PRACTISING ACTIVE CITIZENSHIP THROUGH SAFER JOURNEYS

NZTA TRANSITION RESOURCE BASED ON THE OFFICIAL NEW ZEALAND ROAD CODE

NZTA Transition "Road Code" Resource includes learning experiences that use the *Official New Zealand Road Code* (2015) www.nzta.govt.nz/resources/roadcode to integrate learning for citizenship within broad contemporary social issues for safer journeys in New Zealand.

The resource provides a contextualised learning programme to help students meet NCEA Literacy and Numeracy requirements. It offers multiple and varied learning experiences to do this at three levels of understanding. Learning experiences for bringing in ideas (35), relating ideas (15) and extending ideas (12).

The programme activities can also be aligned with the content and context of *the Official New Zealand Road Code* used in the adult skills literacy and numeracy modules at Pathways Awarua www.pathwaysawarua.com .

Consider the interests, current abilities and future needs of your students when selecting the most suitable activities (in terms of prior knowledge and cognitive complexity) and the order of activities to include in your teaching programme.

The *official New Zealand road code* is a user-friendly guide to New Zealand's traffic law and safe driving practices. It explains the legal responsibilities of vehicle owners and the legal requirements for your vehicle. It also contains information about what you can do to be safer on the road when you're a pedestrian, cyclist, horse rider or moped rider.

OVERVIEW

Section 1.0. Learning contexts for bringing in ideas (35)

- 1.1. Ideas about citizenship (5)
- 1.2.Ideas about roads and road hazards (7)
- 1.3. Ideas about road users (4)
- 1.4. Ideas about sharing (4)
- 1.5. Ideas about risks (5)
- 1.6. Ideas about distraction (10)

Section 2.0. Learning contexts for relating ideas (15)

- 2.1. Explain the reasons for sharing the road network (6)
- 2.2. Explain the consequences of sharing the road network (9)

Section 3.0. Learning contexts for extending ideas (12)

- 3.1. Reflect on your thoughts and actions as a citizen and a road user (3)
- 3.2. Speak up when you see unsafe road use (3)
- 3.3. Take action when you see unsafe road use (6)

LEARNING CONTEXTS FOR BRINGING IN IDEAS (35)

1.1. Ideas about citizenship (5)

- 1.1.1: Defining citizenship
- 1.1.2: Identifying rights and responsibilities
- 1.1.3: What sort of road network do you want to share with others?
- 1.1.4: The "I belong, I matter and I make a difference" citizen doll
- 1.1.5: Do I have a say in what is going on?

1.2. Ideas about roads and road hazards (7)

- 1.2.1: Defining roads
- 1.2.2: Can you read a road?
- 1.2.3: Making a model road using found materials
- 1.2.4: Spotting the hazards on a New Zealand road
- 1.2.5: Planning a route keeping any road hazards in mind
- 1.2.6: Exploring hazards that can stop a car rapidly
- 1.2.7: Text for tips on what to do next

1.3. Ideas about road users (4)

- 1.3.1: How did you use the road?
- 1.3.2: Defining a road user
- 1.3.3: Making a lift-the-flap book about road users
- 1.3.4: Licensed to share the road

1.4. Ideas about sharing (4)

- 1.4.1:What do you share?
- 1.4.2: Ground rules for sharing a cheesy crust pizza
- 1.4.3: So what is the road sharing issue in your community?
- 1.4.4: Rules that help everyone get a fair share

1.5. Ideas about risks (5)

- 1.5.1: Unexpected risks to young drivers
- 1.5.2: Just how safe are you (and people like you)?
- 1.5.3: "I have a mate who ..."
- 1.5.4: Two truths and a lie
- 1.5.5: Finding out more

1.6. Ideas about distraction (10)

- 1.6.1: Distracted drivers
- 1.6.2: Things you see, things you hear, things you do, and things you think about
- 1.6.3: Making distracted driver screensavers for cell phones
- 1.6.4: How distraction-proof are you?
- 1.6.5: Driving like a slug
- 1.6.6: Stopping distance matters
- 1.6.7: Thinking, braking and stopping
- 1.6.8: Wipe off 5
- 1.6.9: What's the deal with cell phones?
- 1.6.10: Drugged drivers

LEARNING CONTEXTS FOR RELATING IDEAS (15)

2.1. Explain the ideas for sharing the road network (6)

- 2.1.1: Does anyone care?
- 2.1.2: Real, almost real and unreal roads
- 2.1.3: Safe and usafe ways to use a road
- 2.1.4: The lion tamer and the road user
- 2.1.5: Explanations for unsafe sharing
- 2.1.6: What do you think the reasons are?

