

# Share the road campaign guidance

How to run campaigns related to speed,  
driveway safety, giving way and cycle courtesy





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# Introduction

This resource was prepared by Susan Cambridge and Tony Francis of Francis and Cambridge Ltd. for Land Transport New Zealand. It contains a list of existing share the road resources and projects and outlines new ideas to promote good practice share the road projects. It is envisaged that this resource will be a reference document to help practitioners motivate and encourage community groups and project teams to plan good practice promotional projects to address issues identified for action in their communities.

## Definitions

**Share the road** the sharing of the road space, including footpaths.

**Pedestrians** a group of road users, including the mobility disadvantaged eg, those using mobility scooters or wheelchairs, joggers, visually impaired users and those using pushchairs, skateboards, etc.

## Share the road project examples

The list of share the road project examples in the companion book contains descriptions of 20 campaigns or resources that demonstrate good practice and address the main issues raised by communities participating in walking and cycling road safety related education. Contact details for more information are included with each project description. Campaigns can be repeated, but before using resources or artwork, check the copyright conditions.

The resources were selected following a literature review completed in mid-2005. Project success is usually measured using an outcome evaluation to determine if the project has been effective in changing behaviour, attitudes or reported behaviour. However, many of the projects reviewed had not been given an outcome evaluation, so to measure success two further indicators of success were added. They were:

- length of time over which the project was run
- adoption of the project in other areas.

Many of the successful projects had a number of common elements that demonstrated good practice in a share the road project. The indicators of good practice were:

- community action
- community involvement in planning
- simple positive actions
- information distributed in a variety of ways
- education coordinated with enforcement
- school-based education with roadside training or audio-visual material.

Many of the other projects reviewed during the literature review process addressed community issues other than share the road issues. While some may not conform to the guidelines for good practice in share the road campaigns, many may have useful elements or provide ideas for new resources. An image from a billboard, the tag line from a radio advertisement, the words from a poster, the design of a sticker – any of these might be reused or serve to stimulate new ideas from a community group.

Information about existing projects and resources can be found on the Community Road Safety Programme's (CRSP) website: [www.crsp.net.nz/search/searchprojects.php](http://www.crsp.net.nz/search/searchprojects.php)

An executive summary of CRSP-funded projects can also be found on the website. For a copy of a full report contact Land Transport NZ's information centre. Contact details of road safety coordinators and community providers can also be found on the CRSP website.

# Ideas for good practice share the road projects

This resource provides advice to assist with setting up a share the road education project. The following four issues were chosen as they are four of the most common issues related to sharing the road:

- Speed – speed of traffic around pedestrians and pedestrians checking for gaps before stepping out.
- Give way – pedestrians crossing the road appropriately and drivers giving way to pedestrians appropriately.
- Driveways – drivers checking for children in driveways before setting off and road users taking care when crossing driveways.
- Cyclist courtesy – drivers being courteous to cyclists, indicating and respecting cycle lanes, and cyclists riding defensively and obeying road rules.

Each of these issues has two parts, one aimed at drivers, the other at pedestrians or cyclists. It may be possible to combine these two strands in one balanced project. This has been done in several share the road resources from overseas such as the Queensland project which targets cyclists and drivers. However, each strand has different target groups so it might be more effective to treat them as two separate projects.

It is important to identify your target group before you start. The resources you might develop to target older pedestrians will be very different from those you develop to target school students. A project for drivers under 30 may use different forms of media than a project for older drivers.

## Project format

In the literature review associated with this project a format for a good practice share the road project was proposed. We have therefore taken each of the eight issue strands above and suggested actions for creating a good practice project to address it. These activities can be used as they are, or can form starter ideas for groups to come up with their own ideas.

For each of the eight issue strands, we have suggested:

- community action
- community groups to involve in planning
- messages to communicate
- media to use
- emotional slant
- enforcement
- events
- related resources.

### **Community action**

Community actions are collective actions by local communities to increase people's control over the area they live in.

Community action in road safety can occur when local community members take an active part in a promotional project. Community groups may develop their own novel and interesting ideas about how they can be involved in the action. Members of the community may approach members of the target group personally to deliver messages – they may feature in advertisements or they may take to the streets wearing, carrying or handing out messages. Some examples of community action are school students crossing the road carrying placards asking drivers to slow down, cyclists wearing t-shirts with messages or parking wardens giving prizes to parents parking correctly outside a school.

### **Community groups to involve in planning**

The benefits of involving members of your community in the planning process are:

- they are more likely to accept the project, because they will feel the project belongs to them
- they will bring information about the community that may not be available or apparent to other people.

If you involve community members who are also in your target group:

- you will find out more about their beliefs and attitudes, and how to reach them
- you will be able to test messages and ideas with the target group.

It may also be useful to include members of groups who are affected by the project, such as pedestrians who are at risk from speeding drivers.

