



RYDA IS COMING UP

DON'T MISS IT!

**FUN DAY
AHEAD**



Page down to learn how
RYDA can support your school curriculum



Road Safety & Schools

Teachers are under increased pressure to provide additional life skills along with the traditional academic curriculum.

Embedded in the curriculum are programs designed to help senior students address issues of health, safety and wellbeing at a time when they face significant changes and challenges in their lives.

Road safety is a significant health, safety and wellbeing issue – finding the right program to support the curriculum and deliver sensitive messages according to best practice can be time-consuming and challenging but is critically important.

the facts

Last year 1,187 people were killed
on Australian roads and
379 people lost their lives on New Zealand roads.

many times this number were seriously injured.

**It's estimated that around 140 people are
killed or injured on our roads every day**

An all too familiar headline...

Young people remain over-represented in our road toll

The enormity of loss is often only realised when it hits close to home, impacting family, friends and a school community

Leader
COMMUNITY NEWS

Tributes flow for teens killed in horror crash



Jason Breakwell, 18



Jake Mitchell

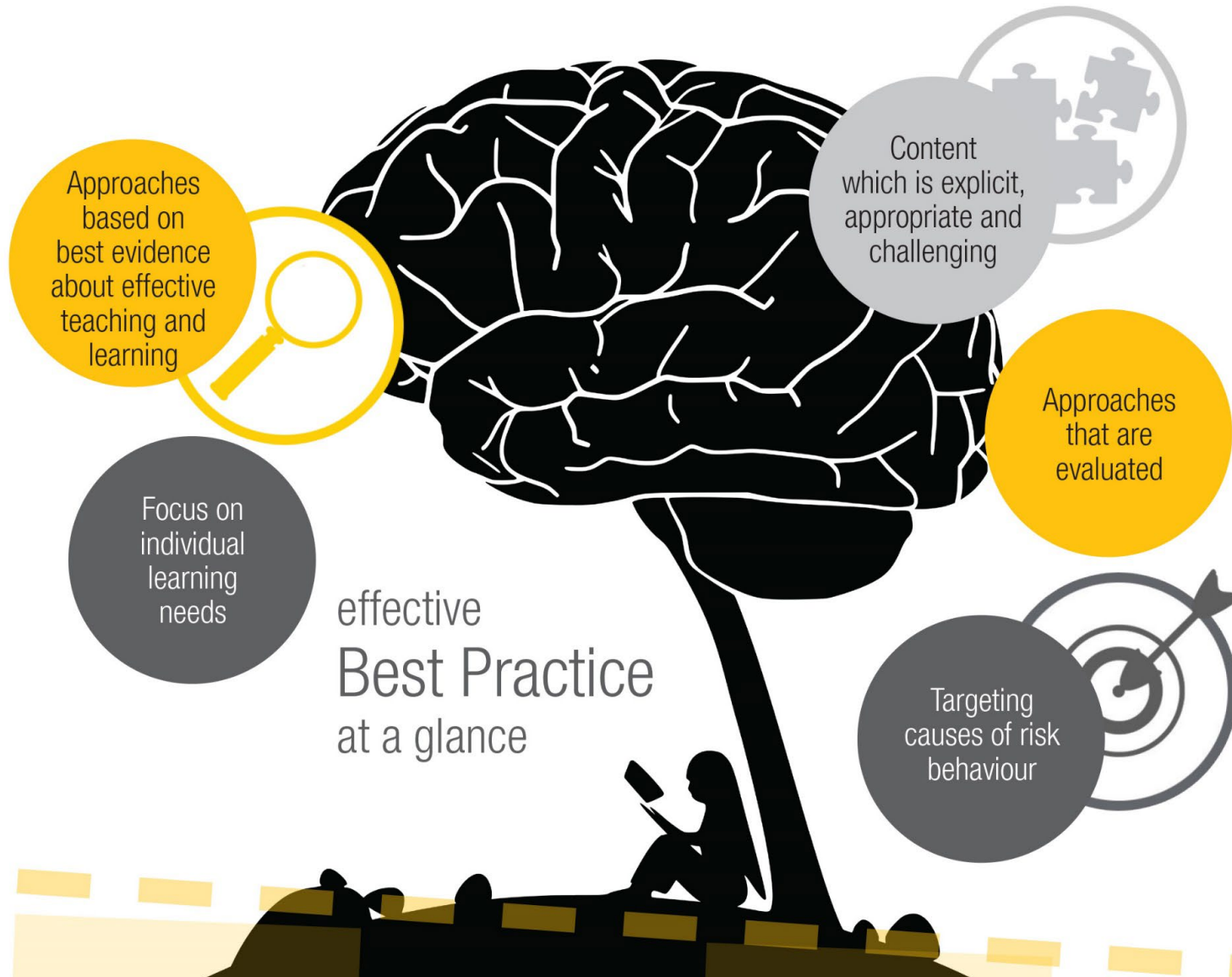


Felisha Allen, 17 & Sharn Walker, 17

THREE teens killed in a tragic crash which also left a friend seriously injured are being remembered as "wonderful kids" whose deaths have shaken an entire community.

Your choice will make all the difference

– choose a program that follows government best practice guidelines



✓ Illustrated left are approaches that work well according to the evidence.

— Less effective are those that are not linked with ongoing learning and lack clear goals.

✗ Programs that promote early licensure, focus on vehicle emergency handling skills and use scare tactics without providing a parallel positive experience are actually detrimental to students.

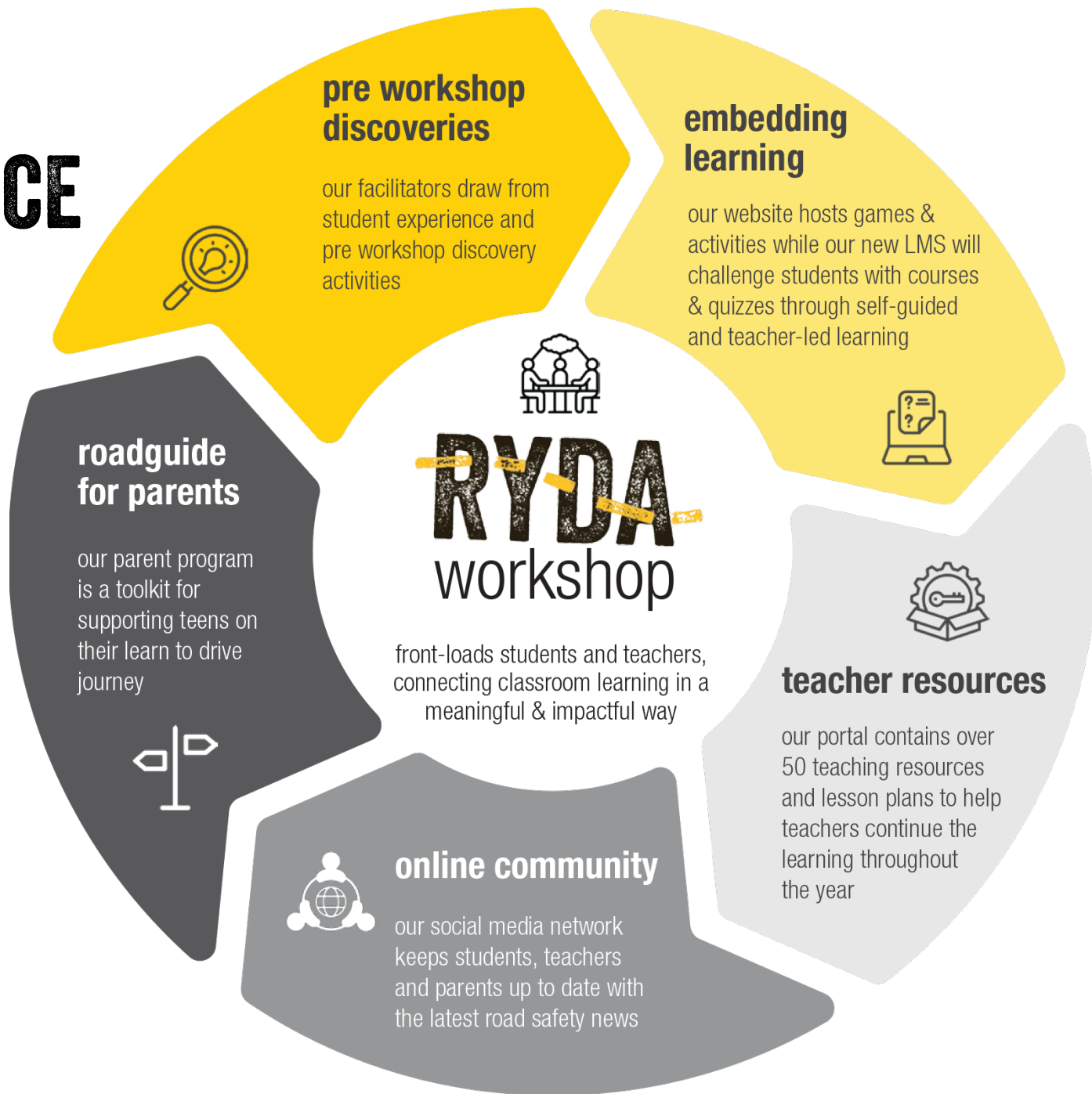
Professionally developed by Road Safety Education Limited, RYDA is essential education for young drivers and their passengers at just the right time in their lives




