

Staying Safe

Guidelines for facilitators running a
refresher workshop for senior road users

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Introduction

The NZ Transport Agency's (NZTA) older driver education resources include three elements to help improve the road safety of people over 70 years of age:

- Course content and resources for organisations to run Staying Safe refresher road safety workshops for older drivers.
- A dedicated online section for senior road users which will provide interactive activities and information to help them improve their own safety. You can direct members of the public to this information at: www.nzta.govt.nz/traffic/senior-road-users.
- A direct mail of NZTA education material which will be sent to older drivers when they renew their driver licence (when 75 and over). This will be an ongoing process and will be mailed out by the NZTA.

This document, the *Staying Safe: Guidelines for facilitators running a refresher workshop for senior road users* gives advice on how to run a refresher workshop for senior road users. Organisations and facilitators running a refresher workshop for senior road users can find modules, worksheets and online support at: www.nzta.govt.nz/traffic/senior-road-users.

The following symbol  in this document indicates when there is supporting information on the NZTA website.

There is also an accompanying document, *Staying Safe: Guidelines for organisations running a refresher workshop for senior road users*. The guidelines for organisations give an overview of the workshop content and don't contain the level of detail for facilitators outlined in this document.

Who are these resources for?

The NZTA's older driver resources are targeted to people over 70 years of age. This is because the driver medical regime starts at age 75, so it will allow people to start thinking about their safety as older drivers before this happens. The resources also promotes safer driving practices well before the age that average crash rates per driver begin to rise (80+). However, 70 is not an exclusive age limit and if people in the 60–69 age group would like to attend a refresher workshop they should not be excluded.

The goal of all the resources is to:

build the confidence of senior road users and increase their knowledge of road code changes, safe driving practices and other transport options.

Note: In these workshop guidelines and modules, the word 'confidence' refers to an appropriate level of confidence for an individual senior road user. Surveys on driving attitudes show that older drivers can lack confidence and feel nervous on busy roads or at intersections. This compromises their road safety. However, at the same time care is needed not to instil a sense of false confidence or over-confidence in participants which could be dangerous. Staying Safe refresher workshops aim to provide senior road users with ways to identify if they have an appropriate level of confidence as drivers. It provides them with strategies and skills to respond appropriately to road situations and to adequately compensate for any effects of ageing.

Rationale for these guidelines

Background to the guidelines

These guidelines can be used by facilitators to deliver a refresher workshop for senior road users. Facilitators may be staff members of an organisation or may be recruited by organisations to deliver workshop modules.

The learning modules are intended to help older people remain mobile and to be safe on or around roads.

Older drivers are involved in fewer crashes than other age groups – they drive conservatively, travel fewer kilometres overall than other drivers and most do not deliberately drive unsafely.

The key difference between senior road users and other age groups is that older drivers are more fragile – they injure more easily and take longer to recover than other age groups. If they are injured in a car crash, the expected hospital stay is twice that of a younger person and they are 3.5 times more likely to suffer serious injuries in a crash.

Age isn't necessarily a precursor to being an unsafe driver but senior drivers need to manage the effects of ageing:

- Deteriorating eyesight and hearing.
- Slower reaction and action times.

- For some, the side-effects of medication.

The learning modules provide knowledge about how to compensate for the effects of ageing and focus on building participants' driving confidence.

Many senior road users can find themselves 'legally' at fault in motor crashes, through no deliberate intent on their part. This can be caused by:

- not being able to analyse complex and rapidly changing traffic situations quickly
- not seeing or hearing some hazard
- having a gradual loss of hearing or eyesight that they are unaware of.

Older drivers can also be at risk of suffering medical conditions that can precipitate crashes, such as heart disease, diabetes and others.

Facts about senior road users

The age distribution of New Zealand's population is changing. The ageing of 'baby boomers' means people over the age of 65 are expected to make up about 25 percent of the population from the late 2030s.

