ROAD MAP

Road safety resources for schools

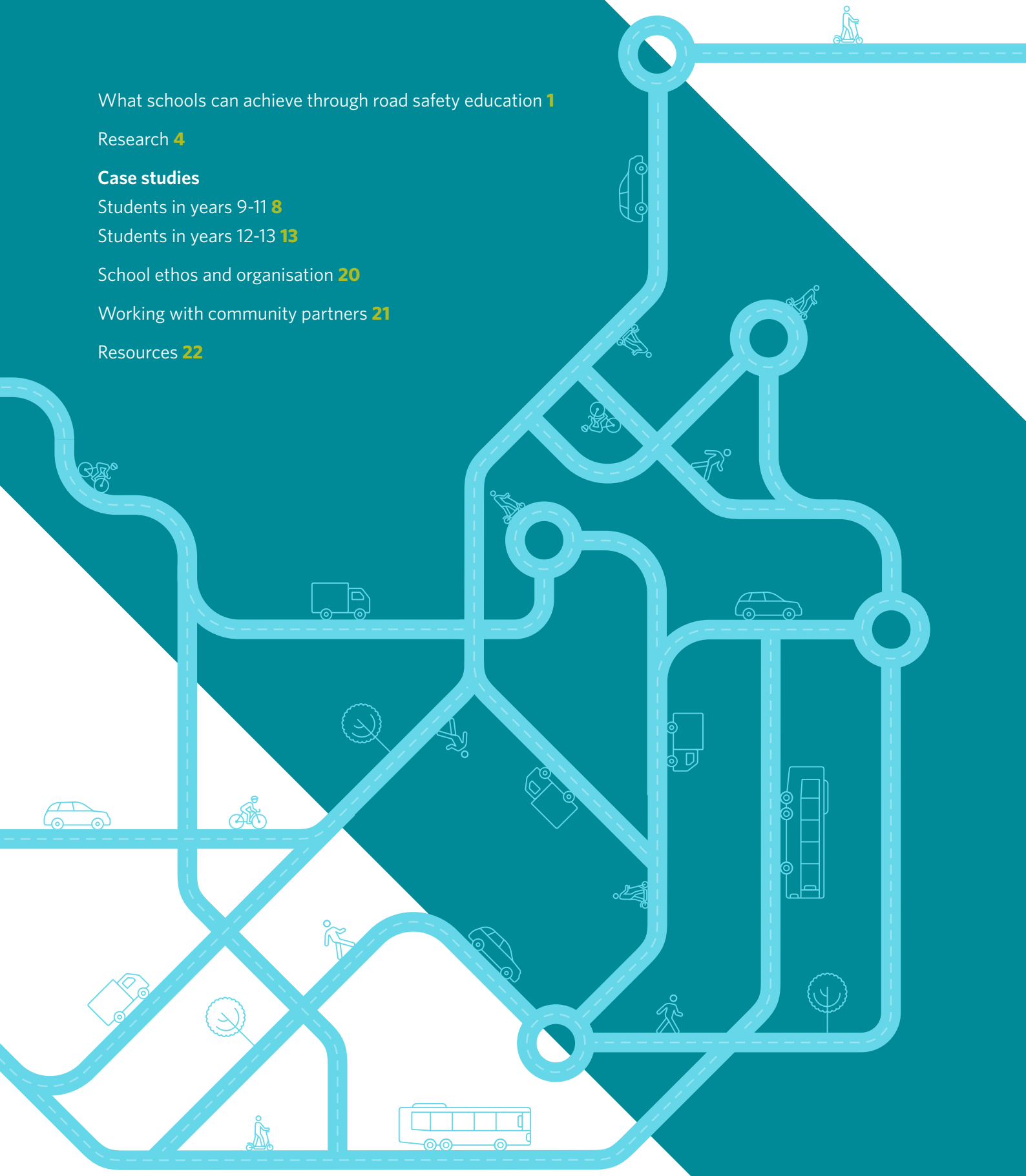
Years 9–13

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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Students in Years 9-11

A young person at this age regularly travels independently and understands that their decisions can keep themselves and others safer around the road and rail environment. However, they:

- sometimes take risks
- may be influenced by their peers.

