight and arrange an appointment for any theory or driving tests.

You will need to pay the appropriate fee with your application.

*When being photographed you must not wear sunglasses, a hat, any head coverings or anything else that might obscure your face or prevent the photograph from being a good likeness. The only exception is if the item is worn for religious or medical reasons and in this case you must bring a written statement, signed by yourself outlining your religious or medical reasons. Additional information may be required to support your claims.

More Information

Your Driver Licensing Agent has a range of Fact Sheets which give more information on a wide range of driver licensing topics. You can also phone 0800 822 422 The Driver Licensing Freephone.

Personal Details

Tick a circle.

See page 1 for a list of suitable documents to support a name change.

If you answer "yes" in the event of your death your next-of-kin will still be asked for their agreement to donate organs. Please let them know of your wishes.

Your address will not be shown on the front of the licence unless you tick the "Yes" circle.

Your address will be recorded on the database and you should notify the LTSA if you change your address.

Giving your telephone number(s) is optional.

Identification

See page 1 for a list of suitable evidence of identity and evidence of address documents.

If you already have a New Zealand Driver Licence, what is the licence number?

What is your surname or family name?

Your full first name?

Other names?

Are the names you have shown on this application different from that shown on any of the supporting identification? (including any driver licence)

☐ No

☐ Yes

My previous name was:

I provide the following document to support the name change

Are you? ☐ Male ☐ Female

Would you be willing to donate organs in the event of your death?

☐ No

☐ Yes

What is your date of birth?

 / /

Day Month Year

Where were you born?

Name of town/city

Name of country

Do you want any of the addresses you give below printed on your licence?

☐ No

☐ Yes

either: ☐ Residential address

or: ☐ Postal address

What is your residential address?

What is your postal address? (if different from your residential address)

What is your contact telephone number?

 Home ()

 Work ()

I provide the following original identification to support my application:

As Evidence of Identity

Expiry date (if applicable)

 / /

As Evidence of Address

Issue date

 / /

Licence Class and Type

Tick circles as required

The notes on page 4 on the back of this form explain the types of vehicle that can be driven under each class.

Information about Learner, Restricted and Full Licence types can be found in the official New Zealand Road Code.

Medical Fitness



Please answer all these questions

Examples of medical conditions that could adversely affect your ability to drive safely include; diabetes, double vision, Alzheimers, epilepsy, fits, head or spinal injuries, high blood pressure, amputations, mental illness, joints or limb problems, stroke, convulsions.

Medication and treatments can also affect your ability to drive safely.

Medical Certificates must be not more than 60 days old.

This application is for the following licence class(es) and type(s):

-  Class 1 → ☐ Learner Licence or ☐ Restricted Licence or ☐ Full Licence
- Class 2 → ☐ Learner Licence or ☐ Full Licence
- Class 3 → ☐ Learner Licence or ☐ Full Licence
- Class 4 → ☐ Learner Licence or ☐ Full Licence
- Class 5 → ☐ Learner Licence or ☐ Full Licence
-  Class 6 → ☐ Learner Licence or ☐ Restricted Licence or ☐ Full Licence

Have you ever been aware of or been told by a doctor that you have a medical condition that **COULD** affect your ability to drive safely?

☐ No - I know of no such medical condition

☐ Yes → a) I am aware of such a condition but it **HAS NOT** affected my ability to drive safely in the past 5 years.

Signature of Applicant

OR

b) I am aware of such a condition and it **HAS** affected my ability to drive safely, and

either: ☐ I enclose a medical certificate supporting my application

or: ☐ I am not required to provide a medical certificate as stated below

Are you applying for or renewing a licence for classes 2, 3, 4 or 5?

☐ No → Go to next question

☐ Yes → ☐ I enclose a medical certificate supporting my application

or: ☐ I am not required to provide a medical certificate as stated below

I am not required to provide a medical certificate because I have supplied a certificate within the past 5 years and:

- My medical condition has not worsened
- I have not been diagnosed with another medical condition that could affect my ability to drive safely
- I am under 75 years old
- My medical condition is not related to eyesight.