Medical care and technology has improved, meaning many older people are living longer and driving longer than a generation ago. This also means that there is an increase in the number of drivers who will have medical conditions or be on strong medication. Therefore it is important that older drivers have a conversation with their doctor about the medications that could impact on their driving.

People tend to get physically frailer with age, meaning older drivers are more likely to be injured or die following a crash than younger people.

Health problems including diminishing vision, physical and/or cognitive abilities can make driving more difficult and risky, eg older drivers may find night vision deteriorates which leads to difficulty detecting/assessing hazards at night.

Many older drivers have driven since they were 15 and count on continuing to drive as they age.

Older drivers are unlikely to have had any driver education for many years, meaning they have little general knowledge about the road code and new road rules.

Common older driver crash situations:

- Side-impact crashes at intersections are more common among older drivers. As the side panels of cars are weak the occupants are at greater risk of injury in this type of crash.

- Fatigue related crashes, especially when driving in the mid-afternoon.
- Driver error, eg foot on accelerator instead of brake.
- Most driving fatalities among older adults occur in the daytime.

During 2005–2009 senior road users (75 years and over) made up:

- 5.7% of population.
- 4.6% of licensed drivers.
- 9% of fatalities.
- 4% of all injuries.
- Have a fatality rate of 15/100,000 (2007 figures).

In 2009 senior road users (75 years and over) accounted for:

- 586 injuries
- 37 deaths.

Content of the refresher workshops

Staying Safe: A refresher workshop for senior road users is formed into 16 road safety modules, enabling a facilitator to ‘pick and mix’ topics to suit their particular group of senior road users.

Each module covers a particular subject. Some or all the modules can be delivered together as a standalone road safety refresher workshop. The modules can be selected to match the group’s interests and needs. There is information on how to do this on page 11.

Each module takes a short amount of time and can be used on its own, so modules can be easily integrated as a regular part of an ongoing programme. For example, one or two modules could be covered at each session with a group that meets weekly.

The 16 separate learning modules are grouped into four themes.

The first theme is *Keeping safe: Thinking about your safety* which aims to build participants’ confidence and commitment to driving safely. The four modules in this theme are:

- **KS 1 Self assessment** – participants assess their driving and are motivated to take action to drive safer.

- KS 2 **Being responsible for driving safety** – participants commit to taking responsibility for their own driving safety.
- KS 3 **The effect of ageing on your safety** – participants recognise how the effects of ageing can affect their driving safety and are motivated to manage them.
- KS 4 **Statistics for senior road users** – participants recognise that the fragility of senior road users makes them more at risk of injury or death in a crash.

The second theme is *Being safe: Driving skills* which aims to build participants' knowledge of safe driving skills and commitment to using them. The five modules in this theme are:

- BS 1 **The six key safety factors** – participants learn about the six key factors affecting safety and are motivated to apply them.
- BS 2 **Safe driving rules** – participants learn about the safe driving rules and are motivated to use them.
- BS 3 **Driving analysis** – participants apply safe driving skills to analysing key factors that affect safety.
- BS 4 **Decision-making** – participants apply safe driving skills during their analysis of stressful road use scenarios.
- BS 5 **Route planning** – participants practice using good route planning strategies.

The third theme is *Safe journeys: Managing road situations* which aims to build participants' knowledge and confidence in managing common road situations.

The three modules in this theme are:

- SJ 1 **Intersection and give way rules** – participants learn about the give way rules and are motivated to use them.
- SJ 2 **Roundabouts and traffic lights** – participants learn safe driving rules for roundabout and traffic lights, and are motivated to use them.
- SJ 3 **Motorway and open road driving** – participants learn safe driving rules for motorways and open roads, and are motivated to use them.

The fourth theme is *Keep moving safely: Alternatives to driving* which aims to build participants' knowledge and confidence in other safe transport options. The four modules in this theme are:

- KM 1 **Safe alternatives to driving** – participants can identify the benefits of alternatives to using their own vehicle.
- KM 2 **Walk safely** – participants learn about pedestrian safety strategies and discuss local safety concerns.