### **Messages to communicate**

Projects are more effective if the target group for the promotion is clearly asked to change an aspect of their behaviour. Giving them information without asking them for a specific behaviour change may not be effective because they won't see themselves as being able to make a difference. Asking for a change in the behaviour of the target group gives them something to aim for and makes them more likely to take action. All messages provided should be clear and easy to understand. They should also be positive, as positive requests are often viewed more favourably than negatively worded requests. The project can be evaluated by asking them if they changed their behaviour as a result of the promotion.

### **Media to use**

Different target groups are reached more easily by different kinds of media. If you want to reach the general driving, cycling or walking population, a variety of media will need to be used. Older people might be reached through advertising in a newspaper targeted at that age group. Creative ideas to do with mobile phones might be a way to reach teenagers<sup>1</sup>. Radio and cinema advertising can be targeted according to radio stations or films popular with the age group you are targeting.

Specific groups such as truck drivers, different ethnic groups or commercial drivers might be targeted through magazines that contain information related to their occupation. Information can also be distributed at work places or social groups frequented by the target group. Some examples of these are churches, bowling clubs or supermarkets.

### **Emotional slant**

Evaluations of projects and research have shown that people are more likely to notice and remember information and to act on it if their emotions are engaged. It may be possible to design visual material to evoke emotion. Portraying a small pedestrian or cyclist alongside a large speeding car or truck evokes fear. An image relating to loss or being left alone is emotional. At other times, the emotion will be contained in the words. Focusing on the core fears of the target group will engender emotions of distress. The core fears will vary for different groups. Humour is an emotion and can often be used to make a promotion memorable.

### **Enforcement**

Police may be invited to take part in your project by holding an enforcement campaign on the issue you are targeting. Police are good at arranging publicity for their activities and may also be able to add to your media coverage. You may be able to arrange for the Police to hand out information or incentives to drivers while they carry out enforcement, providing a further link between the enforcement and the messages of the project. Police might also like to be involved in events or demonstrations associated with the project.

Enforcement initiatives complement education campaigns by providing consequences for undesirable behaviour, for example speeding tickets issued to speeding drivers. Ultimately it is enforcement that drives people to change their behaviour.

### **Events**

Providing messages and information as part of events can be a way of reaching specific target groups. People at events are often in the right mood for receiving information. If a pack of information is prepared, you may want to include your messages in the pack.

Events can be set up as part of your project or messages can be distributed at events that have been set up for other reasons. Examples of existing events are university orientation activities, Maori sports events or older person's health days. Events that might be set up specially are mobility scooter workshops or cycle skill days.

### **Related resources**

Existing good practice resources or projects addressing the issue are referenced by number to the list of resources in the companion document. You will find contact details for more information there.

1 Thought should be given to appropriate campaigns using mobile phones. Campaigns should not aim to reach people while they are driving.

# Speed (Target – Drivers)



## Introduction

Drivers travelling at inappropriate speeds increases the risk of pedestrians being hit by a vehicle, causing injury or death. Inappropriate traffic speed also increases the perception of danger and makes walking less pleasant.

Pedestrians are more likely to be involved in a crash with a vehicle in commercial areas or on arterial and collector roads. Those most often struck are young children and older pedestrians. Young children may:

- be unable to see approaching traffic clearly
- have little concept of speed, distance or danger
- see the world differently from adults.

Older pedestrians may:

- find it more difficult to judge speed and distance of traffic
- be unable to react (to assimilate information and make decisions) quickly
- take fright easily, over react and fall
- have physical disabilities.

## Community action

The following are ideas for community action. Many of these have been used in New Zealand or elsewhere. There are many other ideas that you or the groups you work with might like to use.

- Groups of school students crossing the road carrying placards or signs.
- An event outside a school to demonstrate stopping distances either as a stand-alone event or as part of a wider school road safety day.
- Walking groups carrying or wearing messages.
- Pedestrians being interviewed on radio.
- School students developing and performing a rap, a song or a drama for their peers or for parents or the community.
- A performance by community members on pedestrian safety, and held in a public area.
- Workshops or forums for older secondary school students to help them develop their own ideas for community action.
- Secondary school students developing their own event or promotion, possibly using a crashed car to convey the message.
- Invite local schools to use campaign artwork in newsletters or information sent home to parents.

## Community groups to involve in planning

Ideally you should work with the main problem groups. Use data or observations from your area to determine the make-up of your target groups.

The following are some groups from the target area who might be involved.

- Those who have a culture of driving fast for fun.
- Groups of young drivers such as secondary or tertiary students who may occasionally drive fast.
- Commercial drivers.

The following are some groups affected by the actions of the target group that could be involved in planning a project.

- Schools, school students, parents, teachers, and school communities.
- Groups of older drivers such as Age Concern, Probis Groups, Lions Clubs, Rotary, or Grey Power.
- Walking groups who may be aware of issues on the street and may be interested in helping with planning to make walking safer.
- Residents' groups might like to be involved in planning for their area.
- Tertiary students may be able to contribute research or provide information to the project.
- Groups representing people with disabilities often have a particular point of view to promote and are keen to be involved in planning.
- NZ Police.