Signature of Applicant

Are you 75 years or over, either at the time of this application or on your Renewal due date?

☐ No → Go to next question

☐ Yes → You must enclose a medical certificate with this application

Do you wear glasses or contact lenses for driving?

☐ No ☐ Yes

I state that, to my best knowledge and belief, all the information I have given for this application is correct and I am not disqualified from obtaining or holding a Driver Licence.

Signature of applicant

Date

Day / Month / Year

Important:

Your signature is captured for use on your photo driver licence.

You are entitled to access to, and may request correction of any readily retrievable information held about you by the Land Transport Safety Authority.

Office Use Only

After receipting detach bottom sheet, enter any appointment details and give to applicant.

- ☐ Eyesight Certificate attached ☐ Medical Certificate attached
- ☐ Pass with lenses
- ☐ Pass without lenses
- ☐ Failed

Fee paid (GST included)

Date paid

\$

Agent stamp and initials

Licence Classes

Class 1, 1L and 1R



Car licence. Includes tractors or combinations of vehicles which have a gross laden weight (GLW) or gross combined weight (GCW) of 4,500 kg or less; mopeds and all-terrain vehicles; forklifts with a GLW of 15,000 kg or less.

Note: Tractors are not suitable for practical driving tests.

Class 2 and 2L

Includes any rigid vehicle with a GLW of more than 4,500 kg but less than 15,001 kg; any combination vehicle with a GCW of 12,000 kg or less; any combination vehicle consisting of a rigid vehicle with a GLW of 15,001 kg or less towing a light trailer; any rigid vehicle with a GLW of more than 15,001 kg with no more than 2 axles; and any vehicles covered in Class 1.

Class 3 and 3L

Includes any combination vehicle with a GCW of more than 12,000 kg but less than 25,001 kg; and vehicles covered in classes 1 and 2.

Class 4 and 4L

Includes any rigid vehicle (including any tractor) with a GLW of more than 15,000 kg; any combination vehicle consisting of a rigid vehicle of GLW more than 15,000 kg towing a light trailer; and vehicles covered in classes 1 and 2, but not class 3.

Class 5 and 5L

Includes any combination vehicle with a GCW of more than 25,000 kg; and vehicles covered by classes 1, 2, 3 and 4.

Class 6, 6L and 6R



Motorcycle licence. Includes mopeds and all-terrain vehicles.

Eyesight

When you apply for a licence your eyesight will be checked by the driver licensing agent, or you may bring a certificate from a registered optometrist or registered medical practitioner that states your eyesight meets the eyesight standards or that you may drive safely when using glasses or contact lenses.

The certificate must not be more than 60 days old.

If you have sight in only one eye, or have only one eye (monocular vision) you must present an eyesight certificate from a doctor or optometrist.

Medical Certificate

A medical certificate may be required if you have had in the last five years, a medical condition that adversely affects your ability to drive safely (as indicated on page 3 of this form).

A medical certificate must be completed by a New Zealand registered medical practitioner and not be more than 60 days old. The medical practitioner can be your usual doctor (GP), or if appropriate be a specialist or occupational therapist.

Stocks of the LTSA form "Medical Certificate for Driver Licence" DL9 are held by medical practitioners.

The medical certificate must state that you are fit to drive or indicate conditions that will enable you to drive safely.

Warning

It is an offence to supply false information and may lead to court action. The consequences can include losing your licence and/or paying a fine.

If you do not supply all relevant information, your application maybe delayed or declined.

Responsibilities

Driver licences make our roads safer for everyone and prove drivers are qualified and legally entitled to be behind the wheel. That's why it is important you always carry your licence with you when you drive.

