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					

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]*
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					

PRACTISING ACTIVE CITIZENSHIP THROUGH SAFER JOURNEYS

Part 1: What is worth knowing as a citizen and a road user?

Bringing in Ideas (35)

These activities provide opportunities for introducing students to the role of active citizenship in safer journeys. They are designed to build ideas about citizenship, roads and road hazards, road users, sharing, risk and distraction.

Key Competency self-assessment rubric – Highlight the relevant Key Competencies for section 1.

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, as outlined in the official NZ road code.*	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 vehicle rules and other rules.*

Learning intention: To define citizenship in the context of following the road code.

- **Define** citizenship in the context of following the road code. **(What is …?)**

Differentiated success criteria: We will know we have achieved this because our definition (written, oral, image-based or model prototype) will …

… have several relevant ideas about citizenship in the context of the road code. *For example,* *We think citizenship in the context of the road code is seen in safe, responsible and respectful use of the road network.*
… and explain why these ideas are related to citizenship. *For example,* *We think citizenship is … because/so that …*
… and make a generalisation about citizenship in the context of the road network. *For example,* *We think citizenship is … because/so that …* *Overall we think citizenship is … because [give reasons] … because [give evidence].*

1.1. IDEAS ABOUT CITIZENSHIP

You belong, you matter and you make a difference.

What does it mean to talk about citizenship?

Citizenship is about being a member of society. As part of New Zealand society, you belong to a group of people much bigger than yourself, your friends or your family. Whether you are a citizen or permanent resident, you belong, you matter and you make a difference in New Zealand.

Everyone living in New Zealand has certain rights, and laws to back them up.

And we each have responsibilities. These responsibilities can be enforced by laws, rules or they can simply be described as "doing the right thing".
Using roads in New Zealand means you must act lawfully, safely, responsibly and respectfully to make sure to make sure all road users can safely get to their destinations.

In these activities, we use the word citizen to refer to any member of society. This inclusive use covers all learners and road users, be they legally New Zealand citizens, permanent residents or visitors on a temporary visa.

Examples

> You have the right to feel safe at school. The school has the responsibility to keep you from harm by providing safe learning environments. You have the responsibility not to bully other students and stop them from their right to feel safe at school.
>
> You have a right to may use the road network only if you responsibly comply with legal requirements. The road network is a common good - a resource that we share with others. Every one of us is advantaged in some way by having the rights to using the road network. To make it safe for everyone we must use the road network in ways that do not adversely affect the rights of other people who use it. The official New Zealand road code is a guide to how to use the roads as a safe and responsible road user and citizen.
>
> You and your family should be able to experience safe journeys on the road network. The government and everyone using the road network must work together to provide a safe road system. This includes you using the roads in ways that help you keep your rights and others keep their rights to make safe journeys.

Rights and responsibilities go together. Without responsibilities we could not have rights.
Being an active citizen means working with other citizens to protect people's rights. Citizenship means taking responsibility for protecting everyone's rights.

Activity 1.1.1: Defining citizenship (What is a citizen?)

With great power comes great responsibility.
Spiderman

Spiderman is a citizen superhero whose mission is to protect citizens who are in danger. Other such superheroes are Superman, Batman, Wonder Woman, Green Lantern, Flash, Captain Marvel, Captain America and The Phantom.

Using what you already know about citizens (they belong, they matter and they make a difference; they have rights and responsibilities), create a citizen superhero.

Your citizen superhero should use his or her powers to help road users act safely, responsibly and respectfully when sharing the roads and the road network. These road users can be pedestrians, cyclists, passengers or drivers.

- Invent a suitable name for your road safety citizen superhero.
- Identify some of the rights and responsibilities ordinary citizens have when using the roads.
- Identify the special powers your citizen superhero would need to help other citizens travel safely when sharing the roads.
- Imagine the outfit/s your citizen superhero will wear when keeping an eye on the road network.
- Draw a picture of your citizen superhero using his/her superpowers to help other citizens travel safely on the roads. Use annotations to describe and explain how your citizen superhero acts safely, responsibly and respectfully when keeping other citizens safe.
- Create the "Code of the Superhero Citizen", outlining the rules of conduct your superhero follows when helping others share the road network.
- Share your citizen superhero and rules of conduct with another student. How are they similar and how are they different to the superhero and rules the other student has come up with?
    - Describe what your citizen superhero can and cannot do.
    - Explain why you have given him or her these superpowers and rules to live by.
- Share your findings with the class. Look for commonalities – attributes that all citizen superheroes share.
- Write a definition statement based on the similarities between your citizen superheroes. Begin, *"I think a citizen is …"*.
  Use the following self-assessment rubric to evaluate your writing.

Prestructural outcome	I need help to define a citizen.
Unistructural outcome	My definition statement has one relevant idea about citizens.
Multistructural outcome	My definition statement has several relevant ideas about citizens.
Relational outcome	… and I explain these ideas. *[because … so that]*
Extended abstract outcome	… and I make a generalisation.

	[Overall I think a citizen is (insert claim) because (insert reason) because (insert evidence)

Dig deeper into citizenship

- Register to use instaGrok www.instagrok.com, a search engine that produces a concept map for any given term.
  Note: This application can be used anonymously but is limited in the ways it can be used.
- Search with the terms "citizen" and/or "citizenship".
- Use the journal feature to make notes on your research findings from the concept map.
- Customise your concept map by pinning any important facts, websites or images to your grok. Share the result.
- Revisit your early definition of citizenship and improve it.

Use think–pair–share to discuss the following claim made after the release of a new superhero movie.

Citizen superheroes exist in comic books and movies but not in real life.

Write a response to the claim above. Use your thinking about your own citizenship and superheroes to back up your response.

- Your audience is your classmates – other young road users.
- Choose a purpose from the two options below:
  - If you choose to disagree with the claim, you will argue that citizen superheroes can and do exist in real life. Your purpose is to persuade other young road users that they can be "citizen superheroes" when they share the roads with others in safe, responsible and respectful ways.
  - If you choose to agree with the claim, you will argue that citizen superheroes do not exist in real life. Your purpose is to persuade other young road users that there are no superheroes waiting to rescue road users. Ordinary citizens have to work to keep other road users safe. The actions of ordinary citizens can and will make a difference.
- Use the table below to draft your ideas.

Identify your position on the claim (agree or disagree).			
Provide at least three reasons for your position.	Reason 1:	Reason 2:	Reason 3:
Explain why each one is a reason for your position.	This is a reason because …	This is a reason because …	This is a reason because …
Give examples and evidence to back your position.	For example,	For example,	For example,

Make a generalisation about the overall strength of your argument.	

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** Creating a safer road system p9 **About driver licences** Why have driver licences? p13 **About driver responsibility** Registered person's responsibilities p227	**Supported by modules in Pathways Awarua:** 21. Filling in the driver licence application form 22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and an audience. - AS 90053: English 1.5 Produce formal writing. - AS 90052: English 1.4 Produce creative writing.

Activity 1.1.2: Identifying rights and responsibilities

Draw your lifeline across the length of a sheet of A4 paper or flat surface in the playground.

Mark each year you have been alive on the line. You will have to measure the total width of the page or playground to work out how to space out your years evenly.

TOTAL DISTANCE/AGE IN YEARS = LENGTH BETWEEN YEARS

Annotate the lifeline with the rights and responsibilities you have been given at different times in your life. For example, when were you allowed to go to the shops by yourself? When were you allowed a cell phone? When were you put in charge of feeding the cat?

Alternatively make your personal timeline with an online timeline tool like:

- ReadWriteThink Interactive Timeline: www.readwritethink.org/files/resources/interactives/timeline
- xtimeline: www.xtimeline.com
- Dipity: www.dipity.com
- Timetoast: www.timetoast.com
- Time Line Maker: www.teach-nology.com/web_tools/materials/timelines

Use think–pair–share to discuss the rights and responsibilities of young people and the ages when they gain them.

Share your experiences with other students in a class discussion.

Discussion prompts
[think–pair–share, or small group or whole class discussion only]

Are there some rights and responsibilities that are commonly given to 5-, 10- or 15-year-olds living in New Zealand? Do you get to keep rights? Describe a time when your rights were taken away. What are some reasons for taking rights away from people?

Think about the rights and responsibilities you have today – right now.

Make a class list of the rights young people have.

Now make a list of up to five citizen rights that matter to you.

When you are choosing five rights that matter to you, think of:

- civil rights like the rights to own a property,
- political rights like the right to vote and the right to free speech, and
- social rights like the rights to an education, health care, housing and a safe road network, the right to be heard and the right to be treated with respect.

Write the "rights" in the table below. For every right, think of a matching responsibility and write it in the middle column.

Right	Responsibility	Consequences of not meeting the responsibility *(Backed up by a law, rule or a feeling about "doing the right thing")*

Think about how each of these responsibilities works. In the third column, write the consequences of not meeting each one.

Ask yourself, "What happens if I take no notice of any responsibilities?"

What would be the consequences for individuals, families, communities and New Zealand if no one was responsible?

A responsibility can be backed up by a law or a rule or simply by the general view that it is "doing the right thing" or "the way we do things around here".

Use the NZ road code to find a responsibility to do with sharing the road network that is backed up by a law. Find another responsibility that is backed up by a rule. Find a third responsibility that is backed up because people generally see it as doing the right thing.

Write a paragraph about each responsibility, giving reasons for and examples of your claims.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driver licences** Stage 1 – Learner Licence p 23 **About driver responsibility** p227 to 250	**Supported by modules in Pathways Awarua:** 21. Filling in the driver licence application form 22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 28. Responsible driving 35. Police and emergency 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and an audience. - AS 90053: English 1.5 Produce formal writing. - Unit 26627: Use measurement to solve a problem

Activity 1.1.3: What sort of road network do you want to share with others?

Read the following quote from author Charles de Lint:

> *I don't want to live in the kind of world where we don't look out for each other. Not just the people that are close to us, but anybody who needs a helping hand. I can't change the way anybody else thinks, or what they choose to do, but I can do my bit.*

What sort of road network do you want to share with other citizens? Do you want share a road network where every road user looks out for each other or do you want to use the road as if you are the only one on the road that matters? Share your thoughts with other students in a class discussion.

Discussion prompts

[think–pair–share, or small group or whole class discussion only]

How could you look out for other road users? How could you take responsibility for others using the road network? How does the NZ road code help us look out for other road users? Can the actions of one person help make the road network safer for road users? Can the actions of one person make the road network more dangerous for road users?

Use the thinking from this discussion to write a letter that you could send along with an application for a driving job. In the letter you should explain:

- the kind of road network you want to use,
- your beliefs about being a citizen road user, and

- the road user rights and responsibilities that are important to you.

[Express an opinion].

Supported by Official NZ Road Code: (page numbers from 2015 hardcopy)	Supported by modules in Pathways Awarua:	Possible evidence for the performance criteria in:
About driver licences Stage 1 – Learner Licence p 23	21. Filling in the driver licence application form 22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 28. Responsible driving 37. Respecting other road users (horn use, cyclists)	- Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and an audience. - AS 90053: English 1.5 Produce formal writing.

Activity 1.1.4: The "I belong, I matter and I make a difference" citizen doll

Work in pairs to create a citizen doll from a cardboard box (or up-cycled fabric). Make it about 160cm high.

- Think about the age and background of your doll before you start.
- Make the citizen doll a road user "rights and responsibilities" placard to carry or add a slogan or badge to his/her chest.

When the dolls are finished, use them to create a 3-D art work.

- Arrange the citizen dolls in a cluster in an outside area that makes it look like the dolls are demanding to be recognised as New Zealand citizens – with access to all the rights and responsibilities that go with having a safe journey when using the road network.
- Take a series of photographs (close up and from a distance) to capture the demonstration and its message of "I belong, I matter and I make a difference on the road network".

Produce a news report (written report or oral presentation, with short video, images, photographic slideshow or Prezi http://prezi.com) on the citizen dolls' demonstration. [Recount]

You will need to consider how to use the different aspects of your news report to convey important messages and ideas about citizenship to your audience.

Supported by Official NZ Road Code: (page numbers from 2015 hardcopy)	Supported by modules in Pathways Awarua:	Possible evidence for the performance criteria in:
Creating a safer road system p9	21. Filling in the driver licence application form 22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 28. Responsible driving	- Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90053: English 1.5

	37. Respecting other road users (horn use, cyclists)	Produce formal writing.

Activity 1.1.5: Do you have a say in what is going on?

Discuss this statement:

> *Citizenship means we want everyone to feel like they belong – and everyone to feel like they have a say in what is happening.*

Discussion prompts

[think–pair–share, or small group or whole class discussion only]

As a young New Zealand citizen, do you feel you belong? Do you feel like you have a say in what is going on? Do you have rights? Do you have responsibilities? What helps you feel like you belong? What gets in the way? What are the downsides of being a citizen? What are the benefits?

Construct and deliver an oral text describing what it is like to be a young person, a citizen and a road user in New Zealand today.

Your text can take the form of a speech, seminar or oral history. You can deliver your text live or as a recorded presentation.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** Creating a safer road system p9	**Supported by modules in Pathways Awarua:** 21. Filling in the driver licence application form 22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 28. Responsible driving 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - AS 90857: English 1.6 Construct and deliver an oral text.

1.2. IDEAS ABOUT ROADS AND ROAD HAZARDS

To use roads safely, you must learn how to read them.

Can you read a road?

We can learn to read pictures, text and people (body language and facial expressions). Some people can read micro-expressions, which are facial expressions that last for only 1/25 to 1/15 of a second.

Can we learn to read roads?

You can read a road if you can look at it and identify features that make it less safe for road users. You can read it if you can suggest how to manage or deal with those features.

Hunters, divers, gliders, pilots, surf life savers, surgeons, dog control officers, ambulance crew, police, search and rescue teams, the armed offenders squad and the armed forces all follow procedures that ask them to read a situation before they start. They are looking for things that might create problems and planning ahead of time for how they will deal with them if they occur.

