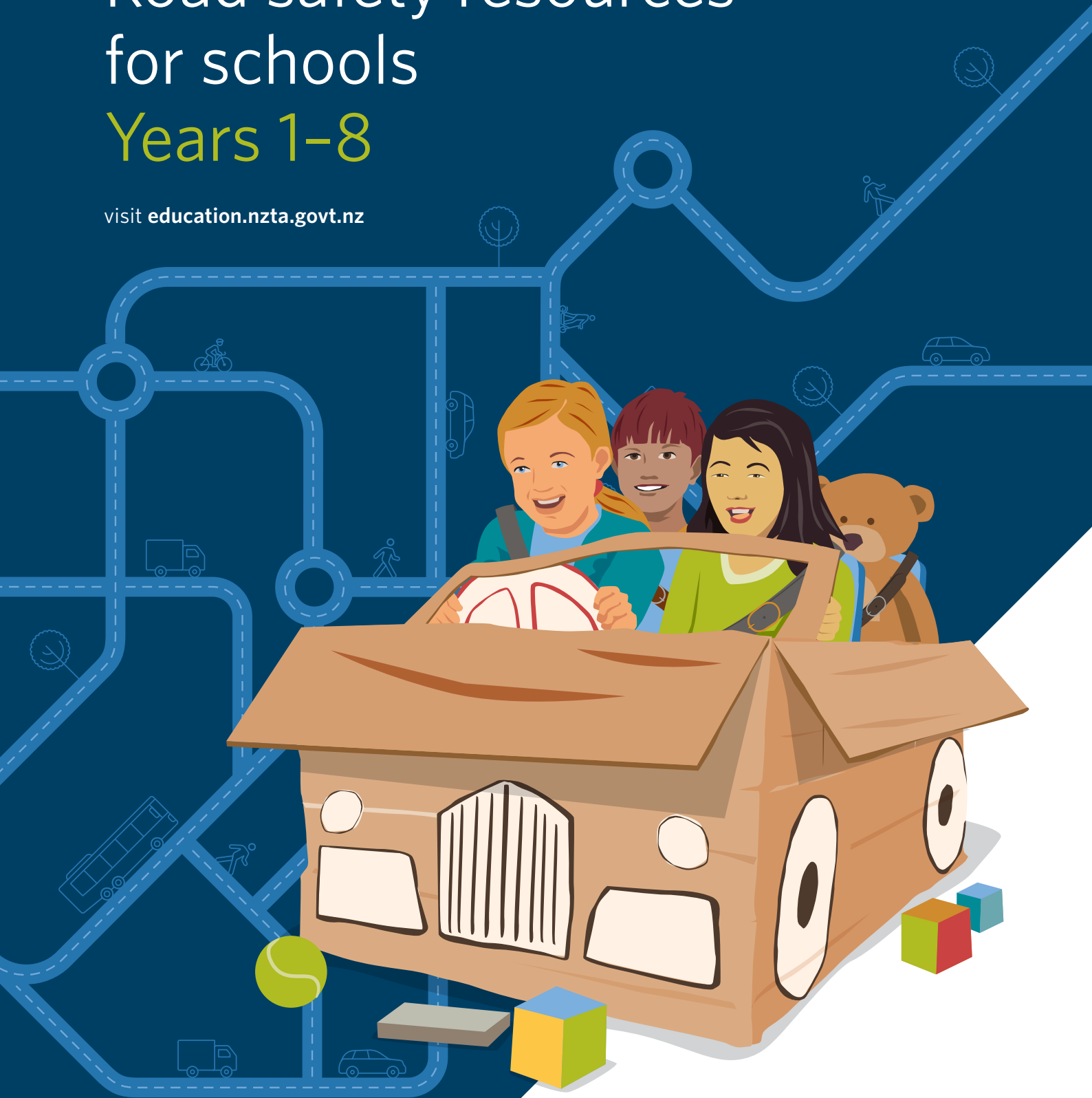
ROAD MAP

Road safety resources for schools

Years 1–8

visit **education.nzta.govt.nz**



WAKA KOTAHI
NZ TRANSPORT AGENCY

New Zealand Government

Contents

What schools can achieve through road safety education

Effective road safety education helps students contribute to everyone's safety over the long term. A safe system includes safe roads, safe speeds, safe vehicles and safe road use. Students who individually and collectively participate in a safe system act responsibly, articulate high expectations and ask questions about how the system meets everyone's needs.
Waka Kotahi NZ Transport Agency promotes a whole school approach that includes school community partnerships, the school ethos and organisation, and the school curriculum. Children, family and whānau, teachers and other agencies are all involved.

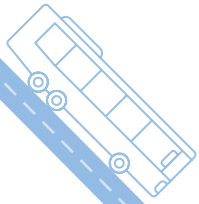
ROAD TO ZERO

The road safety education resources in this publication tie with Road to Zero, the New Zealand Government's road safety strategy for 2020-30. This strategy envisions a New Zealand where no one is killed or seriously injured in road crashes.
It proposes to reduce deaths and serious injuries on our roads by 40 percent over the next decade. The teaching of road safety to our youth helps to equip them with the knowledge and skills they need to become skilled transport system citizens.

'When young people think critically about how safe road use intersects with both their lives and society as a whole, they are considering what it is to be an engaged citizen in a changing world.'

ANDREA MILLIGAN EDUCATION LECTURER, VICTORIA UNIVERSITY OF WELLINGTON

THE SCOPE OF ROAD SAFETY EDUCATION



Effective road safety education is founded on a pedagogy that makes student learning interesting, relevant, authentic and enjoyable. It promotes deep learning, and influences lifelong choices and behaviours. Students are given sufficient opportunities to learn, both within and around the curriculum. The goals of road safety education are to:

- assist young people to acquire the competencies to be responsible, safer citizens
- help young people take steps to improve road safety in their community, and to demand and expect safety improvements at a system level.

These goals aim for young people to take an active role in changing the mental model that New Zealanders have of road accidents, away from thinking about accidents as reducible but not preventable. Instead, all crashes are seen as having causes to be eliminated in future.