Privacy Information

The particulars specified on the Application for Driver Licence will form part of the Driver Licence Register. Collection and dissemination of this information is authorised by the Land Transport Act 1998. Under the Electoral Act 1993, s.263B, the Land Transport Safety Authority (LTSA) is authorised to release information for data matching purposes to the Electoral Enrolment Centre. The Privacy Act 1993 provides rights of access to, and correction of, any retrievable personal information held by the LTSA. Should you wish to exercise these rights please contact the Transport Registry Centre, LTSA, Private Bag, Palmerston North or email: info@ltsa.govt.nz. Information relating to driver licence status (but not your signature) may be released under the Land Transport Act 1998.

Appointment

Your appointment is for:

- ☐ **Theory Test** → You must provide one of the forms of Evidence of Identity listed on the reverse of this form to the person conducting or supervising the theory test.
- ☐ **Practical Test** → You must present *either*: • your photo driver licence *or* • your temporary driver licence to the person conducting the practical driving test.
 - You will provide the vehicle to be used for the test. It must be covered by the highest class of licence you are applying for.
 - The vehicle you use for the test must have a current Certificate of Fitness (COF) or Warrant of Fitness (WOF), have a current vehicle licence and meet WOF or COF standards. The vehicle must have a current Road User Charges (RUC) licence if applicable.
 - If you are sitting your restricted licence practical test or older driver test in an automatic vehicle your licence will only allow you to drive automatic vehicles.
 - You must not be more than 5 minutes late for the appointment time shown or you will not be able to sit the test and the fee will not be refunded.

If you normally wear glasses or contact lenses to drive make sure you bring them with you to the test.

If you cannot make the appointment or need to change it please contact your Driver Licensing Agent.

If you do not advise your Driver Licensing Agent of a cancellation or change at least 2 working days (excludes weekends and public holidays) before the date of your appointments, the fee will not be refunded.

Date of appointment

Time

Location of test



Orange

NATASHA BRINDEN, AUCKLAND

A winning story from a competition conducted by the "Mount and Papamoa Times", Mount Maunganui

I am now striding away so fast I can't breathe. My steps are long and strong and slowing down as I begin to think. I wish so much that I didn't care so deeply. I wish I just didn't care.

But I know I do.

I think I'm going to cry.

I guess that you could call my family a nuclear family. It's just that it's exploded. My mum is tall and smells of a land only she can reach, with the magic potions she takes. She has long hair and is pierced everywhere. Just like Dad.

They are about as useful to me as a fork is without any prongs. Or handle. Or anything. They only alarm me if one of them looks me straight in the eye and says something coherent. Then I become afraid.

My brother is tall and has long hair and is pierced everywhere. But he smells of chlorine. Because he's a high diver.

He stands at the top of the world and then flies into twists and turns of pure exhilaration. I can almost feel his disappointment as he gently enters the water, leaving his world of air and adrenaline.

He drinks too much, and has obnoxious friends, but I love him so much it hurts. I think that's because he's perfect. I think that's because he's the only person who knows when I'm sad or angry or sick. And when he knows this he knows exactly what to do.

He'd know what to do now.

I remember when I was little and all the fighting frightened me. He'd come into my room under the stairs and we'd play with three buttons. Red, yellow, orange. One for me, one for him, one for us. Red, yellow, orange. My favourite colour in the whole wide world is orange.

When the fighting had finished, he'd take me outside, making sure that I didn't see into the lounge or Mum and Dad's bedroom. Then I'd watch his bare feet slap on the pavement as he hopped from island to island of broken concrete. And when I guessed what he was (he was always a mountain climber), I'd join in. We'd climb imaginary mountains, higher and higher, further and further away from our little grey house with its grey sky and its grown-ups who felt only greyness for one another.

I went to watch him diving every time I could. When I was old enough I realised how much it meant to him. As we both grew older, the things that we experienced every day became to us an embarrassment. We were suddenly aware that we were unusual, perhaps even missing out on something. This feeling became more and more uncomfortable as the years went by. And

I watched enviously as he reached taller and taller boards on his towers above the water, so far away from our problems. Now that I think back, I think I was jealous because he had some way of getting away from it all, and I didn't. But just watching him, just being near him was enough.

