

# Road Safe

## Years 11–13

## Focus area 5

This section of the Road Safe programme contains one of the following focus areas for students at years 11–13:

1. Attitudes to drink-driving
2. The consequences
3. What the law says
4. Pressure
5. **Thinking ahead**

**Note:** Research suggests that an effective programme should include learning experiences from each of the focus areas.

## Focus area 5: Thinking ahead

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## Focus area 5: Thinking ahead

### Explanation

In this focus area, students use a planning process to run a function as a responsible host. They become familiar with the aims of SADD (Students Against Dangerous Driving) and consider setting up a SADD group at their school, if there is not already one in existence.

### Curriculum links

**Key competencies:** Managing self; Relating to others; Participating and contributing

**Learning area:** Level 6 and level 7 Health and Physical Education – Strand A: Safety management; Strand D: Community resources

### Resources

Material on the drinking laws, for example on the YouthLaw website:

[www.youthlaw.co.nz/information/driving/alcohol-and-driving/](http://www.youthlaw.co.nz/information/driving/alcohol-and-driving/)

Copysheet: Planning process

### Success criteria

At the end of this focus area students will be able to:

- list issues to consider when planning a fun, but safe party
- take action to promote the running a safe and fun parties and ensuring people get home safely
- become involved with the work of SADD (Students Against Dangerous Driving) in their school
- consider setting up a SADD group if one doesn't exist.

## Learning experience 1: The party

### Learning intentions

By the end of this learning experience students will be able to list issues to consider when planning a fun, but safe party.

### Teacher's notes

From 18 December 2013 it became illegal to supply alcohol to anyone under 18 without their parent's consent. See more detailed information about the new law at [www.alcohol.org.nz/cooldad](http://www.alcohol.org.nz/cooldad).

### Activities

#### 1. Organising a fun but safe party

Students in groups are going to take action to promote a fun and safe party where alcohol use is managed and drinking and driving is discouraged. The process is described in Copsheet: Planning process

#### 2. Discussion

Share the items developed in the previous activity. Ask students to discuss the following points:

- Do you think it really is possible to plan a party in this way?
- What have you learnt that can help you to do this?

## Learning experience 2: Students Against Dangerous Driving (SADD)

### Learning intention

By the end of this learning experience students will be able to:

- become involved with the work of SADD (Students Against Dangerous Driving) in their school
- consider setting up a SADD group if one doesn't exist.

### Teacher's note

Check students' prior knowledge about SADD before this focus area, and find out whether or not there is a SADD group already operating at the school.

### Activities

#### 1. SADD

Invite a SADD representative from within the school, or from another school in the vicinity, to talk about SADD and answer students' questions. Refer to the SADD website for more information: [www.sadd.org.nz/](http://www.sadd.org.nz/).

Ask:

How do members of this class feel about becoming involved in SADD?

#### 2. SADD in our school

If the school does not have SADD, refer students to the SADD website again.

Ask:

Do we want to set up SADD in our school?

What is the process plan, design and implement SADD?

What will we need to do this?

Provide students with the opportunity to set up SADD in the school, if that is their choice.

## Copysheet: Planning process

### Organising a safe and fun party

This planning process will guide students in taking action to promote a fun and safe party where alcohol use is managed and drinking and driving is discouraged.

The following six-step planning process is based on the action competence learning model:

[www.tki.org.nz/r/health/cia/make\\_meaning/teach\\_learnappr\\_proc\\_e.html](http://www.tki.org.nz/r/health/cia/make_meaning/teach_learnappr_proc_e.html)

Select learning experiences from each of the six steps.

Step	Sample learning experiences to select from
<b>Gather data</b>	<p>Students gather data and question personal assumptions. For example, students may:</p> <ul style="list-style-type: none"> <li>• define what makes a fun party</li> <li>• define what makes a safe party</li> <li>• clarify reasons why students want to attend a fun and safe party</li> <li>• define different types of abuse that may occur under the influence of alcohol</li> <li>• identify the main risks of being in under the influence of alcohol and list them in order from the most dangerous/likely to the least dangerous/most unlikely</li> <li>• establish a goal for the action that they will take – for example, "A party where friends have a good time free from alcohol abuse and get home safely."</li> </ul>
<b>Develop options</b>	<p>Students brainstorm a range of actions they can take. For example:</p> <ul style="list-style-type: none"> <li>• to ensure their friends and family are safe at a party</li> <li>• to ensure their friends and family can get home safely</li> <li>• to influence their school (school culture) so alcohol abuse at parties of students does not occur and students can get home safely.</li> </ul> <p>Examples of actions may include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• writing articles in the school or local newspaper</li> <li>• organising a fund-raiser such as a social event to raise donations for SADD or for a project of the school's SADD group</li> <li>• preparing a travel service (non-drinking students, peers, adults that will drive others home)</li> <li>• design a brochure or poster, write a short play or story, make a video or in some other way explore some of the issues associated with running a successful, but safe party. They should base their information on the FAQ for young adults on the Health Promotion Agency's 'Alcohol' website: <a href="http://www.alcohol.org.nz/Cooldad-FAQs-Young-Adults">http://www.alcohol.org.nz/Cooldad-FAQs-Young-Adults</a>.</li> <li>• putting student work on YouTube</li> <li>• setting up and using a free-form writing board for comments about alcohol abuse and or the dangers of driving drunk</li> </ul>
<b>Select options</b>	<p>Students compare the different options that are brainstormed by using different measures. For example, measures might consider which actions:</p>

	<ul style="list-style-type: none"> <li>• are easiest to complete</li> <li>• are the most effective</li> <li>• are going to influence most people</li> <li>• will have the most convincing message</li> <li>• can be taken in the available timeframe</li> <li>• can be taken with the available money.</li> </ul> <p><b>Students decide on:</b></p> <ul style="list-style-type: none"> <li>• the action(s) that they will take to achieve their goal of a school culture so alcohol abuse at parties of students does not occur and students can get home safely</li> <li>• how they will know whether the actions they will take have made a difference.</li> </ul>
<b>Plan actions</b>	<p>Students decide and record:</p> <ul style="list-style-type: none"> <li>• how they will carry out the action</li> <li>• what are the small steps/tasks that need to be taken</li> <li>• who will do these steps/tasks</li> <li>• when they will be done.</li> </ul>
<b>Carry out actions</b>	Students carry out the steps/tasks stated in the plan.
<b>Reflect and transfer</b>	<p>Students reflect on the action(s) they took and identify how well the action achieved its goal. For example, they could consider how well the action:</p> <ul style="list-style-type: none"> <li>• encouraged people to think about safe and fun parties and safe journeys home after the party</li> <li>• encouraged people to think critically about the culture of alcohol in New Zealand</li> <li>• encouraged people to think critically about the desire to use alcohol as a means of altering behaviour</li> <li>• encouraged people at a party to come forward and seek help when they realised they were not in a fit state to drive a car or are informed that they are not fit to drive.</li> </ul> <p>Students transfer the learning by identifying other issues that affect the safety of young people (for example, STI, sexual violence, theft) and what actions they can take to address these issues.</p>