## Messages to communicate

The following actions might be asked of drivers in a situation where pedestrians are being put at risk by the inappropriate speed of traffic.

- Slow down, reduce speed.
- Expect the unexpected, expect children to behave in unexpected ways, prepare for children to do something different.
- Drive slowly in areas where children are present, slow down when you see pedestrians, slow down in shopping areas where there are a lot of pedestrians.
- Slow down and prepare to stop at pedestrian crossings or school crossings.

## Media to use

Nationally, drivers aged 15-25 years are slightly more likely to be involved in pedestrian crashes where the driver is at fault than other age groups, so you will probably want to be sure they see the promotion. However, you should target campaigns that are appropriate to your area.

Some forms of media that are likely to reach the younger age group include:

- cinema advertisements used when films that appeal to young people are being shown
- advertising on the backs of buses or at bus stops in urban areas
- billboards with messages either on established urban billboard sites or set up at locations where the issue is most problematic
- promotions involving texting, pxting or the internet
- café cards
- radio – as it is a good way to reach drivers, especially during rush hours in the morning or evening. Select stations that will reach the intended target audience
- television channels that focus on youth
- local television channels that offer cheap advertising rates, played at times when your target audience is likely to be watching.

Forms of media likely to reach drivers in general include:

- promotions in the newspaper, especially local community newspapers
- local television channels
- leaflets or cards distributed to schools for students to take home
- information included in school newsletters
- a card or leaflet delivered in a letterbox drop or inserted in community newspapers. The leaflet needs to be novel or eye catching to attract people's attention
- information cards or promotional products distributed by Police at check points
- speed trailers or message signs on the road clearly visible to drivers. Ensure that the design isn't dangerously distracting for drivers
- messages incorporated into or delivered at ethnic, cultural or sporting events
- messages on products of use to the target group, such as car rubbish bags, calendars, shopping lists and CD holders
- demonstrations of stopping distances at different speeds placed outside a local school or at a community event.

## Emotional slant

The following ideas are designed to engage the emotions of the target group when they come in contact with your promotion. If you want to create a fear response you need to include a call to action so people don't feel afraid and helpless.

- The idea of running into a child is a good way to make people emotional in relation to driving too fast around pedestrians. Ways to engage emotions might include having the promotion feature a child asking drivers to keep him or her safe, using the slogan 'Kill your speed, not a child', asking the question 'How would you feel if you killed or injured a child?' The call to action is 'Slow down'.
- In relation to the risk of running into older people, a question such as 'How would you feel if this was your grandmother? Slow down' will engage emotions.
- Another way of engaging emotions is to ask the target driver to put him or herself in the place of the victim. For example, 'We are all pedestrians sometimes. How would you feel if this were your child?' or 'How would you feel crossing the road if you were blind? Slow down'.
- Images can also engender emotion. Often something other than blood and guts can pull at people's heartstrings. A body outline in the middle of an intersection, an abandoned child's shoe, a leaf fluttering from a tree, can all engage people's emotions.
- Humour is an emotion and both images and words can convey humour. However, the humour should not detract from the serious nature of the message.

## Enforcement

- Enforcement activities might include more intense enforcement of speed around schools.
- Greater speed enforcement activities might take place at shopping centres.
- A speed trailer with Police enforcement further down the road. This may also lead drivers to think the next time that they see a trailer that the police may be there again.

## Events

The following are some events where information on driving speeds and pedestrian safety might be distributed.

- Demonstrations of stopping distances at different speeds.
- Walking group celebrations.
- Community fun days.
- Children's music festivals.
- Pre-schoolers and parents festival days.
- Walk to work days.
- Marathons or running events.
- Pacific Island health days.
- Maori cultural events.
- Asian cultural events.
- Speedway events.

## Related resources

*(The following numbers relate to the list of existing resources contained in the companion document.)*

1. Speed campaign – Tauranga/Western Bays.
2. Speed campaign – Auckland Region.
3. Stopping distance events – Christchurch.
4. Speed of traffic and teenagers in the UK.

# Speed (Target – Pedestrians)



## Introduction

By lowering their speed, drivers can reduce the risk of crashes with pedestrians and the severity of the injury incurred. Pedestrians can also increase their safety by crossing roads only when there are sufficient gaps in the traffic flow to allow drivers to stop in time. They should also ensure that they are visible to drivers and check for traffic before stepping off the kerb. There are many reasons why pedestrians behave in unsafe ways, such as the fallible nature of human beings and the physical and intellectual limitations of some pedestrians. Training and promoting appropriate pedestrian behaviour to those most at risk will lessen the crash rate.