The young person and their parents, whānau, caregivers and teachers should check that the young person:

- understands the road rules and rationale for these rules
- routinely wears a helmet when cycling and follows the road rules
- routinely wears a seatbelt when a passenger in a vehicle
- understands their responsibility towards the safety of other road users
- respects the rights of other passengers on public and community transport
- supports the driver to focus on driving safely
- is alert around buses, for example, turns off their phone until they are on the bus
- avoids using earphones when running, walking or cycling near traffic.

The main learning processes involve young people:

- understanding safe and unsafe road, cycle and rail environments
- developing and applying safety practices and procedures
- using thinking skills and texts to review their responsibility for and contribution towards the safety of themselves and others on the road or rail corridors
- applying investigation strategies to generalise findings and take responsible action to influence the development of safe road, cycle and rail behaviours and environments
- using effective communication techniques and tools to influence the school community to apply safe behaviours
- assessing the effect of the road safety education programme for both themselves and others.

ROAD SAFETY ISN'T MAGIC (MATHEMATICS & STATISTICS)
INVESTIGATING SAFE ROAD USE

Bev Sue-Tang, Head of Mathematics of Kaiapoi High School, says integrating community mindedness with everyday math problems is simply a no-brainer. Students are picking up concepts that marry mathematics with road safety awareness, without much extra effort.

Maths teachers at Kaiapoi High School have already used road safety scenarios in problem solving assignments for their students. One that she pointed out was using mathematics to determine how far away from an object you need to be at a particular speed to slow your car down before hitting an obstacle.

'The road code is one thing all New Zealanders can agree on as vital to everyone's safety,' she says. 'It's important that students have an opportunity to see why the rules exist by investigating data themselves.'

In one Kaiapoi High School Year 9-10, maths class, students are estimating safe following distances. Drivers make use of this all the time. Once a car in front of a driver passes a landmark, such as a mile marker or an exit sign, the driver counts the number of seconds it takes for him or her to pass that same marker. It's the old two-second/four-second rule, which can tell you if you have enough time to stop your car if something happened to the car ahead.

'So doing that, we can estimate safe following distances and check that we know we are within the two-second and four-second rule,' she says.

Teachers are also making use of traffic webcams in Christchurch, which can help students determine, in real time, different measurable problems that can be illustrated without leaving the classroom.

'We will look at traffic movements and density using the traffic webcams,' says Sue-Tang. 'These are great as it allows us to take a virtual field trip and we don't have to sit on the side of the road breathing petrol fumes while counting cars.'

'I think it's very important and like to include useful information like road safety data when I am teaching the maths curriculum to give relevance to a maths concept.'

BEV SUE-TANG

POSITIVE PICTURES (ART)
USING EFFECTIVE COMMUNICATION TECHNIQUES

During art classes, Wellington East Girls' College students were faced with using their creative skills to make their local environment safer for pedestrians. The results were eye-catching poster designs.

One student's collage features pedestrian crossing buttons spilling out of a shoe, and headphones dangling from a phone. It carries the tag line 'time to unplug and wait for the buzz'.

This teaching unit was written for Waka Kotahi by Wellington East Girls' College teacher, Hayley Carleton and trialled by Head of Art Ros Cameron.

