

SADD Road Safety - Facilitation Guide

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The 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)

The Process

The resources provided are designed for the teacher to facilitate the sessions with their students with remote support from Kaitiaki o Ara/SADD, the assessment guide has been designed to assess US9681 - it is a guide only, teachers may have their own assessment guidelines.

All resources and links on our website are provided to help guide you through the process.

[See Curriculum Resources](#)

A. As a team decide what your objective is

US9681 - Contribute within a team or group which has an objective

Clearly define your objective, what is the objective you are contributing to? What is each team member contributing towards the objective?

Ensure the students understand what is expected for assessment purposes - [refer assessment guide](#)

Watch [presentation](#) to understand what is required to complete the course and achieve your objective

The following guidelines help you develop a road safety activity or resource that supports the group's objective

B. Choose a road safety topic

The topic should relate to a current issue young road users are facing in your community.

See SADD aspiration page '[safe road users](#)' to learn more about the topics



Kaitiaki o Ara/SADD topics - each group needs to choose one of these. It's okay to have more than one group with the same topic, it's good to have a selection of different topics so they learn more.

Impairment free driving

Example: Drunk Driving is common within our kiwi culture, what can we do to raise awareness of the dangers and encourage people not to drive drunk?

Safe Speeds

Example: Driving over the posted speed limit can increase the risk and impact of a crash, what can we do to help educate our peers to stick to the speed limit?

Driver Licence Compliance

Example: Many Learner and Restricted drivers are taking passengers in their cars when they are not allowed to, what can you do to help change this behaviour?

No Distractions

Example: Distracted driving is a huge problem in our society, how can we help make people aware that it's not safe?

Restraints

Example: Some people choose not to wear a seatbelt, how can we demonstrate the risks and encourage them to make it click?

Driving To The Conditions

Example: How can we help prepare young drivers for the different weather conditions they will face while driving?

Safe active transport

Example: How do we encourage safe walking and cycling?

C. The 5 steps of the design thinking process

Familiarise yourself with the Design Thinking process. Visit our [website](#) to find more information.

If you use design thinking when you try to solve a problem, you will:

- Collaborate
- Identify challenges
- Gather information
- Generate potential solutions
- Refine ideas
- Test the end product.



D. Research your chosen road safety issue

Ensure you are using appropriate New Zealand based statistics and facts.

Step 1: Problem Definition

You have identified a problem within your community (young drivers) and now it is really important that you understand the problem in front of you. Which of the issues under the Aspiration 'Safe Road Users' does your problem most relate to? Do your research and find out all the facts that can be helpful for a deeper understanding. Collate these in a list to track your entire process, decide with your teacher how you best want to collate this information. Use the 5 W's - What is happening? Who is involved? What do we know about them? When and Where is it happening?



Example: "Texting and driving is a common problem that leads to crashes"

This statement relates to the SADD road safety topic "No Distractions" found under the Aspiration of 'Safe Road Users'

More tips to research your issue: **(It is not a requirement to answer all these questions - they are a guide to help you understand the problem and find solutions to achieve your objective)**

- Identify the problems that are facing young road users in your community.
- Identify the impacts of the problem for the community (i.e. crashes, fines, losing drivers licence etc).
- Confirm that the problems exist. Use road safety data, survey your peers, ask the experts.
- Select problems for closer examination. You can't fix everything at once – so focus on one problem that you have identified as a major concern in your community. Your activity may highlight other road safety problems, but your main message should concentrate on your major issue you want to solve.
- Identify and understand why the problem exists (i.e. why are people on restricted licences carrying unauthorised passengers?)
- Identify relevant data to be collected - if relevant to your presentation.
- How is the problem currently being addressed? Are they working? What could work better?
- Ensure you are focussing on a specific problem.

Be as clear and specific as you can when defining the problem. Rather than saying 'we have a problem with young drivers' use the following bullet points to narrow your problem:

- What do we mean by young? Is there an age group that is specifically at risk? Think of the age group experiencing this issue.
- Is there any particular time of day that the problem is happening (i.e breaching restricted driver licence to take students to the shops during lunch time)?
- Is the problem worse in any particular location or on any particular road type?
- Is there any particular journey that is riskier, (i.e. coming home late at night or going to work early in the morning)?
- What particular unsafe driving behaviour seems to make up the problem? For example, is it using a mobile phone while driving? Driving while fatigued? Not wearing a seatbelt? Driving passengers on a restricted licence? Driving while impaired? etc.