## Community action

The promotion of pedestrian safety can be carried out by members of the community, possibly from the target group, while they are being pedestrians. Promotions may include ideas such as:

- actors or groups of performers providing information to pedestrians about crossing the road, using the traffic lights or using pedestrian crossings
- walking groups demonstrating the use of visibility aids such as ankle or arm bands
- school students demonstrating high visibility clothing.

Other ideas for involving the community include:

- asking a group of older people to write a radio advertisement they think would appeal to their age group
- getting community groups to hand out information at their meetings.

## Community groups to involve in planning

Groups of pedestrians may like to be involved in the planning of the project to help their peers behave more safely.

- Primary and secondary school students provide a young person's perspective.
- Walking groups can provide information about the needs of frequent walkers.
- Age Concern or other agencies dealing with older pedestrians can provide advice.
- People with disabilities can provide information about their special needs.
- Police education officers.
- Local churches and ethnic groups can provide information on the problems faced by new immigrants to New Zealand.

## Messages to communicate

Some simple positive actions to make pedestrians safer:

- Make yourself visible to drivers.
- Look carefully before you step off the kerb.
- Make sure there is sufficient gap in the traffic flow to allow you time to cross.
- Make eye contact with drivers to be sure they have seen you.
- Look both ways before you cross.
- The kerb drill promoted by Police and Land Transport NZ.
  1. Find a safe place to cross.
  2. Stop one step back from the kerb.
  3. Look and listen for traffic wherever it may come from.
  4. If there is traffic coming, wait until it has passed, then look and listen for traffic again.
  5. When there is no traffic coming, walk quickly straight across road, looking each way for traffic.

## Media to use

When you are considering the best form of media to promote your messages to pedestrians, think carefully about what appeals to the age group you are targeting.

For child pedestrians

- Posters sent to schools and pre-schools.
- A drama for children performed in schools.
- Encouraging teachers to use available class material. This might be done through the local Roadsense coordinator.
- Arranging presentations to teachers about available Roadsense material.
- A road safety song.
- Working with teenagers to encourage them to model good behaviour to younger children.

For teenagers

- Cinema advertising.
- Material sent to secondary schools or youth groups.
- Radio advertising on targeted stations.
- A road safety song composed by contemporary musicians or students

For older pedestrians:

- Newspaper advertisements and print advertising.
- Posters or cards delivered to clubs where older people gather, such as bowling clubs, and to older persons' housing and retirement homes.
- Workshops for groups of older pedestrians
- Information to walking groups (the local council may have contact details), sporting groups and the YMCA.

## Emotional slant

Messages to pedestrians relating to keeping themselves safe can be made emotional.

- The suggestion that you are bright (intelligent) if you make yourself bright (visible) could be humorous.
- Scary images of being crushed or maimed are emotional. Research from Australia shows that teenagers are more afraid of being scarred or permanently injured than of dying.
- Scary vehicle noises in radio advertisements add emotional content.
- Messages about keeping your children safe with bright clothing might engender nurturing emotions.
- The idea of looking after your friends and keeping them safe has the emotional appeal of friendship and caring.

## Enforcement

Enforcement is unlikely to play a large role in campaigns focusing on pedestrians. However, novel community enforcement initiatives could be developed, for example enforcing and rewarding children crossing at formal crossings.

## Events

You could set up your own pedestrian safety events or take part in existing events. Some existing events that might reach the appropriate target groups are:

- mobility scooter training or gymkhanas
- walking events or races
- older persons' health days
- Safe with Age courses
- workshops for older people
- school events or sports days
- university orientation activities.

## Related resources

*(The following numbers relate to the list of existing resources contained in the companion document.)*

6. *Sunny gets smart* drama for school students – Nelson
7. Mobility scooter workshops – Ashburton
8. Helping hands: a guide for parents and caregivers – NZ Police

# Give way (Target – Pedestrians)



## Introduction

Crashes where pedestrians are injured, often occur when pedestrians step out into the carriageway without looking, cross the road heedless of traffic, cross the road against the lights or where they could have walked a short distance to a safer crossing point.

Where there are large groups of pedestrians crossing such as outside schools, there may be issues with children straggling across the road instead of crossing in a bunch which is safer and does not hold up the traffic for so long. There is also added risk of the driver not knowing whether they will start running to catch up with the others or wait for the vehicles to pass.

Children should be taught to cross in different circumstances so they know what to do if there is no official pedestrian crossing point. Examples of locations are:

- where parked cars don't obscure them from passing drivers and don't obstruct their view of oncoming traffic
- straight sections of road where bends don't prevent approaching vehicles from being seen
- places where drivers won't be distracted by other traffic and not notice pedestrians.

The NZ Police book *Helping hands* provides some useful tips.

- Look for a place to cross where you can see clearly up and down the road.
- Pedestrian crossings, traffic lights, school patrols or pedestrian refuges are safe places to cross.
- Avoid crossing very close to intersections.
- Avoid crossing at driveways.
- Make eye contact with the driver when waiting to cross at the pedestrian crossing.
- Remember that a driver does not need to stop at a pedestrian crossing unless the pedestrian is on the first white line.
- Avoid playing on the footpath when waiting to cross the road.