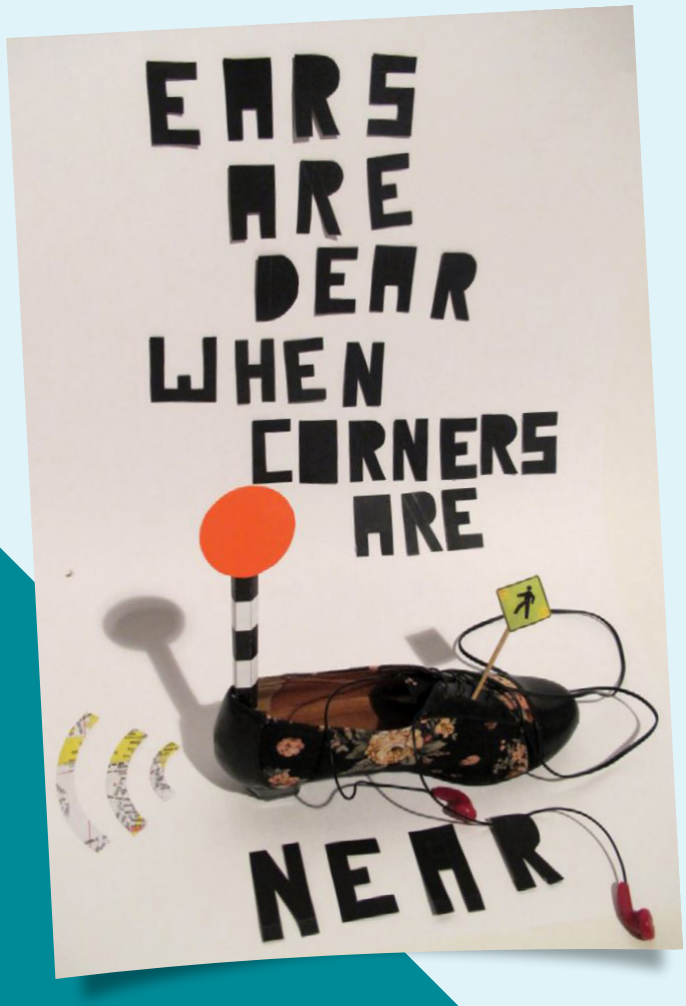
The two teachers said the aim was to deepen student understanding of pedestrian safety issues, such as the distraction of phones and other mobile devices.

'At the same time we wanted students to learn about the design process and the relationship of text and images in creating an idea. We wanted them to produce artwork that would engage other teenagers because it was positive, light-hearted, humorous and educational.'

Students looked at how safety advertisements can balance fun and serious elements. They then researched hazards they noticed when coming to school.

'It's about them and their lives. Each student had a unique personal idea and that's something we always aim to achieve in our art units.'

WELLINGTON EAST GIRLS' COLLEGE ART TEACHERS



FORCE LESSONS RAMPED UP (SCIENCE)
UNDERSTANDING SAFE ROAD SYSTEMS

Lincoln High School teachers used a Waka Kotahi science unit to teach forces and motion to Year 9 classes.

This series of lessons allowed students to meet achievement objectives at level 5 of science – physical world in the New Zealand Curriculum.

Problem solving, experiments and activities helped students understand concepts within a context of the technology used to make road crashes survivable.

Teachers assessed students' prior knowledge, before organising activities like the ramp, in which students experimented with materials to slow down model cars on a long, steep ramp, simulating real-life engineering solutions like road bumps.

'The link to road safety made learning about forces real,' said the teachers. 'We were surprised by the intensity of interest and how much the students got into this unit.'

The teachers said the unit design allowed them to choose objectives and activities to meet the needs of their students, while a relevant context engaged students with science concepts.

'Definitely more students understand force and motion because we taught it this way. They understand it much better than if we had just put equations about forces on the board.'

'Our philosophy in teaching science is to help students make sense of the world around them and this topic helped. Science gives students the knowledge to make their own choices. We want our students to make decisions based on science and logic, rather than just remember rules.'

LINCOLN HIGH SCHOOL TEACHER

THE FUTURE OF TRANSPORT (DIGITAL TECH)
CODING CAR MODELS

A model car retrofitted with sensors and wires sits in the middle of a table where secondary students cluster around a laptop and a whiteboard. Everyone has a role – some draw on the whiteboard, figuring out how the car would reverse out of a hypothetical collision with cardboard boxes; others write their ideas on sticky notes and pass these to Yash, poised at the laptop, who turns the team's thinking into code.

'There's so much work,' said team member Shriya, who, like the others, is an electronics technology student from Mt Roskill Grammar School in Auckland.

'The main thing is to give these kids the feeling they're part of the conversation about the future of transport. The infrastructure we're building is really for them and they will pick it up and influence future developments in time.'

LUKE KRIEG

They're all in Year 10 and taking quick steps into the practicalities of computational thinking.

More teams fill this room, in the Waka Kotahi Innovation Zone, a unit located in central Auckland that works with professionals and educators around how digital technologies can support innovation in the country's transport system.

When the student team is ready for testing, they take the car and laptop and head into a huge white hall (a former movie studio) where courses are marked out with duct tape on the floor. It's time to see if their coding will get their car where it's meant to go.

