

SADD - Road Safety Course

Kaitiaki o Ara/SADD partners with schools to build road safety awareness, improve safety outcomes, and create opportunities that support students' future careers.

SADD empowers young Kiwis to prevent road trauma through a student-led, peer-to-peer programme that inspires safer road user behaviours. It gives youth a voice to influence their communities and act as agents for change.

By fostering awareness, good decision-making, and care for others, SADD invests in youth participation and community connections focused on problem solving and building a safer future for all.

This course is designed to meet the requirements of US 9681. While its primary focus is on students contributing to a team objective, it also empowers them to learn about a road safety issue and encourage their peers to adopt safer road user behaviours.

Purpose:

This programme empowers students to create and present a road safety activity that promotes safer driving behaviours and can be used to assess Unit Standard 9681 or similar.

Example of possible Unit Standards:

- L2 Unit Standard 9677 Communicate in a team or group which has an objective (3)
- L3 Unit Standard 9681 Contribute within a team or group which has an objective (3)
- L4 Unit Standard 11101 Collaborate within a team which has an objective (5)
- L3 Unit Standard 11097 Listen actively to gain information in an interactive situation (3)
- L3 Unit Standard 1307 Speak to a known audience in a predictable situation (3)
- L3 Unit Standard 1734 Demonstrate knowledge of stress, health and fatigue for driving (5)

This guide applies only to Unit Standard 9681. Teachers assessing other Unit Standards will need to adapt the material to meet the relevant assessment criteria.

What are the benefits of working with Kaitiaki o Ara/SADD

For students

- SADD provides road safety education that contributes to life long safer road user awareness.
- This course provides key road safety knowledge while gaining NZQA credits
- Helps students to improve their communication and leadership skills
- Helps students understand that safe driving and keeping a clean licence are essential for most careers
- Provide examples to add to a CV, such as problem solving, teamwork, activity design, collaboration, communication, public speaking, and presentation skills (see [website](#) for CV examples)

For teachers:

- SADD provides all road safety resources that are needed for the teacher to facilitate the sessions (see website for [guides](#))
- Helps solve a road safety issue within their community contributing to other young people's wellbeing
- SADD can make connections with our road safety partners to be involved with the students
- SADD provides ongoing support via email, phone or video call.

This checklist will help you to keep on track with your planning. Feel free to add your own boxes to tick off.

Pre-planning

- ☐ Read through "How to run a road safety activity" guideline
- ☐ Check in with your SADD contact if you have any queries
- ☐ Parameters for completion of session/activity/assessment
- ☐ Health & safety procedures

Teaching the road safety course

- ☐ Follow the guidelines to help you facilitate the course as per US9681. This is a student centric learning course, the students should be doing most of the work themselves with guidance from the teacher.
- ☐ Collect evidence - take pictures/ videos/ notes for the portfolio

After event

- ☐ Collate evidence (pictures, videos, notes)
- ☐ Share your experience on social media, in newsletters
- ☐ Optional - Share the final course work to SADD for our records (not part of assessment, good for SADD to see what activities have been completed)

Overview of Sessions:

Split your class into groups of 4-5 people and choose one leader in each group.

Recommend 60 min sessions (or can combine the sessions if you have longer periods in timetable):

These are suggested session guidelines but can be adapted by the teacher to suit needs of the class participants and timeframes.

Session 1 - Deliver the SADD road safety course presentation and discuss what the objective is

Session 2 – Explain the 5-step Problem Solving Design (see facilitation guide). Show students examples of activities on the SADD website:

<https://www.sadd.org.nz/activities-resource-hub>

Session 3 – Each group chooses a road safety topic (see facilitation guide) and starts brainstorming the topic – what strengths does each individual have to contribute to the objective?

Session 4-7 - Students work in their groups to design the activity/resource

Session 8 – Deliver the task (activity/resource) to target audiences and evaluation