

Kia pai tō haere

Hauora

Possible contexts for kaupapa: Keeping whanau safe on a journey is everyone's work. Shared responsibility for safe journeys. Safe: spiritually, physically and mentally.

Waiora - Personal Health and Development (safety): Identifying risks and their causes and able to describe safe options to manage these risks: develop action plans to minimise risks.

Ngā putanga ako tauwhāiti – whāinga paetae achievement objective	Aromatawai: intended learning outcomes/learning intentions
<p>Ka tāea e te ākonga te:</p> <p>Level 1</p> <p>Describe and use safe practices in a range of contexts and identify people who can help.</p> <p>Level 2</p> <p>Identify risk and use safe practices in a range of contexts.</p> <p>Level 3</p> <p>Identify risks and their causes and describe safe practices to manage these.</p> <p>Level 4</p> <p>Access and use information to make and action safe choices in a range of contexts</p>	<p>Level 1</p> <p>List factors that can affect you and your safety while travelling in a vehicle as a passenger.</p> <p>Identify how to prevent or minimise risks while travelling in a vehicle.</p> <p>Describe how other road users should behave on the road.</p> <p>Reflect on the risks that you personally face as a passenger, as well as on your safety strategies and how you put them into action.</p> <p>Level 2</p> <p>Identify how to prevent or minimise risks while travelling in a variety of different vehicles.</p> <p>Compare and contrast the risks you face as a passenger travelling in a vehicle.</p> <p>Describe the limits and opportunities for you as a passenger in managing your personal safety.</p> <p>Reflect on the risks you face as a passenger and identify strategies you can use to be safe.</p> <p>Level 3</p> <p>Identify people who are responsible for your safety while travelling as a passenger.</p> <p>Formulate an action plan to deal with risks you face as a passenger travelling in a vehicle.</p> <p>List the risks that could occur when you are travelling in a vehicle.</p> <p>Explain the causes (physical and behavioural) and effects of each of these risks.</p>

	<p>Level 4</p> <p>Identify resources (people and places) we can use to develop deeper understanding of safe travel in vehicles.</p> <p>List and prioritise the risks faced by drivers and passengers.</p> <p>Develop and action plan to minimise risks faced by passengers when travelling in a vehicle.</p> <p>Argue for strategies that would enhance passenger safety while travelling in a vehicle.</p>
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Raupapa mahi: possible learning intentions and learning experiences

Your school will have its own criteria for developing learning intentions. Emphasise the learning intentions that best match the abilities of your students.

LI: List/ identify/ describe/ explain how travel has changed over the years.

LE: Interview mātua/whānau to find out how travelling to whānau events and travel in general has changed over the years. List the changes and record on a diagram.

Use the above information to make generalisations about the impact that changes to how we travel has had on our lives. For example, it is now possible to travel longer distances in a shorter amount of time, the affordability of air travel has made international travel for whānau to destinations like Australia, the Pacific and the world a possibility.

LI: Identify the purpose or relevance of having rules or a road code.

LE: Question what would happen if we had no road rules or road code? Why did people have no such codes before there were any motor vehicles on the roads? Why do we need them now?

Alternatively, simulate the same activity. Students could have free play in an area. Explain that they can play on their scooters, bikes, running games etc. Select 2-3 students to observe what happens. After 5 minutes (shorter or longer depending on the level of risk) bring students in and ask students to describe how the exercise felt and or went. Ask the observers to describe what they saw. Ask what would be needed to make the situation safer and or better. Use this as the basis for describing the purpose of rules.

LI: Identify risks (and their causes and effects) faced by passengers when travelling in a vehicle. [Unistructural]

LE: Discuss, identifying the risks faced by passengers when travelling in a vehicle.

Keep a personal log of life as a passenger. Use it to identify and reflect on risks and safety strategies. Evaluate their plan and action against success criteria they have created.