When you go out and use the road as a pedestrian, cyclist, passenger or driver, the situation is the same. Safe users "read" the roads they are on.

Reading roads is all about predicting problems before they occur – looking for the things that make a road less safe and thinking ahead so you are better prepared if something goes wrong.

The official New Zealand road code covers scanning and hazard recognition in one of 30 lessons designed to help young drivers develop the skills to drive safely (see Lesson 30 Scanning and hazard recognition, p100). The aims of the lesson are for young drivers to learn to:

- continually scan for hazards while driving,
- recognise and be aware of various driving hazards, and
- react appropriately to those hazards by adjusting their driving behaviour (such as by changing speed or direction).

Think of a road you use to travel to school. Do you or your driver continually scan for hazards? Can you and your driver recognise various driving hazards? Do you or your driver know how to react appropriately to driving hazards? How predictable is the road you are sharing? How forgiving is it – what happens if you make a mistake when using this road as a pedestrian, a cyclist, a passenger or a driver? How can you manage the risks of sharing the road?

Activity 1.2.1: Defining roads (What is a road?)

Brainstorm all you know about roads. For example, what do you know about the structure of roads, uses for roads, history of roads, costs of roads, roads in the past, materials used in road construction and maintenance, design of roads, safety features on roads, types of roads, dangerous roads, people who work on roads?

You can find many interesting facts and information about roads in the following resources.

The NZ road code – What is a road p117.
The frequently asked questions page on the NZ Transport Agency website has facts about NZ roads: www.nzta.govt.nz/network/operating/faqs.html
Wikipedia on roads: http://en.wikipedia.org/wiki/Road

Use SOLO hexagons to show how the different aspects of a road relate to each other.

- From your brainstorm of everything you know about roads, record each idea or thought on a separate blank hexagon.
- Work together to cut each hexagon from the template and then arrange all the hexagons by tessellating them.
- Explain why you have made straight-edged connections between individual hexagons (using connectives like "because …" and "so that …").
- When you have finished organising the hexagons, step back and look at the cluster of hexagons (or the vertex where three hexagons come together). Make a generalisation about the nature of the relationship between the ideas ("Overall we think roads are about … because … because …").
- Share your generalisations about road users.

For hexagon templates, you can either:

- add content to hexagons using the online HookED SOLO Hexagon generator: http://pamhook.com/solo-apps/hexagon-generator, or
- work on print-outs of downloaded SOLO Hexagon templates for:
  - primary schools: http://pamhook.com/wiki/File:HookED_SOLO_Hexagons_Template_Primary_Y012.pdf
  - secondary schools: http://pamhook.com/wiki/File:HookED_SOLO_Hexagons_Template_Secondary.pdf

Write a definition statement for "roads" based on your hexagon tessellation. Begin:

"I think roads are …"

Use the following self-assessment rubric to evaluate your writing.

Prestructural outcome	I need help to define roads.
Unistructural outcome	My definition statement has one relevant idea about roads.
Multistructural outcome	My definition statement has several relevant ideas about roads.
Relational outcome	… and I explain these ideas. *[because … so that]*
Extended abstract outcome	… and I make a generalisation. *[Overall I think roads are (insert claim) because (insert reason) because (insert evidence).]*

Dig deeper into the idea of roads

- Register to use instaGrok www.instagrok.com, a search engine that produces a concept map for any given term.
  Note: This application can be used anonymously but is limited in the ways it can be used.
- Search with the term "road".
- Use the journal feature to make notes on your research findings from the concept map.
- Customise your concept map by pinning any important facts, websites or images to your grok. Share the result.
- Revisit your early definition of roads and improve it.

Supported by Official NZ Road Code: (page numbers from 2015 hardcopy)	Supported by modules in Pathways Awarua:	Possible evidence for the performance criteria in:
What is a road p117 **Driving skills syllabus** Scanning and hazard recognition Lesson 30 p100	22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 29 Speed and curves 30. Lanes 31. Parking 34. Driving on different types of roads (definition for roads, one way roads, motorways) 38. Flush medians	- Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience.

Activity 1.2.2: Can you read a road?

What features make a road less safe for users?

Brainstorm ideas associated with road features. What features might make roads less safe?

Collect these ideas on a whiteboard or a shared online document where they are available as a resource for all students.

Brainstorm prompts (to revisit the students' ideas and further develop the hazardous road features resource)

- Think about **hazardous road features that can stop a car rapidly**; for example, immovable features that will put huge forces on people's bodies in a collision.
- Think about **hazardous road features that create poor visibility** on a road; for example, winding roads, sharp corners and steep gradients.
- Think about **hazardous road features caused by road surfaces, inclines and bends**; for example, winding roads, sharp corners, steep gradients and gravel surfaces.
- Think about **hazardous road features caused by other vehicles; f**or example, heavy traffic flow, large trucks.
- Think about **hazardous road features due to physical health issues of the people using the road; f**or example, road users suffering from dizziness, nausea, heart attack, exhaustion.
- Think about **hazardous road features due to unsafe use of equipment** by road users; for example, road racers, unsafe use of skateboards or baby strollers.
- Think about **hazardous road features due to livestock**; for example, farmers moving cows for milking.
- Think about **hazardous road features due to young children** on and around the road; for example, roads around schools at the beginning or end of the school day or roads that include school bus stops.
- Think about **hazardous road features due to elderly people**; for example, roads passing retirement villages or nursing homes.
- Think about **hazardous road features due to medication, alcohol and/or other drug use by people using the road**; for example, roads near pubs or party venues.

- Think about **hazardous road features due to the emotional state of road users**; for example, roads near hospitals, schools or sporting venues.
- Think about **hazardous road features that can distract** road users; for example, accidents, road works, roadside advertising.
- Think about **hazardous road features due to the weather**; for example, rain, ice, wind gusts, sun strike, glare, fog, slips, fallen trees.

So far, we've seen how road hazards can make safe journeys challenging for road users. Now we'll see how a road user can deal with them when they arise.

The NZ road code (page 101) suggests that hazards can be classified into three groups: pedestrian hazards, vehicle hazards and other hazards. Drivers can observe these hazards on the left, on the right, ahead, behind and coming towards them. When reacting to hazards, drivers should be continually scanning the road ahead (12 seconds ahead), behind and to the sides, including blind spots.

In a small group, identify five hazardous road features that a driver might identify when scanning the road.

Find out about dealing with hazards by reading pages 188 to 202 in the NZ road code (online: When conditions change and Hazards and emergencies). Take notes on the strategies you read about. Talk with other experienced road users to find out other ways of countering or managing these hazards.

Working with a partner, make a set of pocket- or wallet-sized playing cards for a game on managing road hazards.

- Measure the size of the back pocket of a pair of jeans or the cover of a cell phone.
- Use these dimensions as a template to cut out five small rectangles from some stiff card.
- Use the card rectangles to create a set of 10 playing cards: five are Hazard cards and five are Manage a Hazard cards.
- Use the NZ road code to choose five hazard categories and five ways of managing road hazards for the playing cards.
- On the front of each Hazard card, identify the type of hazard and explain why it is a hazard for road users.
- On the front of each Manage a Hazard card, identify one way to counter, manage or avoid a road hazard and which hazards it will manage.
- Share your 10-card set with the class.
- Ask for and give feedback on how you could improve the playing cards.
- When giving feedback on your own or others' cards, use the feedback sandwich:
    - We/you did really well on …
    - We think these parts need to be changed because …
    - Some ways we/you can improve it are …

Combine your improved cards with those created by other students. Design a simple card game based on the idea of managing hazards. Test the game with other students. Revise the game in response to feedback. Write instructions for your game.

Supported by Official NZ Road Code: (page numbers from 2015 hardcopy)	Supported by modules in Pathways Awarua:	Possible evidence for the performance criteria in:
Driving skills syllabus Scanning and hazard recognition Lesson 30 p100 **Hazards and emergencies** p 198 to 205	22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 29. Speed and curves 30. Lanes 31. Parking 34. Driving on different types of roads (definition for roads, one way roads, motorways) 38. Flush medians	- Unit 26625: Actively participate in spoken interactions. - AS 90052 English 1.4 Produce creative writing. (?)

Activity 1.2.3: Making a model road using found materials

Working in a small group, use recycled materials to make a model of a road network (diorama).

Add eight features that could make the road less safe, e.g. trees, ditches, intersections, merging lanes, undivided roads. Use the playing cards from the previous activity for ideas.

Present your model to an audience.

- Ask others to "read" your model road, and find the features that would make the road less safe.
- Identify and describe any features they miss.
- Explain why each feature makes the road less safe.
- Suggest ways in which a road user could manage the features. Ask for ideas from your audience.

Write a short report for "road users" to refer to when preparing for a trip on your model road.

Plan what you will write about using the table below. Some examples have been filled in for you.

Your report should:

- describe the features on your road that make it less safe,
- explain why these features should be "read" as hazards,
- predict how a road user could manage each of these features, and
- make a generalisation about your road with a suitable safety rating for it.

What can you see?	Why do you think it makes the road less safe?	How can you manage this road feature?

– Describe roadside features that make a road less safe.	*– Explain why the roadside features make a road less safe.*	*– Generalise how we can manage this feature.*
trees	in a collision, a tree brings a car to a rapid stop	
ditches		guard rails
undivided roads	increased chance of a head-on crash	median barriers
high traffic flows		
high number of connecting intersections	traffic travelling at different speeds merge	
	traffic crosses	

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **When conditions change** Road surface p196 and 197 **Hazards and emergencies** p 198 to 205	**Supported by modules in Pathways Awarua:** 22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 29. Speed and curves 30. Lanes 31. Parking 34. Driving on different types of roads (definition for roads, one way roads, motorways) 38. Flush medians	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and an audience. - Unit 3492: Write a short report. - AS 90053: English 1.5 Produce formal writing.

Activity 1.2.4: Spotting the hazards on a New Zealand road

In pairs, choose a stretch of New Zealand highway on Google Maps www.google.co.nz/maps Note the name of the highway and its length.

Use the street view to spot any potential hazards that could make this section of the road less safe for road users.

Record your findings in a data table like the example below.

Region: Road name: Length:		
Identify the hazards in the length of highway	Explain why they are hazards	Suggest ways to manage the hazards

Go to the New Zealand Road Assessment Programme – KiwiRAP www.kiwirap.org.nz – for more detailed risk measures. For example, you may wish to note: the presence of a median divide; horizontal alignment; safe roadsides; wide lanes (>3.4m); good sealed shoulder width (1.2m or more); good delineation; number of intersections per km. The KiwiRAP site also has reports on different stretches of NZ roads: www.kiwirap.org.nz/regional_brochures.html

Discuss your findings with the class.

Discussion prompts

[think–pair–share, or small group or whole class discussion only]

What did you find out? What surprised you about the stretch of road you investigated? What recommendations would you make to travellers intending to use the road?

Identify a stretch of road in your local community or use the stretch of highway you researched previously.

Write a travel advisory report on the road for visitors to the region. Use roadside camera images from the Google Maps and data from the KiwiRAP reports to back up your claims. Your report should:

- describe the features on your road that make it less safe,
- explain why these features should be "read" as hazards,
- predict how a road user could manage each of these features, and
- make a generalisation about your road with a suitable safety rating for it.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **Hazards and emergencies** p 198 to 205	**Supported by modules in Pathways Awarua:** 22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 29. Speed and curves 30. Lanes 31. Parking 34. Driving on different types of roads (definition for roads, one way roads, motorways) 38. Flush medians	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and an audience. - Unit 3492: Write a short report. - AS 90053: English 1.5 Produce formal writing.

Activity 1.2.5: Planning a route home, keeping any road hazards in mind

A key skill for road users is to be able to plan a route for a safer journey, keeping road hazards in mind.

Learning how to plan a route is an important skill for:

- pedestrians,
- cyclists,
- passengers using public transport, and
- drivers.

For example, when you have only just learnt to drive, it is hard to keep the whole route in your head. When you first go shopping in a huge mall, it can be hard to find the exit. When you first bike home from school, you choose a route you are familiar with. When you are returning to your car in a new multi-story car park building, you can walk around several floors before finding it again.

Everyone has a different method of choosing and remembering their route. For instance, driving instructors teach learner drivers how to break the trip into shorter steps and then put those steps together. In Hansel and Gretel (a children's fairy story), Hansel drops breadcrumbs in the forest in an attempt to mark a safe trail back home. You can find another kind of "breadcrumb trail" along the top of websites: Home page > Section page > Subsection page. These trails help computer users keep track of their position when navigating a website.

In this activity you will design a breadcrumb trail home – finding the best (shortest, quickest and/or safest) route home for different road users in your local community.

What is the shortest route?

Do you know the shortest route from a fast food outlet, sports stadium, concert venue, shopping mall or cinema complex to your home?

Print off a road map of your local area. Use the map scale and a ruler to work out the following:

1. Find the shortest distance (straight line) between an identified location (fast food outlet, sports stadium, concert venue, shopping mall or cinema complex) and your home. Write your answer in kilometres. Show your working.
2. Find the shortest total walking distance between the identified location and your home. You will have to use a map to measure the local roads and walkways on the route. Write your answer in kilometres. Show your working. Explain why this distance may be different to the straight-line distance.
3. Find the shortest distance between the identified location and your home for young people who are using public transport. You will have to identify public transport routes and measure the local roads on the route. Show your working. Explain why this distance may be different to the shortest walking distance.
4. Find the shortest distance between an identified location and your home for young people who are using a skateboard or bicycle. You will have to use a map to measure the local roads and shortcuts on the route. Show your working. Explain why this distance may be different to the shortest distance using public transport.
5. Find the shortest distance between an identified location and your home for young people who are travelling by car. You will have to use a map to measure the local roads on the route. Show your working. Explain why this distance may be different to the distance for road users travelling by skateboard or cycle.

How long will it take?