THE CURRICULUM AND BEYOND

The case studies in this publication show how road safety is used by teachers as a context to meet diverse student needs. Learning experiences range from concise teachable moments to longer units with rich learning intentions. Students can apply their road safety insights across learning areas. Schools can influence factors that affect how students experience safer journeys. Sometimes, students play a direct role in improving how things are done. These factors include:

- family and whānau
- school rules and the school environment
- how students get to and from school
- community attitudes towards vehicles and roads
- their peers
- road rules
- road engineering
- vehicle safety features.

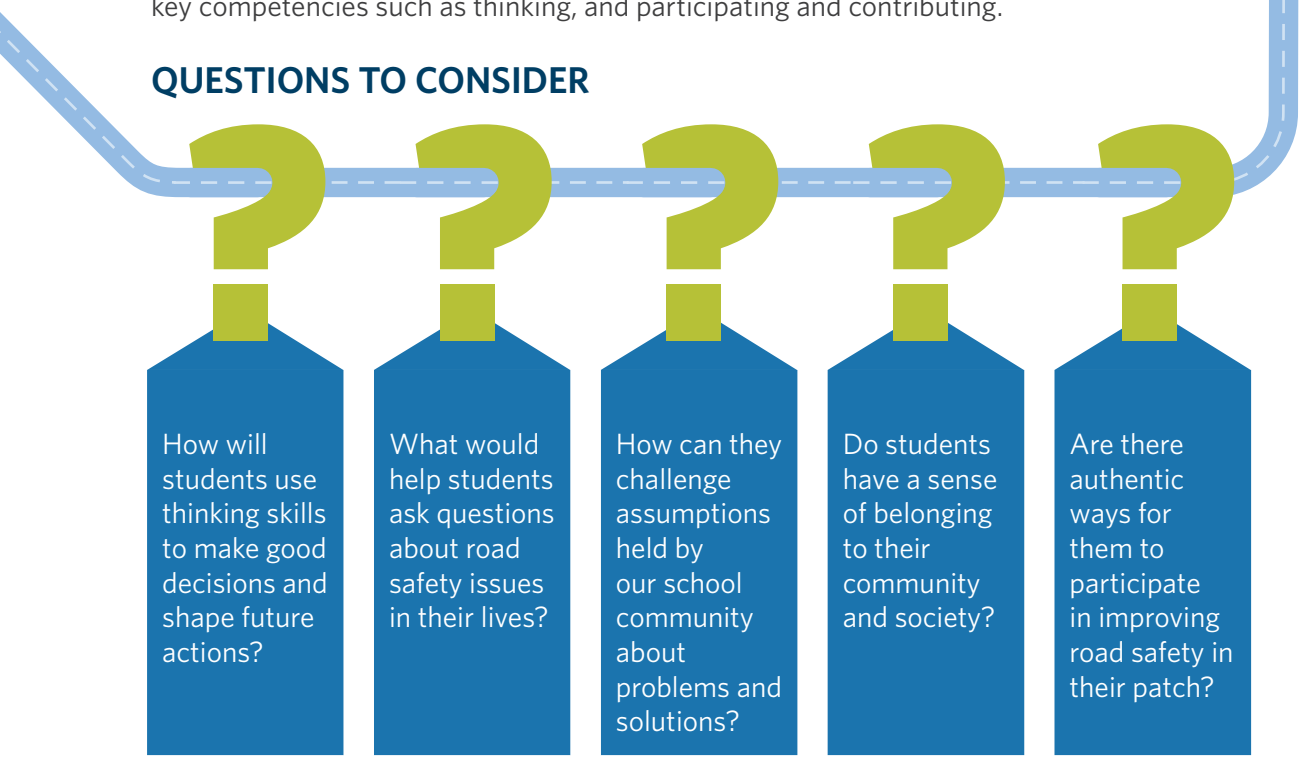
EXTENDING THE LEARNING

Road safety education is about students practising how to be safe. They may describe, review or communicate what they do. It's more than this, too. Young people can critically explore what it means to be a citizen and how to contribute to the well-being of society. They could:

- consider different perspectives about rights, roles and responsibilities in road safety
- identify road safety issues and offer solutions
- question how decision-makers meet the safety needs of everyone.

Planning for these outcomes will lead to students exploring values and using key competencies such as thinking, and participating and contributing.

QUESTIONS TO CONSIDER



Research

WHY DO OUR YOUNG PEOPLE NEED TO LEARN ABOUT ROAD SAFETY?

When our young people learn about road safety, they are becoming skilled transport system citizens who in turn transfer knowledge and norms to others around them. It is the responsibility of students, teachers and family and whānau to understand the importance of safety and pass this on to future generations.

Road safety continues to be a wide issue among young people, with 60 fatal or serious injuries to cyclists and pedestrians aged 5-17 in 2019. There is a clear spike in accidents involving those aged 5-18 in peak travelling hours, with 2019 seeing more injuries than the previous four years. It is important that young people are equipped with the knowledge and skills to help guarantee a safe journey to and from school as well as outside of school.

EFFECTIVENESS OF APPROACHES TO ROAD SAFETY EDUCATION

Findings from New Zealand and overseas show that approaches to road safety education are not equally effective. Careful selection and evaluation of activities improves the odds that learning is deeply embedded and leads to lasting changes in skills, behaviour and attitudes. For more information about good practice in school and community-based road safety, visit our **community guidelines**.

MORE EFFECTIVE

- Approaches based on best evidence about effective teaching and learning
- Approaches where content is clearly defined, appropriate and challenging
- A clear focus on individual student learning needs
- Targeting causal factors of risky behaviour
- Approaches that are evaluated

LESS EFFECTIVE

- One-off approaches that are not linked to students' ongoing teaching and learning programmes
- Activities that lack clear goals
- Teaching that is not evaluated for impact on student learning
- One-size-fits-all approaches

DETRIMENTAL

- Programmes that promote early licensure
- Traditional training programmes that focus on vehicle emergency handling skills
- Use of scare tactics or confrontation without providing a parallel positive experience

This table draws on the following research: Waka Kotahi (2020) Research summary: Effective school and community based road safety for young people. Retrieved from: **education.nzta.govt.nz/guidelines-and-research** Waka Kotahi (2020) Guide: Community and school based road safety programmes for young people. Retrieved from: **education.nzta.govt.nz/guidelines-and-research**

FINDINGS ON HOW YOUNG PEOPLE LEARN

Research into how people learn has improved what we know about effective teaching. These findings can guide educators when integrating road safety into curriculum delivery.