RYDA is an educational resource that, when embedded within existing school programs, supports learning activities and provides opportunities for in-class debriefing and further exploration by teachers.


RYDA AT A GLANCE

Supporting teachers to
take a
**whole-school
approach to
road safety**



A group of students and a facilitator are sitting around a table in a workshop setting. The students are wearing school uniforms, including white shirts and green ties. The facilitator is a young man with dark hair, wearing a green shirt. They are all smiling and looking at each other, engaged in a discussion. On the table are several brochures and a pen. In the background, a poster with the letters 'D' and 'P' and the words 'SAFETY' and 'AND THE' is visible. The text overlay at the top of the image reads: "The RYDA Workshop features a series of practical and powerful sessions that challenge students and lay the foundation for safe road use throughout their lives."

The RYDA Workshop features a series of practical and powerful sessions that challenge students and lay the foundation for safe road use throughout their lives.

A series of horizontal yellow bars of varying lengths, some solid and some with a gradient, arranged in a row.

Facilitators work with students to **develop** and **practise personalised strategies** and life skills which will help them respond positively to challenges on the road, both as drivers and highly influential passengers.

CRASH INVESTIGATORS

Students investigate a real-life crash, interviewing the survivor to identify contributing crash factors and recommendations for improvements in line with the Safe System approach.



SPEED & STOPPING

Understanding the relationship between speed and stopping. At the workshop, students work with driving instructors and experience the relationship between speed and stopping distance through practical observation.



MIND MATTERS

Exploring mindstate as a road safety risk factor. At the workshop, students work in teams to devise strategies to manage mindstate, using a number of scenarios and music as a backdrop.



ROAD CHOICES

Students look at key risk areas for young drivers and passengers and gain an understanding of the legal and financial ramifications of poor road choices. The workshop session is routinely led by a Police Officer.



DRIVE S.O.S.

Students look at the road from the perspective of other road users, gaining an understanding of their challenges and learning how to "Drive So Others Survive". The workshop session includes a gamified video challenge and peripheral vision experiment.



THE 'I' IN DRIVE

Students explore how personality impacts risk on the road. During the workshop they use a personality quiz, as a tool to analyse risky situations and practice speaking up through role play.



CORE RYDA TOPICS & WORKSHOP SESSIONS

RYDA Delivery

a collaboration between RSE
and communities across
Australia and New Zealand



725,000+
students to date



400
Facilitators

Highly trained educators, driving instructors, police, and psychologists, delivered 1,584 individual RYDA Workshop Sessions



