



Learning intention or WALT

Identify road safety rules for pedestrians, bikes and scooters and their importance.



Estimated time – 50 minutes



Key words

Pedestrian • Road safety rules • Stop, Look, Listen (E tū, Titiro, Whakarongo) • Citizen Manaakitanga • Respect • Indicate • Signal • Line of sight • Risky behaviour • Distractions Responsibilities




Success criteria

- I can explain why we have road safety rules to follow
- I can identify key road safety rules for pedestrians, riding a scooter and cycling
- I can explain how manaakitanga (respect) applies to myself and others while travelling

Learning experience



Introduction, class discussion and video 10 minutes

- 1 Discuss the previous lesson with students and any changes they have been able to make or plan to make to their individual journeys.
- 2  Play the first minute of this [video](#) showing a busy main road in San Francisco in 1906 (note - it's a long video at 11mins+)
- 3 Ask students to start Lesson 4 online. They will see this photograph of Queen Street on a busy Saturday morning approximately 100 years ago (image from Motat).
- 4 Ask students what differences they notice compared to Tāmaki Makaurau, Auckland roads today. Consider:
 - The types of transport
 - The lack of lines/markings on the road
 - The people walking randomly across the road
 - The disorganised way the drivers drove on the road




Discuss the safety of the roads back then and what has changed to improve safety now (eg. traffic lights, pedestrian crossings, cycle lanes...)

- Discuss the importance of road safety
- Introduce the WALT and success criteria
- Talk about the rules students already know to follow when walking, cycling or riding a scooter
- Ask how they learned these rules, what school initiatives have they seen or taken part in, maybe a Walking School Bus or patrolled road crossings?



Independent online learning 15 minutes

Pedestrian safety and citizen responsibilities

- 5  Students watch a [Safe Steps video](#) describing 3 key messages for pedestrian safety: stay alert, walk in safe places and stop, look and listen (E tū, Titiro, Whakarongo) before crossing a road or driveway.
- 6 Students read a list of things to remember when crossing a road - they must stop, look and listen in a series of situations before crossing a road, even at traffic lights.
- 7 Students are introduced to their rights and responsibilities as citizens:
 - you belong, you matter, and you make a difference so keep yourself safe!
 - you show manaakitanga (respect) by keeping everyone around you safe and cared for
 - road rules and laws make sure we travel together in ways that are fair and safe

They read a letter from a Wellington intermediate student about being a safe travel citizen (reproduced from the NZ Transport Agency, Waka Kotahi education portal).

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Being a safe travel citizen means more than just following rules and obeying signs. It's about caring for myself and others, making smart choices, and doing my part to create a safer environment for everyone. Whether I'm walking to school, riding my bike or using public transport, I always try to stay alert and pay attention to what's happening around me. This helps me look out for potential dangers and avoid risky situations.

I believe in respecting others and their right to travel safely. This means using pedestrian crossings and being patient and polite to other travellers. It's about treating others the way I would want to be treated and making sure everyone feels safe and respected.

But being a safe travel citizen isn't just about following the rules, it's about taking responsibility for my actions and trying to prioritise safety and wellbeing whenever I'm on the move. By doing my part, I can help make my community a safer place for everyone.

Hine, year 8 student, Tūi Valley Intermediate School

8 Students match the image to the safety message:



Stop, Look, Listen (E tū, Titiro, Whakarongo) before crossing a road or driveway



Always cross the road where you have a good line of sight – not in between parked cars or near corners. Use a pedestrian crossing if you can.



At a pedestrian crossing wait until cars come to a complete stop and then make eye contact with the driver so they know you are about to cross.



Only cross when you see the green man is lit and always check that the traffic has stopped before you cross the road.



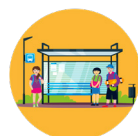
Car parks can be busy and dangerous, it's best to avoid them completely. Walk your bike or scooter in car parks and watch out for reversing lights.



Always wear a securely fastened helmet when cycling or scootering. Wear bright clothes or a hi-vis vest so that other road users can see you.



