

# Staying Safe

Guidelines for organisations developing  
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](http://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 organisations developing a refresher workshop for senior road users* gives advice on how to develop and run a refresher workshop for senior road users. Organisations and individuals planning a refresher workshop for senior road users can find modules, worksheets and online support at: [www.nzta.govt.nz/traffic/senior-road-users](http://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 facilitators running a refresher workshop for senior road users*. These guidelines set out more detail about how to facilitate a refresher workshop for senior road users. 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](http://www.nzta.govt.nz/traffic/senior-road-users).

## 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 promote 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

The NZTA has developed these guidelines to assist organisations to help older people remain mobile and 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 workshop content can 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' mean 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.

## How organisations can use these guidelines

These guidelines are for any organisation or individual that wants to improve the road safety of drivers over 70 years of age.

These organisations will be concerned about the welfare of older people or have an interest in promoting road safety, or both.

Organisations should use a suitable group facilitator to run a refresher workshop for senior road users. They can present some or all of the 16 learning modules, outlined below, to groups of people over 70 years of age who have an interest in their own road safety.

This could be in any setting where older people come together – clubs, retirement villages, marae, community centres, churches and education, support or health groups. The modules could be easily used at meetings of clubs or integrated into existing recreation, health community development or education programmes.

These guidelines include information about how an organisation can set up workshops and use the modules effectively.

The modules fit comfortably with other activities that groups of older people may take part in. For example, they are fun and interactive so would fit comfortably within a health and recreation programme, or they can be used to promote participants' communication and analytical skills. Modules could easily be delivered as part of a health expo.

It is up to each organisation to decide how they use the modules. The Road Safety Coordinator at the local council may be able to provide advice on suitable groups or modules for your community.

To see information about how to facilitate the learning modules view the accompanying document *Staying Safe: Guidelines for facilitators running a refresher workshop for senior road users* available at: [www.nzta.govt.nz/traffic/senior-road-users](http://www.nzta.govt.nz/traffic/senior-road-users).

# 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.

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 in the facilitators' guidelines (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 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 in the facilitators' guidelines (on page 11).

## Timing

Each module takes a different amount of time to deliver. The shortest module takes 11 minutes and the longest takes 60 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.

## Online resources for organisations

➔ The online resources for organisations setting up 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.

## Responsibilities for an organisation

### What you need to do

#### What do organisations using the guidelines need to do?

Your organisation is welcome to use these guidelines without any charge.

The only requirement the NZTA asks of organisations is that they ensure facilitators report back each time they deliver any modules. This information will help the NZTA administer and develop effective resources.

#### How should organisations provide a refresher workshop for senior road users?

Organisations wanting to run a Staying Safe refresher workshop need to:

- secure funding (if required) for the delivery of workshops (see page 10)
- appoint, induct and oversee a suitable facilitator. More information on how to do this is on page 12. This is the most crucial activity in ensuring success
- arrange for the learning modules to be delivered to interested groups of older people
- gather participants' feedback and use it for ongoing development of the modules' delivery
- ensure the reporting requirements are met.

### Promoting the workshops

#### Connecting with the target audience

Staying Safe: A refresher workshop for senior road users is to be run with groups of people over 70 years of age who are interested in their own road safety. The most effective way to connect with the target audience is to promote the refresher

workshops to existing groups of older people, or to organisations that work with older people.

While Staying Safe is aimed at road users over 70, this is not an exclusive age limit and if people close to this age group would like to attend, they should not be excluded.

This flexibility may make it easier to deliver the refresher workshop to established groups. If the NZTA is providing funding for a refresher workshop, it expects that the bulk of participants will be over 70 as this is Staying Safe's target group. See the information about possible funding sources on page 10.

It is expected the modules will be used with established groups of older people, such as clubs or recreation, health, education or support groups that are already meeting together. These groups will be encouraged to use the modules because:

- the content is relevant to the participants and will immediately improve their safety
- the modules are enjoyable, fun and interactive, and tailored to older adults
- local information can be included in the modules.

The local council's road safety coordinator, community development advisor, or injury prevention coordinator may be able to provide advice on possible groups to approach.


### **Maintaining support**

The best advertisement for these workshops is 'word of mouth' as individuals will be most influenced to participate by their peers. Ensuring participants' satisfaction is the most effective way to build ongoing support for the workshops. This is a good reason for having a capable facilitator.

### **Forming a group**

Organisations may use advertising to recruit a group specifically to complete a public refresher workshop using the modules. The setup time and costs involved in doing this will be higher than working with an established group.

