

# Module Four

# Road Crashes

## *Factors contributing to and the consequences of road crashes*



### **Aim**

The aim of this module is to make students aware of the factors that can contribute to a road crash and the way a crash affects all the people involved.

### **Learning Outcomes**

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

- describe the human risk factors and conditions that contribute to road crashes;
- describe the consequences of road crashes for all those involved.

### **Standard**

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

Standard 3472 *Core Driving Knowledge and Skills* Version 5

*Describe factors contributing to and consequences of road crashes*

Level 2

Credit 1

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 have been aligned with the New Zealand Curriculum Framework

#### **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 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.
- 2 Teachers need to be sensitive to any student in the class who may have had friends or family involved in a car crash.

## 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:

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

## Overview

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## Teaching

# Lesson One

## A Life for a Good Night

### Resources

DVD *A Life for a Good Night*

Chart paper

felt pens

### Teacher Note

This DVD concerns an actual crash in New Zealand. It should be used with sensitivity in case some students know people involved.



### Activities

- Show the DVD *A Life for a Good Night* to the class.

*Ask: Why did this crash happen?*

*How could it have been prevented?*

*Who are the people who have suffered because of the crash?*

- Write the following on the board and ensure that students understand what each means.  
**Human Risk Factors:** mental or emotional state, beliefs, values, attitudes, physical condition, information processing capacity, sensory deficit, alcohol and other drugs, peer pressure, social conditioning, past events, other drivers' behaviour  
**Other Risk Factors:** vehicle, weather, light, road, traffic

*Ask: How might human and other risk factors contribute to a crash?*

- Put students into groups of four. Give each group a sheet of chart paper and felt pens. They must in some way record what they know from the DVD about the human risk factors and other risk factors that contributed to this road crash. They could make a diagram, draw a picture or cartoon strip or make notes. They must consider each of the human risk factors and other risk factors on the board.

On the bottom of their chart they complete the sentence:

*We think the main risk factors contributing to this crash were .....*

Ask each group to read out their completed sentence.

### Homework

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



# Lesson Two

## Why did that Crash Happen?

### Resources

#### Copysheet 1 *Crashes*

Chart paper

art materials

### Definitions

*Driving Situations* - these are specific driving actions such as moving into traffic, moving on the road, moving with the traffic flow, moving through traffic, moving past other traffic, moving back into traffic, moving out of traffic.

*Human and other Risk Factors* - how driver, vehicle, weather, light, road, other traffic may contribute to road crashes.

*Crash positions* - positions of a vehicle on the road in which a crash is most likely to occur, for example moving past other traffic.



### Activities

- Students could work in pairs or groups for this activity. Give each group **Copysheet 1**. This contains information about 3 crashes. Under each, students write three **human and other risk factors** that contributed to the crash. Check that each group can give three human and other risk factors for each crash.
- Each group now draws a cartoon strip to illustrate a crash scenario of their own. They must make sure that all the human and other risk factors leading to the crash are clear. Once complete, each group passes their cartoon to another group, who must decide on the three human and other risk factors and record them on the bottom of the chart. Display all cartoons for students to look at.

*Ask:* In which positions do you think a crash is most likely to occur?

Record students' ideas on the board. They could include:

- |                             |   |
|-----------------------------|---|
| - vehicle in front          | - vehicle behind                          |
| - moving past other traffic | - other vehicle approaching from the side |
| - other traffic moving past | - oncoming traffic                        |

*Ask:* What could happen in each of these positions? eg the car behind could rear end you if you stopped quickly or the driver wasn't watching.

*What advice would you give to drivers when they find themselves in these positions?*

### Homework

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

# Lesson Three

## Who Suffers?

### Resources

DVD *Classified Incapable*

### Teacher Note

The DVD refers to an actual crash that has occurred in New Zealand. It should be used with sensitivity in case some students know people involved.



### Activities

- Explain that you are going to show the DVD *Classified Incapable*. This time you want students to be thinking about the consequences of the crash - that is who suffers. Put the students into groups. Allocate each group one or two of the following individuals or groups: Sarah, Sarah's parents, Sarah's work colleagues, Emily's parents, Johanna's parents, Matthew, Emily's brother, Constable Wilkie, the ambulance personnel, Johanna and Emily's teachers, Johanna and Emily's class mates, Sarah's boss, someone who witnessed the crash happen, the wider community

As they watch the DVD you want them to be thinking how their person or group will be affected by this crash and the deaths of the two girls.

- After the DVD  
*Either:* Give each group a large sheet of chart paper and felt pens. On their chart they write down all the consequences for their individual or group. Put the following headings on the board to guide their thinking.
  - Physical effect*
  - Psychological effect*
  - Financial effect*
  - Legal effect*
  - Social effect*Put the charts up around the wall and ask each group to report back. Comment on similarities and differences.  
  