The book can be found at [www.police.govt.nz/service/yes/resources/road/pdfs/helping-hands-publ1062.pdf](http://www.police.govt.nz/service/yes/resources/road/pdfs/helping-hands-publ1062.pdf)

Older pedestrians may need to be reminded to look before stepping onto a pedestrian crossing and to check that there is a sufficient gap in the traffic to cross safely.

Similarly, teenagers need to be discouraged from running across the road when there isn't a sufficient gap in the traffic. Crashes where teenage pedestrians are injured are often alcohol-related. Reminding young people to look after their mates might help reduce these crashes.

## Community action

Some suggestions for involving the community include:

- groups of local performers or students showing pedestrians how to cross safely and giving positive friendly signals to drivers
- students performing in a classroom drama showing appropriate road crossing behaviour
- a competition asking students to demonstrate ways of crossing safely
- a competition to design a radio advertisement or a contracted group of students to write one (if appropriate)
- students texting an appropriate message to their mates at a time when problem behaviour may be about to take place
- students emailing the artwork to all their contacts.

## Community groups to involve in planning

Community groups that might be involved in planning a campaign for pedestrians include:

- Age Concern and Grey Power to provide the older pedestrian view point
- school students to give the young persons viewpoint
- school councillors, youth workers, student association representatives
- parents or teachers
- walking groups
- bar owners.

## Messages to communicate

Some of the actions you might give to pedestrians to encourage them to cross the road more safely are:

- cross in bunches, there is safety in numbers
- cross at crossing facilities
- avoid distracting the driver
- be fair to the drivers by crossing the road in groups
- at traffic lights, don't cross unless the pedestrian lights are displayed
- don't step off the kerb if the red flashing pedestrian light is displayed, but you can complete your crossing.

## Media to use

For child pedestrians

- Posters sent to schools and pre-schools.
- A drama for children set up and performed in schools.
- Teachers encouraged to use road safety teaching material developed for classes. This might be done through the local Roadsense coordinator.
- Presentations to teachers about available teaching material to be conducted at the Roadsense coordinators regular meetings with teachers.
- A road safety song.

For teenagers

- Cinema advertising.
- Material sent to secondary schools or youth groups.
- Radio advertising on radio stations which appeal to the target group.
- A rap for radio or performance.
- A competition to design a rap or performance.
- Café cards.

For older pedestrians

- Newspaper and print advertisements.
- Posters or cards distributed to bowling clubs, Probus clubs, service groups.
- Workshops for older pedestrians to communicate information.

## Emotional slant

Messages to pedestrians about crossing the road safely can be made emotional.

- Scary images of being crushed or maimed are emotional. Research from Australia suggests that teenagers are more afraid of being scarred or injured permanently than of dying.
- The idea of looking after your friends and keeping them safe has the emotional appeal of friendship and caring.

## Enforcement

Enforcement is unlikely to play a large role in campaigns focusing on pedestrians. However, novel community enforcement initiatives could be developed, for example enforcing and rewarding people for waiting at traffic lights.

## Events

You could set up your own pedestrian safety events or take part in existing events. Some possible existing events that might reach the target groups are:

- mobility scooter training
- walking events or races
- older persons' health days
- safe with age courses
- workshops for older people
- school events or sports days
- Pacific Island health days
- international cultural events
- university orientation activities.

## Related resources

*(The following numbers relate to the numbers in the list of existing resources in the companion document.)*

6. Sunny gets smart drama for school students – Nelson
7. Mobility scooter workshops – Ashburton
8. Helping hands: a guide for parents and caregivers – NZ Police
9. Red and green people – Wellington/Christchurch/Auckland

# Give way (Target – Drivers)



## Introduction

There are several situations where drivers should give way to pedestrians on the road, the main ones being: marked pedestrian crossings, turning traffic at traffic signals and school patrols. Many drivers are unaware that they are required to give way to pedestrians stepping onto a crossing on the opposite side of the road. Drivers are not always aware that the flashing red pedestrian light means pedestrians can continue their crossing if they have stepped into the road.

Drivers should be aware that some pedestrians may have problems crossing the road because they are young, old or have a disability. They also should be aware that pedestrians can make mistakes especially if they are children or have failing eyesight or hearing. Therefore, drivers should be ready to stop for pedestrians and allow them time to complete their crossing.

## Community action

The following are some ideas for community action – you may come up with others. Many of these have been used both in New Zealand and overseas.

- Groups of school students crossing the road carrying placards or signs.
- Walking groups carrying or wearing messages.
- Radio interviews with older pedestrians about their problems crossing the road.
- School students developing and performing a rap, a song or a drama for their peers, parents or the community.
- A performance by community members about pedestrian safety, developed and then performed in a public place.
- Workshops or forums designed for older secondary school students to help them develop their own ideas for community action or events.
- A competition for students to design a radio or television advertisement that would appeal to their peers, then produce and air the winning entry.