2.2. Explain the consequences for sharing the road network (9)

- 2.2.1: What rules do we need to know?
- 2.2.2: Rules and more rules for sharing the road safely
- 2.2.3: Sharing the road
- 2.2.4:Trusting people to do the right thing
- 2.2.5: Consider all factors when thinking about the consequences
- 2.2.6: Before you get behind the wheel: thinking about the consequences
- 2.2.7: Pink stickered
- 2.2.8: What is the cost of operating and maintaining a road-safe car?
- 2.2.9: The real cost of getting behind the wheel

LEARNING CONTEXTS FOR EXTENDING IDEAS (12)

3.1. Reflect on your thoughts and actions as a citizen and a road user (3)

- 3.1.1: Reflecting on your skills when sharing the road with others
- 3.1.2: Reflecting on your attitude when sharing the road
- 3.1.3: Reflecting on the likelihood you will breach the road rules

3.2. Speak up when you see unsafe road use (3)

- 3.2.1: What sort of citizen road user am I?
- 3.2.2: Speaking up- sort it or report it
- 3.2.3: I feel ... when you ... because I ... and I would like you to ...

3.3. Take action when you see unsafe road use (6)

- 3.3.1: Taking action: Getting involved
- 3.3.2: Contacting an MP or local body politician
- 3.3.3: Creating a whakataukī about safer journeys and citizenship
- 3.3.4: Sort it and report it - on the back of a bus
- 3.3.5: Become an advocate for safer journeys for young people
- 3.3.6: What is the best message for young people sharing the roads?

POSSIBLE LEARNING PATHWAYS

The number, complexity and sequence of pathways will vary according to the different learning needs of students. Each learning activity comes with suggested links to Pathways Awarua modules, the *Official New Zealand Road Code* (2015) and further learning activities to deepen understanding.

Learning experiences to bring in ideas	Learning experiences to relate ideas	Learning experiences to extend ideas

Responsible driving

Learning experiences to bring in ideas

- Determine prior knowledge
- Pathways Awarua Module 28: Responsible driving
- NZTA Resource 1.1.2: Identifying rights and responsibilities

Learning experiences to relate ideas

- NZTA Resource 2.1.3: Safe and unsafe ways to use a road
- NZTA resource 2.2.2: Rules and more rules for sharing the road safely

Learning experiences to extend ideas

- NZTA Resource 3.1.2: Reflecting on your attitude when sharing the roads with others

Safe vehicles

Learning experiences to bring in ideas

- Determine prior knowledge
- Pathways Awarua Module 36: making sure your car is road worthy
- NZTA Resource 1.2.6: Exploring hazards that can stop a car quickly
- NZTA Resource 1.4.4: Rules that help everyone get a fair share

Learning experiences to relate ideas

- NZTA Resource 2.1.5: Explanations for unsafe sharing
- NZTA Resource 2.2.6: Before you get behind the wheel: thinking about the consequences
- NZTA Resource 2.2.7: Pink stickered
- NZTA Resource 2.2.8: What is the cost of operating and mainating a road-safe car?

Learning experiences to extend ideas

- NZTA Resource 3.1.2: Reflecting on your attitude when sharing the roads with others
- NZTA Resource 3.2.2: Speaking up - sort it or report it

Driver licence

Learning experiences to bring in ideas

- Determine prior knowledge
- Pathways Awarua Module 21: Filling in the driver licence
- NZTA Resource 1.3.4: Licensed to share the road

Learning experiences to relate ideas

- NZTA Resource resource 2.1.3: Safe and unsafe ways to use the road
- NZTA Resource 2.2.9: The real cost of getting behind the wheel

Learning experiences to extend ideas

- NZTA Resource 3.2.1: What sort of citizen road user am I?

Driving on different types of roads

Learning experiences to bring in ideas

- Determine prior knowledge
- Pathways Awarua Module 34: Driving on different types of roads
- NZTA Resource 1.2.1: Defining roads (What is a road?)Licensed to share the road
- NZTA Resource 1.2.2: Can you read a road?