Calculate how long it will take to travel by one of the shortest routes you have identified. To do so, you will need to use:

- the results of your calculations of distances above,
- the data on travel speeds in the table below
- one of the equations below (depending on whether you are using km/h or m/s).

Method of travel	Estimated speed in km/h	Estimated speed in m/s
Pedestrian's preferred walking speed	5	1.4
Bicycle	20	
Skateboard	18	
Public transport	25	
Car	35	

Note:

All figures in the table are estimated and will be affected by factors such as traffic congestion, peak or off-peak traffic, number of intersections, traffic lights, bus stops and bus lanes.

For a shorter distance, you may need to convert the speed in kilometres per hour (km/h) to metres per second (m/s). To do so, divide the km/h by 3.6 (5km/h = 5 ÷ 3.6 = 1.4m/s).

If you are working in kilometres

Use the following equation to complete the data table.

Time (h) = Distance (km) / Speed (km/h)

Method of travel	Total route distance in km	Estimated speed in km/h	Time in hours	Time in minutes

For example:

Distance = 10km
Speed (public transport) = 25km/h
Time would be (10/25) = 0.4 hour = 0.4*60 = 24 minutes

If you are working in metres

Use the following equation to complete the data table.

Time (s) = Distance (m) / Speed (m/s)

Method of travel	Total route distance in m	Estimated speed in m/s	Time in seconds	Convert time in seconds to

				minutes. (divide seconds by 60)

For example:

Distance = 1600m
Speed (walking) = 1.4m/s
Time would be (1600/1.4) = 1143s = 1143/60 = 19 minutes 3 seconds

Share your results with your class.

Discuss whether the estimated times to get home are realistic. Explain your answers.

How much extra time should you add to allow for unforeseen events when you are walking, travelling by public transport, biking, skateboarding or travelling by car?

What is the safest route?

SafeRoadMaps http://saferoadmaps.org/home uses Google Maps and statistics from thousands of car accidents to help United States road users identify and avoid accident hotspots. For more about how drivers can use it to plan safer routes home, go to: www.michiganautolaw.com/auto-lawyers-blog/2012/02/24/website-helps-avoid-auto-accidents

In New Zealand, cyclists often feel vulnerable when sharing roads with cars travelling at speed in the same shared space. Many design their routes to take advantage of the safest parts of the road network in their local area.

Parents helping their children walk and bike to school or learn to drive will often suggest routes that avoid congested roads or busy intersections.

Do you know the safest route from a fast food outlet, sports stadium, concert venue, shopping mall or cinema complex to your home?

Use local knowledge and research the crash statistics for roads and intersections in your local area.

The following links may be useful:

Cycle crash hot spots on NZ roads: www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10863935

NZ Transport Agency crash analysis reports: www.nzta.govt.nz/resources/crash-analysis-reports/briefing-notes.html

NZ Transport Agency road safety data: www.nzta.govt.nz/resources/results.html?catid=102

KiwiRAP risk maps and performance mapping reports: www.kiwirap.org.nz/downloads.html

NZ Transport Agency road crash statistics: www.transport.govt.nz/research/roadcrashstatistics/motorvehiclecrashesinnewzealand/2011

TVNZ reports on New Zealand's most dangerous roads: http://tvnz.co.nz/national-news/majority-road-deaths-state-highways-report-5232787/video

Auckland's most notorious crash spots revealed: www.stuff.co.nz/auckland/local-news/5508030/Most-notorious-crash-spots-revealed

Accident black spots revealed: www.stuff.co.nz/the-press/news/8201768/Accident-black-spots-revealed

Top crash intersections in Marlborough: www.stuff.co.nz/marlborough-express/news/6626381/Intersection-hotspots

Use this information to rework one of the five original shortest route home so that it is now the safest route.

Mark the changes on your map. Provide an explanation for why each change makes the route safer for road users.

Use think–pair–share to discuss why the shortest, fastest route home may not be the best route home.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **Hazards and emergencies** p 198 to 205	**Supported by modules in Pathways Awarua:** 22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 34. Driving on different types of roads (definition for roads, one way roads, motorways) 38. Flush medians	**Possible evidence for the performance criteria in:** - Unit 26623: Use numbers to solve problems. - Unit 26627: Use measurement to solve problems. - Unit 26624: Read texts with understanding. - AS 90853: English 1.9 Use information literacy skills to form conclusion(s).

Activity 1.2.6: Exploring hazards that can stop a car rapidly

Forces change things. You cannot see forces but you can see what they have done. Forces can change the shape of something, and the way something moves (speed and direction). They can slow things down, speed them up or stop them moving.

Some hazards that can stop a car suddenly are immovable features like: trees, power poles, bridge supports and ditches. When a car collides with such a feature and stops suddenly, it puts huge forces on people's bodies.

For example, when a car collides with an immovable object like a tree or a telegraph pole, the object exerts an unbalanced force on the car that changes the way it moves by stopping it. The unbalanced force can also change the shape of the car and the passengers strapped inside.

Whenever a force acts on an object, the object must push back with an equal force (action and reaction are equal and opposite). People get hurt when their body is unable to react to the force that is applied to it without breaking.

Using the brakes and hitting a telegraph pole are both ways to exert a force that stops the car. However, a telegraph pole brings the car to a stop in a much shorter distance than the distance taken to stop the car using the brakes.

What is stopping distance and why does it matter?

1. Register to use instaGrok www.instagrok.com , a search engine that produces a concept map for any given term. Note: This application can be used anonymously but is limited in the ways it can be used.

    - Search with the term “stopping distance”.
    - Use the journal feature to make notes on your research findings from the concept map.
    - Customise your concept map by pinning any important facts, websites or images to your grok. Share the results.

2. Conduct the “classic egg drop” experiment to find out why stopping distance matters.

    - When you drop an egg from a bench to the floor, it stops when it reaches the floor. The force exerted by the floor stops the movement of the egg and changes its shape. The force exerted by the floor acts over a very small distance.
    - What happens if you allow the stopping force acting on the egg to act over a larger distance? For example, what happens if the egg falls on a surface that crumples a bit when the egg hits it?
    - With a partner, design and make a structure to stop the egg more slowly when it hits the floor. You may use any of the following supplied materials to make your structure: a ziplock plastic bag, 1m of string, 2 paper clips, 2 elastic bands, 2 pieces of A4 paper, 5 toothpicks, 10 ice-block sticks, 10cm of sticky tape and 2 drinking straws.
    - Discuss your results with your partner and with the class. Where possible, offer scientific explanations and use scientific language.

Note:
Successful designs will crumple a bit around the egg when it reaches the floor – allowing the egg to stop more slowly. In scientific terms, crumpling allows a smaller force to act over a bigger distance. The force is still big enough to stop the egg but it is not big enough to change the shape of the egg.

Just applying a force isn't work. Work is done when you **apply a force through a distance.**

Work done is equal to the force multiplied by the distance over which the force acts.

Work = Force x Distance

The SI unit for work is a joule (J).

The SI unit for force is a newton (N).

The SI unit for distance is a metre (m).

The work done (or energy transferred) to stop the egg is the same whether it stops suddenly when it hits the floor or slows to a stop using a crumple zone of paper and card. The change in movement of the egg is the same in both cases – an accelerating egg is brought to a stop.

The stopping distance is not the same in both cases.

Work = Force x Distance

The greater the stopping distance, the smaller the force required to stop the egg. The smaller the stopping distance, the greater the force required to stop the egg.

In a similar way the work done to stop the car is the same whether the car is stopped by the brakes, the tree, the fence, another car or the telegraph pole.

When the work done to make the car lose this energy is done over a much shorter distance (such as when the car collides with a tree), the force on the car (and everyone inside the car) will be much greater.

3. Watch these YouTube videos:

   Proton Preve 5 Star Australian ANCAP Video: http://youtu.be/yW8K0zTwYi0
   2009 Chevy Malibu vs 1959 Bel Air Crash Test: http://youtu.be/fPF4fBGNK0U

4. Research and write a report to explain why it is important to buy the safest car you can afford – and why buying an old car may not be a smart purchase. To produce your report:

   - read:

     How stuff works: Driving and safety: http://auto.howstuffworks.com/car-driving-safety
     Wikipedia on roads: http://en.wikipedia.org/wiki/Road
   - describe the safety features in modern cars that help slow the speed at which the car, and/or the driver and the passengers stop during an accident,
   - explain why road features that can stop a car suddenly (change the motion) are a hazard for drivers and their passengers,
   - explain why car features that slow the rate of stopping in a crash make cars safer to drive, and
   - make a generalisation about the safety rating of older cars.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driving** **Key driving skills** Following distance p138	**Supported by modules in Pathways Awarua:** 22. The Driver Licensing System Part One 23. The Driver Licensing System	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions.

	Part Two 28. Responsible driving 29. Speed and curves 30. Lanes 32. Speed and force 33. Stopping distances 34. Driving on different types of roads (definition for roads, one way roads, motorways) 36. Making sure your car is road worthy (WOF) 38. Flush medians	- Unit 26622: Write to communicate ideas for a purpose and an audience. - Unit 3492: Write a short report. - AS 90053: English 1.5 Produce formal writing.

Activity 1.2.7: Text for tips on what to do next

There is little point in knowing something is a hazard if you do not know what to do to keep yourself safe.

When you can read roads, your next step is to suggest strategies and responses to reduce the risk of these hazards.

What are your most important tips for someone learning to read and respond to a road?

Work in a small group.

- Use ideas from the NZ road code (page 101, online: Scanning and hazard recognition) and the previous activities to decide on five top tips for "reading and responding to" roads.
- Create the content for a "how to read the road" app that will allow users to enter a hazard and receive a suitable response and/or receive a text message suggestion.
  Note: Your application must not encourage the road user to send or receive texts when driving. You should make it clear that any text messages are intended for people planning a trip, for passengers or for a GPS system.
- Display the input and output suggestions on mock-up cell phone screens. For example,

Hold a class vote on the best tips for "reading and responding to" roads.

Supported by Official NZ Road Code: (page numbers from 2015 hardcopy)	Supported by modules in Pathways Awarua:	Possible evidence for the performance criteria in:
Hazards and emergencies Dealing with hazards p 198 to 205	22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 29. Speed and curves 30. Lanes 31. Parking 34. Driving on different types of roads (definition for roads, one way roads, motorways) 38. Flush medians	- Unit 26622: Write to communicate ideas for a purpose and an audience. - AS 90052: English 1.4: Produce creative writing. (?)

1.3. IDEAS ABOUT ROAD USERS

Everyone is a user

It is hard to imagine getting through a day without using the road network. Even if you refused to leave your bedroom and spent your days and nights playing computer games, somewhere along the line the supply of instant noodles, cold pizza and breakfast cereal would run out. At this point you would have to order the delivery of more goods and – unless you arranged a helicopter drop – these would arrive via the road network.

Activity 1.3.1: How did you use the road?

With a partner, make a list of all the different ways you used the road network during one whole day, from when you woke up in the morning to when you went to sleep at night. Think about the different ways in which you used the road – such as to get food and supplies to your home, in your role as a pedestrian, a passenger, a cyclist or a driver, and/or to give directions. Write your ideas in the table below.

Describe what you did (Use text and or drawings)		**Explain** how you used the road network *[because … so that]*
Insert image		
Insert image		
Insert image		
Insert image		
Insert image		
Insert image		
Insert image		
Insert image		

Pair up with another student and compare your lists.

- Look for similarities and differences.
- Share your findings with the class.

Think about the day you have described from the perspective of the road. If the road could talk, what would it say? What does it see, hear and feel over 24 hours? If you could interview a road, what questions would you ask?

As a class, make a list of questions you could use to interview a road.

Write a blog post called “Three for the road”.

- **Describe** the three questions you would choose to ask a road about the people who use it each day.
- **Explain** why you think these questions would provoke an interesting response.
- **Predict** possible responses from the road.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About other road users** Sharing the road Information for other road users p258 to 279	**Supported by modules in Pathways Awarua:** 28. Responsible driving 34. Driving on different types of roads (definition for roads, one way roads, motorways) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and an audience. - Unit 3492: Write a short report. - AS 90053: English 1.5 Produce formal writing.

Activity 1.3.2: Defining a road user (Who is a road user?)

Because the road network is so much a part of how we live and what we do every day, we sometimes forget that it is there. The road network is a little like how fish experience the water they swim in: it is so much a part of our lives, we find it difficult to see and describe. Sure we crossed the road or walked along the footpath this morning – but what was it like? We didn't notice. Unless something goes wrong, we often do not focus on the road network. It is always there and we take it for granted.

However, in one way or another – no matter what role you see yourself as having – you are also a user of the road network. Every citizen has a lot to gain from being a user of the road network. The network is a "good thing" that everyone gets to use. "We are all users" is a message worth sharing with others.

Work in a small group.

- Brainstorm everything you know about road users. Record each idea or thought on a separate blank hexagon.
- Work together to cut each hexagon from the template and then arrange the hexagons by tessellating them.
- Explain why you have made straight-edged connections between individual hexagons (using connectives like "because …" and "so that …").
- When you have finished organising the hexagons, step back and look at the cluster of hexagons (or the vertex where three hexagons come together). Make a generalisation about the nature of the relationship between the ideas ("Overall we think being a road user is all about … because … because …").
- Share your generalisations about road users.

For hexagon templates, you can either:

- add content to hexagons using the online HookED SOLO Hexagon generator: http://pamhook.com/solo-apps/hexagon-generator, or
- work on print-outs of downloaded SOLO Hexagon templates for:
  - primary schools: http://pamhook.com/wiki/File:HookED_SOLO_Hexagons_Template_Primary_Y012.pdf
  - secondary schools: http://pamhook.com/wiki/File:HookED_SOLO_Hexagons_Template_Secondary.pdf

Use the following self-assessment rubric to look at ways to improve your definition.