Links with Maths: Conduct a survey into one of the following topics or similar topics:

- what is the most common mode of transport to school, the marae, a big hui, sporting event?
- what is the most preferred mode of transport to?
- list the different reasons people travel (work, school, sport, visit whānau)

- how long do students spend each day/week/ month as a passenger in a car?

Use the results of the survey to make generalisations about:

- the most interesting thing the survey showed
- something they learned about their classmates as a result of the survey
- something that surprised them and
- what some of the most important safety considerations are for students in their class.

LI: Describe risks (and their causes and effects) faced by passengers when travelling in a vehicle. [Multistructural]

LE: For each risk named above, consider then name and or describe the causes of the risks and the effect or potential outcome of the identified risk. See cause and effect graphic organiser.

[Scholastic graphic organisers \(PDF\)](#)

LI: Classify risks (and their causes and effects) faced by passengers when travelling in a vehicle. [Relational]

LE: Look for patterns with the risks identified. Classify risks. Headings could include, Risks caused by the driver/ passenger, environmental risks, mechanical risks etc.

LI: Explain causes of risks faced by passengers when travelling in a vehicle. [Relational]

LE: Explain how an identified risk could place passengers at a risk.

Links to speaking: draw a risk from a hat, students then have 30 seconds to 1 minute to present an impromptu speech that would convince/ explain to their audience how the identified topic poses a risk to passengers. Audience evaluate each speaker of their understanding of what the risk and why it is risky/

LI: Explain effects of risks faced by passengers when travelling in a vehicle. [Relational]

LI: Evaluate types of risks faced by passengers when travelling in a vehicle. [Extended Abstract]

LE: Students research the impact or effect of risks. Begin by interviewing a classmate, teacher, whānau member. Responses could include, I feel scared being in car with someone who speeds, or I'm only allowed to travel in a car with a whānau member or I had a sore back to more permanent injuries.

Analyse the information gathered and evaluate the level of risk posed to passengers. Give reasons to support their opinion.

As a class or school, organise a parents' evening (possibly alongside a parent information evening) on road safety for passengers. Invite a local police officer and/or council safety officer discuss safe practices.

Using a three-way Venn diagram compare and contrast information that motorists, cyclists, and pedestrians and would like each other to know.

Create songs, chants or raps containing passenger safety messages.

Use a Y chart to predict what a safe road trip would look like, feel like and sound like.

[Y chart](#)

Write and publish a story of a future world where road users always make safe choices and live in a well-planned environment. Include ideas connected to healthy mind, healthy body, good decision making, nature appreciation, crime, ease of commuting, climate change, energy availability etc.

Carry out research (including by asking matua/whānau) to identify people in the community who can help with safety while travelling on the road, and as a passenger. What do we know about these resource people already? Complete a Postbox activity to gather new knowledge. Hang the responses up in the classroom.

Model using a basic Risk Management Matrix (RAMS) form, identifying and managing the risk for a journey in vehicles (make headings basic for Levels 1–2). Involve students in completing a RAMS form for an upcoming class trip. It may be walking to a location close to the school such as the public library or local swimming pools.

[RAMS \(TKI Toolkit for EOTC\)](#)

Complete a SWOT analysis (identifying strengths, weaknesses, opportunities and threats) on a route of their choice. They need to identify a weakness or a threat that individual action could reduce.

Use a Consequence Wheel to predict the consequences of an action. They reflect on the connections between the consequences. i.e. bald tyres on a car could mean what?

[Consequence wheel \(TKI\)](#)

Design and make a game that addresses risks passengers face and that demonstrates good road responsibility by all.

Write letters to the editor presenting 'wish lists' of how they would like other road users to behave on the road OR they could create and publish a pamphlet with a 'code' for motorists.

'So what?' and finally, 'Now what?'

Identify the thinking processes used when making their safety strategies and when taking action.

LI: Predict how travel may change in the future.