Waka Kotahi – NZTA: Guide to Good Practice Road Safety Interventions

You can use this [guide](#) to check that you are designing a great activity that will have maximum impact to help create safer road user behaviours.

Step 2: Engage your audience

At this stage it is important to understand and define your audience. Who is affected by this problem? Even though texting and driving is affecting most of the population, it would be advisable to narrow your focus on a particular audience. Who is using mobile phones the most? Probably your peers.

Now think of what influences them? How can you get their attention? How do they understand the information?

Example: "Your audience are people aged 16-19. This age group is using social media as one of their main communication platforms. They also enjoy activities that are fun and adventurous. They prefer tasks that are engaging, rather than upfront talking."

Think about your target audience and how you will connect with them. By knowing your audience, you can discover the barriers that are currently in place – why don't people understand or relate to our current messaging?

- Who do you want to target?
- How can you engage your audience?
- Consider if your target audience is directly or indirectly involved in that problem e.g. a year 9 student most likely has not had exposure to alcohol and impaired driving – are they the right target audience for your activity/resource? Who is the right target audience?

Consider the following points when trying to understand your target audience.....

- What do they do for fun?
- What do they do in their spare time and with who?
- How do they talk?
- What is important to them?
- How can the message we are offering be relevant and meaningful to them?
- What will capture their attention?
- You might like to survey students and find out what they think the issues are and what could work to change their behaviours.

Example

Making assumptions about the cause of young people's behaviour may lead to the wrong solution. The Parent Teachers Association (PTA) at a local primary school noticed during the summer term students were playing at lunch time either not wearing hats or wearing hats that were not offering adequate sun protection. The PTA decided to solve the problem by providing every student with a new Cancer Society approved hat. They raised the money to purchase hats for every student and the hats were distributed. The following week they held a lunch at the school to celebrate. They noticed the students at lunch time not wearing hats or wearing hats that were not offering adequate sun protection. They questioned some of the students – where are the new school hats? Turns out the problem was not a lack of hats in the first place. The problem was students didn't like the style of the hats – they were not cool, and they didn't want to wear them.

The PTA assumed the cause of students not wearing appropriate hats was a lack of hats. Not knowing the cause means not knowing the solution. You can find the case study [here](#).

Introduction to designing road safety initiatives

One of the most powerful ways young people change behaviours is through peer-to-peer influencing.

Top Tips to ensure your initiative makes an impact to change road user behaviours, create a positive road safety culture (safe driving behaviours).

1. Know your audience

People respond best to messages or to change if they can see themselves in the scenario. Get to know your audience – how they feel, what they do, what are their influencers, this will help you engage with them.

2. Focus on the positive

It is often easy to jump to the shock factor, research has found that using fear or shock in activities can have unwanted impacts and not necessarily change the desired behaviour. It is good practice to focus on what are the desired behaviours so the audience knows what to do.

3. Make it interactive

Interactive learning helps make the audience learn key messages. We encourage you to move away from talking at or broadcasting to people to creating activities that involve the audience.

4. Involve the whole community

Where possible involve the whole community. Peers are the most powerful influencers of messages to peers, but it is important to involve the whole community (i.e. teachers, parents) to strengthen the message and support.