If you decide to advertise a refresher workshop, use media that you know older people read, watch or listen to in your area. A paid advertisement will be more effective if it is accompanied with a story, especially if the story is about previous participants, how they enjoyed the modules and what they gained (in their own words).

 See the templates for advertisements and media purposes that can be used to promote a refresher workshop.

## Key messages to promote the refresher workshop

Use these key messages to promote the refresher workshop:

- The refresher workshop aims to give senior road users an appropriate level of confidence by providing them with strategies and skills they can use to respond appropriately to road situations and to adequately compensate for the effects of ageing.
- There are a range of learning modules that cover a range of skills and strategies senior road users will be able to use immediately, such as how to manage the effects of ageing on their driving.
- The modules are designed to be used with groups of people over 70 years of age.
- The modules are fun and interactive. They have been specifically designed for older adults.
- Modules can cover local conditions and discuss local concerns.
- The facilitator is able to match the modules to the interest and needs of the participants.
- The modules can be grouped together to form a refresher workshop, or incorporated into any sort of existing programme for older people.
- The modules will help participants to be more confident when on the road. As well as driving, the modules also cover walking, cycling and mobility scooter safety.
- The refresher workshops are part of a wider range of NZTA senior road user education resources ([www.nzta.govt.nz/traffic/senior-road-users](http://www.nzta.govt.nz/traffic/senior-road-users)) to improve safety for senior road users.

## Possible funding sources

### NZTA funding

The NZTA only funds approved organisations such as local and regional councils (rather than community groups or individuals) so a local council would need to apply to the NZTA for funding.

Organisations who are interested in providing senior road user education should discuss possible funding with the road safety coordinator at their local council, including applying for NZTA funding.

The NZTA sets the road safety priorities for three years based on the Government Policy Statement (GPS). The current priorities are set out in the National Land Transport Programme (NLTP). This programme uses a 'strategic fit assessment criteria' to determine the type of road safety initiatives that will be funded. The current NLTP (in place until mid-2012) shows older drivers as a low strategic priority.

The NLTP maintains a register of local authorities that are classified as 'communities at risk' because they have a relatively high level of crashes in particular issues, eg speed, drink-driving, older drivers. Where the register identifies a community at risk due to high level of crashes involving older drivers, the local authority may apply for NZTA funding. If this application is approved, the NZTA would only fund 75% of budgeted costs and councils or agents would be expected to contribute the additional 25%.

Staying Safe targets road users over 70, so if the NZTA provides funding for refresher workshops, it is expected that participants will be over that age.

It is unlikely that a council will receive NZTA funds for senior road user education if they are not on the communities at risk register.

The local road safety coordinator will be able to advise on the priorities of the current NLTP and whether your region is a community at risk. A copy of the current NLTP can be read at [www.nzta.govt.nz/resources/national-land-transport-programme/2009-2012/](http://www.nzta.govt.nz/resources/national-land-transport-programme/2009-2012/).

If the local council agrees to apply to the NZTA for funding, they will request information from you. This may include costs, a definition of the problem being addressed, target audience, interventions/actions which are planned, expected outcomes and how success will be measured. An end-of-year report will also be required to update on the course progress and outcomes achieved.

The road safety coordinator will also be able to advise whether road safety education for senior road users fits within any existing local road safety programmes.

### **Other funding sources**

Other funding sources that organisations could approach include:

- local service clubs such as Rotary, Lions, Probus, Zonta or lodges. These groups may be interested in participating in learning modules
- local businesses, especially those who have many older people as clients, may offer corporate sponsorship

- philanthropic funding sources, including local community trusts. Information on these is available from the Funding Information Service at [www.fis.org.nz](http://www.fis.org.nz).

Local welfare groups for older people, such as Age Concern or Grey Power, may know of possible funding sources. It could be useful to check with the Community Services section of your local council. Your regional road safety coordinator or community development advisor (who works for the council) may be able to suggest someone to contact.

## **What to look for in a facilitator**

There is specific information on the facilitator's role and skills on page 7 of the *Staying Safe: Guidelines for facilitators running a refresher workshop for senior road users*. You can use this information to identify a suitable facilitator.

The suitability of the facilitator is the most significant factor in the success of the workshops. It is worth paying particular attention to selecting someone suitable.