Prestructural outcome	I need help to define a road user.
Unistructural outcome	My definition statement has one relevant idea about road users.
Multistructural outcome	My definition statement has several relevant ideas about road users.
Relational outcome	… and I explain these ideas. *[because … so that]*
Extended abstract outcome	… and I make a generalisation. *[Overall we think a road user is (insert claim) because (insert reason) because (insert evidence).]*

Dig deeper into the idea of road users

- Register to use instaGrok www.instagrok.com, a search engine that produces a concept map for any given term.
  Note: This application can be used anonymously but is limited in the ways it can be used.
- Search with the terms "road user", "driver", 'passenger" and/or "pedestrian".
- Use the journal feature to make notes on your research findings from the concept maps.
- Customise your concept maps by pinning any important facts, websites or images to your grok. Share the results.
- Revisit your early definition of "road user" and improve it.

Pool your definitions in a place where everyone can see them.

Combine them into a class definition statement about road users.

Extend your definition by making links between road users and the official New Zealand road code.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About other road users** Sharing the road Information for other road users p258 to 279	**Supported by modules in Pathways Awarua:** 28. Responsible driving 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions.

Activity 1.3.3: Making a lift-the-flap book about road users

With a partner, make a draft version of a lift-the-flap picture book. Call it "Who am I?" and use it to give a message about road users.

- Use text and images (line drawings, collage or mixed media) to communicate the message that we are all road users and use the roads in many different ways. As road users we have one thing in common: if we want to keep using the road network we have to make sure that we use the road network responsibly.
  For example, use images to represent five very different people and place each one under a flap alongside a description ending "Who am I?". Lifting the flap reveals the person on the page is also a road user and cares about using the road in a way that keeps others safe.

- Before you start planning your book, look at several examples of lift-the-flap books to see how they work. For example:
  Where is Maisy?: A lift-the-flap book by Lucy Cousins
  Where's My Baby? by H. A. Rey
  Dear Zoo: A lift-the-flap book by Rod Campbell
  Grandma, Where Are You? by Harriet Ziefert
  Where's Spot by Eric Hill
  Little Red Riding Hood by Nick Sharratt and Stephen Tucker
  Identify the conventions that these writers and illustrators use, such as having an easy-to-follow concept or big idea; using repetitive phrases; and structuring the book with a counting pattern or questions and answers.

- You may get extra ideas by researching the history of early lift-the-flap and pop-up books:
  Pop-up and movable books in the context of history: www.popuplady.com/about01-history.shtml
  Paper engineering: fold, pull, pop & turn: http://youtu.be/srpzCFA8uMc
- Look online for instructions on how to make a lift the flap book.
  How to make a lift the flap book: http://youtu.be/8jTugSGwQR8
  Flap happy shapes: http://youtu.be/2m8xGQDL7eo
  Lift the flap fact book: http://youtu.be/9Z0RskWzPo8
- When making your lift-the-flap book, think about some of the "big ideas" and "big experiences" that you want it to communicate. Ask yourself how you can use flaps and a few well-chosen words to help convey that message.
- Ask:
  - What do we mean by the statement, "Everyone is a road user"?
  - What are some different ways in which people use the road?
  - How will you explain that everyone benefits from having citizen rights to use the road network?

- Extend this thinking to:
  - explain why you are responsible for others when they use the road network, and
  - reflect on how the rights to use the road network are balanced by responsibilities to use it in ways that allow others to use the road.

Supported by Official NZ Road Code: (page numbers from 2015 hardcopy)	Supported by modules in Pathways Awarua:	Possible evidence for the performance criteria in:
About driver licences p 13 to 44 **About other road users** Sharing the road Information for other road users p258 to 279	28. Responsible driving 37. Respecting other road users	- Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience. - Unit 1280: Use graphics in communication. - AS 90052: English 1.4 Produce creative writing. - AS 90855: English 1.7 Create visual text.

Activity 1.3.4: Licensed to share the road

A driver licence is a test of identity. It says something about who you are.

Not all road users need a licence. Road users wanting to walk across or alongside a road, or passengers wanting to travel on a bus or in a car, do not need a licence to show that they have the skills and knowledge necessary to be a safe pedestrian or safe passenger. However, every road user wanting to drive on the roads needs a licence to show that they have the skills and knowledge necessary to be a safe driver.

Having a New Zealand driver licence is a test of your identity as a citizen. It says that you use the roads in ways that demonstrates respect for the rights and safety of other citizens. A licence says you are a member of a specific group of citizen drivers who belong, matter and make a difference to our road network.

A New Zealand driver licence says something about "who you are" that is useful in your public life and your social life. For example, for many jobs employees must hold a full licence. A driver licence can provide proof of age for people who are wanting to go to an R-rated movie or club.

There is some evidence to suggest that all over the world young people are getting their licence later and driving less. Some are choosing not to get a licence. There are many reasons why young people may not be driving. List some that you can think of.

For more ideas, see:

> Driving less: Seeing the back of the car: www.economist.com/node/21563280
> Young Americans lead trend to less driving: www.nytimes.com/2013/05/14/us/report-finds-americans-are-driving-less-led-by-youth.html

Discuss how important it is to have a driver licence.

Discussion prompts

[think–pair–share, or small group or whole class discussion only]

How important is having a driver licence to you and your friends? Why did you get a driver licence? What difference does having a licence make to your life? What are the best things about having a licence? What are the worst things about having a licence? Why do you not have a driver licence? What has stopped you getting a licence? Do you plan to get a licence in the future? Why do you not want a driver licence?

For this activity, use the information from:

New Zealand road code, About driver licences, pages 13 to 44
NZ Transport Agency, Your photo driver licence: www.nzta.govt.nz/licence/photo

- Describe a New Zealand driver licence. (For example, what does it look like?)
- Identify the items you can see on the photo side by writing a list or labelling a drawing.
- Identify the items you can see on the reverse side by writing a list or labelling a drawing.
- Explain what each item means. (For example, what does 4a. mean?)
- Explain why you think this information is included on the licence. (Write about it on a separate piece of paper or by adding explanations to your drawing.)

Predict the format of driver licences in the future. (What does it make you wonder about the format of a driver licence in the future?)

- Design a driver licence for future young citizens to show they use the roads in ways that demonstrate respect for the rights and safety of other citizens.
- Write a report promoting your design. Describe the features in your design and explain why you think they will be suitable for young citizens in the future.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driver licences** p 13 to 44	**Supported by modules in Pathways Awarua:** 21. Filling in the driver licence application form 22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 28. Responsible driving 35. Police and emergency services 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90052: English 1.4 Produce creative writing. - AS 90855: English 1.7 Create visual text.

1.4. IDEAS ABOUT SHARING

If the roads belong to everyone, how well do you share them?

Do you share roads in ways that respect the rights of others to have safe journeys?

We share the roads with others. Public roads are common property. They belong to everyone and everyone gets to use them – as pedestrians, passengers, riders and drivers. We need to use the roads in ways that are fair – in ways that keep it safe for others to use the road. The New Zealand road code is a guide to sharing the road network in ways that are safe, respectful of the rights of others and responsible.

Activity 1.4.1: What do you share?

Make a list of all the things you share with others; for example, pizza, playgrounds, bus shelters, question time in class, public seating, cell phones, lakes, rivers, libraries, clothing, bicycles, clean air, beaches, public toilets, sea, skate park, public roads, local park, boat ramps, private roads, public firework displays, Sky TV, public car parks.

Some of these resources are used up when different people share them; some are not. Some resources belong to the public – anyone can use them; others belong to individuals or businesses and access to them is controlled.

Sort the things you share into the table below.

Things I share …	**Belong to someone**	**Belong to everyone**
Can be used again		
Cannot be used again		

Discuss what is important when sharing with others.

Discussion prompts

[think–pair–share, or small group or whole class discussion only]

Can you think of a time when you shared something with others and it didn't work out? Describe what happened. What did it feel like? What did you do? Why do you think it didn't work? What happened afterwards? Did you come up with some ground rules for sharing? What is important to remember when sharing with others? What does it make you wonder about sharing a resource that belongs to everyone and can be used again and again?

Produce a "rough and dirty" guide for how NOT to share the road with others. Identify the actions that will most infuriate other road users. Format your guidelines on a pamphlet or flyer that can be easily distributed to other road users.

Supported by Official NZ	**Supported by modules in**	**Possible evidence for the**

Road Code: **(page numbers from 2015 hardcopy)** **Creating a safe road system** p9	**Pathways Awarua:** 27. Passing 31. Parking 32. Speed and force 37. Respecting other road users (horn use, cyclists)	**performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90052: English 1.4 Produce creative writing.

Activity 1.4.2: Ground rules for sharing a cheesy crust pizza

In a group of two to three people, make up some ground rules for sharing pizza.

Create another set of ground rules for sharing a skate ramp, a computer game or a discussion.

Compare and contrast the two sets of rules you have made. How are the ground rules for sharing similar? How are they different? You can use the HOT SOLO Compare and contrast map and self-assessment rubric to draft your writing:

http://pamhook.com/tools/SelfAssessment.html#slide2,Compare Contrast

Read the NZ road code's suggestions for sharing the road. See pages 258 to 280 for rules when sharing with pedestrians, trucks and buses, tractors, over-dimension vehicles, motorcyclists, cyclists and horse riders (online: About other road users).

Discuss how the suggestions for sharing in the NZ road code would work for sharing cheesy crust pizza or a skateboard ramp.

For example, how could you tweak the following suggestion so it worked with sharing cheesy crust pizza? "Always be ready to stop near schools, bus stops and pedestrian crossings" (NZ road code, 2012, p258).

Make a general set of rules for citizen road users sharing the road network.

Use these rules to write a user manual for other young people, "How to share a road network".

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About other road users** Sharing the road p258 to 267	**Supported by modules in Pathways Awarua:** 27. Passing 31. Parking 37.Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and an audience. - AS 90053: English 1.5 Produce formal writing.

Activity 1.4.3: So what is the road sharing issue in your community?

Every community has a road sharing issue that can be fixed if enough people care.

List all the different types of people who use your local road network. Find a local "road sharing" issue they care about. Ask a group of local road users what they think the biggest issue is when sharing the road.

For example, young road users may think there is a problem with road sharing because of: traffic congestion in streets around a school, local market or church; heavy traffic flows making crossing the roads challenging for pedestrians; primary-aged children using pavements and roads as a playground; traffic failing to slow down when passing through a rural township; people driving under the influence of drugs or drink on Friday nights; cyclists feeling unsafe when they use local roads; retirement village traffic merging with traffic on a highway; students travelling to school in overcrowded cars, distracting the driver; local streets around the school parked out by commuters who continue their journey on public transport.

Investigate the issue they identify by collecting data and information to help you understand it.

Describe the variables to be measured and their units, e.g. methods of transport (discrete data), types of road users (discrete data), number of passengers (continuous data), distance travelled (continuous data), speed travelled (continuous data), time of day (continuous or discrete data).

Variable 1: _____ (units)

Variable 2: _____ (units)

- Explain the variables in an everyday life context.

- Make predictions about the variables based on the context.

Describe the sample size.

Collect data.

- For example, keep a travel log of the number of passengers in cars arriving and leaving school over a week. Keep a record of the number of pedestrians trying to cross a busy intersection at different times of the day. Keep a seven-day record of the number of near misses you observe over a given period as traffic negotiates a busy roundabout.
- Use surveys, observations, questionnaires or interviews. For example, survey the local residents about their level of frustration when looking for parking. Survey the transport method used by staff and students to get to school each day, e.g. walk, drive, bike, public transport, school bus. Survey local drivers about the streets they avoid and the times they avoid them.

Sort your data. For example, record the survey data in a tally chart.

Organise your data to find out about the variables in the data set, e.g. use a frequency table, bar chart, histogram, stem and leaf, box and whisker, composite bar graph. Sketch or photograph the way you have organised your data.

- What can you see? Describe the overall shape of your data now you have organised it. What variables did you use to organise your data? Find the data at the top end, at the bottom end and in the middle of your organised data.
- Explain what you can see from the different ways you have organised your data. What do you think the shape of your organised data means? What do you think the spread of your data means? What do you think the clumping of your data (uneven spread) means? What do you think the data in the middle mean? What you think the differences and similarities between your data mean? What do you think any outliers in your data mean?

Clean data. Look for outliers. Identify any erroneous or suspicious data (input error, duplicates, measurement error). Decide whether to correct, amend or remove suspicious data or whether to leave them unchanged. Note your decisions alongside your raw data tables.

Summarise the data. What is easy to find out when you organise data in this way? What is hard to find out? What could you find out if you organised your data in a different way?

Present the data. For example, choose the most appropriate method of presentation – which might be bar charts, histograms, frequency tables, tally charts, pictograph, strip graphs, pie charts, tables, graphs, dot plots, time series.

Analyse the data. Use average – median, mean, mode and measures of spread – range, quartiles, box and/or whisker plots.

Compare and contrast your data.

- Compare and contrast different aspects of your data, such as the average number of passengers travelling in cars driven by students and the average numbers of passengers travelling in cars driven by adults.

- Compare and contrast your data with national survey data on average numbers of passengers travelling in cars.

Draw a conclusion from the data analysis about the issue you have investigated.

Make a generalisation from your data about how your local community can help share local roads in ways that make journeys safer.

Produce a report to share and display your data findings.

Follow up on your report by sharing your findings in ways that will make journeys safer for road users in your local community.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About other road users** Sharing the road p258 to 267	**Supported by modules in Pathways Awarua:** 21. Filling in the driver licence application form 28. Responsible driving 31. Parking 32. Speed and force 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26626: Interpret statistical information for a purpose. - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and an audience. - AS 90053: English 1.5 Produce formal writing.

Activity 1.4.4: Rules that help everyone get a fair share

Sharing the road network with others has a lot in common with sharing a skate ramp, cheesy crust pizza or talking time in a conversation. In each case, there are rules that help everyone to get a fair share of the resource. The rules and suggestions in the NZ road code (2015) help guide citizens when they share the road network.