Websites for more information about road safety

Kaitiaki o Ara/SADD	
Website	https://www.sadd.org.nz/
Facebook	https://www.facebook.com/SADDNZ/
Instagram	https://www.instagram.com/saddnz/
NZ Police	
Road Safety	https://www.police.govt.nz/advice-services/personal-and-community-safety/school-portal/resources/travelling-safely/road-safety
NZTA	
National Road Safety Strategy:	GPS Land Transport
Education Portal	https://education.nzta.govt.nz/
Teacher resources	https://education.nzta.govt.nz/teacher-resources/
Safety	https://www.nzta.govt.nz/safety/
Walking, Cycling, Public Transport	https://www.nzta.govt.nz/walking-cycling-and-public-transport/
Brake	
Teaching resources	http://www.brake.org.nz/info-resources2/1469-age14-18-teaching-ideas
Road safety tools	http://roadsafetyweek.org/tools-resources
Ministry of Transport	
Road Safety information	https://www.transport.govt.nz/statistics-and-insights/safety-annual-statistics/young-drivers/
Road Deaths	https://www.transport.govt.nz/statistics-and-insights/safety-road-deaths
Auckland Transport	
Road Safety	https://at.govt.nz/driving-parking/road-safety/
NZQA	
Driver licence credits	https://www2.nzqa.govt.nz/ncea/subjects/select-subject/driver-licence/

E. Design the activity

Step 3: Design and build

At this stage you will brainstorm with your group and come up with ideas. It is about creating a solution for the problem you have identified. How can you create awareness about this problem? How can you impact a behaviour change? How can you make your peers think about this problem? You may want to create a digital or verbal presentation to go with your activity or resource.

- Brainstorm for new interventions.
- Search for what other communities with similar problems have done.
- Outline a plan and identify who is doing what.

Ask What is your activity, how will it work and what do you need to make it happen?

Here are some key tips to ensure your activity is successful:

- Keep the audience at the centre of everything you do. Understand the characteristics of your target audience and ensure your activity will connect with them.
- Generate ideas by mind mapping and brainstorming, share ideas and narrow down by grouping the themes then choose the ones you are going to work with to create the activity.
- Think about what format the objective will be: Are you going to create an activity (active task for participants) / social media post/ poster or other resource?
- Storyboard your ideas – ask for feedback – refine - then build the activity.
- Try to make your activity focus on the desired behaviour, interactive and if possible involve the whole community (teachers, parents).
- Once you have created the activity seek feedback from your peers to ensure it is still meeting your objectives and will be relevant and meaningful to the target audience.

Ensure you think about these points to guide your activity design

- Why are you doing this activity?
- What is your road safety message - desired behaviour?
- What do you need to complete your objective?
- Who can you ask for help?
- Are you providing clear instructions? Will the target audience know what to do?
- Delegate roles within the group: speaker, someone who looks out for Health and Safety, someone who gets equipment, one person is taking pictures/videos etc.
- Have a practice run and ask teachers/ facilitators for feedback

Ideas for activities

Refer to our website for examples you can modify: <https://www.sadd.org.nz/activities-resource-hub>

F. Deliver the activity

Step 4: Going Live

In this phase you are running the activity, or you launch your resource. If you are delivering your activity to a youth group at school, work with your teacher to assist you.

Ideally, the students will run a series of smaller activities throughout the year to make maximum impact to change road user behaviours, but this may not be possible for assessment purposes.

Follow these suggested steps to ensure your activity achieves your objective:

Consider....

- What do we need to ensure our activity is a success?
- Are we still focussing on solving the main problem?
- Who can we connect with to make this a success?
- How can we get this idea out there and be seen easily?
- How do we ensure we engage with the target audience and deliver the activity in a way that influences a behaviour change?

Also ensure you think about the administration and delivery aspects to ensure your activity runs smoothly.

- Ensure you have all the equipment you need
- Do you need a projector? Access to a laptop? Do you need speakers? Do you need wifi?
- Pen and paper
- Other equipment such as cones, balls etc.
- If you want to run your activity outside consider the weather conditions
- Are all health & safety measures met (check with your teacher)?
- If you use a shared space with other groups be aware of the noise
- How do you want to position yourself and the group so everyone can hear and see clearly? (everyone needs to see you and you need to see everyone)



G. Assess the activity

Step 5: Monitoring and Evaluation

The last step is the assessment stage. Refer to US 9681 assessment guide or similar [assessment guides](#)

H. Share your activity with SADD (optional)

Kaitiaki o Ara/SADD thank you for using these resources to help spread the road safety message and empower young kiwis to create a road safety culture. We would love to hear all about the activities and events you run – send us your videos, pictures and any other resources so we can add these to our toolkit.