- KM 3 **Cycle safely** – participants get information about safe cycling.
- KM 4 **Using a mobility scooter safely** – participants learn about the safe use of a mobility scooter.

Structure of the senior road users' learning modules

How to use the learning modules

You can choose any of the modules to run workshops on. The facilitator's choice of modules should depend on:

- the interests, needs or goals of the group
- the current level of confidence or skills of the group
- the size of the group and the setting in which the learning modules are to be provided
- the amount of time available.

Each module has its own content and a suggested plan to deliver it effectively. This helps facilitators to decide what modules to include.

Some modules focus more on building the awareness of participants while others cover specific strategies or skills. More specific information on the module content and how to use them effectively is covered on page 11.

Each module is designed for a facilitator to present one at a time as a stand alone activity. Delivering several modules together will therefore result in some information being repeated which can be dropped by the facilitator if already covered in detail.

Timing

Each module takes a different amount of time to deliver. The shortest module takes 11 minutes and the longest 65 minutes.

The programme outline includes the timing for each module to help facilitators decide what to include in their programme.

Facilitators will be able to either integrate some modules into an existing programme for older people or fashion a road safety programme from half an hour to a whole day's duration.

Local content and other resources

Facilitators are encouraged to incorporate local information or examples to make the learning modules more topical to the participants.

The road safety coordinator at the local council may be able to provide advice on local content that could be incorporated into the modules, and on groups of older people who might be interested in participating.

Online resources for facilitators

➡ The online resources for facilitators setting up and delivering refresher workshops for senior road users include templates you can adapt for local conditions, examples and informative documents. These resources are designed to reduce the work in developing an education workshop for senior road users.

Information for facilitators on how to use these guidelines and deliver learning modules

The facilitator's role and skills

The facilitator's role

The role of the facilitator is to select and deliver learning modules to groups of senior road users to increase their knowledge and confidence.

Facilitators need to:

- facilitate successful adult learning experiences which involve engaging participants and encourage learning. There is more information on managing adult learning on page 9
- understand the content and delivery plan for each learning module
- understand the interests, needs and goals of the group, their confidence and skills, what is practical for the group size and setting, and what is possible within the time available
- determine which of the modules is most appropriate to the group
- manage the environment so participants are comfortable and focused
- complete the administrative requirements of using the older driver resources.

The facilitator's skills

Facilitators need to have proven skills in:


- effectively communicating information to groups of adults, listening empathetically to others and responding appropriately to questions or distractions
- understanding the content and delivery plan of learning modules
- planning how they will present all the content so it can be understood and delivered within the time allocated
- planning how they will lead the group through the module's activities to maximise participation and learning within the time allocated
- facilitating an effective learning experience for the entire group. There is more information on this in the next section
- focusing on participants meeting the module's objective.

Facilitating a successful learning experience

Resources for facilitators

A facilitator of a refresher workshop can use:

- These Staying Safe guidelines, learning modules and worksheets www.nzta.govt.nz/traffic/senior-road-users.
- The NZTA's Staying Safe DVD, which includes vital content for some of the modules.
- All information available on the online support section of the NZTA website: www.nzta.govt.nz/traffic/senior-road-users. This includes worksheet templates, resources and examples. These resources are designed to reduce facilitators' work in running an education programme for senior road users.
- The NZTA *Keeping moving* booklet. One copy to be distributed to each participant to take home with them so they can read the booklet in their own time. If participants are coming back for future modules, remind them to bring this booklet with them each time.
- Information from the local road safety coordinator on local road conditions or safety concerns.
- NZTA factsheets on a range of road safety issues can be found at: www.nzta.govt.nz/resources/factsheets/numerical.html.

There is information on accessing resources in the programme resource section (on page 14) and online. 