RESEARCH FINDINGS ON LEARNING	IMPLICATIONS FOR ROAD SAFETY EDUCATORS
Clear outcomes	
Focus on high-quality outcomes for all students.	Set and expect high standards for all students.
Share learning intentions and success criteria with students, so they do not expend effort on the wrong things and get disheartened.	Focus on what you want students to know and do after your teaching. Ensure activities are neither too challenging (produces anxiety) nor too easy (leads to boredom).
Make relevance transparent to students (often it's not that students can't learn, it's that they don't want to, or can't see the point).	Share with students what you want them to learn and why it's important. Make your approach broad enough to provide a relevant or engaging hook for every student.
Quality teaching	
Build on what each student knows and can do.	Check what each student knows and can do before you begin. Don't assume students know or don't know road safety education content.
Provide multiple, effective opportunities to learn a new concept or skill.	If external providers or experts are used, plan with them to meet student learning needs.
Provide opportunities for students to think about their mental model of safe road use.	Build learning-focused relationships with students and provide different approaches and opportunities to learn.
Provide opportunities for students to use what they learn in real-life situations.	Design units that are long enough for learners to: take in ideas, link these ideas, look at these ideas in a new way, and do something with them in real life.
	Ask students to collaborate to solve a real-world task, so they apply what they learn to make a difference for themselves and others.

RESEARCH FINDINGS ON LEARNING	IMPLICATIONS FOR ROAD SAFETY EDUCATORS
Home and community support	
Create effective links among school, home and the wider community.	Gather together parents, students and school communities to consider road safety behaviour and possible actions. Provide homework that encourages dialogue with parents/ caregivers.
Timely, useful feedback	
Support students to evaluate their own learning	Help students answer: How am I going? What's my next step?
Give timely, formative, goal-oriented feedback to students.	Provide students with specific, responsive feedback on their learning while they are learning, not just at the end.

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Early childhood

Children at this age:

- rely on their parents and caregivers to make safe decisions for them in all environments
- must be supervised at all times
- begin to learn road and rail safety skills by watching and copying adults.

Parents, whānau and caregivers will:

- model safe behaviour on and around roads, driveways and railways
- supervise children on and near roads
- hold a child's hand when walking near roads and railways
- ensure children always wear an approved and properly fitted child car restraint before starting a car
- explain why wearing a child car restraint makes them safer
- explain how to cross the road and railway
- check before reversing a car to avoid driveway injuries
- establish safe play areas away from roads and railways, and provide adult supervision.

The primary learning process involves children:

- avoiding unsafe road and rail environments
- following explicit safety practices around roads and railways
- responding (under adult supervision) to instructions regarding safe and unsafe behaviours on and near roads and railways

'When we go for a walk, we cross just one road but we cross lots of driveways so we will talk about looking and listening even when you're just on the footpath, and that you shouldn't run or push past others.'

DONYA FECI TEACHER

WALKERS STAY ALERT
FOLLOWING SAFETY PRACTICES

Four-year-old children at Papamoa Kindergarten get plenty of experience at walking safely through their neighbourhood.

There's a park a few streets over where they collect nature samples so teachers take groups of children there on walks. They pass through a neighbouring school, along reserve pathways and down a couple of streets. The route minimises risks, with just one street to cross.

During these walks, teachers follow simple, clear procedures to keep everyone together and safe. There will be one adult in front and another at the rear. Everyone is told to link hands, and the children are reminded to stop, look and listen before the group crosses a road together.

Teachers also remind children to watch out for vehicles coming out of 'sneaky driveways'.

During these walks, the children enjoy an environment where they are kept safe from harm, which is one of the goals for well-being in the early childhood curriculum, Te Whāriki. Their experience is a specific instance of learning outcomes, such as increasing knowledge of how to keep safe, and having a sense of responsibility for their own well-being and that of others.

Papamoa also encourages parents to walk their children to kindergarten, with support from the council's Caterpillar Feet travel plan programme, and staff ensure there are parent helpers on longer walks to the beach.

Students in Years 0-4

Children at this age begin to understand safe behaviours around road and rail environments but they are:

- still developing their peripheral vision, hearing and judgement for both the speed and the distance of oncoming vehicles and trains
- small in stature and not easily seen by drivers
- unpredictable and easily distracted and may impulsively cross the road or railway without looking or listening for vehicles or trains.

Parents, whānau, caregivers and teachers will:

- talk about and model safe behaviours on and near roads and railways
- always supervise children on and near roads
- reduce their driving speed to 20km/h when passing a stationary school bus and to 40km/h when near a school
- show children how to cross the road and railway and continue to supervise them
- check children are always wearing an approved and properly fitted child car restraint before starting a car
- encourage children to identify safety hazards as pedestrians, passengers and cyclists
- ensure children take their backpack off on the school bus
- ensure children wear helmets when cycling and only use footpaths.

The primary learning process involves children:

- experiencing safe road and rail environments and both describing and practising explicit safety procedures
- reviewing how they contribute to their own safety around roads and railways
- sorting and using data to describe safe and unsafe behaviours around roads and railways
- using effective communication techniques to inform others of safety practices around their road and rail environment
- exploring decision-making strategies to use when travelling to and from school.

SAFELY OFF TO THE BIG EVENT
INTEGRATION ACROSS LEARNING AREAS

Year 2–3 students at Onehunga Primary School made and painted a 3D cardboard map of the route they walked to the beach. Miniature traffic signals marked where they practised pedestrian safety under the watchful eye of a police officer invited along.

The mapping exercise supported maths achievement objectives on position and orientation, as well as an art focus on sculpture.

Onehunga teachers drew on The Big Event curriculum resource from Waka Kotahi to create this and other learning experiences in which students explain how smart choices can result in safe travel. The result was active learning about how they can choose to think and act as road users.

Walking to the school's annual beach clean-up provided an occasion for teachers to include additional learning in Health and English.

