Index Document

This document is a step by step guide on how to run the Kaitiaki o Ara/SADD session within your Police Pathways Course. Kaitiaki o Ara/SADD is a peer-to-peer program that empowers young kiwis to prevent loss on our roads together. This road safety program is part of the Unit Standard 9681 and covers the objectives that are required for the completion.

Follow the links in each section for easy access to the resources you will need. The resources entail a slideshow with speaker notes, handouts and further information material.

# Introduction

First choose the format you want to use to deliver the content. Please refer to the document “How to run a SADD/Kaitiaki o Ara road safety activity” that offers a very detailed overview. You have different options to choose from. You could make it a full day event, which we recommend when you work in collaboration with other schools. For more information refer to the example agenda [full day event](https://www.sadd.org.nz/ppp-download-all-your-resources). If you prefer to do a couple of sessions you can split the contents following this [example.](https://www.sadd.org.nz/ppp-download-all-your-resources)

We recommend inviting police personnel to talk about road safety at the beginning of the session.

# Step 1 - Engage with students and explain the overall plan

Use the powerpoint presentation to guide you through the sessions. You can find the presentation [here.](https://www.sadd.org.nz/ppp-download-all-your-resources)

There are videos and pictures incorporated into the presentation. We recommend breaking it down into Introduction (slide 1-6), Partnership between Kaitiaki o Ara/SADD & PPP (slide 11-16), the design thinking process (slide 18-23) and some more activity inspiration.

It is always a good idea to start an open discussion by asking questions such as:

“What role do you play in road safety right now?”

“How can you contribute to safer roads in NZ?”

“How is road safety related to a police career?”

“Do you think what you do now is important?”

“Do you think you are a role model for others?”

“If not, why do you think you are not? If yes, why do you think you are?”

Get the students interested in the topic, encourage conversations about everyday use on the road, some of the issues they observe and talk about their own experiences. Explain the upcoming session, the objective and the desired outcomes (ppt slide 3).

# Step 2 - Allow time for students to familiarise themselves with the Kaitiaki o Ara/SADD website

This step will help the students to get a basic understanding of our road safety kaupapa. They will learn about our mission, how we engage with our students and community partners and all the amazing things our students do. Here is the direct link to our [website.](https://www.sadd.org.nz/)

We recommend watching the “About Kaitiaki o Ara/SADD video” first, then look at our Programme Aspirations. For the PPP we will focus on the aspiration “Safe Road Users”. This aspiration is about key road user behaviours: Impairment free driving, Safe Speeds, No Distractions, Avoiding Risks, Driving to the Conditions and Building Experience. You can finde more details [here](https://www.sadd.org.nz/our-programme-aspirations/safe-road-users) and browse through the [activity](https://www.sadd.org.nz/activities-resource-hub) hub.

If there is more time we recommend watching the [masterclass](https://www.sadd.org.nz/master-class) that offers an overall overview of Kaitiaki o Ara/SADD condensed in a 15 minute video, where the students can work alongside with a worksheet.

For more information refer [here.](https://www.sadd.org.nz/ppp-additional-resources)

Tip: You can check in with the Kaitiaki o Ara/SADD team ([sandra@sadd.org.nz](mailto:sandra@sadd.org.nz)) and set up a zoom meeting for a Q&A session about Kaitiaki o Ara/SADD. This is a great opportunity for your students to get to know a Kaitiaki o Ara/SADD team member and learn more about the practical aspects of it.

# Step 3 - Crash Investigation

This is a really good activity to stimulate the student’s thinking about road safety (ppt slides 7-9). The scenario described can be adapted to suit your community. You can find the student worksheet and the facilitator sheet [here.](https://www.sadd.org.nz/ppp-download-all-your-resources)

Depending on your class size you can run through this activity as a whole group together or split your class into smaller groups. Follow the prompts and questions on the facilitator guide to guide the students' thinking process.

# Step 4 - Split your class into groups and let the students choose a principle

Firstly, look at the dynamics within your class and decide how you would like to split the class. The size of the group will depend on the overall size of your class, but we recommend 4-6 students per group. Secondly, give each group 5-10min to decide which principle they would like to work on. Once they have chosen a principle, allow them another 5-10min for an open discussion within their group. They need to choose a current road safety issue within their school or community that is related to the chosen SADD/Kaitiaki o Ara principle.