Useful advice on facilitating modules

Here is some practical advice about using the modules effectively:

- Focus on participants developing practical strategies and skills they can use in real road situations and to compensate for the effects of ageing. This will develop their confidence appropriately.
- Focus on promoting the participants' learning. This is as important as providing information.
- Avoid lecturing. Your role is to facilitate the participant's learning. Let participants discover knowledge for themselves and identify how they can apply it. This is best achieved through participants interacting together rather than you talking to the whole group. Whenever there is information presented by the facilitator it is to be followed by participants discussing how they can use it.
- The module delivery plans have been designed to foster interaction and engage participants. If you adapt the delivery plan ensure you add in more interaction.
- Be clear and concise – when conveying information, use as few words as possible. This allows more time for participants to interact and learn.
- A key goal of the modules is to give participants an appropriate level of confidence. Remind them that they are a safer driver if their confidence comes from their effective use of strategies and skills to manage real road situations and to compensate for the effects of ageing on their driving. Always be positive, affirm the participant's strengths and reinforce that older drivers are generally safe.
- Assess the range of abilities within the group early on. If some participants are more confident or knowledgeable then acknowledge this, explain you need to stay within the refresher workshop's content and timeframes and ask them to help less confident participants. Avoid getting into too technical discussions as these will not involve all group members. Identify participants who are less confident or able and link them with more confident group members.
- It is important that facilitators keep up to date and inform workshop participants with the latest changes to road user rules. These are available from the NZTA website www.nzta.govt.nz/resources/rules/road-user-2004-index.html The questions and answers (Q&As) are useful as they list the provisions in the amendment rule with a simple explanation of what each one means, eg 2009 rules www.nzta.govt.nz/resources/rules/road-user-amendment-2009_qa.html.

You may also want to view the most up to date version of the online road code available at www.nzta.govt.nz/resources/roadcode/index.html.

- When using the Staying Safe DVD, it is suggested that you use the menu and select each segment when needed rather than using the play all function.
- After every hour allow a five minute break to stand up and stretch. After every two hours, a longer break with refreshments is recommended.
- If possible, see if the local police officer or road safety coordinator can attend part of your workshop to allow a question and answer session on technical questions and recent changes to road safety legislation.
- Your role as a facilitator is to not be the authority on all traffic matters. It is important that you don't move into areas where your personal views are put forward rather than the rules/facts. If you can't answer a question or are not sure of an answer, record this question on a 'parking board' and if possible follow up these questions if a police officer or road safety coordinator attends part of your workshop. If the group is coming back another time follow up on this question for the next session. If they are not returning suggest participants read the road code for the answer.

What the facilitator can do to provide a successful learning experience for participants

Participants will find the modules a successful learning experience when the facilitator:

- is enthusiastic and knowledgeable
- sets a friendly, fun and relaxed tone for the group
- builds a respectful relationship with participants and draws on their experience
- encourages participants to interact in a supportive and safe way, and to learn from each other
- expresses their belief that all participants can increase their knowledge and confidence and acknowledges that older drivers are generally safe
- encourages participants to have a go and to learn from mistakes
- reinforces participants' motivation to learn how to be safer
- allows participants to use their preferred learning style
- builds knowledge with a range of diverse activities that allows for different learning styles and levels of interaction

- reinforces the current driving strengths of participants and makes the modules relevant to their experiences and goals
- applies the module's content to the participants lives, including drawing on local examples and information
- focuses on what participants can take away and use immediately
- presents information clearly, acknowledges the emotions that are involved and focuses on the action participants can take immediately
- builds up participants' knowledge with an obvious sequence of activities
- builds in a range of interaction between participants, from working in pairs to whole group discussions
- concludes with a recap of the learning and encouragement that participants can immediately improve their safety
- continually seeks participants' feedback on their experience and quickly responds to this
- is well organised and finishes within the time limit
- is open to learning new things themselves.