Teacher Namrata Ghadiyar asked her year 3–4 class to brainstorm safe walking practices. On the clean-up day, they put these into action at intersections and driveways. This gave reluctant writers experiences to draw on before putting pen to paper. With the experience fresh in mind, the class later wrote explanations about staying safe.

Teachers provided clear learning intentions packed with verbs like evaluate, reflect, analyse and explain. For example, when students created technology prototypes for safe travel, they refined concepts, explained their design in writing and pictures, and later evaluated the effectiveness of their project. Results included a reflective umbrella and a jersey fitted with glow sticks.

'There's deeper learning – they are predicting. Takurangi writes 'in the future I want to see when you get tickets to the big event, they come with bright jackets so you can be seen by people.'

NAMRATA GHADIYAR TEACHER

LEARNING ABOUT CITIZENSHIP WHILE WALKING

Mornings outside Waimairi School are busy with lots of people on foot, reflecting in part how the local streets became a context for learning. The number of students walking or scooting to this Christchurch school (roll: 500) grew some years back when a school-based travel plan coordinator organised projects to support active travel. Another boost came when the streets became a vivid context for the curriculum. Principal Mike Anderson explains that staff looked at the school's travel plan in their role as teachers, planning a school-wide health and PE unit in 2014.

'The big idea was about being active, and at first we just thought about things to do inside the school fence. But what if, for a term, we got physically outside on the streets. Many students were experiencing the roads only through cars' says Mike.

Walking routes were planned around neighbouring streets. The plan was simple: each class walked its own route once a day for a whole term. Teachers adapted the Feet First curriculum resources from the Education Portal for the project.

'So let's see physical activity as a pathway towards wellbeing, not just raising your heartbeat, but connecting, giving, taking notice, learning and being active,' says Mike. 'We went for it'. 'After a couple of weeks curtains started to twitch. People would happen to be at the letterbox as the students approached. The groups of students slowed down. Little conversations started to happen.'

Those encounters supported wellbeing for people in the neighbourhood as well as for students. Students were gaining confidence and were learning safe practices in an authentic setting. Soon, they wanted to contribute with things like picking up rubbish. Teachers helped make arrangements. On weekends and after school, some kids took their parents on their route. This was the first time some people had walked around their neighbourhood.

'After that, walking and scooting to school started to become okay for more people. It's totally about the people and the place. They were experiencing the idea of sharing the roads as non-car users.' says Mike.

BIKE TRACK SPURS DEEP LEARNING

It's a cold morning as Makaraka School students quickly grab helmets, check the brakes, tyres and handlebars on school bikes and take off around a track that skirts the field and playground. They watch out for each other in more ways than one, some days playing at being police officers, handing out tickets to reward peers they see cycling considerately.

Makaraka gained its bike track and bike fleet in 2017 thanks to Bikes in Schools, an established project which is supported through BikeReady. The 130-odd students now ride bikes every week as part of PE and at other times. The bike track has also provided context for science fair projects.

Principal Hayden Swann describes Bikes in Schools as a 'no-brainer' for the Board of Trustees. The project provides a long-lasting resource for the school's curriculum, which emphasises learning through adventure and risk analysis.

Using the far corners of the playgrounds and winding through the trees, a bike track was made, turning space constraints into an advantage for children's learning. The obstacles and difficult terrain create better spatial awareness for students, with Hayden believing this awareness and analytical thinking can transfer to riding on streets and eventually their skills as drivers.

The Year 4-5 class led by teacher Mihi Hannah used bike track experiences as the basis for science investigations. Group projects covered safety aspects of the track, from comparing braking distances to testing mirrors for a better view at a track junction.

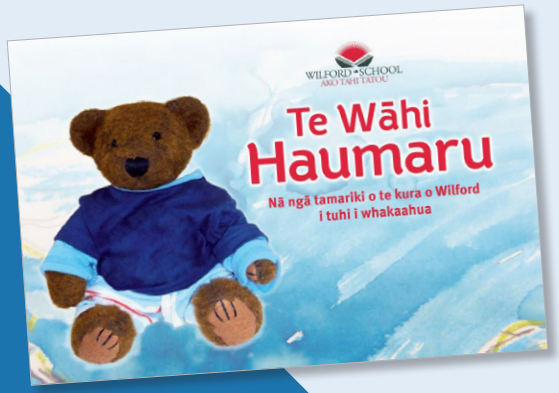
'The most important thing for students is to learn through their experiences, through a context and bike riding was right in front of our eyes. Bikes feature all these accessible elements of science like forces and motion in a way that kids can relate to in their investigations.'

'Inquiry based learning is so powerful and creates so much student agency. They were able to really take the time and analyse what they had — and that's part of being a scientist.'

TAMARIKI SHARE SAFETY STORIES

Year 1-8 tamariki in several kura worked with their kaiako and publishing professionals from Lift Education E Tū to write and illustrate picture books. Each book tells a positive message about safe travel in their community.

Students contributed to the text, took photos, created artwork and developed storyboards and mock-ups. At each stage, they received expert feedback from the Transport Agency and the publishing team.



'The book was about something directly related to their environment, and so it has more meaning for them. It becomes more engrained in their learning. It's about their lives and it's a safety message they can live by.'

NEIL SARGISSON PRINCIPAL

The final outcomes are picture books owned and published by each kura. Printed copies go to the kura and whānau, while digital versions are online for all schools to use as a learning resource.

Rongo is the class teddy for bilingual Year 1-2 students. Tamariki take him home for adventures which they record in a journal.

The children also wanted a friendly face for their message to whānau about finding a safe parking spot, so enlisted Rongo. There are yellow lines outside the nearby back gate, says kaiako Cherie Toatoa.

'Our book is about parents parking further down the road at a safe spot to drop off or pick up their children.'

She says the book project was a catalyst for students to investigate safety in local streets.

'We already had an authentic problem so I invited in the community police officer and she had a kōrero to my kids about road safety. We took them for a walk around the block and looked at some of the dangers.'

Students mocked up photos, created artwork and assembled a storyboard. The class launched their book at a school assembly. As well as copies for everyone involved, Cherie plans on reading the book to prospective students from the local kindergarten.