Innovation Zone Manager Dr Luke Krieg says the one-day pilot programme with Mt Roskill Grammar students uses the Waka Kotahi AutonoMate cars, which are based on a remote-control car chassis. Retrofitted sensors and control boards allow students to programme the cars using Arduino, an open source software and hardware package for interactive devices.

The project lets students work with the context of autonomous vehicles at a time when society at large is responding to fast-moving changes in transport technology.

Students in Years 12-13

A young person at this age:

- often travels independently
- may be learning to drive
- understands that their decisions and actions affect the safety of themselves and others around roads
- increasingly seeks to influence the world in which they live.

However, they:

- are more likely to be involved in crashes than any other age group
- sometimes take risks, either knowingly or unknowingly
- are very likely to be influenced by their peers
- may overestimate their driving ability.

The young person and their teachers, parents and whānau should check that the young person:

- is aware that a safe system is where all users operate responsibly and with consideration to ensure others can use the road safely
- has the knowledge, skills and attitudes to operate responsibly within a road transport system
- can apply decision-making skills to safety in varied transport settings.

The young person as a driver and their supervisor (eg parent, whānau, driving instructor, teacher) should check that the young person:

- understands the road rules and the rationale for these rules
- understands their responsibility for the safety of others
- practises driving skills in either a simulated or practical situation
- checks a vehicle before it is driven to ensure it meets safe vehicle requirements
- understands that the more supervision they get when learning the less likely they are to crash once driving alone
- understands the conditions of the learner and restricted licences and the reasons for these conditions.

The primary learning processes involve young people:

- critically analysing connections between road laws and rules, the behaviours of road users, and the design of roads and vehicles, in order to plan, carry out and evaluate actions that lead to safer journeys
- practising driving only when accompanied by a supervisor who has held a full driver licence for at least two years
- practising driving in different conditions (night, rain, heavy traffic, hills) and describing how to drive safely in different conditions
- developing confidence and safe driving skills as a matter of habit so they can devote more attention to observing and avoiding hazards
- evaluating their ability to drive in a variety of situations and reviewing plans for how to cope with those situations
- critically analysing a variety of simulated situations and transport environments and suggesting strategies to manage these safely.

'Students need to read the actual road code to get a better understanding of the big picture rather than just learning questions and answers in isolation.'

MURRAY O'BRIEN
CAREERS ADVISER DILWORTH SCHOOL

PREPARED FOR PRACTICE (UNIT STANDARD)
UNDERSTANDING RESPONSIBILITY AS DRIVERS

All students at Dilworth School learn about the road code and their responsibility as drivers during a teacher-led programme.

Dilworth is a highly achieving boarding school for boys that's vision is to develop young men of good character, achieving personal excellence, who flourish in life. Understanding the critical importance of safe driving is one skill that can contribute to this vision.

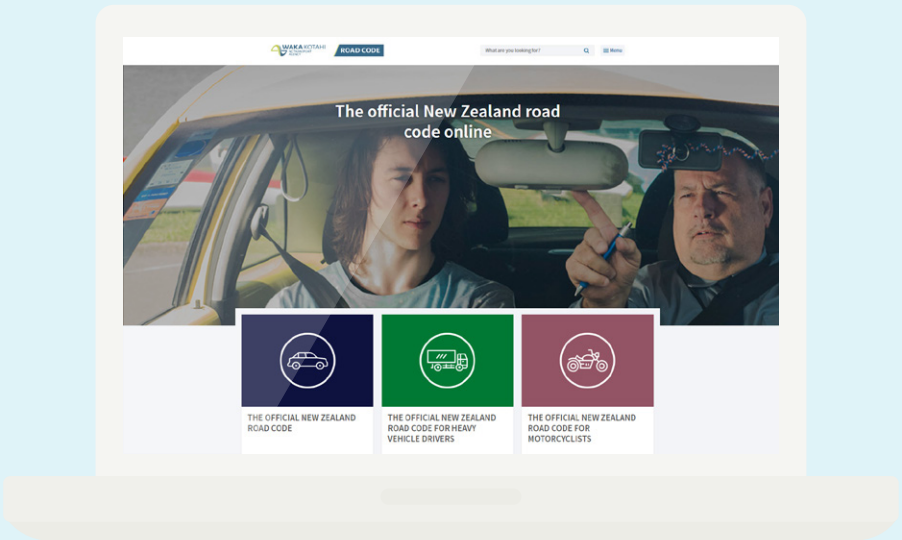
Year 12 students read sections of the road code on the Waka Kotahi website and answer questions in writing, giving teachers a profile of the knowledge each student has mastered.