Selecting the learning modules for the group

How to select the learning modules for the group

The facilitator is to select what learning modules best suit their group of senior road users. The facilitator needs to consider:

- the local road safety issues, as identified with the local road safety coordinator
- the goals and interests or needs of the group
- the confidence or skills of the participants
- the size of the group and the setting the learning modules are to be provided in
- the amount of time available for the modules.

Key questions facilitators need to ask are:

- What is the goal of the group and what modules will best help them achieve this?
- What is the group interested in or what do they need? In particular, do they want strategies or to increase their confidence?

The modules in the first theme *Keeping safe: Thinking about your safety* aim to give participants an appropriate level of confidence. The second theme *Being safe: Driving skills* covers skills to be used before driving. The modules of the third

theme *Safe journeys: Managing road situations* cover management of common road situations.

- Does the group want to learn about other transport options?

The fourth theme *Keep moving safely: Alternatives to driving* includes information about safely using other transport options.

- How much social interaction suits the group's goal?

While the modules aim to increase the knowledge and confidence of participants, they can also be used with groups that have a more social goal. The modules that involve more social interaction are better suited to these groups.

- What is the group confident and capable of doing?

Different modules involve small group or whole group discussions, and some modules involve watching and analysing a DVD or completing written exercises.

- What is a realistic number of participants per group?

This is up to the facilitator to decide and can be determined by the physical setting. However, a good guide is a minimum of eight participants and a maximum of 16.

- What modules are more realistic for the size of the group?

Modules involving small group discussions may be more appropriate for larger groups. They will give everyone an opportunity to participate and will be easier to manage within the time allocation.

- What is realistic for the setting?

The constraints of the venue may determine what modules can be effectively delivered there.

The key modules

Some modules are especially valuable for senior road users:

- **KS 1 Self assessment** – participants assess their driving and are motivated to take action to drive more safely. This is a valuable exercise that will help participants gauge their present level of safe driving.
- **KS 3 The effect of ageing on your safety** – helps participants recognise the effects of ageing on their driving safety. They can use this information to compensate for the effects of ageing.
- **BS 2 Safe driving rules** – informs participants about the safe driving rules which they can apply immediately to improve their safety.

- **BS 3 Driving analysis** – build participants' safe driving skills. They will be able to use these skills to improve their analysis of driving situations.
- **SJ 1 Intersection and give way rules, SJ 2 Roundabouts and traffic lights and SJ 3 Motorway and open road driving** all enable participants to manage specific driving situations better.

The timing of modules

Each module is expected to take a different amount of time to deliver. It is expected the shortest will take 11 minutes while the longest will take 60 minutes.

Information on the expected duration of each module is covered in the overview of learning modules (page 17).

Facilitators will be able to select the learning modules to fill the time the group has available. It is preferable that facilitators select fewer modules so they can all be comfortably covered in the time available, perhaps with local content included and extended discussion time, rather than attempting to cover too many modules for the time available. This will make a more effective learning experience for participants.

Logistics and administration

Learning environment

An ideal venue should have:

- good light, warmth and ventilation
- ready access and handy parking, especially for those with mobility problems
- access to public transport (allowing older people to attend using their SuperGold card)
- freedom from distractions and interruptions
- ready access to toilets and tea making facilities
- comfortable seating and writing surfaces, which can be arranged to enable the participants to work in small groups.

Facilitators may also need:

- a laptop and data projector to show PowerPoint and play DVD (or a DVD player and monitor for some modules).
- an extension lead for the monitor and DVD player
- a whiteboard and marker pens

- cups, saucers and tea making equipment.

➡ There is a workshop checklist available from the online support.

Programme resources

➡ The senior road user website provides these resources online to facilitators:

- Copies of *Staying Safe: Guidelines for organisations and facilitators* and modules for Staying Safe: A refresher workshop for senior road users.
- Copies of participants' worksheets, for modules that require them. Facilitators should prepare a workbook (staple together appropriate worksheets) for whatever programme you're delivering.
- Blank name cards for participants – This template provides name cards for the facilitator and participants.
- Attendance register – This modifiable template allows you to collect details of participant attendance at your workshops.
- Evaluation forms – These modifiable templates can be used following workshops.
- Advertising templates – These modifiable templates can be used for print advertising. It allows you to add further information on course dates and contact details for your events.
- Workshop PowerPoint slides – Staying Safe slides to use in delivering a workshop. There are also slides that can be used as a promotional tool to get people along to a workshop.