The facilitation skills required may have been developed and demonstrated in different professional and voluntary settings. The key features to focus on identifying in prospective facilitators are:

- demonstrated experience of facilitating successful learning experiences for older adults. This is a mix of organisation, communication and listening skills. Ask about past experiences and how facilitators knew if they were effective
- ability to build good working relationships with other organisations and older people quickly. This is a mix of communication skills and credibility
- ability to promote the modules. This involves a good understanding of the content and delivery plans of the modules, and communication and listening skills
- being a self-starter who can effectively manage setting up and delivering modules with different groups. This requires organisation and motivation.

## **Logistics of providing education for senior road users**

### **Venue**

The refresher workshop needs to be delivered in an environment that has good light, warmth, ventilation and is quiet so participants can concentrate. They need to be able to hear the facilitator and see any displays. Some modules involve small

group discussions which require more room so groups can spread out. The facilitator will need a power supply if they are using any electrical equipment such as a data projector.

An ideal venue should have:

- 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
- a table or similar on which to place the DVD player, monitor and other course material.

### **Other arrangements**

Facilitators will need access to a photocopier to produce enough worksheets for all participants.

Facilitators may need a laptop and data projector, or a DVD player and monitor, depending on the module they are presenting.

A facilitator may also require a whiteboard and marker pens.

Participants are expected to write during most modules so will need pens or pencils.

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

### **Programme resources**

➡ The senior road user website ([www.nzta.govt.nz/traffic/senior-road-users](http://www.nzta.govt.nz/traffic/senior-road-users)) provides these resources online:

- 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.
- Blank name cards for participants – This template displays everyone's name for the facilitator and other 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](mailto: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. 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.
- 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.

### **Reporting requirements**

In exchange for using these guidelines for free, the NZTA asks that organisations ensure facilitators let them know how many older people participate in modules. This information will help the NZTA administer and develop resources.

Every time facilitators present a workshop/module they need to email [staying-safe@nzta.govt.nz](mailto:staying-safe@nzta.govt.nz) with the following information:

- The modules that were delivered.
- The dates the modules were delivered.

- The number of participants for each module.

This needs to be done within one week of the workshop/module taking place.


## Ensuring the modules are effective

### A monitoring and evaluation system

The key outcome of delivering the modules is that participants' road safety is increased. This will occur if (1) they learn during the modules, and (2) they apply the learning to their road use.

The best way to know if modules are effective is to gather information from participants on (1) how much they learnt from the module, and (2) how much they have used their learning after the module.

This requires a simple evaluation system involving:

- the facilitator gathering feedback from participants at the end of the session on how much they have learnt from the modules. The facilitator could develop and use a written evaluation form which would take more time to complete but would gather more detail.  The online site for facilitators includes possible evaluation resources they can use
- the facilitator gathering feedback from participants on how much they have used their learning on the road. This could happen from one week to two months after the module and involve asking participants how useful they have found the module at increasing their safety. Options could range from 'not at all' to 'very useful'. Facilitators could also ask what information was most useful. A written evaluation form would gather more detail
- the facilitator using the participants' feedback to improve the content and delivery of the module sections that participants found less useful, and strengthening the delivery of the content they found most valuable. It is the organisation's responsibility to ensure that feedback is reviewed and changes made to the module delivery
- recording the evaluation results. They can be used to promote the modules to new groups (and support to seek funding), especially if participants' comments are included.

### What makes the modules effective

The modules can be considered to be effective if participants:

- say they found it an enjoyable and useful learning experience

- say they have more awareness about road safety issues for senior road users
- say that they intend to use the information gained to improve their safety
- report later that they have effectively applied what they learnt to improving their road safety
- have fewer crashes.

### **Programme evaluation**

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

An evaluation will provide useful information for you, the manager 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.

# 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"> <li>KS 1 Self assessment</li> </ul>	15 mins
		<ul style="list-style-type: none"> <li>KS 2 Being responsible for driving safety</li> </ul>	13 mins
		<ul style="list-style-type: none"> <li>KS 3 The effect of ageing on your safety</li> </ul>	34 mins
		<ul style="list-style-type: none"> <li>KS 4 Statistics for senior road users</li> </ul>	11 mins
		<p style="text-align: center;"><b>Total time to deliver entire theme</b></p>	<b>73 mins (1 ¼ hours)</b>
Being safe <i>Driving skills</i>	To build participants' knowledge of safe driving skills and commitment to using them	<ul style="list-style-type: none"> <li>BS 1 The six key safety factors</li> </ul>	14 mins
		<ul style="list-style-type: none"> <li>BS 2 Safe driving rules</li> </ul>	13 mins
		<ul style="list-style-type: none"> <li>BS 3 Driving analysis</li> </ul>	33 mins
		<ul style="list-style-type: none"> <li>BS 4 Decision-making</li> </ul>	26 mins