The school's intent is that students learn why road rules are in place, and how learner licence test questions relate to safe driving practice. Higher pass rates have been observed for students who study the road code.

Only after this study period do students answer practice questions. Once they demonstrate mastery of the topic, they are taken to sit the learner licence test. The school pays half the fee for the first attempt only.

Students also spend three periods with a police school community officer to examine legal responsibilities as drivers, and to identify and discuss danger factors such as tiredness, peer pressure, using mobile phones or lack of planning about getting home from parties.

Students complete Unit Standard 15408 in motor vehicle safe motoring requirements, which includes learning to make pre-trip safety checks on a car and safe driving techniques.



ANALYSING WHAT'S ACCEPTABLE (ENGLISH)
A LOOK AT ROAD SAFETY ADVERTISING CAMPAIGNS

A Year 12 English class were asked by teacher Alex Le Long to discuss normalised behaviour among young road users.

The class at Western Heights High School made a continuum – after all, they figured, typical behaviours range from acceptable to unacceptable. By the end of the exercise, 100 post-it notes were stuck to a wall.

Alex was impressed by the level of awareness they displayed on issues including distractions and seat belts. Finding ways to draw on prior knowledge helped her classes during previous years to assess texts with a road safety theme.

Alex and colleagues use the NCEA Level 2 assessment resource Party in the Car. This supports achievement standard 91107: Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence.

Texts selected by her students have included the TV ads 'Ghost Chips' (from the Legend ad campaign) and Blazed, directed by Taiki Waititi.

'For the students and for me in this area, those two ads are really well understood,' says Alex.

Students had studied Waititi as a film-maker and could identify his style, while the school has a special connection to 'Ghost Chips'.

'The 'Ghost Chips' actor (Darcey-Ray Flavell-Hudson) went to our school and there's still a billboard of him on the science block. It's still really funny for the students – they still quote the ad at school, especially at the canteen line,' says Alex.

Alex says selecting texts with strong relevance helps students develop deeper understanding in assessed work.

'They not only have their prior knowledge of ad campaigns and from local road safety expos but for many of them, they're doing their driver licence.'

'It's relevant; it's something they're interested in. They've got the basic skills in English for analysing the video and because they can relate to the target audience and the purpose of the text, they can relate to the assessment and the result is they show more understanding.'

She says last year's class mostly submitted written reports, but one student presented her analysis as a Tumblr blog. Another group of students wanted to create their own road safety video but they did not have time before exams.

'It would be a really cool thing for students to make their own ad using the knowledge they have about road safety and then analyse the effectiveness of that ad in terms of purpose and audience,' she says.

UNCOVERING AN ISSUE (HEALTH)
THE EFFECTS OF SUBSTANCE IMPAIRED DRIVING

A surprising health issue affects many New Zealanders every time they get behind the wheel, and it relates to the prescription medicines they take.

Now NCEA Level 3 students can analyse what is known as substance impaired driving (SID). SID refers to how some prescription medications have side effects which can affect the ability of people to drive safely.

The curriculum resource is published by Waka Kotahi on its Education Portal. It is free for teachers to download. Included are in-depth data sources and a progression of learning activities. The resource supports assessment of Achievement Standard 91461: Analyse a New Zealand health issue.

The unit was written and trialled by Health teacher Haley Charles from Upper Hutt College. 'At that level, Health is a lot about societal health issues, supporting students to think about the main causes and come up with strategies for harm minimisation,' says Haley.

For Haley's students, investigating substance impaired driving was an eye opener. 'Prior to starting this unit, they had no idea this issue even existed. They were shocked. I've got a couple of students who work in pharmacies, so they became much more aware.'

Haley says those students were asking their employers questions and making sure they had the relevant pamphlets. 'My students are talking to their family and talking to their friends about the issue too; they are getting that word of mouth out there.'