## Community groups to involve in planning

Ideally you will work with the main problem groups. Use data or observations from your local area to determine the make-up of the target groups.

The following are some groups that could be involved.

- Young drivers – national data shows, they are most likely to hit pedestrians.
- Commercial drivers.
- Parents – who do a lot of driving near schools.
- Bus drivers.

The following are some groups affected by the actions of the target group that could be involved in planning.

- Schools, school students, parents, teachers, and school communities.
- Older driver groups such as Age Concern, Probus Clubs, Lions Clubs, Rotary, or Grey Power.
- Walking groups.
- Tertiary students may be able to contribute research or other information to the project.
- People with disabilities often have specific issues to promote and are keen to be involved in planning.

## Messages to communicate

The following actions might be asked of drivers.

- When turning at the lights give way to pedestrians.
- Allow pedestrians to complete their crossing when the red pedestrian light flashes.
- Slow down and prepare to stop at pedestrian crossings.
- Stop for school crossings.
- If there is a raised traffic island, stop and give way to pedestrians on your half of the road. If there is no raised traffic island, give way to pedestrians on any part of the crossing.

## Media to use

When choosing the groups to target, it will help to look at the situation in your area together with crash data.

Media to reach people under 30 years of age includes:

- a scratch test with questions about drivers relating to pedestrians. Provide a prize for the winner. Distribute the cards in service stations or warrant of fitness stations
- working with driving instructors to give messages to young drivers
- cinema advertisements used when films that appeal to young people are being shown
- advertising on the backs of buses or at bus stops in urban areas
- billboards with messages either on established urban billboard sites or set up at locations chosen to target the issue. Resource consent is needed for new billboards and they can be costly
- promotions involving websites or mobile phones may get the attention of young people.
- café cards are also popular with young people
- radio – this is a good way to reach drivers, especially during rush hours. Stations that should be chosen reach a young demographic
- local television channels – these offer cheap advertising rates, but make sure your target audience watches them
- cards or key tags distributed at university orientation events.

The general population might be reached by some of the following:

- Promotions in the newspaper, especially local community newspapers.
- A local television channel if it is watched by the target group.
- Radio during rush hours.
- Leaflets or cards distributed to schools for students to take home, or information placed in school newsletters may be a way of reaching parents and the school community.
- A card or leaflet delivered to residents in a letter-box drop or inserted with a community newspaper. The leaflet needs to be novel or eye catching.
- Information cards or promotional products distributed by Police at check points.
- Messages on products that might be used by the target group such as car rubbish bags, calendars, shopping lists and CD containers.

## Emotional slant

The following are some ideas for engaging the emotions of the target group.

- An image of a child being run over engages the emotion of shock.
- Drawing outlines of pedestrians on the pavement at risky intersections or on pedestrian crossings engages emotions.
- Humour can be used to defuse the potential anger that might arise between pedestrians and drivers.

## Enforcement

- Enforcement of driver behaviour at pedestrian crossings.
- Enforcement of drivers turning at traffic signals giving way to pedestrians.
- Enforcement of red light running or speeding through intersections is related.

## Events

The following are some events where information on driving and pedestrians might be distributed.

- School events.
- Ethnic cultural events.
- Safe with Age courses.

## Related resources

*(The following numbers relate to the numbers in the list of existing resources in the companion document.)*

5. Turning traffic give way to pedestrians – Christchurch

# Driveways (Target – Drivers)



## Introduction

Driveway accidents cause huge distress to families. Driveway accidents typically involve a toddler being hit by a reversing vehicle, commonly driven by a family member or close friend. Campaigns in this area need to focus on encouraging families to make sure that small children are not on driveways where vehicles may be reversing. Drivers need to be encouraged to make sure all toddlers are safe before they start backing. Raising awareness of the difficulties that drivers have seeing small children behind the car when backing is another focus area. There are also infrastructure and planning issues related to the design of driveways minimising the need for reversing.

The presence of cyclists on the footpath is also another driveway related issue for drivers to be aware of. Cyclists travel faster than pedestrians and because of this, reversing drivers may not see them. Cycling on footpaths (unless they are designated shared footpaths) is not legal in New Zealand for this reason, but the issue is still one to be aware of.

## Community action

If information is presented by members of the target group, it may have more impact than if it is presented by staff of organisations. One-on-one conversations with members of the target group allows questions to be answered and sympathy for issues to be expressed. The following are some ideas for community action.

- Presentation by Plunket to parents.
- Mention of the issue during a sermon at a church service.
- Information at school or pre-school parent teacher days.
- Information in classroom lessons so children will take it home.
- Approaches to parents as they drop children at pre-school or language nest.
- Pre-schools demonstrating the reversing display, then having children make a book of illustrations about it and taking copies home.