# Step 5 - Take students through the Design Thinking Process

You can find a very detailed outline in the document “How to run a SADD/Kaitiaki o Ara road safety activity” (page 5-14) [here.](https://www.sadd.org.nz/ppppre-workshop-task-pack)

# Step 6 - Run an activity with them

A very simple activity to run is the ‘Focus or Fail’ activity. This is an obstacle course you can set up anywhere you like with a few simple steps. Please refer to the detailed instructions [here.](https://www.sadd.org.nz/ppp-activity-examples)

Additional distractions that can be useful for this activity are:

* Walk next to the student while they text and do the obstacle course and distract them with questions to simulate a driving scenario: “What are you doing?”, “Who are you texting?”, “Do you know where we are going?”, “Can I change the radio station?”

Questions to reflect on after the students have completed the activity

* What round was quicker? Why do you think it was different?
* How did being distracted affect you doing the activity?
* What distractions are comm[on while you are in the car?
* What actions can you take to stop/ prevent any distractions?
* What can we say when we have someone distracting us in the car?

# Step 7 - Design Time

Allow the students to get together in their groups and work on their ideas. Remind them to use the Design Thinking Process as a guideline. It is important to record the steps they take and capture moments of their group work. Emphasise that creating a portfolio is essential for the completion of their unit standard.

Depending on your course structure and time frame, we would recommend giving the students a minimum of 60 minutes for the initial phase. Check in with the groups and gauge if there is more time required.

# Step 8 - Presentation

This step is the rehearsal for the students. The groups will represent step 1-3 of the Design Thinking Process. The students will give each other feedback. Here are some tips for the feedback:

* Is the problem definition clear? Do you understand the problem?
* Did they capture the audience?
* Do you understand their activity?
* Does the activity reflect the problem?
* Is the activity tailored to their chosen audience?
* Are the instructions easy to follow?
* How are they presenting it? Do you feel captured?
* Do you feel engaged and hooked into the activity?
* Is there something they can improve on?
* Would you be interested in doing the activity if you weren't part of this course?

Don’t forget to take pictures and videos to collect evidence for your portfolio and to share with the Kaitiaki o Ara/SADD & PPP team.

Tip: This could be a good time to check in with the Kaitiaki o Ara/SADD team to get feedback. The Kaitiaki o Ara/SADD representative can join the presentations via video conferencing. This is a great opportunity for the students to discuss their ideas and receive feedback. Alternatively the individual groups can have individual catch ups with a Kaitiaki o Ara/SADD representative if required.

# Step 9 - Evaluation and Feedback

Now it is time to go live and launch your activity/resource. Send any designs, resources, pictures and video to the Kaitiaki o Ara/SADD and PPP team.

Do not miss the most important step - How did it go? Evaluation and feedback is crucial in order to see if what you do has an impact. It also helps to improve things for the future.

If you have not checked in with the Kaitiaki o Ara team/SADD, do it now! They can give you valuable feedback on your creations.

Last but not least, share your amazing ideas and your feedback with us! We value what you have to say.

# Bonus - Competition

This is an additional tool to keep the students engaged and motivated. It works very well in collaboration with other PPP classes from all around the country. You can run the competition locally, regionally or nationally.

We recommend running the competition in Term 3 and allow the students 2 weeks to create their resources. This would tie in well with our Safer September campaign. You can find more information [here](https://www.sadd.org.nz/safer-september). However, you can run this competition at any given time that suits your schedule. The judging panel is made up of Kaitiaki o Ara staff/SADD, PPP staff and any other additional police or road safety personnel that is available.

You can find all the example templates [here.](https://www.sadd.org.nz/ppp-how-to-run-a-competition)

Follow these steps to get the students involved into the competition:

1. Choose your format - within your class, locally, regionally or nationally
2. Spread the word and promote the competition and include the competition guidelines.
3. Once the groups have chosen their category forward the guidelines for each category.
4. Give a minimum of two weeks for the students to work on their resources. Feel free to tailor the time frame to your preferences.
5. Send all entries to the judging panel.
6. Announce the winner and prize giving.