Each section has a lesson plan and a set of resources. These include data sheets, online videos and PowerPoint presentations about the issue. 'The data and videos are really useful to back up what you're trying to teach. A lot of students need to see information presented that way to make it real for them. So here's what the experts are saying – it's not just ideas coming from me, the teacher.'

RELATIONSHIPS WITH THE ROAD (DIGITAL TECH)
APPLYING DATA VISUALISATION TO ROAD SAFETY

Computers were crunching big data sets of up to 30,000 records as year 13 students ran investigations into road crashes. They were using real data from a publicly available source, the Waka Kotahi Crash Analysis System (CAS).

Teacher Gerard MacManus says CAS provided his students with accessible data with enough depth to develop their own lines of inquiry. He showed them how to access and interpret the data, and gave them a brief to create a story that would inform a website user about relationships found within the information.

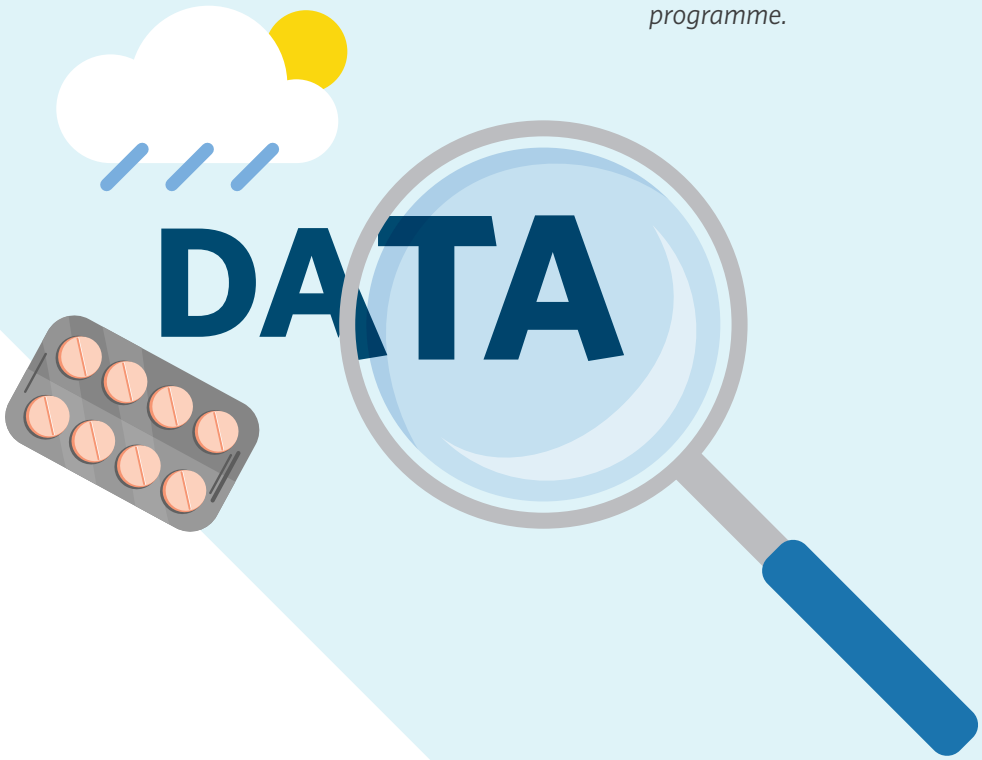
Gerard says the technology curriculum is about letting students explore user stories and solutions inside a guided process.

'I tried to keep it as open as possible. I don't like restricting the students about what they might find interesting. When you open it up and get them thinking about some of the aspects you get a whole different array of answers and a whole array of experiences for the students.'

One student looked at the relationship between weather conditions and crashes, another looked at the influence of drugs and alcohol, while a third investigated the extent of crashes involving animals and made recommendations about the setting of rural speed limits.

'Everyone hears about crashes but until you start seeing where the crashes are and whether there's been alcohol or inexperienced drivers involved you may not understand what the causes are. You need to drill down into the data,' says Gerard.

In memory of Gerard MacManus, and ever thankful for your contribution to the Waka Kotahi education programme.



FIELDWORK PAVES THE WAY (COMMUNITY)
INVESTIGATING SAFE ROAD ENVIRONMENTS

A group of eight year 12 students at Kuranui College, Greytown investigated the condition of local footpaths and identified areas where this was most important for people's safety. The students worked in collaboration with the South Wairarapa District Council.