The value of a shared road network is that it can allow anyone at any time to make a safe journey. It belongs to all of us. What we do to keep the road network safe makes it better for everyone. But we don't get this value from it when road users think of their own needs and ignore the needs of other road users. For instance, the road network is less safe for everyone when some road users deliberately break the road rules, drive in unsafe vehicles and travel at speeds that are unsafe for the conditions on the road.

It is also hard to share a road network when everyone wants to use the road at the same time. At such times, the traffic slows, holding up everyone. Frustrated drivers can use the roads in ways that put everyone at risk. For example, on wet days everyone wants a lift to school and, because of the crowding on the roads around the school, drivers drop off children in dangerous ways.

People abuse the road network by breaching the rules for safely sharing the roads. By speeding, or driving when tired or under the influence of drugs and alcohol, people make the roads unsafe for other usersf. Passengers can behave in ways that distract the driver and put others who are sharing

the road at risk. Pedestrians can fool around beside a road or cross it without first checking the traffic flows.

Complete a think–pair–share activity.

- Identify what some road users do (road user behaviour) that makes it hard for other citizens to safely share it.
- Describe the rules that keep road users sharing the road safely with others.
- Classify (sort) the rules into rules about **safe speed**; **safe road use**; **safe vehicles**; and **other** aspects of the road network.
- Discuss why rules help citizens to share the roads in ways that make safer journeys for everyone.

Construct and deliver an oral text describing why following the rules should matter to all young people using the roads in New Zealand today.

- Your text can take the form of a speech, seminar or oral history. You can deliver your text live or as a recorded presentation.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driving** p 117 to 212 **About limits** p213 to 226	**Supported by modules in Pathways Awarua:** 27. Passing 28. Responsible driving 31. Parking 32. Speed and force 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - AS 90857: English 1.6 Construct and deliver an oral text.

1.5. IDEAS ABOUT RISK

> *Road crashes remain the biggest killer of young people between 15–29 years around the world. More than 1,000 young people lose their lives on the world's roads every day. All of them are future mothers, fathers, physicians, workers, teachers, and artists. And if each one of them had only two dreams, then we are losing more than 2000 dreams daily.*
> YOURS – Youth for Road Safety: www.youthforroadsafety.org

Whose risk is it?

> *With an average of one teenager killed on New Zealand roads every week in recent years our teen crash rates are still among the worst in the developed world.*
> NZ Herald: www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11133516

Some road users are more at risk than others. Young drivers are high-risk road users.

Young drivers are most at risk in the first two years after passing their test and starting to drive unsupervised. This is because young drivers have not had time to gain driving experience, do not assess hazards well and are often overconfident about their abilities.

Some factors that make young road users particularly at risk are:

- driving with passengers,
- not using seatbelts,
- speeding,
- driving at night,
- driving after drinking alcohol and/or using drugs,
- getting distracted while driving, and
- driving while fatigued (tired).

Activity 1.5.1: Unexpected risks to young drivers

Listen to Dr Teresa Senserrick talk about the driving habits of young drivers that put them at risk: www.youngdriverfactbase.com/vodcast/dr-teresa-senserrick-outlines-risky-driving-habits-in-young-drivers, The George Institute, 2011.

- List some of the risks to young drivers that Dr Senserrick talks about in the video.
- Identify one risk that surprised you – information that was new to you and your friends.
- Explain why this risk is especially linked with young drivers.

One of the risks Dr Senerrick talks about is for young people to drive with passengers – especially if the passengers are peers.

Watch "The Party Planner" (2010): http://youtu.be/rh-b_aClu5s, a winning film in the "Make a Film, Make a Difference" (MAFMAD) Competition, 2010. Transport Accident Commission, Victoria, Australia.

Use the information you have gathered in previous activities to describe a fictional situation in which a young person manages a risk when they are using the road as a driver or passenger. Share your description with the class.

Write a comic strip describing how a young citizen manages a risk while using the road as a driver or passenger.

- Arrange a series of static images in sequence to tell the story of a risky situation and how this young citizen manages the risk.
- You can use any of these free online comic creators:
  ReadWriteThink Comic Creator: www.readwritethink.org/files/resources/interactives/comic
  Comic Master: www.comicmaster.org.uk
  Pixton: www.pixton.com/uk
  PBS Comic Creator: http://pbskids.org/arthur/games/comiccreator
  Scholastic Graphix: www.scholastic.com/graphix/createcomic.htm
  Artisan Cam Super Action Comic Maker:
  www.artisancam.org.uk/flashapps/superactioncomicmaker/comicmaker.php
  Chogger Comic Creator: http://chogger.com/creator
  ToonDoo: www.toondoo.com
  Strip Generator: http://stripgenerator.com/strip/create

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driver responsibility** p227 to 250 **What are the conditions of a learner licence** p23 to 30 **What are the conditions of a restricted licence** p33 to 34	**Supported by modules in Pathways Awarua:** 21. Filling in a driver licence application form 28. Responsible driving 32. Speed and force 33. Stopping distances 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26622: Write to communicate ideas for a purpose and an audience. - AS 90855: Create a visual text.

Activity 1.5.2: Just how safe are you (and people like you)?

Use the following charts, statistics and resources to find out more about safer journeys for young people and how likely it is that a young road user will be involved in an accident.

Use the bar graph below to answer the following questions about how much younger and older drivers contribute to fatal crashes.

- What are the main ways in which young drivers contribute to fatal crashes?
- Are young drivers more or less likely than drivers over the age of 25 to contribute to a fatal crash by driving too fast?
- How important is the inexperience of young drivers as a factor contributing to fatal crashes?
- What factors appear not to be influenced by the driver's age?
- What factors contribute to fatal road crashes more often among older drivers than young drivers?
- What factors could be improved if drivers changed their attitudes and behaviour when sharing the road?

Source: Ministry of Transport (2010). Young Driver Crash Facts: www.transport.govt.nz/research/Pages/YoungDriversCrashFacts.aspx

Print a copy of each of the following statistics onto a separate strip of paper.

- Car crashes are the leading single cause of death for young adults in New Zealand.

- Drivers aged 15–19 are six to seven times more likely to crash than those aged 45–49 years.
- Drivers on a restricted licence are four times more likely to have a crash than learner drivers.
- The period of greatest risk for young drivers is in the first 6–12 months of driving solo.
- A higher proportion of young drivers (aged 15–24) are involved in crashes involving alcohol, driving too fast for the conditions and losing control, compared with older drivers.
- A higher proportion of young drivers are involved in crashes at night (particularly Friday and Saturday nights) , compared with older drivers.
- When a young driver has friends in the car, he or she is four times more likely to have a fatal crash than if driving alone.
- Young drivers make up only 16% of the total number of people who have a driver licence but are involved in over a third of all fatal crashes each year.
- Crash fatality rates are up to three times higher for young male drivers than for young female drivers.
- The main reasons that contribute to injuries or fatalities in car crashes by young drivers are: inexperience, age, gender, high speed, driving at night, driving with friends in car, driving after taking alcohol or drugs, not wearing seatbelts.
- Children aged 0–14 are among our most vulnerable pedestrians.
- Far more New Zealand children die as pedestrians on our public roads than those who die as a result of violence, abuse or neglect.
- A third of pedestrians (aged 15 years or older) killed in a road accident had alcohol levels over the legal driving limit (1994 and 1996).

In a group of two or three students, choose a statistic or fact about the risks to young road users that interests you.

- Describe what the fact says.
- Explain what the fact means for young people using the road.

Think about how we could change this statistic or fact to create better outcomes for young people. List three things you can:

- do by yourself to help change this outcome for young citizens,
- do with others to help change this outcome for young citizens,
- persuade others to do to help change this outcome for young citizens, and
- do to find out more about this outcome.

Create a piece of persuasive writing about safer journeys for young people with a “you can change this” message.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **Creating a safe road system** p9	**Supported by modules in Pathways Awarua:** 27. Passing 28. Responsible driving 29. Speed and curves 30. Lanes 32. Speed and force	**Possible evidence for the performance criteria in:** - Unit 26622: Write to communicate ideas for a purpose and an audience. - Unit 26624: Read texts with understanding.

	33. Stopping distances 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	- Unit 1280: Use graphics in communication. - AS 90053: English 1.5 Produce formal writing. - AS 90853: English 1.9 Use information literacy skills to form conclusion(s).

Activity 1.5.3: "I have a mate who …"

Everyone has a story about a young person who didn't reach home. The trouble is that we also have stories of narrow escapes and lucky breaks where young people used the roads in an unsafe way but survived unharmed.

Share your story about a young road user – either lucky or unlucky.

Not knowing the big picture about who is lucky and who is not can make young people feel invulnerable when using the road. "It won't happen to me" thinking can put young people at greater risk.

In this activity we are taking some time to look at the facts – rather than relying on the "I have a mate who …" stories.

Taking time to read the statistics about risks to road users is important. They give us the real story about young people using the road.

- Do young road users belong?
- Do young road users matter?
- Do young road users make a difference?

Use the following resources to learn more about the risks to young road users in your local area and around the world.

- World Health Organization: Infographics on global road safety 2013
  1. Road traffic injuries: The facts
  2. Drink driving: The facts
  3. Speed: The facts
  4. Motorcycle helmets: The facts
  5. Seatbelts: The facts
  6. Child restraints: The facts

  Source: Global status report on road safety 2013:
  www.who.int/violence_injury_prevention/road_safety_status
- Print copies of the World Health Organization posters.

Your teacher will give you a copy of a road safety fact or statistic:

- Read your fact and check that you know what it means.
- Share your fact and what it means with other students.
- Find links between your fact and other students' facts.
- Form a group with other students holding similar facts.

Pool all the facts. As a class, sort them into a table like the one below, showing the facts that:

- surprised you,
- shocked you,
- made you feel happy, sad or mad,
- made you feel curious, and
- are worth sharing with others on Facebook or Twitter etc.

Note that facts can sit across several categories.

Surprising facts	Shocking facts	Happy, sad or make-me-mad facts	Curious facts	Facts worth sharing

To what extent, do the facts suggest that young people:

- belong on the road network?
- matter on the road network?
- can make a difference on the road network?

Take a vote on the five facts that are most worth sharing with friends and family – the five facts that will make people look at young road users in a new way.

Broadcast five facts that matter.

Use social media to share these five facts with family and friends in a way that tells young people they belong, they matter and they can make a difference as road users.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** Creating a safer road system p9	**Supported by modules in Pathways Awarua:** 28. Responsible driving 32. Speed and force 33. Stopping distances 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26624: Read texts with understanding. - Unit 1280: Use graphics in communication. - AS 90853: English 1.9 Use information literacy skills to form conclusion(s).

Activity 1.5.4: Two truths and a lie

Create a set of "two truths and a lie" cards to use with friends and or family. Each card begins "Did you know …" and contains a statement about a risk factor for young people using roads. Two of the statements are true; one is a lie.

To play the game:

- one person reads out their three cards, trying not to give away the lie by tone of voice or facial expression,
- the other members of the group discuss and then vote on which statement is a lie, then
- the first person explains whether the statement the group has voted on is a lie or true.

For suitable "true" facts, look up the following resources. You will have to make up your own lies.

Ministry of Transport (2010). Young driver crash facts: www.transport.govt.nz/research/Pages/YoungDriversCrashFacts.aspx
NZ Transport Agency, The New Zealand Road Assessment Programme, KiwiRAP: www.kiwirap.co.nz
NZ Transport Agency, Rightcar safety tips: http://rightcar.govt.nz
NZ Transport Agency, Safer journeys for teen drivers: www.safeteendriver.co.nz
NZ Transport Agency, Practice: www.practice.co.nz
NZ Transport Agency, Pedestrian profile: www.nzta.govt.nz/resources/nz-pedestrian-profile/6.html
NZ Transport Agency, Child Pedestrian Study (Auckland): www.nzta.govt.nz/resources/nz-pedestrian-profile/6.html#65

Examples of cards

Did you know …?

A higher proportion of young drivers than older drivers is involved in fatal crashes at night.

Did you know …?

Between 2009 and 2011, over 50% of fatal crashes occurring on Friday and Saturday nights involved a young driver, whereas only 26% of daytime crashes involved a young driver.

Did you know …?

Alcohol/drugs, losing control and speed are the major factors contributing to fatal crashes by young drivers.

Did you know …?

Young drivers are over 2.5 times more likely to have speed as a factor than drivers over the age of 25.

Create a class set of "truth or lie" cards.

- Ask for help from teachers and students in the design and graphics department to create "print ready" versions of your cards.
- Use the cards to start up conversations with family members, friends or students at your school about the risk factors for young people using roads in your area.

- As an extension, you could make a set of "truth or lie" cards to help young people learn the NZ road code (2015).

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** Creating a safer road system p9	**Supported by modules in Pathways Awarua:** 28. Responsible driving 32. Speed and force 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26624: Read texts with understanding. - Unit 1280: Use graphics in communication. - AS 90853: English 1.9 Use information literacy skills to form conclusion(s).

Activity 1.5.5: Finding out more

Work with family members, friends or students at your school to identify the perceived risks to young road users in your local area and what is being done about them.

Talk to your friends and family about what they think are the biggest risks to young people from using roads in your area.

Extend these ideas by downloading and reading the NZ Transport Agency one-page snapshots of current data on crashes and casualties, registered vehicles, road lengths and vehicle kilometres travelled for all 67 New Zealand Territorial Local Authorities (TLAs): www.nzta.govt.nz/site-resources/content/about/docs/media/statistical-summary-of-territorial-authorities-in-new-zealand.pdf

Tell your family and friends that young people are citizens. Young people belong. Young people matter. Young people make a difference. Then ask them, *"Who is looking out for young people when they use the roads?"*

Use the "Weiderhold question" strategy to unpack the most interesting facts your friends and family have identified by asking five "how" or "why" questions about each one.

Then ask, *"So what can we do?"* Write the risks, the related questions and some suggestions for how to address the risks in the table below.