LI: Predict possible risks faced by passengers when travelling in a vehicle [Extended Abstract]

Predict how travelling to and from events may be different for their tamariki and mokopuna in the future as more and more advances are made in technology.

LI: Identify and or describe the possible advantages and disadvantages of travel in the future. Identify and or describe the advantages and disadvantages that changes to travel may bring.

LI: Predict what travel may look like in the future.

LE: Select an aspect of travel. For example, domestic or international travel or intergalactic travel. Draw or describe how this will look or be made possible in the future.

Student inquiry

Your task

Levels 1-2

Make a class category map with the different ways students travel to school and put students' names (or self-portraits) under each category.

In pairs, use this information to decide on the greatest risk factors for your peers. Evaluate the level of risk involved. For example, on a scale of 1-10.

Identify the ways the risk factors can best be managed. Students use this to create and implement their own self-management plan. This could be done through comments on an individual or class wiki or in the school individual SMS. Monitor and give feedback on how well students are using their plan to keep

themselves safe. Ask students to look at areas that can be strengthened and to show this modification to their plan.

Review the class category map throughout the year. Update as students move houses and new students arrive to the class, and roads and intersections change. Decide if the risks are still the same. Decide if steps need to be taken at another level. For example, whether a school wide education campaign is needed through the school newsletters, school website, presentations at school assembly and change at the next level a letter campaign to the local paper, MP, Mayor or NZTA to seek change that would improve public safety.

Levels 3-5

And or create a visual resource that help to inform younger students about road safety.

Alternatively, create a medium to provide ongoing information for the entire school community on this kaupapa. It could be a talk back segment on the school radio station, and or regular tips on the school blog, website, assembly. Lessen the involvement of the teacher as time goes on, so that it becomes increasingly student driven. Reward/ promote different ways for the school community to give students feedback on the quality, relevance and effectiveness of their resource in reducing risks and increasing understanding of road safety issues at the kura.

Ngā rauemi: resources

Te Ara:

[The impact of travel on tourism in NZ](#)

[Early travel in NZ](#)

[Travel by horse in NZ](#)

[Public transport in NZ](#)

Ministry of Transport

[Household travel](#)

Assessment for learning: teacher/peer/self

Teachers to highlight learning experiences above that will be used for assessment for learning throughout the unit. These can be recorded in portfolios/school management systems.

Example self-assessment rubric

Teachers to code in the first column the symbols that they use in the school for assessment.

These could be against levels, MOE guidelines or internal criteria. The rubric can be written against the AOs or rewritten as success criteria for children depending on the preference of the school.

Highlight the relevant phrases at each step. This is an example of one dimension only.

Example: Reflect on causes and effects of risks when I am a passenger.

Extended Abstract	I use several strategies to reflect on causes and effects of risk when I'm a passenger and I know when and why to use them. I can teach others to reflect on causes and effects of risk when I'm a passenger. I act as a role model for others to help them reflect on causes and effects of risk when I'm a passenger. I seek feedback on how to improve how I can reflect on causes and effects of risk when I'm a passenger.
Relational	I use several strategies to reflect on causes and effects of risk when I'm a passenger and I know when and why to use them.
Multistructural	I use several strategies to reflect on causes and effects of risk when I'm a passenger but I am not sure when and or why to use them.
Unistructural	I can reflect on causes and effects of risk when I'm a passenger if I am prompted or directed.
Prestructural	I need help to reflect on causes and effects of risk when I'm a passenger.

Example: Identify risks when travelling as a passenger.

Extended Abstract	... and I can make a generalisation about of these risks while travelling as a passenger.
Relational	... and I can explain the relevance of these risks while travelling as a passenger/ explaining the causes and effects of these risks.
Multistructural	I can identify some relevant risks while travelling as a passenger.
Unistructural	I can identify one relevant risk while travelling as a passenger.
Prestructural	I need help to identify risks while travelling as a passenger.