➡ These physical resources can be ordered by using a Staying Safe publication materials order form which can be emailed to order@nzta.govt.nz or faxed to 06 358 1798. Please ensure you provide a full street address for deliveries not a PO Box number.

- Copies of *Keeping moving* booklets for each participant.
- A copy of the *Staying Safe* DVD.
- Copies of the Staying Safe photo resource.
- Copies of *Keeping mobile: How to use your mobility scooter or power chair safely*.
- Copies of the Give way activity cards.
- Copies of A3 laminated map.
- Copies of any relevant NZTA Factsheets for interested participants.

Other resources:

- Information on local roads and safety concerns from the local road safety coordinator and local NZ road policing staff.

Starting each session

Handy hints to starting a session:

- Have equipment set up beforehand. The facilitator will need at least 30 minutes to ensure everything is set up and if needed, to put out a welcome sign so participants know where to go.
- Let participants know where the toilets, the emergency exits and assembly point are located.
- Switch off your mobile phone and ask participants to do the same.
- If the group do not know each other, then give all participants an opportunity to introduce themselves to the group. They could also say what interested them about attending the programme.
- Even if participants know each other already, it is recommended that facilitators ask participants to use a name card (👉 templates for name cards are available from the online support). As well as displaying everyone's name for the facilitator and other participants, the name card also gives the participants a reinforcing key safety message.
- An ice breaker activity is a good way to start your very first session. A possible exercise is to ask participants one or all of the of the following questions:
What was the first car/truck/motorbike you can remember driving?
What was the vehicle you used to get your licence?
Is there something you remember about getting your driving licence?
You could do this activity as a whole group or share your answers with the person next to you.
- Encourage participants to take their own notes during the programme, possibly on the back of the worksheet.
- All participants (even of one module) need to receive a copy of the NZTA *Keeping moving* booklet. This booklet provides road rule refresher graphics to support the DVD. It also offers advice and information on continuing driving and advice to those approaching their 75th and 80th birthday and beyond. This booklet is used throughout the course. If participants are coming back for future modules, remind them to bring this booklet with them each time. There is information on

getting copies of this in the programme resource section (on page 14) and online. ➡

- If you find you have some spare time or want to do a short warm up activity after a break, you could use the give way activity cards as a five minute activity. Does the blue car have to give way? You can order sets of the give way activity cards (on page 14) and online. ➡

Monitoring and evaluation

Monitoring involves collecting information that will help you answer questions about your workshops. You can use this information to report on your workshop and help with evaluation. Monitoring occurs regularly and is ongoing. By comparison, evaluation takes place less frequently and involves in-depth analysis of the project.

You can use your participant workshop evaluation sheets as a way of monitoring achievements. You could complete a master summary sheet at the end of each workshop/programme for your own records (➡ templates for a participant workshop evaluation sheet and a master summary sheet are available from the online support).

Evaluation is about using the information you collect to make judgements, changes and improvements to your senior road user education programme.

The evaluation will provide useful information for you as the facilitator, for managers in your organisation and funding providers (including if funded by the NZTA through the council), about the success and learnings from your programme. It is recommended you do a programme evaluation at least once a year.

(➡ Templates for a programme evaluation are available from the online support.)

Reporting requirements

All facilitators are required to email the NZTA at stayingsafe@nzta.govt.nz within one week of delivering a module with the following information:

- The modules that were delivered.
- The dates the modules were delivered.
- The number of participants for each module.

This information will help the NZTA administer and develop resources.