Fact:	**How questions**	**Answers**
[insert fact here]	How is …	
	How did …	
	How can ….	
	How would …	
	How will ….	
	How might …	

Fact:	Why questions	Answers
[insert fact here]	Why is …	
	Why did …	
	Why can ….	
	Why would …	
	Why will ….	
	Why might …	

When you have completed the table, look for citizens in your local community who are doing things to help keep young people safe on the roads.

Find out what they do and if there are ways you could work with them.

Work to become someone who:

- does something that matters for young people using the road, and
- makes a difference to young people using the road.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** Creating a safer road system p9	**Supported by modules in Pathways Awarua:** 28. Responsible driving 32. Speed and force 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26624: Read texts with understanding. Unit 26625: Actively participate in spoken interactions.

1.6. IDEAS ABOUT DISTRACTION

Danger, danger: distracted drivers on the road ahead
Distracted drivers are dangerous drivers. They are dangerous to themselves, to their passengers and to other road users.

Driving is a complex task that requires our full attention and focus. Risks increase when the driver is distracted from the task of driving because a car can travel a long way in the few seconds your attention is focused on something else.

Any kind of distraction takes the driver's attention away from what they are doing. A driver can be distracted by something either inside or outside the vehicle. The distraction may be something you:

- see (visual distraction),
- hear (auditory distraction),
- do (physical distraction), and
- think about (cognitive distraction).

Even trying to do more than one thing at a time (multitasking) is distracting and makes people drive less well and less safely. For example, using a cell phone when driving is a distraction that causes "inattention blindness", where drivers do not see what is happening directly in their line of sight.

Distraction is a serious risk: driving when talking on a cell phone is as dangerous as driving after drinking alcohol.

Activity 1.6.1: Distracted drivers

Read the list of driver distractions in the NZ road code (2015) on pages 235 to 236 (online: responsible driving).

Watch the New York Times video about distracted drivers, "Aware of the dangers": www.nytimes.com/video/2009/07/18/technology/1194841442782/distracted-drivers.html

Do a think–pair–share activity to reflect on and discuss what you saw.

Discussion prompts
[think–pair–share]

What did you find out? Why was it like that? What did it make you wonder? What surprised you? What shocked you? What made you happy, sad or mad? What did you know already?

Watch the video again and take notes that you can use when writing a film review for other young people.

Write a review of the video for young people:

- Express your opinion of the interview, but back it up with reasons and examples.
- Adjust your writing to suit an audience of young people.
- Avoid simply describing everything that happened in the video.
- Judge the interview. Was it believable? Did it use good examples? Was it provocative? Would it make young people think in a new way about distracted drivers?
- Offer some recommendations as to the suitability of the film as a community resource to help young people learn more about distracted drivers.
- Evaluate the content and the technical production elements. What could the film-makers have done to make the interview work better for an audience of young viewers?

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driver responsibility** Driver distractions p 235 to 236	**Supported by modules in Pathways Awarua:** 28. Responsible driving 29. Speed and curves 32. Speed and force 33. Stopping distances	**Possible evidence for the performance criteria in:** - Unit 26622: Write to communicate ideas for a purpose and an audience. - AS 90053: English 1.5 Produce formal writing

Activity 1.6.2: Things you see, things you hear, things you do and things you think about

As a class, revisit the list of driver distractions in the NZ road code (2015) pages 235 to 236 (online: responsible driving).
Read the Ministry of Transport's diverted attention crash facts:
www.transport.govt.nz/research/divertedattention

Source: Ministry of Transport Diverted attention crash facts:
www.transport.govt.nz/research/divertedattention

Use the graph above to work out:

- Which age group of drivers is most at risk from distraction?
- Which age group of drivers is least at risk from distraction?

Do a think–pair–share on distractions. Recall times when:

- you have been distracted,
- you have been the distraction,
- the driver of your car or bus has been distracted, and
- you have been distracted when using the road as a driver, pedestrian, passenger or cyclist.

Be prepared to share some of these experiences as part of a wider class discussion on distractions.

As a class, brainstorm all the things that can distract drivers from their driving.

Sort the ideas into the categories shown in the table.

Driver distractions			
Things you see	**Things you hear**	**Things you do**	**Things you think about**

Discuss the following distraction facts:

Young drivers are more easily distracted by passengers than older drivers. When a young driver has friends in the car, he or she is four times more likely to have a fatal crash than if driving alone. This risk increases when the driver and passengers are male.

Use think–pair–share, or a small group or whole class discussion, to explain why:

- young drivers are more easily distracted than older drivers,
- young drivers who carry passengers are more likely to crash, and
- the risk of crashing increases when young drivers and their passengers are male.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driver responsibility** Driver distractions p 235 to 236	**Supported by modules in Pathways Awarua:** 28. Responsible driving 29. Speed and curves 32. Speed and force 33. Stopping distances	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26624: Read texts with understanding.

Activity 1.6.3: Making a series of "Did you know?" distracted driver screensavers for the cell phones of young road users

Your brief is to design a series of five screensavers based on facts the "road user" needs to know about distraction.

First, identify what young drivers need to know about distraction.

- In a small group, read one of the reports or blog posts on distracted driving listed at the end of this activity.
- Break a long reading into several sections and share what you have read with the group.
- Find five facts that support the claim that distracted drivers are dangerous drivers. For example:
  - Distracted drivers have poor control over their speed and following distance.
  - Distracted drivers are less aware of what else is happening on the road.
  - Distracted drivers are less aware of what other traffic is doing.
  - Distracted drivers have difficulty maintaining their position on the road.
  - Distracted drivers miss traffic signals and signs.
  - Distracted drivers have a slower response to hazards.

Second, define the task. What is the best design for a series of screensavers to communicate this message to young drivers?

Explore media that appeal to young people –e.g. video game, music video, manga cartoon, anime.

Develop criteria for assessing the suitability of the design options. For example, if you want the screensaver to appeal to teenagers, keep the design light on text. Research suggests teenagers **don't like to read a lot on the web** (Loranger and Nielsen 2013: www.nngroup.com/articles/usability-of-websites-for-teenagers).

For the "Did you know?" series of screensavers:

- consider and create several different options,
- refine your designs down to a few that best meet the criteria,
- choose the best plan of action and create mock-ups of your designs, then
- share your designs with young road users and get feedback on how to improve them.

Readings on distracted drivers

Blog post: "The science of distracted driving and why it's just so dangerous": www.youthforroadsafety.org/activities/news/news_item/t/the_science_of_distracted_driving_and_why_it_s_just_so_dangerous

Nathan Seppa, "Impactful distraction", Science News, 24 August 2013; Vol.184 no. 4: www.sciencenews.org/view/feature/id/352266/description/Impactful_Distraction

AAA Foundation for Traffic Safety, Measuring cognitive distractions: www.aaafoundation.org/measuring-cognitive-distractions (especially the fact sheet).

World Health Organization (2011). Mobile phone use: a growing problem of driver distraction. Geneva, Switzerland: www.who.int/violence_injury_prevention/publications/road_traffic/distracted_driving/en

www.education.nzta.govt.nz

Youth and Road Safety Action Kit, pages 13–21: www.youblisher.com/p/655825-Youth-and-Road-Safety-Action-Kit

David L. Strayer, Jason M. Watson, and Frank A. Drews (2011). Cognitive distraction while multitasking in the automobile. In Brian Ross, editor, *The Psychology of Learning and Motivation*, Vol. 54, Burlington: Academic Press, pp. 29–58.

National Safety Council, Distracted driving resources, fact sheets. www.nsc.org/safety_road/Distracted_Driving/Pages/distracted_driving.aspx

National Safety Council, Distracted driving video channel (19 videos): www.youtube.com/playlist?p=PL337F74DED367FDE7

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driver responsibility** Driver distractions p 235 to 236	**Supported by modules in Pathways Awarua:** 28. Responsible driving 32. Speed and force 33. Stopping distances	**Possible evidence for the performance criteria in:** - Unit 26624: Read texts with understanding. - AS 90853: English 1.9 Use information literacy skills to form conclusion(s). - AS 90855: English 1.7 Create a visual text .

Activity 1.6.4: How distraction-proof are you?

Are you distraction proof? Measure how your reaction time is affected by distractions in "Gauging your distraction", an online game:

www.nytimes.com/interactive/2009/07/19/technology/20090719-driving-game.html?_r=0

Discuss your results with other students.

What surprised you about the class results?

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driver responsibility** Driver distractions p 235 to 236	**Supported by modules in Pathways Awarua:** 28. Responsible driving 32. Speed and force 33. Stopping distances	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions.

Activity 1.6.5: Driving like a slug

Fact: Any delay in a driver's response to a hazard on the road can cause an accident.

Fact: Drivers talking on a cell phone have "sluggish responses".

Fact: Drivers using alcohol or drugs have "sluggish responses".

The following online simulator is used to explore the effects on stopping distance when a driver is using a cell phone, driving in wet weather or driving when drunk:

www.stoppingdistances.org.uk/simulator/Stopping_Distances.html

Use it to learn more about the effects of distractions on reaction time.

With a partner, discuss what surprised you about your results.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driver responsibility** Driver distractions p 235 to 236	**Supported by modules in Pathways Awarua:** 28. Responsible driving 29. Speed and curves 32. Speed and force 33. Stopping distances	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions.

Activity 1.6.6: Stopping distance matters

Research stopping distance: Find out why stopping distance matters when you are using the road.

Use the following readings and videos to help you understand the importance of stopping distance and the factors that can affect it.

NZ Transport Agency, Key driving skills – Following distance: www.nzta.govt.nz/resources/roadcode/about-driving/following-distance.html
20 mph speed limits, www.transportpolicy.org.uk/Future/20mph/20mph.htm (see subheading of "Safety")
Safe Drive Directory Ch 16 Stopping distances: www.sdt.com.au/safedrive-directory-STOPPINGDISTANCE.htm
GEM Motoring Assist guide to motorway stopping distances (video): www.youtube.com/watch?v=CzHklqaiTXI
Stopping distance (video): http://youtu.be/WjvVbXDy20w

Use the same resources to write a draft script for a motor programme like Top Gear www.topgear.com/au, for an episode in which the hosts explore stopping distance with different cars, drivers and/or conditions.

- Before you start, you will need to review some scripts/screenplays so that you understand the:
  - important elements of script writing - characters, pace, mood, setting and plot,
  - lay-out and function of a script, and
  - purpose of stage directions.

- Useful online resource are:
  BBC Write a Script: www.bbc.co.uk/writersroom/write-a-script

WikiHow Script Writing: www.wikihow.com/Write-a-Script

- You can also ask your English teacher for help with script-writing conventions.
- You can download screenplay and script templates from Microsoft Word.
- Your script should answer the following questions:
  - What is stopping distance?
  - What is thinking distance?
  - What is braking distance?
  - Why is stopping distance important for safe road use?
  - To what extent can drivers minimise their stopping distance?

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driving** **Key driving skills** Following distance p138 to 139 **About other road users** **Sharing the road** Sharing the road with trucks and buses p262 to 263	**Supported by modules in Pathways Awarua:** 24. Breakdowns and tyres 25. Towing and speed 27. Passing 28. Responsible driving 29. Speed and curves 32. Speed and force 33. Stopping distances	**Possible evidence for the performance criteria in:** - Unit 26624: Read texts with understanding. - Unit 26622: Write to communicate ideas for a purpose and an audience. - AS 90853: English 1.9 Use information literacy skill to form conclusion(s). - AS 90052: English 1.4 Produce creative writing.

Activity 1.6.7: Thinking, braking and stopping

STOPPING DISTANCE = REACTING DISTANCE + BRAKING DISTANCE

Two factors influence your stopping distance:

1. Reacting or thinking distance – the distance the car travels before the driver reacts to the event and starts to apply the brakes.

List some factors that could **increase** reacting/thinking distance; for example, distractions, alcohol, drugs.

2. Braking distance – the distance taken to stop once the brakes are applied.

List some factors that could **increase** braking distance; for example, road surface, speed, car tyres.

The table below shows some typical stopping distances for an average driver travelling on a dry road with no distractions. Fill in the missing data.

Typical stopping distances with no distractions on dry roads

Speed km/h	Thinking time s	Reacting/thinking distance m	Braking distance m	Stopping distance	
				in metres (m)	in car lengths (1 car length = about 4m)
30	1	6	5		3
40	1		9	17	4
50	1	9		24	6
60	1	11	21		8
70	1	13	29		10
80	1	15		53	13
90	1	17	47	64	
100	1		58	77	19

Source: Based on figures from www.random-science-tools.com/physics/stopping-distance.htm

Use the data in the table to make a bar graph showing speed (km/h) against stopping distance(m).

- Put speed (km/h) on the x-axis and stopping distance (m) on the y-axis.
- Give your graph a title and label both axes.
- If you are not sure how to construct a bar graph, read www.wikihow.com/Make-Bar-Graphs
- Add more detail to your bar graph by using a colour key to show that each stopping distance bar is made up of a reacting/thinking part and a braking part.

The distraction time was the same at each speed. The distance travelled during that time changed. What does the data tell you about distraction and reacting/thinking distance?

Take chalk, plastic cones or pegs and a long measuring tape into the school grounds and mark out the reacting/thinking, braking and stopping distances for cars travelling at different speeds.

- Imagine you are travelling in a car that sees a hazard on the road ahead and brakes suddenly.
- In a small group, walk the reacting/thinking and braking distances for different travelling speeds.
- What does the experience make you wonder? Share your "what if" wonderings with your group.

Search the NZ road code for road rules that are intended to help drivers manage stopping distances. For example, read the section on "Following distances" on pages 138 and 139.

In the table below, list the rules and the reason why each one helps drivers to manage stopping distances.