Students in Years 5-8

Children at this age understand why it is important to make safer decisions around road and rail environments but are:

- still developing their peripheral vision and hearing (up to age 10)
- still developing their judgement of the speed and distance of oncoming traffic and trains
- small in stature and not easily seen by drivers
- unpredictable and easily distracted and may impulsively cross the road and railway without taking enough time to check for traffic.

The child and their parents, whānau, caregivers and teachers will:

- discuss and practise where and how to cross the road and railway safely
- discuss and practise where and how to walk near roads and railways
- discuss and explain some road rules
- find areas to play away from roads and railways
- discuss safe behaviours after identifying a hazard while being a pedestrian or passenger
- check the child is wearing a helmet when cycling on roads and footpaths
- reduce driving speeds to 20km/h when passing a stationary school bus and to 40km/h when near a school
- learn how to use public and community transport
- ensure children take their backpack off on the school bus.

The primary learning process involves children:

- experiencing safe road, cycle and rail environments and both describing and demonstrating explicit safety practices
- reviewing how they personally contribute towards the safety of themselves and others around road, cycle and rail environments
- investigating, classifying and using data to describe safe road, cycle and rail behaviours and environments
- selecting and using effective communication techniques and tools to inform others of safe road, cycle and rail behaviours and environments
- sharing strategies that contribute to a safe and supportive environment for themselves and others in their school community.

SCIENCE LEARNING INTO MOTION

There's a buzz of anticipation as small groups of students get out drawings and plans, or pull up animations and videos to talk about.

This Year 7 class at Mission Height Junior College spent a term using road safety for contextualised learning that blends science, health and PE and technology. Their learning included reflecting on travel in the community, practical skills training, investigation of forces and motion and creative multimedia messaging.

'Incorporating road safety into my teaching was a no-brainer as the kids really engage with relevant topics,' says teacher Catherine Hunter.

Ocean, Christian, Jerusalem and Jonathon explain how they looked at what sort of accidents take place in their suburb of Flat Bush. This led into learning about how vehicle technology such as safety belts and bumpers are designed to manage the impact of crash forces. They bring out a photo of a scale-model vehicle they built to conduct their own crash testing. Several models were made in the class.

Jerusalem: 'In our tests, the longer the bumper the less damage happens to the driver or passenger...'

Jonathon: '...because when they crash, the bumper crumples.'

Christian: 'We found that the bigger the car the more mass it has and the more force it has.'

The boys say their conclusions included the importance of using safety belts and buying cars that have a five star safety rating (see **Right Car – ANCAP** for safety ratings and other vehicle safety information).

EVERYONE LEARNS HOW TO STOP
ROAD SAFETY FOR STUDENTS WITH SPECIAL NEEDS

Students at Blomfield Special School in Whangarei learned about safe stopping on cycles through a practical experience that included making a video and singing songs.

The school was a runner-up in the Waka Kotahi Primary Years competition in 2012 and, as part of the prize, students spent time with visiting educators to make a video about staying safe on their cycles. Blomfield School serves students with intellectual disabilities and related physical challenges.

The school invited school community officer Senior Constable Marnie Worth to assist during the video production. She adapted her educational programmes to focus on their most important needs, such as knowing how and when to stop on a cycle.

Teacher Vee Allmark says students gained a lot from the experience.

'They were very aware that they were to show the skills they have been learning, knowing how to slow down for corners, stop at the stop signs and pedestrian crossing and remember to use hand signals.'

Making a video and singing songs about staying safe gave the students multiple, enjoyable ways to learn. They increased their awareness of cars, driveways and crossings, while the experience gave them a vivid context for curriculum learning.

'It has benefitted our students' literacy, as they are more aware now of the words on the road, and the road signs. We have a worksheet now, so the students can record the road signs they see when on their van trips.'

VEE ALLMARK TEACHER

CATALYSTS FOR DESIGN THINKING

'We built this flyover with a bike lane,' sing students in a cover of 80s pop music as their video about future transport kicks off in high spirits.

The four Year 5-6 students go on to describe their big design ideas about how to help families cycle to school safely from the far side of State Highway 2. The students attend Omokoroa No. 1 School, near Tauranga.

Mia, Natasha, Kayla and Grace, pictured below, went through a design thinking process. The result? Plans for a flyover with dedicated bike lane, and illuminated by solar-powered LED lighting displays.

Learning took place during a cross-curricular term unit organised by the school's Year 5-6 syndicate. Many students entered designs into the Future Transport Competition. The four girls' Flyover entry was short-listed among narrative entries.

Syndicate lead teacher Liz Webster says transport was used as a context for inquiry learning.

'We saw this as a means of supporting students to investigate a problem and move through to them actually planning solutions and sharing ideas.'

Liz says teachers came up with a syndicate plan which focused on technology, maths and literacy. The plan was a good foundation, but the teachers needed to be flexible in how they hooked all their students into the design process.

'We used a diversity of entry points, different YouTube clips and so on. We had to get them thinking about how you identify a problem,' she says.

Colleague Aaron Joe says the strands of the technology learning area also provided a framework for lessons.

'The students were going through the process of identifying a problem, who are the main stakeholders, what outcomes exist, and the advantages and disadvantages of each. They're following the whole product development process.'

BULLET TRAINS AND PADDLE BOARDS
CREATIVE SOLUTIONS TO LOCAL TRANSPORT CHALLENGES

Hamilton has increasing transport needs that could be met, perhaps, by bullet trains or even river-going paddle boards powered by bicycle. These are among creative solutions to local transport challenges thought up by Year 7 students at Southwell School. The students investigated local transport, designed prototypes and entered their presentations in the Future Transport Competition.

Matty Cole, one of the Year 7 teachers involved, says staff used the context of transport to integrate learning across technology, writing and maths.

'The students were working on an outcome for a real issue. They liked being able to choose how to present it. Some liked to make a physical model, and some wanted to make a video, for example.'

Design and technology teacher Kerry Williams supported the students in their project planning and practical design work – what he dubs 'plan, do and review.'

'I'm really big on innovation and creativity – letting them explore their ideas. These kids are very interested in what the future holds for them,' he says.