Learning experiences to relate ideas

- NZTA Resource 2.1.2: Real, almost real and unreal roads
- NZTA Resource 2.1.4: The lion tamer and the road user
- NZTA Resource 2.2.2: Rules and more rules for sharing the road safely

Learning experiences to extend ideas

- NZTA Resource 3.3.1: Taking action: Getting involved

Stopping distances

Learning experiences to bring in ideas

- Determine prior knowledge
- Pathways Awarua Module 33: Stopping distances
- NZTA Resource 1.2.2: Can you read a road?
- NZTA Resource 1.2.6: Exploring hazards that can stop a car quickly
- NZTA Resource 1.6.6: Stopping distance matters
- NZTA Resource 1.6.7: THinking, braking stopping

Learning experiences to relate ideas

- NZTA Resource 2.1.2: Real, almost real and unreal roads
- NZTA Resource 2.1.4: The lion tamer and the road user
- NZTA Resource 2.2.2: Rules and more rules for sharing the road safely

Learning experiences to extend ideas

- NZTA Resource 3.3.1: Taking action: Getting involved

Big ideas behind the resource

NOTE: Please be aware that this unit may involve the discussion of road crashes. It is likely there will be students in your class with first-hand experience of such issues. It is recommended that you exercise discretion, warning students of the topic before the unit begins, and making every effort to take students' individual circumstances into account.

WHAT IS THE BIG IDEA?

The big idea is that people using our roads are precious. We need to work together to create a safe road system to keep people safe on the roads.

The *Official New Zealand Road Code* is a guide on how to be active citizens in working together for safer journeys.

[Everyone is connected. What we do affects others. What others do affects us.]

OUR VISION

Safer journeys: A safe road system where people are increasingly free of death and serious injury.

WHAT DO WE WANT?

The New Zealand Government's Road Safety Strategy to 2020 Safer Journeys is aimed at making a safe road system for every person using the roads.

The Safer Journeys strategy is based on four principles.

1. Human beings make mistakes and crashes are inevitable	– so we should work together to ensure that mistakes are survivable.
2. The human body has a limited ability to withstand crash forces	– so we should work together to ensure the size of the forces experienced in crashes are survivable.
3. System designers and road users must all share responsibility for managing crash forces to levels that don't result in death or serious injury	– so we should work together to create a safe road system where mistakes are survivable.
4. It will take a whole-of-system approach to implement the Safe System in New Zealand	– so we should work together to strengthen **a**ll parts of the system: safe roads and roadsides, safe speeds, safe vehicles and safe road use.

The following are the four key elements of the Safe System.

SAFE ROADS AND ROADSIDES	SAFE SPEEDS	SAFE VEHICLES	SAFE ROAD USE
are predictable (self-explaining) and forgiving of mistakes – their design should encourage road users to behave appropriately and to travel at a safe speed.	suit the function and level of in-built safety of the road – road users understand and comply with speed limits and drive to the conditions.	help prevent crashes and protect road users from crash forces that cause death and serious injury.	ensures road users are skilled, competent, alert and unimpaired, and people comply with road rules, choose safer vehicles, take steps to improve safety and demand safety improvements.

WHERE THIS CAN TAKE US

1. Build a safe road system.

Help make the road network a place where mistakes are survivable.

2. Better road safe communities.

Work together to strengthen all parts of the system: safe roads and roadsides, safe speeds, safe vehicles and safe road use.

3. Boost active citizenship.

Develop democratic imagination, motivation and involvement that go beyond the road system.

HOW WE WORK TOGETHER

When we share something with others, what we do affects what they can do. We need to share the roads in ways that are fair – in ways that don't spoil it for others.

We need to work together to keep everyone safe when they use the roads.

HOW WE MEASURE OUR PROGRESS[1]

Actions – no compromises – demonstrate a commitment to safer journeys for self, friends, family and whānau. Adopt a "sort it and report it" approach to unsafe road use. Take responsibility for past actions and make efforts to improve. Seek out and correct unsafe road use.

Collaboration – listen, respond and act together to make the road network a system free of death and serious injury.

Communication – describe, explain and justify ways to share the road safely with others – share safe speed rules, safe road use rules, safe vehicles rules and other rules.