Overview of the learning modules in the senior road users refresher workshop

How the learning modules are structured			
Four themes	Purpose of each theme	Modules in each theme	Delivery time
Keeping safe <i>Thinking about your safety</i>	To build participants' confidence and commitment to driving safely	<ul style="list-style-type: none"> KS 1 Self assessment 	15 mins
		<ul style="list-style-type: none"> KS 2 Being responsible for driving safety 	13 mins
		<ul style="list-style-type: none"> KS 3 The effect of ageing on your safety 	34 mins
		<ul style="list-style-type: none"> KS 4 Statistics for senior road users 	11 mins
		<p style="text-align: center;">Total time to deliver entire theme</p>	<p style="text-align: center;">73 mins (1 ¼ hours)</p>
Being safe	To build participants' knowledge of safe driving	<ul style="list-style-type: none"> BS 1 The six key safety factors 	14 mins
		<ul style="list-style-type: none"> BS 2 Safe driving rules 	13 mins

<i>Driving skills</i>	skills and commitment to using them	• BS 3 Driving analysis	33 mins
		• BS 4 Decision-making	26 mins
		• BS 5 Route planning	31 mins
		Total time to deliver entire theme	117 mins (2 hours)
Safe journeys <i>Managing road situations</i>	To build participants' knowledge and confidence in managing common road situations.	• SJ 1 Intersection and give way rules	21 mins
		• SJ 2 Roundabouts and traffic lights	17 mins
		• SJ 3 Motorway and open road driving	21 mins
		Total time to deliver entire theme	60 mins (1 hour)
Keep moving safely <i>Alternatives to driving</i>	To build participants knowledge and confidence in other safe transport options	• KM 1 Safe alternatives to driving	23 mins
		• KM 2 Walk safely	31 mins
		• KM 3 Cycle safely	25 mins
		• KM 4 Using a mobility scooter safely	60 mins
		Total time to deliver entire theme	139 mins (2 ½ hours)
Total time to deliver all modules in all themes			389 mins (6 ½ hours)

Theme 1 – Keeping safe *Thinking about your safety*

Purpose of this theme		To build participants' confidence and commitment to driving safely		
No.	Module name and content	Purpose of this module	Key content	Time
KS 1	<ul style="list-style-type: none"> Self assessment 	Participants will assess their current driving safety and be motivated to take action to drive more safely.	Participants identify their personal concerns about driving and are motivated to learn how to drive more safely.	15 mins
KS 2	<ul style="list-style-type: none"> Being responsible for driving safety 	Participants will commit to taking responsibility for their own driving safety.	Every driver is responsible for their own safety, regardless of the actions of others and the conditions affecting them.	13 mins
KS 3	<ul style="list-style-type: none"> The effect of ageing on your safety 	Participants will recognise how the effects of ageing can affect their driving safety and are motivated to manage them.	Participants will recognise how the effects of ageing can affect their driving safety and know how to compensate for these effects.	34 mins
KS 4	Statistics for senior road users	Participants will recognise that the fragility of senior road users makes them more at risk of injury	Older drivers are more fragile – their bodies injure more easily and take longer to recover. They also have higher risk of medical conditions (eg	11 mins

		or death in a crash.	heart disease) that can precipitate a crash.	
Total time to deliver this theme				73mins (1 ¼ hours)

Theme 2 – Being safe *Driving skills*

Purpose of this theme		To build participants' knowledge of safe driving skills and commitment to using them		
No.	Module name and content	Purpose of this module	Key content	Time
BS 1	<ul style="list-style-type: none"> The six key safety factors 	To inform participants about the six key factors affecting safety and to motivate them to apply the factors during the remainder of the programme.	The six key factors affecting road safety are: weather, road, light, traffic, vehicle, and driver (the most crucial). Being a safe driver involves management of the other factors.	14 mins
BS 2	<ul style="list-style-type: none"> Safe driving rules 	To inform participants about the safe driving rules and to motivate them to use them.	The safe driving rules (Know where you are going. Search – keep your eyes moving. Communicate your intentions using both signals and lane positioning).	13 mins
BS 3	<ul style="list-style-type: none"> Driving analysis 	For participants to apply safe driving skills by analysing key	Practice safe driving skills:	33 mins