Kerry says the classes followed an inquiry-based model with freedom to explore.

The students surveyed family members about transport problems and their social impact. They also drew on personal experience – a long bus ride to Tauranga sparked some students to develop ideas for regional rail services with all the latest technology.

While the competition was a spur for learning, transport was also a good fit with the school's term theme of sustainability, says Matty.

School ethos and organisation

Student learning about safe road and rail systems is influenced by a positive road safety ethos and organisation in their school. This is obvious when road safety becomes a part of 'what we do around here'.

Road safety in a school's ethos and organisation is demonstrated by:

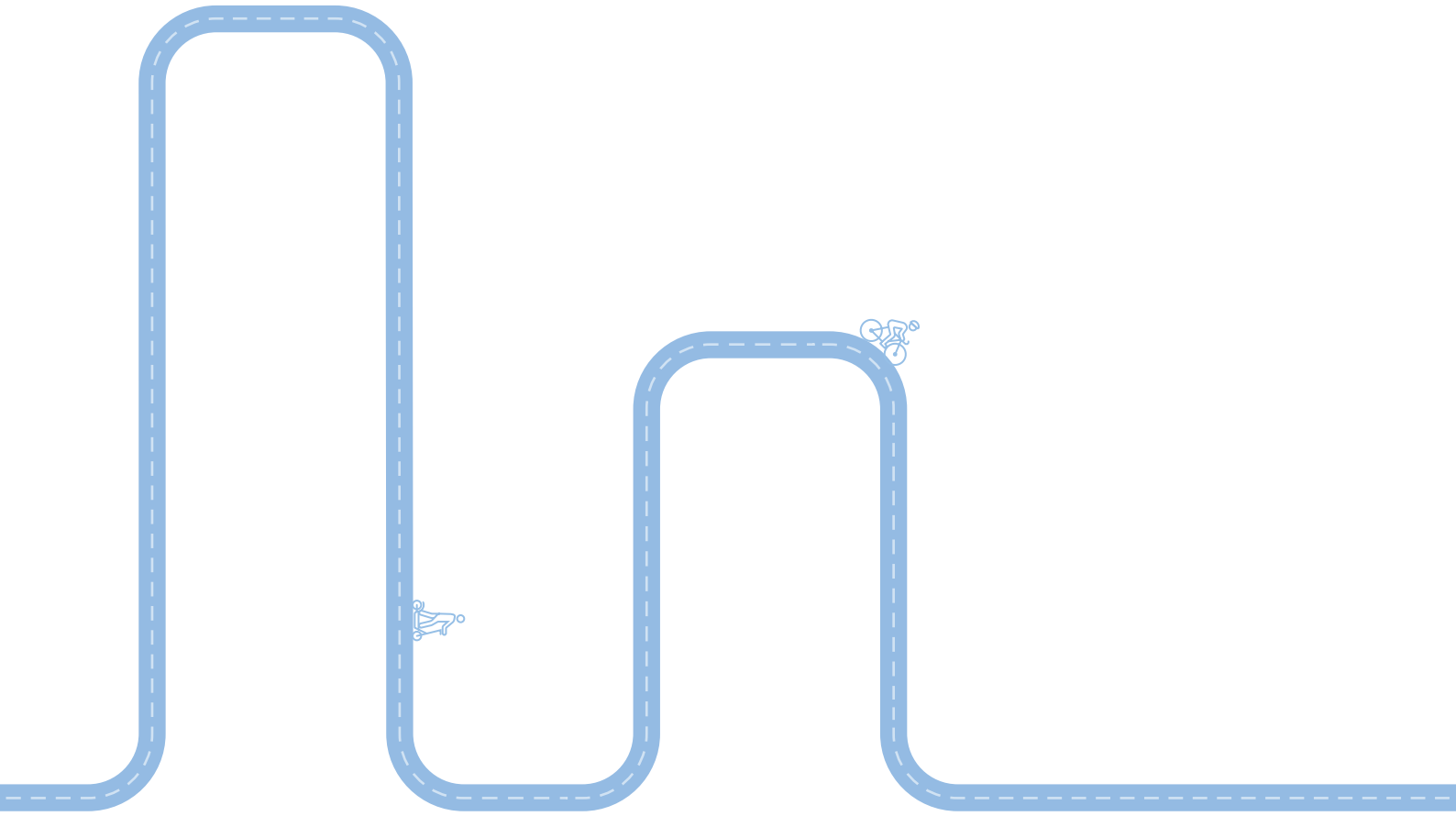
- a school road safety education policy and procedures maintained through consultation
- enthusiasm for road patrol duty
- professional development opportunities for teachers
- road safety curriculum materials and resources used within day-to-day learning
- parents and caregivers who are considerate of safe school travel
- planning for EOTC activities to minimise risks around roads and rail
- road safety messages, preferably student-developed, in school newsletters
- school community members willingly reporting instances of dangerous road use.

Working with community partners

Schools find that a safe road and rail environment can be developed through forming partnerships within the community. This may involve working with councils and with police officers.

Teachers can use these relationships to enhance learning. School community partnerships may be evident by:

- road safety learning that includes home–school partnerships
- parents and caregivers adhering to safety guidelines, such as minimising congestion at the school gate, or vehicle and driver requirements for EOTC activities
- police officers and school travel coordinators regularly visiting the school
- the school community responding positively to reported instances of dangerous or potentially dangerous road use
- student learning directly influencing the transport environment – this may result in considerate road sharing, safer crossing points, road calming for safer vehicle speeds, alternative cycle and pedestrian routes and changes to the school's road safety education policy.



Resources

Road safety education resources for New Zealand teachers are available online, especially through the Waka Kotahi NZ Transport Agency Education Portal **education.nzta.govt.nz**

This website supports a whole school approach to safe travel with resources for the curriculum, policies and practices, and community partnerships. Here are some highlights.

WAKA KOTAHI PRIMARY CURRICULUM RESOURCES

Several resource sets collect over 50 curriculum units linked to the key competencies and learning areas of the New Zealand Curriculum. Flexible design allows teachers to create lesson plans of varied duration and complexity. Resources relate knowledge and skills to pedestrian safety, passenger safety, cycle safety, rail safety. Each has clear learning intentions and many suggested learning experiences.