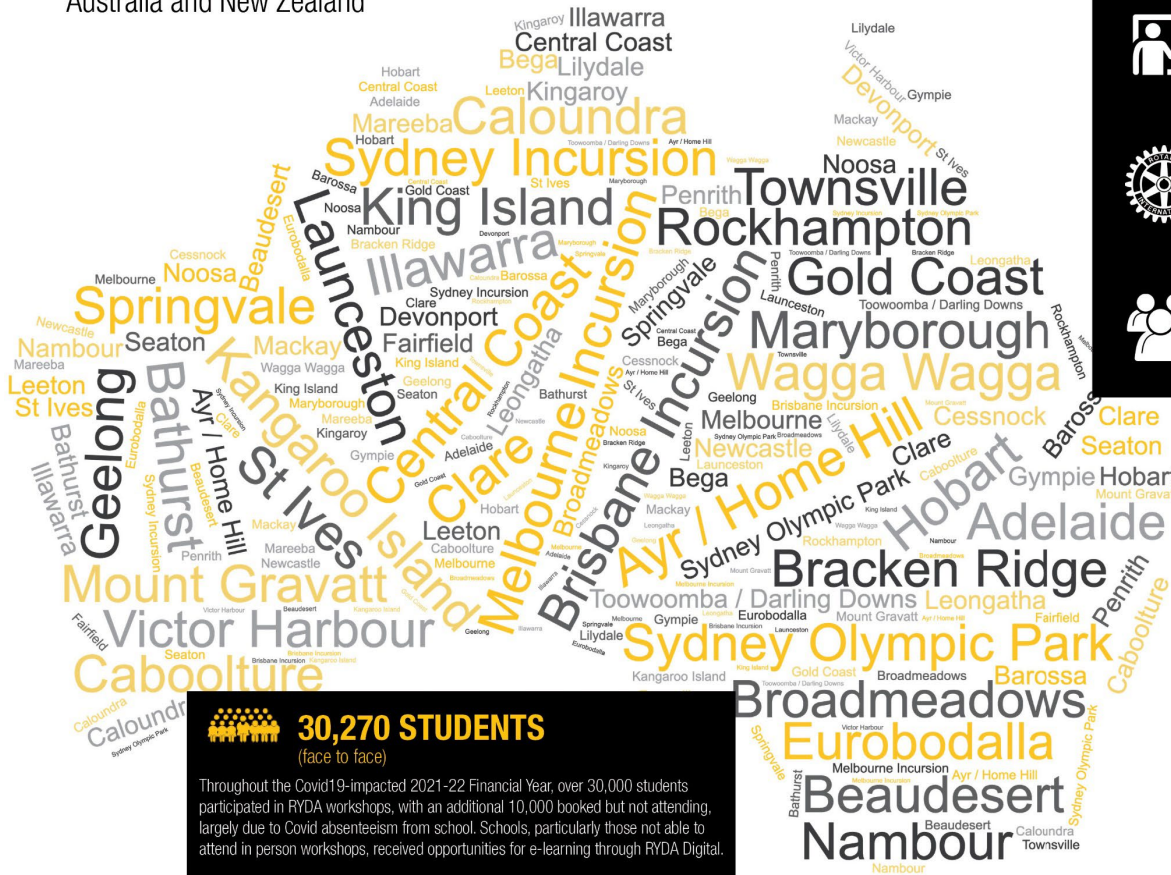
600
Rotarians

RYDA Organising Committees and Rotary Clubs along with other community volunteers, drive regional RYDA delivery



20
Staff

A mix of full and part-time staff, located throughout Australia and New Zealand



30,270 STUDENTS
(face to face)

Throughout the Covid19-impacted 2021-22 Financial Year, over 30,000 students participated in RYDA workshops, with an additional 10,000 booked but not attending, largely due to Covid absenteeism from school. Schools, particularly those not able to attend in person workshops, received opportunities for e-learning through RYDA Digital.



1,584 WORKSHOP SESSIONS

Students participated in over 1,500 RYDA sessions at 264 RYDA workshops held in 119 centres throughout Australia and New Zealand.



381 SCHOOLS

Students came from 381 schools that booked into RYDA, with cohort sizes ranging in size from 1 to 528 students.

maps refer to F22 RYDA locations



Devonport
Fairfield
Bathurst
Devonport



RYDA HELPING TO SAVE YOUNG LIVES



> Impact Evaluation

EVALUATING RYDA 5 FOR IMPACT

We conduct regular and robust program evaluation designed to measure knowledge retention, attitude shift and intended and practiced behaviour change across time. We employ a number of evaluation tools, including post workshop surveys, open feedback, teacher and parent surveys. In 2022, over 4,000 stakeholders participated in our evaluation (reported on the right-hand page). We also report (below) student evaluation which compares results from the same students pre, immediately post and three months post workshop attendance collected in 2021.

As with the majority of studies, this evaluation is subject to limitations (listed below). To address these limitations, RSE conducted a combination of T and Chi-Squared tests to ensure the robustness and statistical significance of the data. The tests found no significant difference in responses between jurisdictions, genders, location, school or socioeconomic. These tests suggest that the data collected is reliable and robust.