*Or:* Ask each group to nominate a group member to take the role of their individual or group from the DVD. The group prepares cue cards for each of the headings on the board, to guide the person doing the talking. Each group in turn presents their role play. Other groups may ask questions of the person at the end. After all role plays:  
  
*Ask:* *Do you think these effects get better over time?*  
*What would be the effect on you if one of your friends or family died in a car crash?*
- Tell the class that in the next lesson they are having some people (detail who these will be) who are affected by car crashes come to class. Invite each student to write two questions they would like answered by these person/s and post them in a suitable post box.

### Homework

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



# Lesson Four

## Picking up the Pieces

### Resources

Resource people - these could include people from the Serious Crash Unit, Highway Patrol, Ambulance Officer, Fire Service, Police Education Officer, Victim Support. Brief the speakers that you want them to talk about the conditions that contribute to a crash and the effects that crashes have on them.

Questions prepared by the students in the previous lesson

**Copysheet 2** *One Risk too Many*



### Activities

Note: There is a choice within this activity. Teachers could choose to use only one option, or both options.

#### Option 1 Panel

- Introduce members of the panel to the class. Have one student prepared to tell the panel that they are looking at the causes and consequences of road crashes. They are wanting to hear from the panel how they are affected by car crashes.
- Each panel member spends a few minutes talking about their experiences of things that cause crashes and how they have been affected by this.
- Panel members answer the questions prepared by the students.

#### Option 2 Story

Read the story *One Risk too Many* to the class. This is on **Copysheet 2**.

Ask: *How have all the crashes witnessed affected this ambulance officer?*

*Do you think the ambulance officer will ever forget?*

*Why does the ambulance officer think it would help if ordinary people could see the results of a crash?*

*What do you think?*

### Homework

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

# Lesson Five

## What the Statistics Say - Extension

### Resources

Publication *Motor Vehicle Crashes in New Zealand* - most recent addition. Copies of this publication are sent free to the library of secondary schools. Copy the sections Figure 17 'Factors Probably Contributing to Crashes' and Table 26 "Factors probably contributing to crashes" and Table 26A 'Crashes and casualties where alcohol was a contributing factor'.

Note:

1. The publication *Motor Vehicle Crashes in New Zealand* can also be found on the Ministry of Transport website [www.transport.govt.nz](http://www.transport.govt.nz). To access the relevant statistics go to *Research*, then *Motor Vehicle Crashes in NZ*, then *Annual Statistics* (most recent year), then Section 2 *Casualties and Crashes* Figure 17 page 25 and Table 26 pages 26-39.
2. If you have trouble locating your school's copy of *Motor Vehicle Crashes in New Zealand* you can write to Land Transport New Zealand and ask that your school's copy be sent to you or some other person in the school in the future.



### Activities

#### Either:

- Put students into 8 groups. Give each group copies of Figure 17. Ask students to ✓ all the factors that are human risk factors and \* all the other risk factors (vehicle, weather, light, road, traffic) that may have been factors in the crash (see Lesson 1) They make a summary statement that they can share with the class.
- Give each group the statistics for one of the following, taken from Table 26.
  - Driver/Rider Control Factors
  - Vehicle Conflict Factors
  - General Driver Factors
  - General Person Factors
  - Vehicle Factors
  - Pedestrian Factors
  - Road Factors
  - Miscellaneous Factors
  - Alcohol Factors

The group can:

*Either:* Graph the totals for the sub headings in their set of factors.

*Or:* Make a summary statement about how important or unimportant their set of factors was in contributing to crashes.

*Or:* Prepare an advertisement warning people about things they should take special care of in their set of factors in order to avoid a crash.

**Or:**

- Individual students can access the relevant statistics online. Ask them to:
  - 1) Look at Figure 17 and list the top 5 factors that contribute to fatal crashes and to Injury crashes.
  - 2) Look at Table 26. Check the totals for each of the following group of factors and then check which has been the greatest cause contributing factor:
    - Driver/Rider Control Factors
    - Vehicle Conflict Factors
    - General Driver Factors
    - General Person Factors
    - Vehicle Factors
    - Pedestrian Factors
    - Road Factors
    - Miscellaneous Factors.

**Homework**

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



# Crashes

**Instructions**

Look carefully at the cartoon strip to work out why the crash happened.  
Write three risk factors (human and other) which contributed to the crash in the space provided.