Included is Kia Pai To Haere , a curriculum resource for Māori medium schools. It is based on a kaupapa that keeping whānau safe on a journey is everyone's work. Aligned to Te Marautanga o Aotearoa.

Audience

Teachers years 1-8

Type of resource

- Online information
- Editable, downloadable documents

education.nzta.govt.nz/teacher-resources/primary-curriculum-resources

FEET FIRST

Feet First Walk to School is a project that encourages students, whānau and caregivers to make the journey to school safely on foot at least once a week, every week.

Walk to School Every Week
Ia Wiki Hīkoi Ki Te Kura

Audience
Teachers years 1-8

Type of resource
- Curriculum resources

education.nzta.govt.nz/teacher-resources/primary-curriculum-resources/feet-first

GUIDELINES FOR ASSESSING ROAD SAFETY EDUCATION

Provides schools with practical information and research to examine the efficacy of road safety education initiatives, interventions and programmes being offered to their school and community.

Audience
Teachers

Type of resource
- Online information

education.nzta.govt.nz/guidelines

HIKE IT, BIKE IT, SCOOT IT, SKATE IT

This whānau and caregivers' guide describes what to teach children about staying safe on roads and near railways. Also in Samoan, Tongan, Māori, Cook Islands Māori, Hindi and Chinese.

Audience

Parents, caregivers and whanau of young people aged 0-5

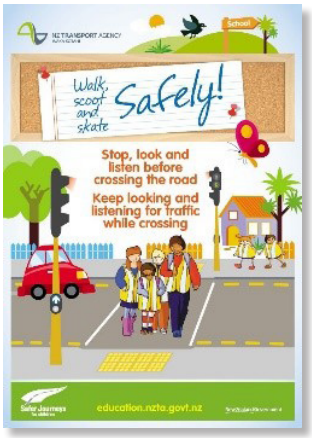
Type of resource

- Brochure (download)

education.nzta.govt.nz/teacher-resources/school-community-partnerships/road-safety-advice-for-families

ROAD, RAIL AND SAFETY POSTERS

Posters that cover road, rail or cycle safety. They contain key safety messages for students to remember.



Audience

Teachers of years 1-8

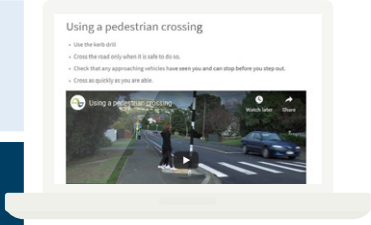
Type of resource

- Posters (download)

education.nzta.govt.nz/teacher-resources/school-policy-and-practices/road-safety-posters-pamphlets-and-online-tools

PEDESTRIAN TRAVEL

A range of point-of-view videos to explore safe pedestrian choices.



Audience

Teachers of years 1-8

Type of resource

- Online videos

education.nzta.govt.nz/teacher-resources/school-community-partnerships/walking-to-school-useful-videos-and-tips

STUDENT-MADE RESOURCES

Award-winning videos and slideshows produced by New Zealand primary students. These feature safety tips presented in fun, engaging ways for use in the classroom.

Audience

Teachers of years 1-8

Type of resource

- Online videos

education.nzta.govt.nz/case-studies

SAFE SCHOOL TRAVEL PLAN COORDINATORS GUIDE

Through a safe school travel plan, the school community works together to improve safety for all its members.

Audience

Teachers of years 1-13

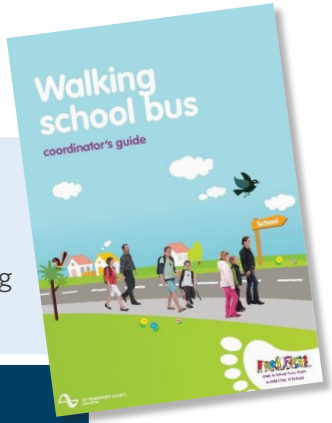
Type of resource

- Brochure (download)

education.nzta.govt.nz/teacher-resources/school-community-partnerships/school-travel-plans

WALKING SCHOOL BUS COORDINATORS GUIDE

Guide for parents, caregivers and teachers on practical ways to set up a walking school bus.



Audience

Teachers of years 1-8

Type of resource

- Brochure (download)
- Forms for creating a walking school bus (download)

education.nzta.govt.nz/teacher-resources/school-community-partnerships/walking-school-bus/

RAIL SAFETY

Curriculum resources about trains and the rail corridor aligned to English, mathematics, science and social sciences.

Audience

Teachers of years 1-8

Type of resource

- Curriculum resource

education.nzta.govt.nz/teacher-resources/primary-curriculum-resources/rail-safety

SCHOOL TRAFFIC SAFETY TEAM RESOURCES

The School Traffic Safety Team Manual is the guide for New Zealand schools operating school patrols, school wardens or bus wardens. Also online is the official training video series.

Audience

Teachers of years 1-8

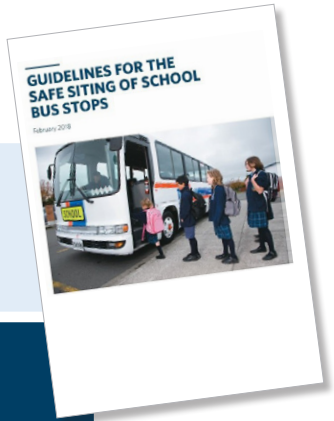
Type of resource

- Brochure (download)
- Online videos

education.nzta.govt.nz/teacher-resources/school-policy-and-practices/school-traffic-safety-teams

BUS SAFETY

Helps children and young people make safe choices when travelling to and from school by bus.



Audience

Parents, caregivers and whānau of young people in years 1–8

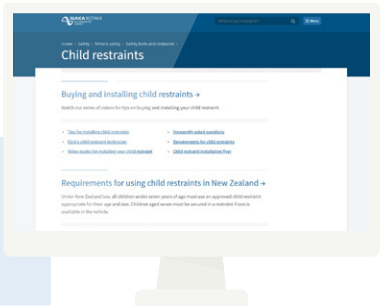
Type of resource

- Brochure

education.nzta.govt.nz/news/school-bus-safety-resources-available-for-schools

CHILD RESTRAINTS

Website describes legal requirements plus tips on buying and installing child restraints.



