

# Module Two

# A Risky Business

*Managing human risk factors as they apply to driving*



## Aim

The aim of this module is to enable students to identify internal and external risk factors as they apply to driving and to develop a self-management strategy.

## Learning Outcomes

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

- list internal risk factors for driving and suggest how these may affect the way drivers perceive and respond to risk;
- list external risk factors as they apply to driving and suggest how they may affect the way drivers perceive and respond to risk;
- identify possible internal and external risk factors from a range of scenarios and suggest how these might be managed;
- identify their own internal and external risk factors for driving and develop strategies for managing these.

## Standard

This module of work is designed to meet the requirements of:

Standard 3464 *Core Driving Knowledge and Skills* - Version 5

*Describe human risk factors in terms of a self-management strategy for a driver*

Level 2

Credit 3

The Standard setting body for this unit standard is Tranzqual, the Transport and Logistics Industry Training Organisation. A student workbook and assessment material for this unit standard can be downloaded from: <http://www.tranzqual.org.nz/downloads.php>  
Enter the Core Driving Material as the category and the number of the unit standard into the keywords area.

If your school is not currently accredited to assess this unit standard contact Tranzqual on 0800 478 257 for advice on the best option for your school.

## Links with the New Zealand Curriculum

Curriculum links for Drive Qual have been aligned with the New Zealand Curriculum Framework 2006.

## Health and Physical Education

- **The Concepts**

*Hauora* - the four dimensions of well-being

*Attitudes and Values* - a positive, responsible attitude on the part of students to their own well-being

- **The Strands**

Personal Health and Physical Development

- **Sub-strand**

Safety Management Level 5, 6 and 7

## Teacher Notes

- 1 This standard requires students to consider risks and the management of these in terms of their own driving. Some students in the class may not be drivers. If this is the case pair them with a driver, or ask them to think of themselves as potential drivers.
- 2 A Student Workbook is available for this Standard. You could ask students to complete segments of this for homework. Alternatively, you could ask them to keep a Journal for recording purposes.

## Pre Knowledge and Experience

Individual students will bring a range of existing knowledge and experience to this module of work. This will have been gained from a range of sources which could include:

- Own experience of risky behaviour and its management
- Work done in Health and Physical Education throughout schooling
- Social marketing, advertising campaigns
- Other Police Youth Education Service **Road Safe Series** programmes
- Parental modelling
- Defensive driving or pre driving education
- Licensing system
- Discussions with peers

## Overview

|                  |  | <i>page</i> |
|------------------|--|-------------|
| Lesson 1         | <b>What about me?</b>                    | 3           |
| Lesson 2         | <b>Internal or external?</b>             | 4           |
| Lesson 3         | <b>Perceiving and responding to risk</b> | 5           |
| Lesson 4         | <b>What do I want to change?</b>         | 7           |
| Copysheets 1 - 6 |  | 8-15        |

## Teaching

# Lesson One

## What about me?

### Resources

Post box questions written on chart paper

post-it notes

felt pens

chart paper



### Activities

Explain to students that they are starting some lessons about human risk factors and how these affect driving.

- Invite students to complete a *Post Box* activity. The six questions are placed around the walls. Students move to each chart and write their answer on a post-it note and attach it to the chart. The *Post Box* questions are :
  - 1      *How have other people influenced your driving?*
  - 2      *What previous driving experiences have influenced the way you drive now?*
  - 3      *What examples can you give of how being influenced by drugs or alcohol would affect driving?*
  - 4      *What physical and mental conditions might affect the way you drive?*
  - 5      *What attitudes do you have towards your car and towards driving?*
  - 6      *What sort of a driver do you think you are?*
- Put students into six groups. Give each group all the responses from one of the *Post Box* questions to analyse. They must read all the responses and record them on their chart paper in some way. Put the charts up around the room and invite groups to rotate and check other group's work.

### Homework

If students are using the Student Workbook they could complete some tasks.