**Crash 1**



Three risk factors (human and other) contributing to the crash

1

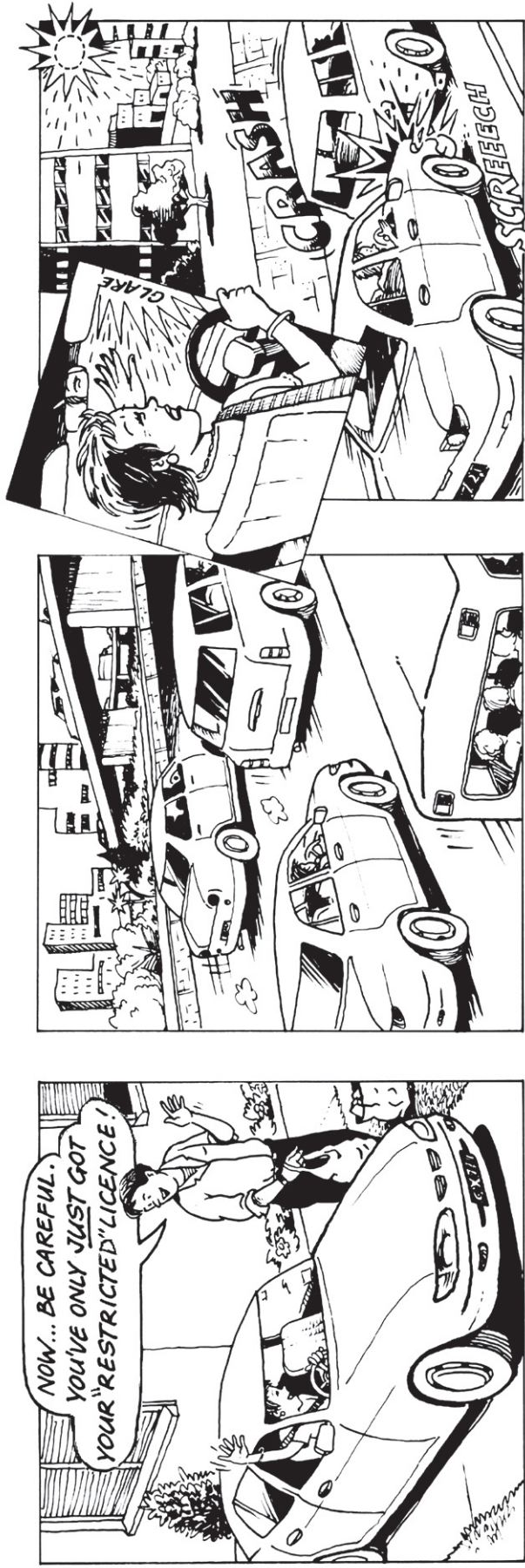
2

3



**Instructions**

Look carefully at the cartoon strip to work out why the crash happened.  
Write three risk factors (human and other) which contributed to the crash in the space provided.

**Crash 2**

Three risk factors (human and other) contributing to the crash

1

2

3

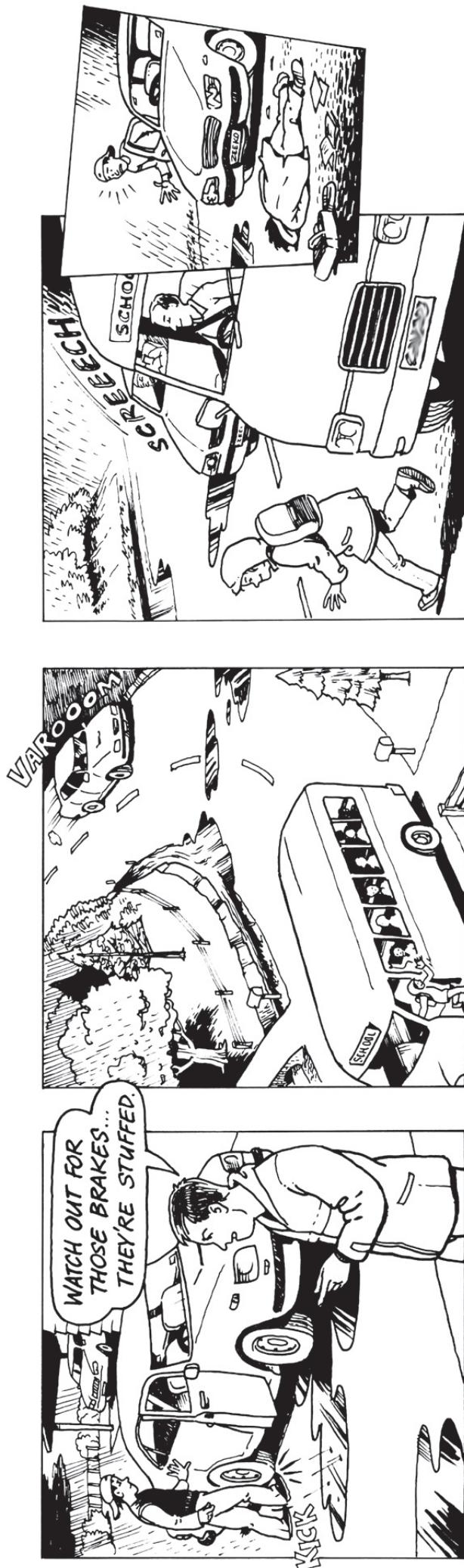


## Instructions

Look carefully at the cartoon strip to work out why the crash happened.