[1] See SOLO self-assessment rubrics for actions, collaboration and communication.

VALUES, KEY COMPETENCIES AND KEY UNDERSTANDING

VALUES	KEY COMPETENCIES[2] – to be exercised and strengthened.	KEY UNDERSTANDING
Excellence Innovation Diversity Equity **Community and Participation** Ecological Sustainability Integrity **Respect**	**Thinking –** Critically analyse the factors contributing to safe road networks for all citizen road users. **Managing self –** Act responsibly when using the road as a pedestrian, passenger or driver to ensure all road users have safe journeys. **Participating and contributing –** Display an awareness of the local issues around creating and maintain safe road networks. Be actively involved in community issues around safe road networks. Contribute to road networks to ensure every road user has a safe journey. **Relating to others –** Interact with others to create safe road networks. **Making meaning from language, symbols and text –** Interpret and use language, symbols and text to communicate messages about citizenship through contexts of road users and safe road networks.	**Everyone belongs, matters and makes a difference when using the road.** **Everyone has the right to a safe journey on the road network.** **Everyone is responsible for making the journeys of other road users safe.**

[2] See SOLO Key Competency self-assessment rubrics.

SOLO self-assessment rubrics

Actions – no compromises – demonstrate a commitment to safer journeys for self, friends, family and whānau. Adopt a "sort it and report it" approach to unsafe road use. Take responsibility for past actions and make efforts to improve. Seek out and correct unsafe road use. [Functioning Knowledge]

Collaboration – listen, respond and act together to make the road network a system free of death and serious injury. [Functioning Knowledge]

Communication – describe, explain and justify ways to share the road safely with others – share safe speed rules, safe road use rules, safe vehicles rules and other rules. [Functioning and Declarative Knowledge]

Links to exercising and strengthening Key Competencies

Thinking	Managing self	Participating and contributing	Relating to others	Using language, symbols and text
Critically analyse the factors contributing to safe road networks for all citizen road users. *Example – describe, explain and justify ways to share the road safely with others.*	Act responsibly when using the road as a pedestrian, passenger or driver to ensure all road users have safe journeys. *Example – adopt a "sort it and report it" approach to unsafe road use.*	Display an awareness of the local issues around creating and maintaining safe road networks. Be actively involved in community issues around safe road networks. Contribute to road networks to ensure every road user has a safe journey. *Example – listen, respond and act together to make the road network a system free of death and serious injury.*	Interact with others to create safe road networks. *Example – demonstrate a commitment to safer journeys for self, friends, family and whānau.*	Interpret and use language, symbols and text to communicate messages about citizenship through contexts of road users and safe road networks. *Example – share safe speed rules, safe road use rules, safe vehicles rules and other rules.*

SOLO Functioning Knowledge Rubric	Prestructural	Unistructural	Multistructural	Relational	Extended abstract
Learning Intention *[verb] [content] [context]*	*[needs help]*	*[if directed]*	*[aware but lacks reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways – seeks feedback to improve – acts as role model – teaches others]*
Actions – no compromises – Demonstrate a commitment to safer journeys for self, friends, family and whānau. Adopt a "sort it and report it" approach to unsafe road use. Take responsibility for past actions and make efforts to improve. Seek out and correct unsafe road use.	I need help to [insert action].	I can [insert action] if I am prompted or directed.	I use several strategies to [insert action] but I am not sure when and/or why to use them. *(trial and error – aware of strategies but not sure why or when to use them so makes mistakes)*	I use several strategies to [insert action] and I know when and why to use them. *(strategic or purposeful use of strategies – knows why and when)*	I use several strategies to [insert action] and I know when and why to use them. I can teach others to [insert action]. I act as a role model for others to help them [insert action]. I seek feedback on ways to improve how I can [insert action].
Effective strategies					

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Learning Intention *[verb] [content] [context]*	*[needs help]*	*[if directed]*	*[aware but lacks reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways – seeks feedback to improve – acts as role model – teaches others]*
Collaboration – listen, respond and act together to make the road network a system free of death and serious injury. - **Listen** with others. - **Respond** to others. - **Act** with others. - **Collaborate** with others.	I need help to [insert action].	I can [insert action] if I am prompted or directed.	I use several strategies to [insert action] but I am not sure when and/or why to use them. *(trial and error – aware of strategies but not sure why or when to use them so makes mistakes)*	I use several strategies to [insert action] and I know when and why to use them. *(strategic or purposeful use of strategies – knows why and when)*	I use several strategies to [insert action] and I know when and why to use them. I can teach others to [insert action]. I act as a role model for others to help them [insert action]. I seek feedback on ways to improve how I can [insert action].
Effective strategies					