# Lesson Two

## Internal or external??

### Resources

**Copysheet 1** *Definitions*

**Copysheet 2** *Rate that Risk* cut up into individual cards



### Activities

- Ask students working in pairs to brainstorm all the reasons they can think of that might cause a crash, for example, the driver has been drinking. Explain that there are two types of risk factors - internal and external. These can affect driving, in either a positive or negative way. Hand out **Copysheet 1** which gives definitions of these and talk about them. Check students' understanding of the terms. Ask each pair to sort their brainstormed list into internal and external risk factors.
- *Either:* Give every student in the class one of the cards made from **Copysheet 2**. In bigger groups it may be one card between 2. Label one part of the room *Internal Risk Factors* and another part *External Risk Factors*. Each student must decide which group they belong to and move accordingly. Within each group (Internal and External) the students rank each risk factor from high to low risk and place themselves along a continuum line to illustrate this. There should be two continuum lines - one of internal risk factors and one of external. Start with the internal line and ask each student to read out their card, starting from high risk. They should also explain how this might affect driving. Students from the other continuum line can ask for some people to change position if they disagree with the ranking. Now do the same thing with the external line.
- *Or:* Put students into groups of about four. Give each group a set of cards made from **Copysheet 2**. They sort the cards into two piles, one *Internal Risk Factors* and one *External Risk Factors*. They then rank each pile from high to low risk. They discuss how each risk factor might affect driving. Ask some groups to share their ranking.

### Homework

If students are using the *Student Workbook* they could complete some tasks.

# Lesson Three

## Perceiving and responding to risk

### Resources

**Copysheet 3** *Scenarios*

**Copysheet 4** *Identifying the Risk*

DVD *Bayswater SCU*

### Teacher Note

The DVD contains actual footage of a crash in New Zealand in recent years. It should be used with sensitivity in case some students know people involved.



### Activities

- Put students into groups of 4. Give each group one of the scenarios from **Copysheet 3** *Scenarios* and several copies of **Copysheet 4** *Identifying the Risk*. The group uses the information in the scenario to complete **Copysheet 4**. Groups can then work with other scenarios until they feel very comfortable identifying internal and external risk factors and their effect on driving.
- Put students into new groups. Ask each group to write a scenario like the ones on **Copysheet 3** that shows internal and external risk factors and how these affect the driver when faced with a driving risk. They could write scenarios, for example, for:
  - a young parent
  - a bus driver
  - someone having a driving lesson
  - driver of a fire engine

The group can prepare a role play (or use some other medium if they wish such as a rap) to demonstrate the scenario to the class. After each role play the class must decide what the internal and external risk factors are, what the driving risk is and say how well they think the driver responded to the risk.

- Show students the DVD *Bayswater SCU*  
Ask: *What were the internal risk factors for the driver?*  
*What were the external risk factors for the driver?*  
*How did the driver respond to the risk?*  
*What could the passengers have done differently?*  
*What could the driver have done differently?*

Answers could be recorded in a chart like the one over the page.



Sample

| <b>Internal Risk Factors</b>  | <b>External Risk Factors</b>              |
|-------------------------------|---|
| - <i>inexperienced driver</i> | - <i>overcrowded vehicle</i>              |
| - <i>intoxicated</i>          | - <i>response to passengers' requests</i> |
| - <i>excited</i>              | - <i>alcohol</i>                          |
| - <i>attitude to speed</i>    | -   |
| -                             |   |

## Homework

Students can continue work on the Student Workbook.

# Lesson Four

## What do I want to change?

### Resources

**Copysheet 5** *Questionnaire*

**Copysheet 6** *My Action Plan*

**Copysheet 7** *Sample Action Plan*

### Definitions

*Self Rating Instrument* - a tool, such as a questionnaire, for individuals to rate themselves in a different areas.

*Self-management Strategy* - a plan to help an individual make changes in their life to reduce risks of a motor vehicle crash.



### Activities

- Explain to students that all drivers have human risk factors. Some of these are good things which make you a better driver. Some of these are not so good and can effect your driving in a negative way. Tell the class about some internal and external risk factors that you want to change. Sample could be:

*I sometimes let other people pressure me to drive too fast (external)*

*If I feel really tired on a long trip I will pull over and have a break (internal)*

Ask individual students to complete the questionnsire (Self Rating Instrument) on Copysheet 5 to help them work out what their own internal and external risk factors are and how these might affect their driving, now or in the future.