Write three risk factors (human and other) which contributed to the crash in the space provided.

## Crash 3



Three risk factors (human and other) contributing to the crash

1

2

3





# One risk too many

One of us will die tonight. It will be an ugly death. It will be a useless death. You probably won't give a damn.

How can I make the death of an accident victim mean anything more than a statistic or newspaper headline to you?

How can I make you understand what it's like to pull a lifeless but warm corpse reeking of grog from a car that has bulldozed into a telegraph pole?

How can I show you the bibs of vomit that drop off dead passengers, ejected from their bellies in suffocating fear as their last act of consciousness?

How can I speak of the urine that stains the clothes of the dead? Because that is the way we humans die.

Urinating in fear. Blood, urine, vomit and grog - they are the last rites of the average crash victim.

Then there are the screams, the song of the wounded dying and the dead.

My own mind is scarred with such horrors. Do not suppose it melodrama. It is a perversity committed on life that can never be captured ruthlessly and honestly on paper.

I remember working one New Year's night, the radio cackled into life. A car had rammed into a tree. Two passengers, one male, one female. The male was dead, the female thought to be dying. What confronted me is to this day a recurring nightmare. I cannot even share it easily with myself.

The car had been concertined to half its normal size. The occupants were still trapped inside.

The girl slumped on her dead companion's chest. He had his arm around her. His arm was raised and pinned up by the deformed metal.

The arm was thus in a drinking position and the hand held a beer bottle. The bottle was rammed down his throat.

Slivers of glass had sliced through his throat. The neck of the bottle protruded from the base of his own neck.

His eyes were open. They were white with fear. And they were white with death. They were white with the eyes of an animal shot in the head at point-blank range.

I vomited. I could smell their blood and I could smell the alcohol. The night destroyed me. I had thought they were all invincible - the young ones. I had thought death crept only into upstairs bedrooms to close the eyes of the aged. I never stopped to think it hurtled into trees at 100kms.

I never stopped to think of mothers drowning in hysteria, being brought to identify their dead children, beating their chests and pulling their hair.

The mother of this boy did. The car crashed only a couple of hundred metres from his home. A nosy neighbour at the scene of the accident went and phoned her. She came running down the street like a woman possessed. She bit and fought with the ambulance people. She wanted to tear the bottle from his throat.

She was screaming. And screaming. She couldn't understand why her son wouldn't answer her; take the bottle out himself. She seemed not to notice his throat was cut. And that he was dead. Her mother's heart had punctured her mother's eyes. He was buried with most of the bottle still in his throat.

The night destroyed her. And her night will last a lifetime. But this is a pantomime of death we repeat nightly. The longest running show on earth with a willing cast of thousands.

Like drunken lemmings we drink and drive, drink and drive.

Sometimes the guilty kill themselves. More often they kill the innocent. We are impervious to death. Because we are protected from its obscenities.

We don't see the casualty sections of our hospitals that sometimes look like the inside of abattoirs. We don't see the contents of the cranium spilling out on to pillows. We don't see accident victims twitching in the throes of death. Life force diminishing.

We are happy to be our own butchers, our own murderers. We are happy to premeditate the killing of innocent people.

We are happy to drink to excess and jump behind the wheel of a car, as potent a weapon as a machine-gun.

And if we survive the evening we are happy to sit down to dinner the next evening and tut-tut over the carnage of strife or war in far away parts of the world.

So long as we don't see the torn flesh and see severed limbs bleeding in their twisted, steel tombs we're all right. So long as we don't see bodies being pulled like broken puppets from car wrecks or shovelled off the asphalt we're all right.

Leave it to the ambulance teams to handle those thankless, lifeless corpses. They are the people who keep anger as well as tears for this senseless killing.

It is not tasteful for television news reels to record the moans and screamings of the injured. It's not tasteful for newspaper photographs to feature corpses at accidents. It's not tasteful to write about it. Who wants to read about it. We all know it goes on.

What we need is some bloody tastelessness! You need to hear the screams. You need to see the dead sprawled open legged, open mouthed and without dignity on our roads. You need to see blood spurting, broken children who will never be mended, who will never grow up, cut down by drunkards.

You need to visit the abattoirs that we call casualty sections. You need to understand that it COULD and WILL happen to you if you don't take care.

You need to understand that you have no right to jeopardise yourself or anyone else and that if you do you are as culpable as anyone who lies in wait to kill. You need to understand you do not have the right.

*Written by a member of an Ambulance Team. This story first appeared in an Australian newspaper on New Year's Eve, 1977. Efforts have been made to trace the copyright holder without success. We trust that they would give permission for us to reproduce the story, so that young people of today can also hear the message.*