Behaviour Change

intended and practiced change measured across 3 months

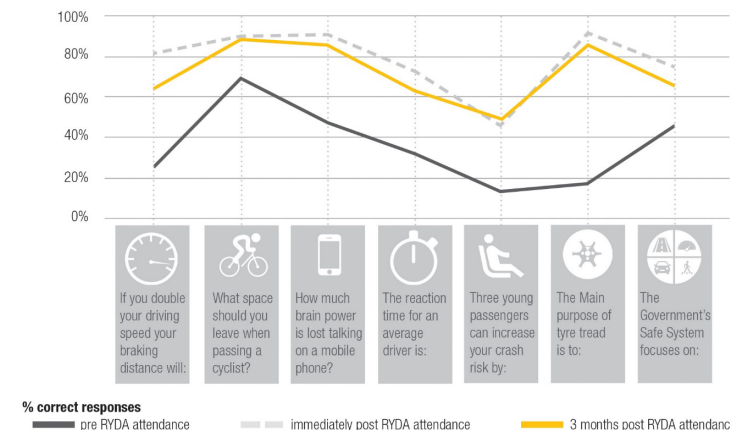
Knowledge alone won't change behaviour. Young people need tools to make safe choices as challenges arise. We listed 19 strategies and learning from the RYDA workshop. Immediately post attendance we asked students to indicate which ones they planned to use in the future. Three months post we asked them to indicate which ones they would use in the future and/or have already had the opportunity to try:

81%
of students reported they had already used one of the 19 listed strategies

66%
of students reported to having already used more than half the strategies

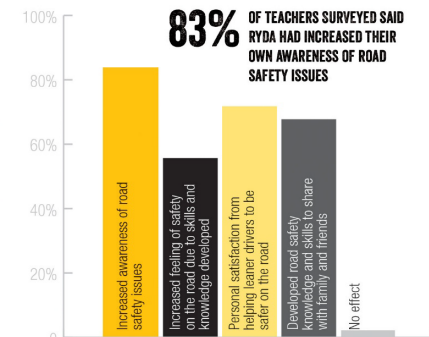
Knowledge Retention measured across 3 months

Our three month post workshop knowledge retention shows strong results. Questions (sampled and abbreviated below) were multiple choice. Where the answer to the question was a number, the correct answer was always the highest option offered – showing that pre RYDA workshop attendance, students grossly underestimated the impact of these risk areas.



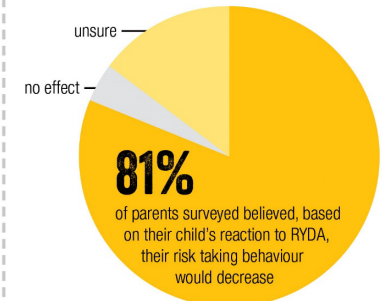
Training the Trainers Teacher surveys

Teachers are tasked with the job of providing road safety education to their students. But, most are not road safety experts and are often not trained in the intricacies involved in teaching this specialty topic. The RYDA workshop not only front-loads student knowledge but helps teachers become equipped to support their students through the extended learning. We surveyed over 500 teachers, asking what personal changes, if any, they have experienced as a result of accompanying students to the RYDA workshop.



Creating Cultural Shift

Supporting parents and caregivers
We surveyed parents whose children participated in RYDA. When asked, thinking about their son or daughter's reaction to the workshop, how much effect did they think it would have on their risk taking behaviour while driving or being a passenger with a young driver, they said:



95%
of parents surveyed said they'd talked to their child about RYDA after attending. Of those parents, 74% reported that this had led to a discussion about one or more aspects of road safety.

49%
of parents with children who had started to learn to drive said that they'd already noticed a change in their child's driving habits after participating in RYDA.

“It allowed me to truly understand the different factors that impact car crashes. This fundamental analysis has **allowed me to apply this information to real life, and use it to mitigate and minimise crashes.** I can immediately recognise potential risks, and take action to reduce them. Having this information has made me feel significantly more prepared to become a P Plater, as well as a passenger of P Platers which will likely become prominent in my life in the following years. **I feel that now I can better judge situations and recognise and identify risks,** which could ultimately save my life, others life, make the roads a safer place, and help move towards zero.”

Kaia, student, Monte Sant' Angelo

LIMITATIONS

- The sample size (183 students from 27 schools) of the three month study was smaller than desired and experienced significant drop-off from pre survey to 3 month post. The final survey coincided with pandemic lock-downs in a number of areas, resulting in added pressure on teachers and students who were unable to complete the process.
- While a balanced cross-section of schools and students were invited to participate in the three month study, responses were slightly skewed towards females (65%), urban road users (60%) and private schools (57%).
- Students self-report in response to a number of survey questions, their answers to which cannot be verified.
- The open feedback forum sits as part of a competition, offering a drawn prize of \$250, which may prompt a positive response from students.