NZ road code rule to help drivers manage stopping distances	Why this rule helps

Supported by Official NZ Road Code: (page numbers from 2015 hardcopy)	Supported by modules in Pathways Awarua:	Possible evidence for the performance criteria in:
About driving **Key driving skills** Following distance p138 to 139 **About other road users** **Sharing the road** Sharing the road with trucks and buses p262 to 263	24. Breakdowns and tyres 25. Towing and speed 27. Passing 28. Responsible driving 29. Speed and curves 32. Speed and force 33. Stopping distances	- Unit 26623: Use number to solve problems. - Unit 26627: Use measurement to solve problems. - Unit 26626: Interpret statistical information for a purpose.

Activity 1.6.8: Wipe off 5

Driving to the conditions rather than the speed limit is a road rule that helps drivers manage stopping distances.

The "Wipe off 5" videos, on the Australian Transport Accident Commission Victoria's YouTube Channel, are designed to show road users that low-level speeding has a big impact on stopping distances.

Watch the videos on: www.youtube.com/user/TACVictoria

> Speeding just 5km/hr over the speed limit can mean the difference between a close call and a serious accident. This latest TAC commercial featuring two famous Number 5 AFL stars, Chris Judd and Nick Maxwell, shows that low-level speeding is not ok. Filmed around Melbourne, the aim of this latest campaign is to encourage all drivers and riders to Wipe off 5. *www.wipeoff5.com.au*

Use the Car Stopping Distance Calculator www.random-science-tools.com/physics/stopping-distance.htm to see how the reacting/thinking, braking and stopping distances change when you "wipe off 5" from the speed you normally use to travel to and from school.

Discuss the arguments for and against wiping off 5. Does wiping off 5 make a difference to road safety?

Write a blog post in response to the Wipe off 5 campaign. Justify your response with reasons and evidence.

Supported by Official NZ Road Code: (page numbers from 2015 hardcopy)	Supported by modules in Pathways Awarua:	Possible evidence for the performance criteria in:
About driving **Key driving skills** Following distance p138 to 139	28. Responsible driving 29. Speed and curves 32. Speed and force 33. Stopping distances	- Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90853: English 1.9 Use information literacy skills

About other road users **Sharing the road** Sharing the road with trucks and buses p262 to 263		to form conclusion(s). - AS 90053 English 1.5 Produce formal writing.

Activity 1.6.9: What's the deal with cell phones?

Distractions matter because they delay a driver's reactions. You can see the impact of distractions when you compare stopping distances for distracted and focused drivers.

Rules about using cell phones when driving (page 235 in the NZ road code, online: responsible driving) are designed to help drivers manage stopping distances.

The table below shows the distances needed for stopping when a driver is distracted because he or she is using a cell phone.

- Use the Car Stopping Distance Calculator www.random-science-tools.com/physics/stopping-distance.htm to complete the table.
- Assume that talking on a cell phone will increase the 1-second thinking time by 0.46s. Change the custom time to 1.46s.

Typical stopping distances with a distraction (cell phone) on dry roads

Speed km/h	Thinking time s	Reaction/thinking distance m	Braking distance m	Stopping distance	
				in metres (m)	in car lengths (1 car length = about 4m)
30	1.46				
40	1.46				
50	1.46				
60	1.46				
70	1.46				
80	1.46				
90	1.46				
100	1.46				

Source: Based on figures in www.random-science-tools.com/physics/stopping-distance.htm

Draw a graph showing how reacting, braking and stopping distances change as the speed of the car increases.

- You will need to decide on the best kind of graph to represent your data.
- Use a colour key to distinguish between the three different kinds of distances.
- Make your graph a sensible size, give it a title and label the axes (include units).

Use data from your graph and/or table to answer the following questions.

- What is the stopping distance when using a cell phone and travelling at 50km/h?
- What is the stopping distance when using a cell phone and travelling at 100km/h?
- How much does stopping distance increase when the travelling speed increases from 50km/h to 100k/h?

Compare your figures to those in Activity 1.6.7 to determine how the total stopping distance changes when drivers are distracted because they are using a cell phone.

Why would the time taken to notice a hazard and react change if a driver was using a cell phone?

Return to the place in the school grounds where you marked out reacting/thinking and breaking distances in Activity 1.6.7.

- Pace out the extra distances that will be involved if a driver is distracted by texting or talking on a cell phone.
- Write a report on your investigation. Include screenshots and photos from your graphing and measuring activity.

Discuss how you would persuade a friend or family member that using a cell phone when driving is as dangerous as driving drunk?

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** Cellphones p235, Stepping over the line p244	**Supported by modules in Pathways Awarua:** 28. Responsible driving 32. Speed and force 33. Stopping distances	**Possible evidence for the performance criteria in:** - Unit 26623: Use number to solve problems. - Unit 26626: Interpret statistical information for a purpose. - Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90853: English 1.9 Use information literacy skills to form conclusion(s). - AS 90053 English 1.5 Produce formal writing.

Activity 1.6.10: Drugged drivers

58% of cannabis drivers think being stoned makes no difference to their driving ability.

The NZ road code makes it clear that alcohol and drugs can seriously affect your driving by slowing your reaction time and affecting your senses.

Three-quarters of cannabis-using drivers who died caused the crash that killed them, and when alcohol and cannabis were mixed together nine out of ten dead drivers were responsible for the crash that killed them.

The code outlines the alcohol and drug limits on pages 218 to 226. Use the road code to find: out more about the legal limits for young drivers under 20 years of age; and the rights and the penalties for young people driving under the influence of alcohol and/or drugs.

Discuss the facts you discovered.

www.education.nzta.govt.nz

Discussion prompts
[think–pair–share, or small group or whole class discussion only]

Did any of the rules or penalties surprise you? Are the rules for drink and drugged driving in New Zealand the same as those in other countries?

Although the effects of drink and drugs on driver behaviour are well established, some drivers still use alcohol and/or drugs before getting behind the wheel.

The NZ Transport Agency's Safer Journeys aims to reduce the number of people who lose their lives or suffer serious injuries as a result of drugged drivers.

Two television advertisements, "Expert opinion: Shopkeepers drug driving" and "Expert opinion: Blazed – drug driving in Aotearoa", were created with a key message: when a person uses cannabis, they do things slower than usual.

If you do things slower than usual when you are driving, then your reaction time is slower, and you are less able to react quickly if anything unexpected happens.

Watch both NZ Transport Agency videos: www.nzta.govt.nz/about/advertising/drug-driving

Expert opinion: Shopkeepers	Expert opinion: Blazed

Choose one video to watch again. Take notes while you are watching it.

Note: The following resource will help teachers develop learning experiences based on exploring moving images.

Ministry of Education, Exploring language– Moving images:
http://englishonline.tki.org.nz/English-Online/Exploring-language/Moving-Images

With a partner, plan and create an infographic – http://en.wikipedia.org/wiki/Infographic – based on "what the experts say" in the NZ Transport Agency videos.

- In your infographic, you should communicate information about drugged driving, slower reaction times and stopping distances.
- You can use the following information about the effects of drugged driving and the penalties for drugged driving:

  NZ Transport Agency, Drug affected driving new advertising campaign – further information and frequently asked questions: www.nzta.govt.nz/site-resources/content/about/docs/Drugged-Driving-Q-n-A.pdf
- Get some design ideas for your infographic from Visual.ly: http://visual.ly

For example, see: http://visual.ly/search/node?keys=road+safety

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About limits** Alcohol and drug limits p218 to 224	**Supported by modules in Pathways Awarua:** 28. Responsible driving 32. Speed and force 33. Stopping distances	**Possible evidence for the performance criteria in:** - Unit 26624: Read texts with understanding. - Unit 1280: Use graphics in communication. - AS 90855: Create a visual text. - AS 91103 Create a crafted and controlled visual and verbal text.

Section reflection

What do you know you don't know about citizenship in the context of the safe road network?

What have you learnt that is new to you about citizenship in the context of the safe road network?

What do you wonder about citizenship in the context of the safe road network?

Use the student responses to make decisions about follow-up sessions.

Resources:

PRACTISING ACTIVE CITIZENSHIP THROUGH SAFER JOURNEYS

Part 2: Explaining what is worth knowing as a citizen and a road user

Relating Ideas (14)

These activities provide opportunities for students to make links between ideas around active citizenship in safe journeys. They develop students' ability to explain the causes (and the consequences) of citizenship in the context of road users.

Key Competency self-assessment rubric – Highlight the relevant Key Competencies for section 2.

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, as outlined in the official NZ road code.*	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 vehicle rules and other rules.*

Learning intention: To explain the causes and consequences of citizenship in the context of the road network.

- **Explain** the causes of safe, responsible and respectful use of the road network.
- **Explain** the consequences (effects) of safe, responsible and respectful use of the road network.

Differentiated success criteria: We will know we have achieved this because our explanation (written, oral, image-based or model prototype) will …

… have several relevant causes (and/or effects) of safe, responsible and respectful use of the road network. *For example,* *My explanation lists several reasons …*
… and explain why these causes (and/or effects) are related to citizenship. *For example,* *My explanation lists several causes and effects and explains why they are relevant … ("because/so that")*
… and make a generalisation about the causes (and/or effects) of citizenship in the context of the road network. *For example,* *My explanation lists several causes and effects and explains why they are relevant … ("because/so that").* *Overall I think the causes and effects of citizenship are … because [give reasons] … because [give evidence].*

2.1. EXPLAIN THE REASONS FOR SHARING THE ROAD NETWORK

All kinds of people use roads. They do so in many different ways for many different reasons at different times of the day, night and year, and on different types of roads.

Activity 2.1.1: Why do young people use the road network?

One challenge young people face is the way in which the news media portrays their reasons for being on the road.

Do the news media suggest young people use the roads to get from point (a) to point (b) safely, responsibly and respectfully? Or do they suggest that young people use the roads to show off and behave recklessly? Do news media suggest that behaving recklessly is normal behaviour for a young person?

How often is the issue of young people and road safety talked about in the news media? Track the news media for a week and find out.

1. Produce a research proposal that includes your research objective, questions, projected sources and any legal or ethical considerations.

   When planning the research methods you will use, include:

   - three oral and visual language research methods,[3] of which at least one is an oral method and at least one is a visual language method, and
   - three written language methods[4].

   Keep log records of the research process to demonstrate how you followed a chronological sequence and used your selected methods in your research.
   Your record of collected materials must:

   - identify the original source of each item,
   - demonstrate your use of a range of oral, visual and written sources,
   - demonstrate any legal or ethical procedure you followed while collecting information, and
   - provide a clear, brief, written explanation that evaluates the relevance of the collected materials to the original proposal.

2. Gather your information. For example, read the headlines of your local and national newspapers, listen to the news on the radio, watch the news programmes on TV, keep an eye out for advertising, interview people on the road safety message they took from the media reports and advertising.

   - Note down anything you see, read or hear in your research log. Where possible record, print out or clip relevant articles.
   - Add these sources to a class media archive box.

[3] Oral language methods include recording an interview, making notes of a telephone conversation, recording a conversation, and listening to a radio or audio recording. Visual language methods include using the internet and watching a DVD or online video.
[4] Written language methods include note-taking, designing and administering a questionnaire, designing and carrying out a survey, using a database and using written library resources.

- Use the class media archive to track any instances of reporting on or incidental occurrences of young people using the roads over seven days.

3. Analyse any reports advocating for safer journeys for teens in the daily news (or instances of road use by teens in movies or programmes) by completing the following table.

	Type of news media TV/newspaper/radio	Describe the information shared	Explain the reason for the message	Make a generalisation about the relevance and effectiveness of the message
Date	Where was it found?	What was shared?	Why was it shared?	How did it make you feel?

4. Consider whether current media reporting encourages people (including young people) to share the roads in ways that keep everyone safe.
5. Use think–pair–share to discuss your findings.

Discussion prompts

How often did the news media cover safer journeys for young people during the week? What was the message in the reports? Did the report make you feel that young people matter? Did the reports suggest ways in which young people could be kept safe when they use the roads?

6. Write a report on how the media portray young people and road safety.

   Note: Your report should develop and structure ideas around the media's portrayal of young people and road safety by building on a single idea, adding details or examples, linking that idea to other ideas and details, and working towards a coherent, planned whole.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About other road users** Sharing the road Information for other road users p258 to 279	**Supported by modules in Pathways Awarua:** 28. Responsible driving	**Possible evidence for the performance criteria in:** - Unit 8824: Research a topic using oral, visual and written sources, and evaluate the research process. - Unit 26625: Actively participate in spoken interactions. - Unit 26624: Read texts with understanding.

		- Unit 26622: Write to communicate ideas for a purpose and audience. - Unit 3492: Write a short report. - AS 90053: English 1.5 Produce formal writing.

Activity 2.1.2: Explain why people use real, almost real and unreal roads

In a small group:

- visit a local road and, for 15 minutes, observe and record all the different ways you see people using the road, and
- watch YouTube videos, short movie excerpts, gamecasts and webcams of people using real and unreal (driving simulations, games, music videos) roads in other places and at different times. For example:

  NZ Transport Agency live traffic webcams: www.nzta.govt.nz/traffic/current-conditions/webcams
  TrafficLand – webcams from around the world - http://traffic land.com/mapnav.jsp
  BBC traffic jam cameras in London: www.bbc.com/travelnews/london/trafficcameras
  New York City real-time traffic cameras: http://nyctmc.org
  Rush hour traffic in Ho Chi Minh City, Viet Nam: http://youtu.be/4phFYiMGCIY
  City driving simulator (3D Instructor 2.2): http://youtu.be/3wBE3kxxLco
  Streets of Laredo|Girlfriend: http://youtu.be/OEwjxMbPnNs

Take notes on how people are using the roads and why you think they are using the roads. Make a claim about how safe their journey is in each case. Use these notes to fill in the following table with your thoughts about roads and their users.

How do people use roads?	**Why do you think they are using the roads**?	**What does this make you wonder about safe journeys?**
Describe how people use roads	Explain why …? *("so that" or "because")*	Reflect on how and why people use roads (*What if …?*)

Write a report on the results of your observations. Comment on what you saw, why you think it was like that and what it made you wonder about safe journeys.