The project was made possible by the Wairarapa Workforce Development Trust, which seconded a teacher to run its Education for Enterprise programme. This programme gives students responsibility for their learning during authentic projects run in conjunction with local employers. The council trained the students in using a database to record their findings.

The group took it in stages to survey footpaths in Greytown, Featherston and Martinborough, noting any defects. The council trusted the students to do accurate work. The students then had to identify which areas most needed footpaths in excellent condition, due to the safety requirements of schools, rest home residents or visitors to medical centres.

The students analysed information from a survey of community groups and created maps to show their suggestions for new paving. The results were given to the council. The students said they continued to notice flaws in footpaths and roads after the project finished – their awareness had increased.

'The students felt involved in a community project and therefore developed a sense of ownership for their townships.'

DALLAS POWELL THEN EDUCATION FOR ENTERPRISE FACILITATOR

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:

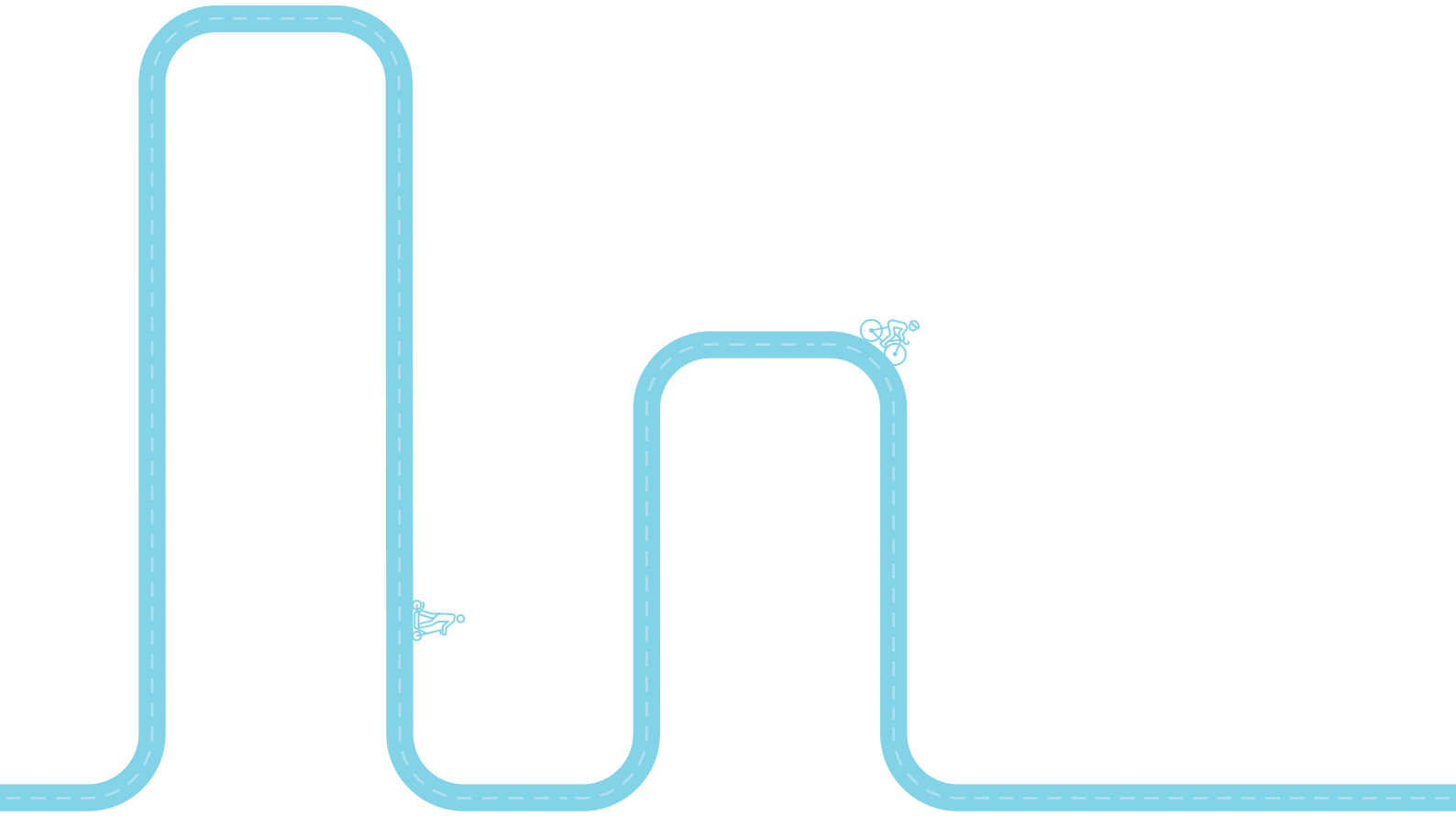
- a school road safety education policy and procedures maintained through consultation
- enthusiasm for road patrol duty
- professional development opportunities for teachers
- road safety curriculum materials and resources used within day-to-day learning
- parents and caregivers who are considerate 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 may 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
- police officers and school travel planners 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 SECONDARY CURRICULUM