CRASH INVESTIGATORS

I was intrigued by the way 'road safety' was broken down into key areas (road users, roads and roadsides, vehicle, speed) from which we could analyse the causes of a crash.

Sean, Marist College



ROAD CHOICES

WE ASKED STUDENTS "WHAT WAS YOUR FAVOURITE WORKSHOP SESSION & WHY?"

Before this I didn't know that if I held my restricted licence, and I drove around town with friends in the car that I would get a ticket and demerit points. There were rules that I had no idea about and I thought it honestly really interesting. I'm happy I know how it all works now. *Millia, Nelson College for Girls*

MIND MATTERS

I started my driving experience back in July, since then I've come to realize I struggle a bit with road rage and was unsure on how to handle it. The RYDA course helped me a lot to re-think and start to improve how I am as a driver. *Ruby, Mackay Christian College*



This session helped me realise how much of a difference just your distance from the vehicle upfront can make. This would forever stick with me and influence my driving for the rest of my life. I wish more people can be exposed to this content so that road safety across the whole world can be improved. *Jai, Blacktown Boys High School*



SPEED & STOPPING

THE 'I' IN DRIVE

I found it valuable to learn (from the results of the [quiz]) where I might find specific flaws within myself that may affect my driving ability - which for me was in my risk awareness and self control. I found it really helpful to then learn and discover new ways that I can 'self coach' to change these struggles. I enjoyed our speaker as he found a way to easily connect and engage with us, which made the whole session an enjoyable and exciting experience. *Kate, Scotch Oakburn College*



DRIVE S.O.S.

It made me really think about how aware of everything you need to be whilst driving. My first time driving after the RYDA day, I noticed so much more of what was going on around me, and felt much safer. *Lucy, Fahan School*



Long after students board their buses home, we continue to provide information and support to help teachers build on the messages and motivation created on the day.



The wealth of resources on our website supports teachers from program booking (including information brochures, sample permission notes, risk assessments and curriculum links) to post RYDA follow-up (from lesson ideas in the Teacher's Companion booklet to student quizzes and games)



RYDA gives students critical information and strategies that do not come from driving lessons or books

“The presenters were of a very high quality and the feedback from the students during our debrief back at school was extremely encouraging. Nothing beats real life education and that was exactly what the students participated in today. It would take us weeks to get across what each of the experts manage to do in 30 minutes.” - **Teacher, Burdekin Catholic High School, QLD**

Who's on the RYDA team?

Any winning team has a great base of supporters. From road safety experts, to corporate partners, community leaders and high profile individuals – RYDA has assembled a team of greats.

Respected Corporate Partners

In Australia
& New Zealand



TOYOTA

In Australia



In New Zealand



vtnz

Valued Community Partner



Rotary Clubs in Australia & New Zealand

Expert Advisory Council



(L-R) Dr Neale Kinnear, Lead Behavioural Scientists, Humn, UK; Prof Teresa Senserrick, Director, Western Australian Centre for Road Safety Research, University of Western Australia; Dr Amanda Stephens, Senior Research Fellow, Monash University Accident Research Centre | Prof Barry Watson, Professor, Faculty of Health, Centre for Accident Research and Road Safety – Qld (CARRS-Q) (consultant to the Council)

Highly Regarded Patron & Vice Patrons



Foundation Patron: The Hon Sir William Deane (former Australian Governor General) | Vice Patrons: Geoffrey McIntyre (Retired Chairman, Bank of China Australia Ltd); Gillian Moore (Retired Principal, Pymble Ladies' College); Kenneth Moroney (former Commissioner, NSW Police Force); A/Prof Dr Brian Owler (Past Federal President, Australian Medical Association); The Hon James Wood (Former Judge, NSW Supreme Court); Ronald (Keith) Barton (retired CEO/MD James Hardie Industries (CEO)

Passionate Ambassadors



(L-R) Peter Frazer, President, Safer Australian Roads and Highways (SARAH); Andrew Morley, Actor, Philanthropist and Road Safety Advocate



These signs represent the **264 young lives lost**
on Australian roads last year.

The faces behind them represent the **sons, daughters, brothers,**
sisters and cherished friends we must help protect.