The pool provided not only the pleasure of watching my brother, but the added fun of prizegiving functions. Here, I sat with my back against a concrete wall watching the diving team get drunk and stagger around in speedos. I never minded him drinking, he knew when to stop. We'd drive home and laugh about the parents telling of their swimming achievements when they were younger. There was one father so fat he couldn't put his hands on his hips, but he kept trying. High diving champ, 1969. As my brother laughed I sometimes felt a little sad.

I didn't want my brother to be anything else but young and beautiful and fit. There were things in the past that I'd rather forget and there were certain to be things like that in the future. The present seemed the safest place in the world.

A few months ago, he told me to come and say hello to a girl he'd just been out with. I knew she must be special, because he got me out of bed at two in the morning. And I knew she was special because it looked like he'd swallowed sunshine. I think he'd fallen in love.

Trina was worth falling in love with. She wasn't particularly pretty, but she had a way which made you feel like a rainbow. Both my brother and I had never met anyone so genuine, and I felt like I'd suddenly discovered a big sister. My brother liked that thought a lot.

I've always liked finding out other people's dreams and goals through sudden confidence. And one day we discovered that our scholarly head girl wanted to be a fashion designer. We were sitting in her room drinking hot sweet milk that tasted vaguely of tea, and she told us. It might have had something to do with me finding a pile of drawings amongst some magazines; carefully copied and few 'originals'. She hadn't ever told anyone and if her father ever found out he'd – well, he wanted her to do medicine. But with us behind her she'd never be anything but what she wanted to be. We were like that.

The sky is full of lights and I can't see for tears. If I don't stop now, I'll fall down and never be able to get up again.

Ever.

Life has a few awful habits. Like springing puberty on you and weather and other things which are totally unpredictable. And awful. Earth shattering even.

I'm very aware of all the people who've said something to that extent before me, to make it become famous enough to be included in important people's speeches. But people very rarely talk about how sometimes this unpredictability is not merely challenging, but it can make life suck. Badly.

We were really getting it together. My brother was going to win gold after gold at the five-ring games, Trina was going to become awfully rich and well known and I was going to be their fanclub.

Till everything just died.

I was drunk. You may be aware of most things, I think, but your common sense, your instinct regarding everything else is destroyed as soon as you accept your first glass. To my great guilt and misery and frustration, I had no clue about anything whatsoever. I didn't 'have a funny feeling' or 'feel anything in my bones' as Trina and my brother staggered out to the car. It just didn't happen like that.

Though I do remember smoke from squealing tyres, and beery laughs. And my brother calling, "Back soon, Sis. Won't even go though any orange lights ..."

I am now sitting down so fast I can't breathe. My sobs are long and strong and quickening as I

cease to think. And they're right those people hurrying over to me, the shock's been too much for her. Could that have been his beautiful body? And suddenly I hate him so much it hurts.

What do those 'educators' know when they gently warn us with accounts of 'those who survived' on flickering videos? Why couldn't they have told me how I'd feel at this very instant, at this very second?

How can anyone know anything, anyway, when they're all upside down and spinning?

I'm cold, and swaying, and I want him back now. He's killed his Trina, he's killed himself.

He's killed me.



The Roads Aren't Safe Anymore

KIERSTEN LESLIE, TE AWAMUTU

A winning story from a competition conducted by the "Te Awamutu Courier", Te Awamutu

Alfie woke up before even the sun was up. He stretched and yawned, and rolled back over to go to sleep, but the temptation to fill his stomach, and the natural instinct to find food, were too irresistible. He yawned again, rolled off his bed, and fell with a thud onto the floor. Without so much as a thought for the usual morning's grooming, he slowly staggered through the doorway, and out into the open.