Tāmaki Makaurau, Auckland trains are mostly electric and quiet, you can't hear them until it's too late. Only cross railway tracks at the barriers or level crossing when the lights and bells have stopped.



Wait quietly and in line at the bus stop, away from the road. When you get off a bus, wait for it to leave the bus stop before crossing the road.



Class discussion 5 minutes

Why is safety and manaakitanga (respect) important when travelling?

- 9** There is an important reason for each safety message. Discuss with the class why these road safety rules are important e.g. why do they exist and for what purpose? What do they think of the letter from the Year 8 Wellington student about being a safe travel citizen and showing manaakitanga (respect)?



Independent online learning 15 minutes

Bike safety

- 10**  Students watch a fun [video](#) on the 12 rules to follow for safer cycling.

Please note – this is a Canadian video showing Canadian road rules. The STOP hand signal for Aotearoa, New Zealand is a hand up (not down as shown in the video).

- 11** Students read that it's the law that when riding a bike anywhere in Aotearoa, New Zealand you must wear a securely-fastened helmet.

- 12 Students learn about correct helmet fitting and how to do a bike check before riding their bike.



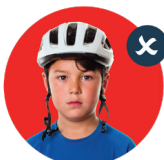
Two fingers above your eyebrows to the bottom of your helmet



One finger under the strap beneath your chin



Four fingers to make a Y-shape around the bottom of your ears



The ABCDDSQ bike check

A Air Check that you have air in your tyres.

B Brakes Check each brake by wheeling the bike forward and squeezing the brakes one at a time.

C Chain The chain should be black or silver, not rusty.

D Direction The headset should be tight so that the handlebars do not move independently of the wheel.

D Drop Drop the bike gently from a height of 5cm and listen for any unusual rattles or creaks.

S Seat Is it firmly attached and at a good height for the rider?

Q Quick Are the quick release levers tight? (Check both wheels)



- 13 Students learn about hand signals when cycling.



I am turning left

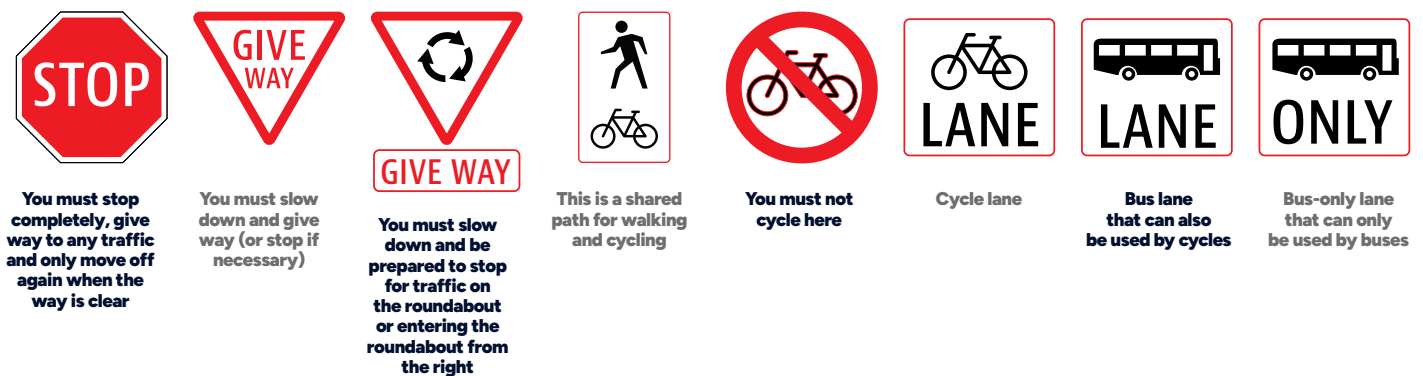


I am stopping



I am turning right

- 14 Students click on 8 common road signs to reveal their meaning.



- 15 Students complete the missing words in the bike safety messages.