## Community groups to involve in planning

Community groups involved in planning need to be comprise the target group or have some connection to them. Suggestions are:

- Plunket
- health carers
- school health nurses

- ethnic groups
- neighbourhood watch groups
- church groups.

## Messages to communicate

Some of the following actions could be called for.

- The footpath is not for cars – be alert.
- Drive out forwards from your driveway if you can.
- Reverse slowly and safely.
- Double check for children and cyclists.
- Keep kids away from driveways.
- Can you see the children? Check before you back your car.

## Media to use

The media used should be appropriate for the target group. Some ideas are:

- radio stations popular with the target group
- leaflets or cards distributed to school students to take home
- information leaflets created as reminder notices to hang on doors
- letter box drops in relevant areas
- posters at churches, schools, Plunket rooms, doctors' surgeries, health clinics
- a display showing how difficult it is to see a child when reversing will help raise awareness.

## Emotional slant

The idea of children being injured engages the emotions of almost any target audience.

- The consequences of running over a child and the impact on the family.
- Personalised questions asking 'How safe is your child?' engenders feelings of guilt in parents.

## Enforcement

There is little opportunity for enforcement in association with this issue. It could be linked with enforcement of related issues, such as child restraint enforcement or pedestrian safety outside schools and parking issues.

## Events

- Health days.
- School events.
- Cultural festivals.

## Related resources

*(The following numbers relate to the numbers in the list of existing resources in the companion document.)*

10. Driveway resource – Waitakere
11. Reversing display – Christchurch

# Driveways (Target – Pedestrians, cyclists and parents)



## Introduction

Small children are particularly vulnerable in these types of crashes as they are difficult for reversing drivers to see. Cyclists travelling on the footpath or in cycle lanes, especially in areas where there is no parking space between the cycle lane and the footpath, are also particularly at risk. Drivers need to be reminded to take care when reversing out of driveways and cyclists and pedestrians need to act defensively to keep themselves safe.

## Community action

- Demonstrations to children and parents showing how to check driveways when walking on the footpath.
- Cyclists demonstrating how to ride defensively and check for reversing vehicles at driveways.

## Community groups to involve in planning

You should involve members of your target groups to find out what their issues are. Some suggestions are:

- children
- teachers
- parents
- cycle groups
- police education officers
- NZ Post (if posties on the footpath are at risk in your area).

## Messages to communicate

Some messages to encourage changes in the behaviour of the target group are:

- cyclists – slow down and check at driveways
- always check for vehicles in driveways
- ride safely, check for reversing vehicles
- encourage children not to play in driveways
- if you can't see the driver, the driver can't see you. Stop, look, listen at driveways.

## Media to use

Use media appropriate to your target group. Some suggestions are:

- cards or leaflets for schools, parents and their children
- information to walking school bus parents
- a story for young children illustrating safe behaviour
- a drama for schools
- working with police education officers to provide information to children
- information to cyclist groups
- information in cycle shops
- information and personal visits to businesses such as NZ Post
- car rubbish bags with artwork and a message to be distributed at schools, health days, churches, ante-natal classes.

## Emotional slant

- Include humour to defuse feelings of anger on the part of one or both groups involved, especially where groups of adults such as postal delivery cyclists are involved.
- The consequences of being struck by a car coming out of a driveway.

## Enforcement

- Stopping cyclists who are cycling on the footpath in areas where it is hazardous.
- Links to other cycling enforcement campaigns are possible.

## Events

- Cycle rides or races.
- School events.
- Parent/teacher days.
- Pre-school events or open days.

## Related resources

10. Driveway resource – Waitakere/North Shore

# Cycle courtesy (Target – Drivers)



## Introduction

Drivers need to be encouraged to share the road with cyclists, give them space and respect them as fellow road users. They need to be reminded to check for cyclists before turning left, before opening car doors and before moving from a parking space onto the carriageway. Indication of the driver's intentions allows cyclists to take appropriate action in order to be in the safest place on the road.

When planning the project, take account of the crash factors and the cyclists' concerns in your area and address drivers' actions that are most likely to make a difference to cyclist safety in your road environment.

## Community action

Community action might involve cyclists giving messages to drivers. Some examples are:

- cyclists riding around the city wearing boards with messages or t-shirts printed with messages for drivers
- cyclists putting bumper stickers on cars
- cyclists setting up displays at key sites
- taxi companies displaying messages on their car doors
- talking with driving instructors about how they might get messages to their students.

## Community groups to involve in planning

Groups of both cyclists and drivers could be involved.

- Cycle action groups.
- School cyclists.
- Heavy vehicle representatives.
- Commercial drivers.
- Taxi companies.
- Bus companies.