SOLO Functioning Knowledge Rubric	Prestructural	Unistructural	Multistructural	Relational	Extended abstract
Learning Intention *[verb] [content] [context]*	*[needs help]*	*[if directed]*	*[aware but lacks reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways – seeks feedback to improve – acts as role model – teaches others]*
Communication – describe, explain and justify ways to share the road safely with others – e.g. share safe speed, road use and vehicle rules. - **Describe** ways to share the road safely with others. - **Explain** ways to share the road safely with others. - **Justify** ways to share the road safely with others. - **Share** safe journey rules.	I need help to [insert action].	I can [insert action] if I am prompted or directed.	I use several strategies to [insert action] but I am not sure when and/or why to use them. *(trial and error – aware of strategies but not sure why or when to use them so makes mistakes)*	I use several strategies to [insert action] and I know when and why to use them. *(strategic or purposeful use of strategies – knows why and when)*	I use several strategies to [insert action] and I know when and why to use them. I can teach others to [insert action]. I act as a role model for others to help them [insert action]. I seek feedback on ways to improve how I can [insert action].
Effective strategies					

SOLO Declarative Knowledge Rubric	Prestructural	Unistructural	Multistructural	Relational	Extended abstract
Learning Intention *[verb] [content] [context]*	*[needs help]*	*[if directed]*	*[aware but lacks reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways – seeks feedback to improve – acts as role model – teaches others]*
Communication – describe, explain and justify ways to share the road safely with others – e.g. share safe speed rules, safe road use rules, safe vehicles rules and other rules. - Describe ways to share the road safely with others.	I need help to describe ways to share the road safely with others.	My description has one relevant idea about sharing the road safely with others.	My description has several relevant ideas about sharing the road safely with others.	My description has several relevant ideas about sharing the road safely with others **and I explain how and why these ways work.**	My description has several relevant ideas about sharing the road safely with others and I explain how and why these ways work. **I make a generalisation about ways to share the road safely with others.**
Effective strategies					

SOLO Declarative Knowledge Rubric	Prestructural	Unistructural	Multistructural	Relational	Extended abstract
Learning Intention *[verb] [content] [context]*	*[needs help]*	*[if directed]*	*[aware but lacks reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways – seeks feedback to improve – acts as role model – teaches others]*
Communication – describe, explain and justify ways to share the road safely with others – e.g. share safe speed rules, safe road use rules, safe vehicle rules and other rules. - Explain ways to share the road safely with others.	I need help to explain ways to share the road safely with others.	My explanation has one relevant reason for sharing the road safely with others.	My explanation has several relevant reasons for sharing the road safely with others.	My explanation has several relevant reasons for sharing the road safely with others **and I explain why these reasons are relevant.** [this is a reason because …]	My explanation has several relevant reasons for sharing the road safely with others and I explain why these reasons are relevant. **I make a generalisation about the reasons for sharing the road safely with others.**
Effective strategies					

SOLO Declarative Knowledge Rubric	Prestructural	Unistructural	Multistructural	Relational	Extended abstract
Learning Intention *[verb] [content] [context]*	*[needs help]*	*[if directed]*	*[aware but lacks reasons – makes mistakes]*	*[purposeful – strategic – knows why and when – can identify mistakes]*	*[new ways – seeks feedback to improve – acts as role model – teaches others]*
Communication – describe, explain and justify ways to share the road safely with others – e.g. share safe speed rules, safe road use rules, safe vehicle rules and other rules. - Justify ways to share the road safely with others.	I can make a claim about sharing the road safely with others but I need help to give a relevant reason and objection.	I can justify sharing the road safely with others and give a relevant reason and objection.	I can justify sharing the road safely with others and give several relevant reasons and objections.	**and** I can explain why these reasons and objections are relevant to my justification.	**and** I can : - provide evidence, - judge the overall support for the reasons and objections, and - make an overall evaluation of my justification.
Effective strategies					