- Students now work individually. Give each student **Copysheet 6** *My Action Plan (Self Management Strategy)*. They record the things they want to change and how they are going to achieve this. Once completed, ask students to put them in a sealed envelope, which you will keep in a safe place. Once in a while bring the envelopes out and ask students to share with a partner, or with the whole class, how well they are doing. A sample *Action Plan* has been included for reference on **Copysheet 7**.

# Definitions

## An Internal Risk Factor

These are anything about you that makes you act, and drive, in certain ways. They can affect how you see a risk while driving and how you respond to it. Examples are your attitudes to driving, how you feel about safety, how you are feeling, how well you see or hear.

*Internal risk factors include:*

mental and emotional state

beliefs

values

attitudes

physical condition

information processing capacity (how well you process information)

sensory loss (sight, smell, touch, taste, hearing)

## An External Risk Factor

These are things that are not part of you that make you act, and drive, in certain ways. It might be things you put into your body, such as alcohol and drugs, or it may be other people's behaviour or things that have happened to you in the past. Examples are alcohol or other people pressuring you.

*External factors include:*

alcohol and drugs

other drivers' behaviour

peer pressure

social conditioning

past events



# Rate that Risk

Cut into individual cards. For teacher reference, the examples on the left are external risk factors and the ones on the right internal risk factors.

|   |   |
|---|---|
| Driver texting while driving.   | It doesn't matter if I break the conditions of my licence.                  |
| Drinking alcohol before driving.  | I don't give a stuff what the cops say.                                     |
| Another driver challenging you to a race.   | I'm really bullet proof.  |
| Dad gave me lots of hours of supervised driving.  | I have the right to drive when and how I want.                              |
| I like driving with the music up really loud.   | It's alright to drive with your arm in plaster.                             |
| I've done a defensive driving course.   | My car is quite safe even if I don't have a warrant.                        |
| Friends encouraging you to slow down.   | I'll choose a sober driver when I've drunk too much.                        |
| I can always call my parents and they will come and get me.                             | I'll ask someone else to drive for me if I'm too tired.                     |
| My friends pressure me to take them for drives even though I am on my Learner Licence.  | Safety of myself and others is really important to me.                      |
| Heavy traffic and a lot of drivers trying to pass.                                      | I don't think so well if I'm tired.   |
| My whole family are terrible drivers.   | I don't really need my glasses while I'm driving as I can still see shapes. |
| When we were little Mum and Dad were always talking about how to keep safe on the road. | It's fun driving when you are really excited and hyped up about something.  |



# Scenarios

---

## Scenario 1

It was the last day of term. A student from the local high school was driving a group of others out into the country. The music was up loud and all the windows were open. Everyone was urging the driver to go faster. Suddenly a rabbit raced across the road. The driver swerved to miss it and couldn't straighten up.

## Scenario 2

It was Friday, the end of a long hard week. The boss had put on a few drinks at the building site at the end of the day. By the time he was heading for home Glen was in a good mood - two days off and looking forward to taking his girl friend out. He was a confident driver, always telling others how good his reactions were. Suddenly the car in front braked hard to avoid a motorist.

## Scenario 3

Maxine has had a bad day. The baby was fretful and then when husband Dave came home they had a real row. He was meant to come home early as Maxine was going out with the girls, but he was late. She is really wild. Once she is driving down the road she realises that she hasn't got her driving glasses. She isn't a confident driver at the best of times. The car in front is going really slowly - Maxine puts her foot down and passes, but she doesn't see the pedestrian until it is too late.

## Scenario 4

Fred has just turned 72 and he's been driving since he was 20. He knows he is a good careful driver and never exceeds the speed limit. He is coming home from a day at bowls. It has been pretty hot, but he had a cool beer once he got off the green. He is straining to see as his eyes are very tired and there is a glare. He fails to see a cyclist swerving into the lane in front of him.

## Scenario 5

Pam has just got her restricted licence and is still very nervous while driving. This isn't helped by her father sitting beside her and constantly criticising everything she is doing. It is making her shaky and nervous. Added to this she is coming down with the flu and has just taken some pills to try and stop it. Last time she took the car out she scraped the garage door when she was parking and she is very scared this might happen again. She is worrying about this and loses concentration and doesn't see the child run out into the road after a ball.