Units of work and lesson plans for teachers of years 9–10 students in the subjects of: Digital Technologies, Drama, English, Health and Physical Education, Mathematics and Statistics, Science, Social sciences and more. The units are clearly linked to the New Zealand Curriculum.

Assessment materials for NCEA level 1 and 2 in a range of subjects, plus information on driver licence credits and how to use open data for student projects.

Audience

Teachers of years 9-13

Type of resource

- Online information
- Editable, downloadable documents

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

GUIDELINES FOR ASSESSING ROAD SAFETY EDUCATION

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

Audience

Teachers

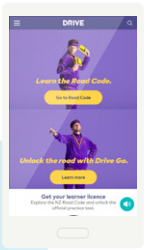
Type of resource

- Online information

education.nzta.govt.nz/guidelines

DRIVE

DRIVE is a free website and learning tool designed to help young people become confident, capable drivers.



Audience

Young people aged 15+

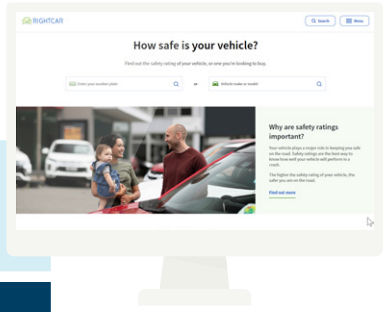
Type of resource

- Website/app for teens (parents can use it too)
- Coaching guides and resources for teaching someone how to drive

drive.govt.nz

RIGHTCAR

Rightcar is a website provided to help vehicle buyers choose safe, clean and efficient vehicles.



Audience

Young people aged 16+

Type of resource

- Online information

rightcar.govt.nz

THE CODE FOR CYCLING

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

Audience

Young people aged 12+

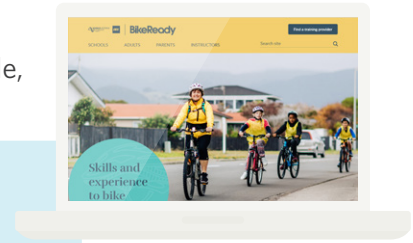
Type of resource

- Online information

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

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

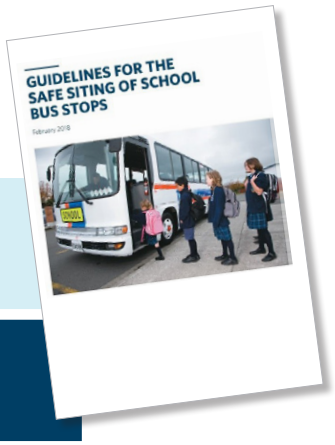
Type of resource

- Online information
- Online videos

bikeready.govt.nz

BUS SAFETY

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



Audience

Young people aged 16+

Type of resource

- Online information

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

STUDENT-MADE RESOURCES

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

Audience

Teachers of years 1-13

Type of resource

- Online videos

education.nzta.govt.nz/case-studies

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

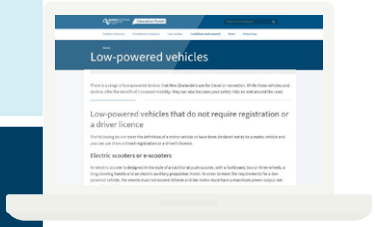
Information and rules for users of e-scooters and e-bikes.

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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