## Messages to communicate

Actions need to be appropriate to the issues in your area. It may be best to address one action at a time, and may include:

- look for cyclists before you open your door
- look twice for cyclists at intersections
- check for cyclists before reversing out from a driveway
- don't drive in the cycle lane
- give cyclists space
- don't cut cyclists off when turning left
- check for cyclists, indicate and give them space when turning left
- check for cyclists, use your mirrors, check your blind spot before you turn
- give cyclists space at roundabouts
- share the road, give cyclists space
- ease your pace and give them space
- check for cyclists before crossing a cycle lane.

## Media to use

The form of media you use will depend on your target group. Drivers will be more likely to take action if the messages reach them when they are driving or just before they set out. Some media you might use include:

- radio during rush hours
- billboards
- bus advertising
- morning newspapers
- comic strip with messages
- posters in workplaces
- messages in tertiary student publications
- posters on community noticeboards.

## Emotional slant

The emotions of drivers could be engaged by showing the consequences of colliding with a cyclist.

- Ask 'How would you feel if you struck a cyclist?'
- Focus on killing or injuring cyclists will engage emotions more strongly.
- Include an appeal to the courtesy of the car driver.
- Include the idea of fairness, as in asking drivers to share the road and give cyclists a fair go.
- Humour could be used to defuse anger on both sides especially where the situation is unlikely to be life threatening.

## Enforcement

Ask Police to carry out enforcement in areas that have problems with this issue. Behaviours that could be targeted include:

- drivers not giving way to cyclists at intersections
- drivers not indicating when turning
- drivers not indicating correctly at roundabouts
- drivers driving in cycle lanes
- drivers cutting cyclists off when turning.

## Events

Messages might be distributed at:

- health and safety days
- senior school health days
- university orientation events
- cultural events.

## Related resources

*(The following numbers relate to the numbers in the list of existing resources in the companion document.)*

14. Don't Burst their Bubble – Waimakariri
15. Share the Road – Tauranga
16. Stop. Look. Cyclist – Christchurch
17. Share the Road – Christchurch
18. Share the Road – Victoria
19. Share the Road – Queensland
20. Cycle Lanes Campaign – Christchurch

# Cycle courtesy (Target – Cyclists)



## Introduction

Cyclists must obey the road rules just as motorists must. It can be difficult to engender mutual respect between cyclists and motorists when cyclists don't stop at traffic lights or indicate when turning. By keeping a watch for car doors opening, watching for reversing lights on angle-parked vehicles, taking care when passing driveways for vehicles reversing out and using lights, reflectors and bright clothing, cyclists can considerably increase their safety in the road environment.

## Community action

Using cyclists is a good way of distributing your campaign messages to other cyclists.

- Experienced cyclists can give information to novice cyclists at events, in skill riding courses or at schools.
- Event cyclists can act as role models whenever they ride in public.
- Cyclist groups can talk to cyclists at schools or tertiary organisations.

## Community groups to involve in planning

The group of cyclists you chose to work with will depend on the issues in your local area. People to involve in planning could include:

- school cyclists
- commuting cyclists
- cycle action groups
- cycle skills tutors
- Police education officers.

## Messages to communicate

The messages you are giving to cyclists should reflect the issues, perceptions and crash factors in your area. Some possibilities are:

- be bright on your bike
- obey the road rules
- stop for red lights
- make yourself visible in the dark
- ride defensively, keep a metre out from parked cars
- always use your lights at night.

## Media to use

The media used should be chosen to reach the target group for the issues in your area. Some suggestions are:

- information in cycle shops
- information included in cycle training courses
- backs of buses
- bus shelter advertising
- cards distributed to schools
- information at cycling events
- advertising in cycle publications
- school newsletters
- classroom activities.

## Emotional slant

A balance needs to be achieved between telling cyclists to make themselves as safe as possible on the road, and giving the impression that the road is a dangerous environment and making people reluctant to cycle. Scare tactics may not be appropriate especially for young cyclists. Some ideas for emotional content are:

- using images in advertising where the cycle looks larger than the car
- including images in promotional material that imply cyclists riding correctly are skilful and brave
- showing competitive cyclists in the advertising so they are role models for correct behaviour
- a slogan such as 'Live to ride and ride to live' that was used in a South Australian campaign to demonstrate that the style of riding in off-road situations is not appropriate in on-road situations.

## Enforcement

Police might be asked to target the use of lights by cyclists to reinforce an advertising campaign. Enforcement campaigns targeting cyclists running red lights or breaking other road rules are also a possibility.

## Events

Any gathering of cyclists is a good place to promote safety messages to them. Some examples are:

- cycle ride events
- triathlon events
- city cycle rides
- family cycling days
- Bikewise events
- bike to work days
- school sports days
- cycle skills courses
- university orientation events
- tertiary education enrolment days.

## Related resources

*(The following numbers relate to the numbers in the list of existing resources in the companion document.)*

12. Cycle Safe – Christchurch
13. Be Safe Be Seen – Tauranga
15. Share the Road – Tauranga
17. Share the Road – Christchurch
18. Share the Road – Victoria
19. Share the Road – Queensland





## Our contact details

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