Audience

Parents, caregivers and whānau of young people in years 1–8

Type of resource

- Online Information

nzta.govt.nz/safety/vehicle-safety/safety-belts-and-restraints/child-restraints

BIKEREADY

BikeReady is a website that provides resources to encourage young people, teachers, families and whānau, and adults to cycle.

Audience

Parents, caregivers and whānau of young people in years 1–13

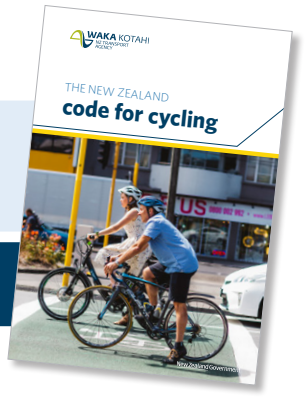
Type of resource

- Online information
- Online videos

bikeready.govt.nz

THE CODE FOR CYCLING

A guide to New Zealand's traffic law and safe cycling practices.



Audience

Young people aged 12+

Type of resource

- Online information

nzta.govt.nz/resources/roadcode/cyclist-code

TRACKSAFE

TrackSAFE is a website that raises awareness and educates about safety around tracks and trains.

Audience

Teachers, parents, caregivers and whānau of young people in years 1–13

Type of resource

- Online information
- Online videos

tracksafe.co.nz

LOW POWERED VEHICLES

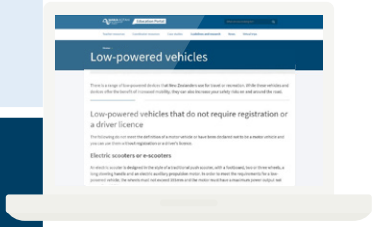
Information and rules for users of e-scooters and e-bikes.

Audience

Ages 13+

Type of resource

- Online information

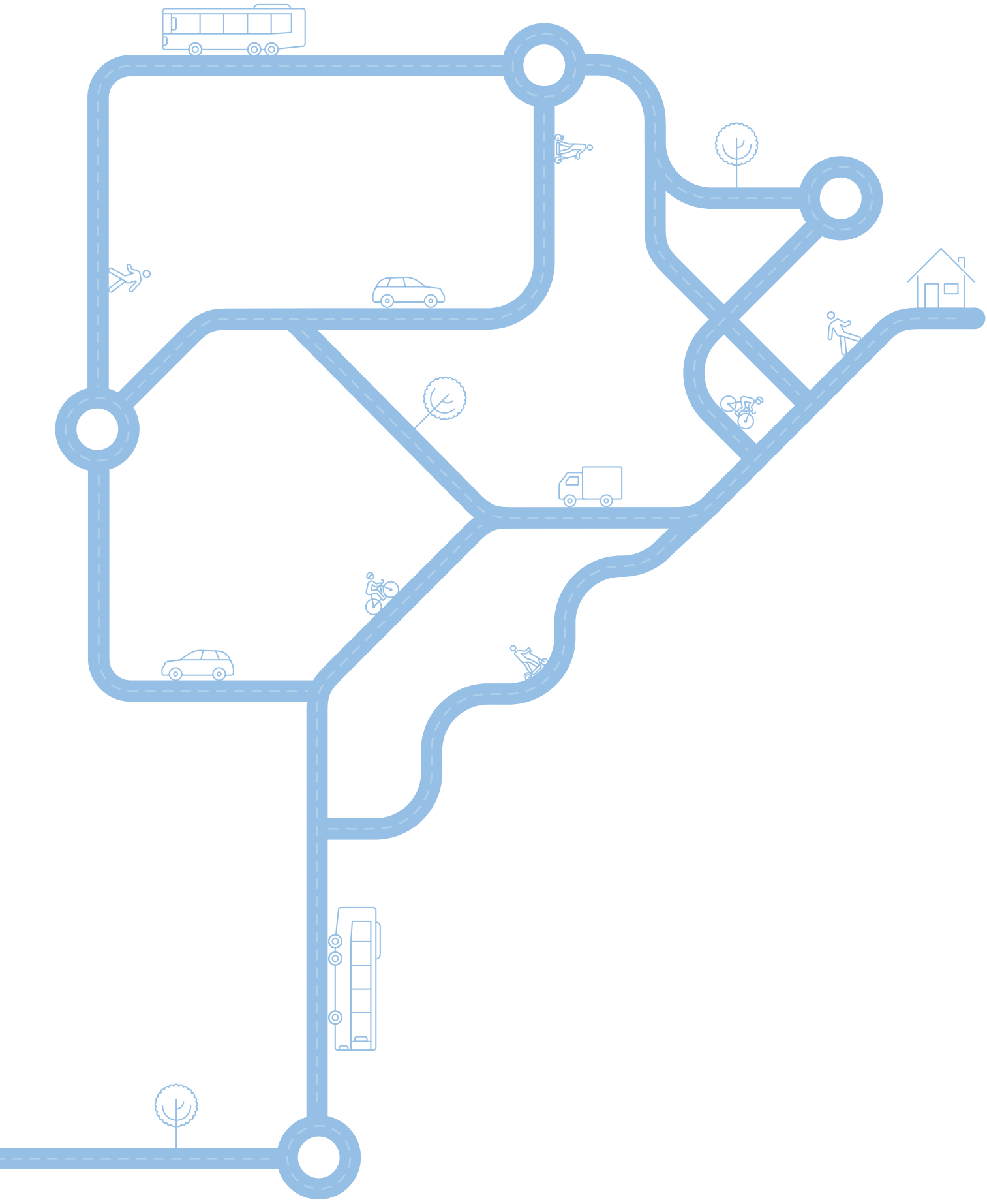


nzta.govt.nz/walking-cycling-and-public-transport/walking/walking-in-new-zealand/using-low-powered-vehicles-including-e-scooters

SOCIAL MEDIA

Keep up to date with the latest road safety education resources, research and events.

twitter.com/WakaKotahiEdu



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NZ TRANSPORT AGENCY

August 2020 | 20-118