Answer:

Ensure there are **LIGHTS** on your bike if it's dark

Ring your **BELL** when approaching pedestrians on a shared path

SLOW down around parked cars

Indicate the way you want to go with a **HAND** signal

Check **BEHIND** you before turning

Wear something **BRIGHT**

- 16 Students play the interactive "spot the risky behaviours" game in this busy road scene. When they click on the risky behaviour the corresponding safety rule pops up. There is a counter to show when they have identified all 12 risky behaviours. Here they are:





Class quiz and self-assessment 10 minutes

- 17 Run the 6-question [Kahoot!](#) quiz.

Quiz answers

1. How should you cross a pedestrian crossing while cycling?

- a) Always get off your bike and walk it across the crossing**
- b) Wait for a gap in the traffic and ride across as fast as you can
- c) Only cross when you see the red man lit
- d) Bikes shouldn't use a pedestrian crossing, they are for pedestrians only

2. When riding your bike at night, what should you have?

- a) A torch
- b) A glow in the dark helmet
- c) Reflectors and lights on your bike**
- d) A friend riding next to you

3. How should your bike helmet fit?

- a) With 3 fingers between the helmet and your eyebrows
- b) It doesn't matter – you don't need to wear a helmet anyway
- c) As loose as it will comfortably stay on your head
- d) With 2 fingers above the eyebrows and one under the chin**

4. Before riding your bike you should check your...

- a) Tyres, seat and horn
- b) Air (in tyres), brakes and chain**
- c) Handles, chain and spokes
- d) Paintwork

5. By law what do you always need to wear when you cycle?

- a) Hi-vis clothing or something bright
- b) Crocs
- c) A helmet**
- d) A smile

6. What should you ALWAYS do before crossing a driveway or a road?

- a) Strike a ninja pose and leap across, after looking of course
- b) Stop, look, listen (E tū, Titiro, Whakarongo)**
- c) Get ready to run/ cycle/ scooter across as fast as you can
- d) Stop, chat, listen

- 18 Students use the thumbs up or down to indicate if they think they have achieved the success criteria or not.



Finish and class discussion 3 minutes

- 19 Ask students what they learned and discuss their previous experience of cycling and riding scooters. Have they seen any of the risky behaviours near their school or on local roads? Talk about the Walking School Bus and ask if any students have been involved with one before or maybe their school had a road patrol? If your school has a walking school bus leadership programme, you could encourage students to work towards being a leader. Find out more about the Walking School Bus and its leadership programme [here](#).



Extra activities

If students finish early, they have the option to complete one of the following activities:

E1. Encourage your students to become active travel champions. Guide them in setting ambitious yet achievable goals for increasing safe, active journeys to and from school. Help them with a brainstorming session to generate creative ideas. Here are some suggestions to spark their imagination:

1. Introduce “Wheelie Wednesdays” - a weekly event where students are encouraged to use wheels (bikes, scooters) for their commute.
2. For rural schools, organise a “Carpool Crew” system to reduce individual car trips.
3. Implement monthly “Hīkoi Hui” (Walking Gatherings) where the school community walks together.
4. Host a poster design competition to promote active travel, with the winning designs displayed around the school.
5. Create an exciting rewards programme, such as a “Green Travellers” leaderboard, with enticing prizes for the most active classes.

E2. Students can learn how to look after their bike with a series of short (1 min) videos from the [AT Bike Maintenance 101 series](#).

E3. [Bike Hubs](#) around Auckland are open to everyone and offer free help with repairs and maintenance, advice and the chance to buy restored and safety-checked bikes.

E4. AT offers free bike skills courses for all Aucklanders. There are also two programmes that you can book to be delivered in school:

- Grade 1: teaches students basic bike skills, from bike safety checks, to pedalling and steering independently, through to gears, brakes, signalling and stopping quickly with control.
- Grade 2: teaches students the knowledge and skills to ride safely on the road, including how to start off from the kerb, use hand signals, pass parked cars and intersections, and how to turn left and right. See what students from [Kowhai Intermediate](#) have to say about this.

For more information email cyclingevents@at.govt.nz