---

### Scenario 6

Chris is an over confident driver. He believes that the main purpose of having a car is to drive fast and show other drivers how good you are. He got this from his older brother who always told him you can go as fast as you like, just don't get caught. Chris is driving along the motor way, passing cars and leaving them far behind. The music is blaring and Chris has his arm out the window. Suddenly the front left tyre blows out.

---

### Scenario 7

Moana is suffering from glandular fever. Her head feels as though it is full of cotton wool, she is exhausted and can't see or hear as well as usual. Her boss has sent her home to get some sleep. The traffic is unusually heavy and the big trucks on the road make Moana nervous. She goes to pass the car in front, failing to notice that the truck behind her is already passing and blaring its horn at her.

---

### Scenario 8

A local business man has been at an official occasion - lots of alcohol and networking. He is on his way home. He is probably well over the limit, but always says that he drives better when he has had a few. What the cops don't know won't hurt them. He is thinking about a couple of new business proposals- exciting stuff. Suddenly he sees road works right in the middle of the road - no time to brake.

---



# Identifying the Risk

## Instructions

- 1 Read your scenario. Enter the specific Driving Risk at the top of the chart eg child runs out after a ball.
- 2 Decide what the internal and external risk factors are for the driver.
- 3 List these risk factors under the appropriate heading in the first column eg angry mood goes under Internal Risk Factors in the box 'Mental or Emotional State ' and has been drinking goes under External Risk Factors in the box "Alcohol and other drugs". In some boxes you will put NA (not applicable)
- 4 In the second column write down how each human risk factor will affect the driver's awareness of the driving risk (their perception) and how they react to it.

Driving Risk =

| Internal Risk Factors  | Effect on how the driver perceives and responds to risk |
|--|---|
| Mental or emotional state                                    |   |
| Beliefs  |   |
| Values   |   |
| Attitudes  |   |
| Physical Condition   |   |
| Information Processing Capacity<br>(how well they can think) |   |
| Sensory Loss   |   |
| External Risk Factors  | Effect on how the driver perceives and responds to risk |
| Alcohol and other drugs                                      |   |
| Peer pressure  |   |
| Social conditioning  |   |
| Past Events  |   |
| Other drivers' behaviour                                     |   |

# Questionnaire

Think about your own risk factors and complete the questionnaire below.

1 Comment on each of the following **internal** human risk factors as they relate to you. Put a ✓ beside ones that are likely to reduce the risk of you having a crash (positive risk factors). Put a ✗ beside ones that are likely to increase the risk of you having a crash (negative risk factors).

- a) Your mental and emotional health
- b) Your physical health
- c) Your attitudes and beliefs about driving (e.g. speed)
- d) Your ability to think
- e) Your eye sight and hearing

2 Comment on each of the following **external** human risk factors as they relate to you. Put a ✓ beside ones that are likely to reduce the risk of you having a crash (positive risk factors). Put a ✗ beside ones that are likely to increase the risk of you having a crash (negative risk factors).

- a) Your use of alcohol and drugs
- b) How you react to peer pressure
- c) Any past driving experiences.

3 Have your risk factors as they relate to driving changed over time?



# My Action Plan (Self Management Strategy)



| <b>Risk factors I want to change:</b> |                 | <b>What behaviour I want to change:</b> |
|---------------------------------------|-----------------|---|
| <b>External</b>                       | <b>Internal</b> |   |
| 1                                     | 1               | 1                                       |
| 2                                     | 2               | 2                                       |
|                                       |                 | 3                                       |

  

| <b>My Strategy</b>                            | <b>Obstacles that might get in the way:</b> |
|---|---|
| 1. My goals                                   |   |
| 2 Who can help me with my goal                |   |
| 3 What resources will I need to make changes. |   |

  

| <b>I will reward my success by...</b> | <b>How I will handle these obstacles:</b> |
|---------------------------------------|---|
|                                       |   |

# Sample Action Plan (Self Management Strategy)