		factors that affect safety.	<ul style="list-style-type: none"> • recognise hazardous situations • decide on appropriate actions • act to avoid a crash. <p>Practice recognition of the six key factors affecting safety: weather, road, light, traffic, vehicle and driver.</p>	
BS 4	<ul style="list-style-type: none"> • Decision-making 	For participants to apply safe driving skills by analysing stressful road use scenarios.	<p>Practice:</p> <ul style="list-style-type: none"> • recognising possible risks • deciding on appropriate actions • acting to avoid risks. 	26 mins
BS 5	<ul style="list-style-type: none"> • Route planning 	For participants to practice good route planning strategies.	<p>Good route planning strategies are:</p> <ul style="list-style-type: none"> • avoid peak traffic times (such as commuter times or special events) • make left turns rather than right turns across heavy traffic flows • avoid complex and busy intersections if alternatives are available • avoid travelling at times when 	31 mins

			tired or unwell.	
			Total time to deliver this theme	117 mins (2 hours)

Theme 3 – Safe journeys *Managing road situations*

Purpose of this theme		To build participants' knowledge and confidence in managing common road situations		
No.	Module name and content	Purpose of this module	Key content	Time
SJ 1	<ul style="list-style-type: none"> Intersection and give way rules 	To inform participants about the give way rules and to motivate them to use the rules.	The give way rules.	21 mins
SJ 2	<ul style="list-style-type: none"> Roundabouts and traffic lights 	To inform participants of safe driving rules for roundabout and traffic lights, and to motivate them to use the rules.	Rules for roundabouts and traffic lights.	17 mins
SJ 3	<ul style="list-style-type: none"> Motorway and open road driving 	To inform participants of safe driving rules for motorways and open roads, and to motivate them to use the rules.	Rules for motorways and open roads.	21 mins
Total time to deliver this theme				60 mins (1 hour)

Theme 4 – Keep moving safely *Alternatives to driving*

Purpose of this theme		To build participants knowledge and confidence in other safe transport options		
No.	Module name and content	Purpose of this module	Key content	Time
KM 1	<ul style="list-style-type: none"> Safe alternatives to driving 	For participants to identify the benefits of alternatives to using their own vehicle.	<ul style="list-style-type: none"> Being mobile is valuable. Alternatives to car use include walking, cycling, public transport, taxis, mobility scooters, courtesy buses and community shuttles, or having family and friends drive. Each option has positives and negatives. 	23 mins
KM 2	<ul style="list-style-type: none"> Walk safely 	For participants to develop confidence by receiving pedestrian safety strategies and discussing local safety concerns.	<ul style="list-style-type: none"> Pedestrians need to compensate for the effects of ageing and can improve their safety by being visible and vigilant, and by using strategies to cross roads. 	31 mins
KM 3	<ul style="list-style-type: none"> Cycle safely 	For participants to develop confidence by being informed	<ul style="list-style-type: none"> Cyclists need to apply the content of <i>The official New</i> 	25 mins

		about sources for information on safe cycling.	<i>Zealand code for cyclists</i> <ul style="list-style-type: none"> • Cycling skills courses may be available. • Cyclists need to compensate for the effects of ageing. 	
KM 4	<ul style="list-style-type: none"> • Using a mobility scooter safely 	For participants to be informed about the safe use of a mobility scooter.	Mobility scooter users: <ul style="list-style-type: none"> • Have legal responsibilities and can improve their safety by planning and preparation. • The main safety concerns are seeing hazards, being seen, being among pedestrians, driving smoothly and crossing roads. 	60 mins
Total time to deliver this theme				139 mins (2 ½ hours)
Total time to deliver all modules in all themes				389 min (6 ½ hours)