Dregs of tiredness still lingered, as he slowly made his way up the path. Finally, the sun began to rise. The warmth of its rays made Alfie feel even more relaxed, and he wasn't quite sure if he was all that hungry, but his stomach assured him he was, and he pressed forward. He passed people camping, obviously still trying to hold onto the final threads of their slumber. Probably business folk, trying to get away from it all, he thought. He walked on, enjoying the sounds of early morning, while they were still there. He passed some houses, where their occupants were still sleeping.

Finally he came to a vast expanse of black asphalt. Thinking nothing of it, he began to cross. All of a sudden, there came a whirl of yellow from around the corner, and Alfie only had time to blink before he was hit.

The roads aren't safe anymore.

That afternoon, a roadworks machine painted a thin white line over the young opossum's body. The next day at about the same time, a keen young driver was on his way to work. Allen Kenning worked as a business consultant in Taupo by living in Turangi. He turned a corner and saw the funniest thing he'd seen in months. There, in the middle of the road, was a dead opossum which actually had one of those white lines painted over it!

Allen stared and laughed out loud. But when he looked up again, he was on the wrong side of the road. He tried to turn the wheel, but it was too late.

The roads aren't safe anymore.

Pam Kealore was on her way to a job interview in Auckland. The young woman was looking forward to this. After months of hard searching, she had found the job that was right for her. She turned the corner and got the shock of her life. Right there on the side of the road was an upturned vehicle and everyone was passing by without stopping!

She pulled over and ran up to the car.

"Why don't you stop and help?" she yelled to a car that had slowed down.

"Nah," someone poked their head out of the window. "It's only a roll. He isn't hurt!"

"Then why do you think, whoever it is, isn't out here trying to roll his car back over?"

She opened the driver's door without much effort, and stared at the young man at the wheel. He stared back. And the rest of the world was slowly blocked out.

Allen had never seen such beautiful features before. Pam had never seen such beautiful eyes before.

The roads aren't safe anymore.

A year later, Pam and Allen were married and lived in a romantic bliss for the rest of their lives. So everyone had a happy ending, except for poor old Alfie, who still remains on line.

Just Another Day

JAKE RANCE, GREYTOWN

A winning story originally published in the “Wairarapa News”, Masterton

As the sun shone down on picturesque Greytown, situated in the Southern Wairarapa, two senior pupils from the local primary school struggled through the narrow bush walk which is scattered with trees and bushes, lugging cumbersome lollipop road signs, towards the main road pedestrian crossing which allows pupils to cross safely from one side of town to the school.

Although both pupils were laughing and joking, the hefty responsibility of keeping their fellow pupils safe would soon become foremost in their minds once they reached their position on the busy State Highway Two. As they went through the routine of attaching their signs to the familiar black and white poles, a boisterous group of boys approached them. At the same time, a heavily laden logging truck thundered past heading towards Wellington, a regular hazard on this stretch of road.

Once it had passed, the first of the monitors casually swung her sign out and gave the call for the group to cross. She had done this countless times before, without a hitch. It was almost second nature. Well, maybe. Except for the time the motorbike clipped her sign. Yes, that was a sunny day just like this ...

The female crossing monitor was bored. She and her partner had been on duty since 8.30 am. Half an hour had passed. There had not been a lot to do this morning, as for some reason it seemed everyone had caught a lift to school, despite the good weather. They were about to head back to school when her partner spotted a lone child running north along the main road toward them. They agreed to stay on duty to ensure she made it across the busy road safely to school.

When at last there was a lull in the traffic flow, they eased their signs out to stop approaching vehicles. The child began to cross the road just as a yellow motorbike roared towards the pedestrian crossing, stopping impatiently at the barrier created by their signs obstructing his path. Once the child had reached the safety of the other side, the patrol monitors began to swing in their signs and raise their arms to create a barrier between the road and the footpath. Although there were no other children in sight, it was part of their training and routine. The impatient rider revved his engine noisily and sped off, clipping the sign before it was fully removed. The resulting jolt sent a jarring force down the monitor's arm, causing her to temporarily release her grip on the sign.