		<ul style="list-style-type: none"> <li>• BS 5 Route planning</li> </ul>	31 mins
		<b>Total time to deliver entire theme</b>	<b>117 mins (2 hours)</b>
Safe journeys <i>Managing road situations</i>	To build participants' knowledge and confidence in managing common road situations.	<ul style="list-style-type: none"> <li>• SJ 1 Intersection and give way rules</li> </ul>	21 mins
		<ul style="list-style-type: none"> <li>• SJ 2 Roundabouts and traffic lights</li> </ul>	17 mins
		<ul style="list-style-type: none"> <li>• SJ 3 Motorway and open road driving</li> </ul>	21 mins
		<b>Total time to deliver entire theme</b>	<b>60 mins (1 hour)</b>
Keep moving safely <i>Alternatives to driving</i>	To build participants knowledge and confidence in other safe transport options	<ul style="list-style-type: none"> <li>• KM 1 Safe alternatives to driving</li> </ul>	23 mins
		<ul style="list-style-type: none"> <li>• KM 2 Walk safely</li> </ul>	31 mins
		<ul style="list-style-type: none"> <li>• KM 3 Cycle safely</li> </ul>	25 mins
		<ul style="list-style-type: none"> <li>• KM 4 Using a mobility scooter safely</li> </ul>	60 mins
		<b>Total time to deliver entire theme</b>	<b>139 mins (2 ½ hours)</b>
<b>Total time to deliver all modules in all themes</b>			<b>389 mins (6 ½ hours)</b>

## 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"> <li>Self assessment</li> </ul>	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"> <li>Being responsible for driving safety</li> </ul>	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"> <li>The effect of ageing on your safety</li> </ul>	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 or death in a crash.	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

			heart disease) that can precipitate a crash.	
<b>Total time to deliver this theme</b>				<b>73mins (1 ¼ hours)</b>

## 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"> <li>The six key safety factors</li> </ul>	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"> <li>Safe driving rules</li> </ul>	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"> <li>Driving analysis</li> </ul>	For participants to apply safe driving skills by analysing key factors that affect safety.	Practice safe driving skills: <ul style="list-style-type: none"> <li>recognise hazardous situations</li> <li>decide on appropriate actions</li> <li>act to avoid a crash.</li> </ul> Practice recognition of the six key	33 mins

			factors affecting safety: weather, road, light, traffic, vehicle and driver.	
BS 4	<ul style="list-style-type: none"> <li>Decision-making</li> </ul>	For participants to apply safe driving skills by analysing stressful road use scenarios.	Practice: <ul style="list-style-type: none"> <li>recognising possible risks</li> <li>deciding on appropriate actions</li> <li>acting to avoid risks.</li> </ul>	26 mins
BS 5	<ul style="list-style-type: none"> <li>Route planning</li> </ul>	For participants to practice good route planning strategies.	Good route planning strategies are: <ul style="list-style-type: none"> <li>avoid peak traffic times (such as commuter times or special events)</li> <li>make left turns rather than right turns across heavy traffic flows</li> <li>avoid complex and busy intersections if alternatives are available</li> <li>avoid travelling at times when tired or unwell.</li> </ul>	31 mins
<b>Total time to deliver this theme</b>				<b>117 mins (2 hours)</b>

### 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"> <li>Intersection and give way rules</li> </ul>	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"> <li>Roundabouts and traffic lights</li> </ul>	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"> <li>Motorway and open road driving</li> </ul>	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
<b>Total time to deliver this theme</b>				<b>60 mins (1 hour)</b>

## 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"> <li>Safe alternatives to driving</li> </ul>	For participants to identify the benefits of alternatives to using their own vehicle.	<ul style="list-style-type: none"> <li>Being mobile is valuable.</li> <li>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.</li> </ul>	23 mins
KM 2	<ul style="list-style-type: none"> <li>Walk safely</li> </ul>	For participants to develop confidence by receiving pedestrian safety strategies and discussing local safety concerns.	<ul style="list-style-type: none"> <li>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.</li> </ul>	31 mins
KM 3	<ul style="list-style-type: none"> <li>Cycle safely</li> </ul>	For participants to develop confidence by being informed	<ul style="list-style-type: none"> <li>Cyclists need to apply the content of <i>The official New</i></li> </ul>	25 mins

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