Yes, that had really shaken her up and often she reflected on this event, especially what could have happened if they had not waited for the straggling child.

She was brought back to reality as her partner called for her to swing her sign out once again.

All around New Zealand, senior pupils take the responsibility of manning school patrol crossings and experience many small incidents. It certainly is an eye-opener – children sitting on parents' laps in the front seat of the car, adults setting a bad example to children by not wearing safety helmets while biking, adult pedestrians not using the monitored pedestrian crossings.

Patrol monitors certainly get to see a lot of small incidents, many of which go unreported, but their importance in the day to day safety of fellow pupils would certainly be felt if they did not dedicate their time to this important job.



Dear God

JOSHUA THOMSON, WAIMATE

A winning story from a competition conducted by the “Waimate Advertiser”, Waimate.

Dear God

I wish to make a complaint about my death. There is no use denying it; I think it was extremely unfair. I do not really want to go back to earth. Heaven is rather nice, actually. But I humbly ask you to implant into everyone’s minds my mistake so they will not cause the deaths of others or themselves.

I did not cause the accident which resulted in the death of my precious daughter, as well as myself, although I thank you for not letting me go through the accident and ending up a purposeless zombie, having to be drip-fed glucose with a swarm of white-clothed doctors like lobotomised sloths making notes every time I flared my nostrils.

I haven’t sinned really badly in my life. My worst crime was tying the dog to the back bumper and driving to work, forgetting to untie him. I was pulled over by a Greenpeace member and threatened to be sued for cruelty to animals. Flustered, I said he needed the exercise. The man prodded me in the abdomen and asked if I had looked in the mirror lately. The dog was a little tired and thirsty, and his paws were insignificantly raw, but I nurtured him back to good order.

So, why should my daughter and I have to pay for a crime we did not commit? I am not saying that the other driver should hop the twig, though I would like to know which galaxy he received his driver’s licence in.

I had just picked up my seven year old daughter, Emily, from school when she asked me if we should have our seatbelts on. I congratulated her on her smartness, sounding as if she had spotted the belt’s absence from my torso, and not that I had actually overlooked that before we had left her school. I leant over her and grabbed the length of dark brown nylon and pulled it back across.

I looked up at the road to make sure there was no danger, when a red flash of a metal monster careered into sight from my left field of vision. Everything seemed to travel in slow motion. Emily screamed daddy, and threw her cringing arms in front of her face as if those tiny portions of muscle, sinew and bone could stop that red, roaring monster from inevitably pulverising us.

He was supposed to stop. It was his fault. He absentmindedly gambled his life and others by zooming past the short road works man holding up a sign, painted with a blood-red ‘stop.’ Perhaps we were hidden from view by the rusty yellow roller, or maybe he was running late for an important meeting. Important enough to take a chance like that?

I instinctively swung to the left to avoid a head-on collision, and succeeded in just scraping that horrible red paintwork on his car door. Now our car was destined for the rusty yellow roller. Our bumper met the steel cylinder with a metallic crunch as my seat pivoted forward with a destructive screech.

Emily was the first to fly. I saw her small body launch like a catapult missile. Her neck bent as her head hit the glass before shattering the windscreen into a shower of diamond confetti, leaving a neat hole in the transparent structure. She then curled up once more before smashing into the roller with a marriage-wreckingly loud clank. I saw the blue of the sky, then the grey of the road, and then the sky again, before a grotesque crunch accompanied the feeling of three stakes penetrating through my back.

Suddenly, everything disappeared and my pain was gone. Then it all reappeared. I was dead. But nothing was happening.

I waited on that picket fence like a sausage on a skewer quite some time before your angels lifted out my soul. I even had to endure the sight and smell of a devilish Rottweiler dog chewing a good portion of my nose off. Even though I felt nothing, it was not a pleasant experience.

So there is my plea, that people should follow the rules set out by more experienced people. Although, I do wish I had done up both our seatbelts before I even started the car.