Present your report in a brief (two- to three-minute) presentation, using pictures, diagrams, charts or an infographic where appropriate.

Revisit your start-up definition of a road user (Activity 1.3.2) and improve it.

Use your new definitions to create a class definition of a road user. *"We think a road user is …"*

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About other road users** Sharing the road Information for other road users p258 to 279	**Supported by modules in Pathways Awarua:** 27. Passing 28. Responsible driving 29. Speed and curves 30. Lanes 31. Parking 32. Speed and force 34. Driving on different types of roads 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26622: Write to communicate ideas for a purpose and audience. - Unit 26625: Actively participate in spoken interactions. - Unit 8824: Research a topic using oral, visual and written sources, and evaluate the research process. - Unit 3492: Write a short report. - AS 90053: English 1.5 Produce formal writing. - AS 90853 English 1.9 Use information literacy skills to form conclusion(s).

Activity 2.1.3: Safe and unsafe ways to use a road

Explore the incidental portrayal of young people using roads in advertisements, films or computer games. Do they show young people following safe practice when using the roads? For example, do the characters use a pedestrian crossing, buckle up, wear bike helmets, pull over to talk on a cell phone? Do they promote safe or unsafe ways to use the road?

Identify the specific risks young road users face when they use the road as a driver, pedestrian, passenger or cyclist.

The following resources will be useful.

NZ Transport Agency, Safer journeys for teen drivers: www.safeteendriver.co.nz
NZ Transport Agency, Safe teen driver – restricted: www.safeteendriver.co.nz/restricted
NZ Transport Agency, The New Zealand Road Assessment Programme, KiwiRAP: www.kiwirap.co.nz
NZ Transport Agency, Rightcar safety tips: http://rightcar.govt.nz
NZ Transport Agency, Practice: www.practice.co.nz
RoSPA, Stopping distances: www.stoppingdistances.org.uk

Add the risks you find to a shared class resource available to all students.

Risks to young people using the roads as …			
pedestrians	**cyclists**	**passengers**	**drivers**

Write each risk on a separate Post-it note so it is easier to sort the risks into groups. Annotate each risk with a reason – explain why the risk is a threat to road users.

Classify (sort) the risks into two groups: risks you already know; and risks that you have just found out about. Follow the example below.

Risks I already know …	**Why they are a risk**	**Risks I didn't know …**	**Why they are a risk**
Distractions are dangerous	***because** they interrupt the driver when he or she should be scanning for hazards.*	*It takes 2.5s to switch from talking to reacting, which is dangerous*	***because** if you are travelling at 100km/h that means you've travelled 60m before you even start reacting to a hazard on the road.*
Music, phones and passengers can be dangerous	***because** they distract a driver.*	*The risk of a crash is 10 times greater if a teen driver is driving with passengers – and is even greater if the passengers are the same age*	***because** passengers of the same age often do not know enough about driving to realise the driver needs to focus on the road.*

Choose a media source showing unsafe and/or unrealistic road use behaviours by young people.

Identify the source and the unsafe behaviours it portrays.

Create a "yes but" media response to demonstrate the dangers of some of the behaviours you identify.

Your media response may take the form of written, visual or oral text.

Share your "yes but" response with other students.

Consider whether the media encourage people (including young people) to share the roads in ways that keep everyone safe.

Discuss the road user message in the media source you investigated.

Discussion prompt

To what extent do you think young people are influenced by the way popular media portray them?

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driving** **When conditions change** p188 to 197 **Hazards and emergencies** p198 to 205 **About driver responsibility** p227to 250	**Supported by modules in Pathways Awarua:** 21. Filling in the driver licence application form 27. Passing 28. Responsible driving 29. Speed and curves 30. Lanes 31. Parking 32. Speed and force 34. Driving on different types of roads 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26624: Read texts with understanding. - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90053: English 1.5 Produce formal writing. - AS 90857: English 1.6 Construct and deliver an oral text. - AS 90855: English 1.7 Create a visual text.

Activity 2.1.4: The lion tamer and the road user

View mime artist Marcel Marceau as "the lion tamer":

http://youtu.be/aw-nek2jV4E

In a group of four, create a short mime featuring an imaginary person who is using the road in an unsafe or risky way. In a mime you can use body motion but you cannot speak or use props.
Your mime must clearly identify:

- the type of road user,
- the reason for using the road,
- the time (of day or of year) when the road is being used,
- the type of road being used,
- the unsafe way in which the road is being used, and
- how to deal with this unsafe situation.

Research some of the key elements of miming and use these in your performance. For example, exaggerate actions (ham it up with actions that are bigger than real life), use your whole body, exaggerate emotions (with facial expressions and gestures that are bigger than usual, and using your whole body), exaggerate the energy required for any action, choose your movements carefully so that the audience gets your message, and be consistent when using imaginary objects.

Ask your drama teacher for some advice on how to nail a mime performance. You can also find out more from:

- How to mime: www.wikihow.com/Mime
- YouTube videos on "how to mime": www.youtube.com/user/expertvillage/search?query=mime

Plan your mime by filling in the following table.

Type of road user	Type of road - where it is located	Reasons for using road	Time when road is used	Unsafe way of using road
We will show this by …	We will show this by …	We will show this by …	We will show this by …	We will show this by …

Practise – start by yourself in front of a mirror, before sharing your mime with your cat and then with a grandparent or someone else you feel comfortable with. When you are confident that your message is clear, share your mime with the class.

At the end of the performance:

- ask the audience to tell you: the type of road user; the type of road being used; the reason for using the road; the time when road is being used; and the unsafe way the road is being used, and
- discuss how you could change the mime so that the people involved would have a safe journey.

Adopt a suggestion from your class, school or the general public and revise your mime so that it shows a safer journey.

To spread your message further, create a short video of your mime performance to share on social media. For example, you could register yourself at the MINE Section on the YOURS: Youth for Road Safety website www.youthforroadsafety.org where you can showcase your work for the world to see.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driving** **When conditions change** p188 to 197 **Hazards and emergencies** p198 to 205 **About driver responsibility** p227to 250	**Supported by modules in Pathways Awarua:** 25. Towing and speed 27. Passing 28. Responsible driving 29. Speed and curves 30. Lanes 31. Parking 32. Speed and force 33. Stopping distances 34. Driving on different types of roads 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26624: Read texts with understanding. - Unit 26622: Write to communicate ideas for a purpose and audience. - Unit 26625: Actively participate in spoken interactions. - AS 90855: Create a visual text.

Activity 2.1.5: Explanations for unsafe sharing

In a small group, develop a role play based on one of the situations below in which someone is not sharing the road safely. All have links to young people sharing the roads for safer journeys.

- Identify the objective of your group.
- Identify individual roles within the group.
- Ensure that all members:
    - contribute ideas when planning the role play,
    - have an opportunity to raise questions and clarify and obtain information from other group members,
    - show respect for the contributions of others, and
    - complete allocated tasks.

After your role play, stay in role so that you can answer questions from the audience.

Discuss how you could change the outcomes so that all road users have a safe journey.

Use the ideas from this discussion to re-develop your role play so that it shows everyone having a safe journey.

Share your new role play with the class.

Possible situations for role play

A friend's father gives both of you a lift home from an event in town. He is driving in a way that makes you feel unsafe. What do you do?

A friend has just bought a car and wants you to go with them to pick it up. When you see the car, you realise that it has serious problems – the tyres are bald, the seatbelt does not do up and you can see where all the rust has been roughly painted over. It looks like it has been in an accident. You suspect it is unroadworthy and dangerous to drive. Your friend is so excited about getting their first car, they cannot wait to drive it away.

Two teenage boys have met up with a group of girls at a party. They have all had a few drinks when the girls decide they want to go to town and they ask the boys to come with them. The boys know that the driver only has her restricted and should not be driving at night, after drinking alcohol or with passengers. One suggests they should get a taxi but the girls insist that it will be fine. They reckon they do this every weekend and, so long as they drive the back streets, it will work out.

A group of teenagers are walking home from town when an older boy stops to show off his new car. He offers to give a couple of the teenagers a ride so they can see how fast it can go on the open road just outside of town.

You have been working late, stacking shelves at the local supermarket and trying to finish a research project for school. Your nights are disturbed by the dogs fighting and your sister's new baby. You are so tired it is hard to stay awake in class. Your mum asks you to take the family car and collect your uncle from the airport after you finish at the supermarket. It will take about an hour to get there if the traffic is good.

Your sport team are passengers in a school minibus on your way to winter tournament. A couple of the players start fooling around in the back seat, trying to get the attention of people in vehicles behind them. The minibus driver becomes aware of what they are up to and tells them to stop. They stop for a while and then start acting up again.

On your way home from school, you walk past a local primary school. You see a group of little kids playing chicken – they ignore the crossing and simply dash across the road, causing a driver to brake suddenly. They are still laughing and bragging at their narrow escape when they walk past you.

You agree to be the sober driver for a group of friends. When you see the car you are supposed to drive back to town, you think it is not roadworthy: the rego looks fake, it has no warrant of fitness and it has a temporary-use spare wheel on the back.

Supported by Official NZ Road Code:	Supported by modules in Pathways Awarua:	Possible evidence for the performance criteria in:

(page numbers from 2015 hardcopy) **About limits** p213 to 226 **About driver responsibility** p227to 250 **About your vehicle** p251 to 257 **About other road users** p258 to 280	21. Filling in the driver licence application form 22. The driver licensing system Part one 23. The driver licensing system Part two 24. Breakdowns and tyres 32. Speed and force 36. Making sure your car is road worthy	- Unit 26625: Actively participate in spoken interactions. - Unit 10791: Participate in an informal meeting. - Unit 8677: Participate in a team or group which has an objective.

Activity 2.1.6: What do you think the reasons are?

What do young people think are the causes of unsafe journeys in your local community?

What is a likely cause of unsafe journeys and irresponsible sharing of the road network in your local community?

Young people are the age group most at risk when sharing the roads. Adults have plenty to say about this issue, but what do young people think about using the road?

Face-to-face interviews
Interview young people to find out what they think are the most likely and least likely causes of unsafe journeys in your local community?

Use the creative matrix below to develop specific questions and prompts to use in the interview.

What is the safe journey problem?	alcohol/ drug abuse	tiredness/ fatigue	unroad-worthy vehicles	un-licensed drivers	excessive speed	heavy traffic	*insert your own*
Who is involved?	parents	pedestrians	cyclists	teenagers	children under 13	drivers	*insert your own*
Where does it occur?	Local roads	Outside schools	At bus stops	Open highway	Round-abouts	Industrial sites	*insert your own*

Online surveys
Set up an online survey.

Create the questions to find out what young people think is the most and least likely cause of an unsafe journey in your local community.

You can use a free version of one of the following online survey tools:

Google Forms: www.google.com/drive/apps.html#forms
SurveyMonkey: www.surveymonkey.com

Polldaddy: http://polldaddy.com

Invite students to answer the questions.

Tally the results.

Draw conclusions from the results.

Share your results.

Using the results
Use the results from your surveys to identify a young person's perspective on the causes of unsafe journeys in your local community.

Elaborate on this cause, explaining why young people believe the cause identified is important in your local area.

In a small group, pose in a freeze frame that shows one of the important causes identified in the survey. Identify the objective of your group.

- Identify the individual roles of members within the group.
- Ensure that all members:
  - contribute ideas when the group is planning the freeze frame,
  - have an opportunity to ask questions and clarify and obtain information from other group members,
  - show respect for the contributions of others, and
  - complete the tasks they have been given.

Discuss with your audience how we can help young people (pedestrians, passengers, cyclists and/or drivers) use the roads in ways that confront the freeze frame scenario and allow safe journeys.

Rearrange your freeze frame to show how the problem is solved in a safe journey scenario.

Be prepared to share why you have chosen to depict this unsafe journey scenario.

Create a street theatre based on your freeze frame to communicate your findings on what young people think to other students and/or the wider community (face-to-face or via a blog).

Get permission to perform your street theatre in places around the school. Also ask for permission to perform in the wider local community, such as outside supermarkets, in shopping malls and at bus stops. You will have to make contact with store managers, shop owners, the local council and others to get permission to perform in a public place. This may involve phone calls, email, letters and face-to-face meetings.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About limits** p213 to 226	**Supported by modules in Pathways Awarua:** 21. Filling in the driver licence	**Possible evidence for the performance criteria in:** - Unit 26622: Write to

About driver responsibility p227to 250 **About your vehicle** p251 to 257 **About other road users** p258 to 280	application form 22. The driver licensing system Part one 23. The driver licensing system Part two 28. Responsible driving 29. Speed and curves 30. Lanes 32. Speed and force 33. Stopping distances 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	communicate ideas for a purpose and audience. - Unit 26625: Actively participate in spoken interactions. - Unit 9677: Participate in a team or group which has an objective. - AS 90855: English 1.7 Create a visual text. - AS 90857: English 1.6. Construct and deliver an oral text.

2.2. EXPLAIN THE CONSEQUENCES OF SHARING THE ROAD NETWORK

What happens when people share a resource?

How we use the roads matters. Sharing the road has consequences – some are advantages and others are disadvantages.

Citizens benefit in many ways from using the road network. For example, with the road network we can travel and transport people and goods more easily, more efficiently and more quickly than we could without road surfaces that are well laid-out and maintained.

Because of New Zealand's rugged geography, getting from place to place was very challenging before the road network was established.

Early Māori often travelled by canoe or by following the beach – "te ara one a Hine-tuakirikiri" – the path of the sand maid. They used wooden stakes to climb steep hillsides and cliffs and flax mōkihi to get across rivers. Early European settlers also walked long distances along the coast to get around before developing rough roads for travel by horse and carriage and the first rail track in 1863, which ran between Christchurch and the port at Ferrymead.

The consequences of sharing the road network in an unsafe way can be death or serious injury for young people and other road users.

The consequences of sharing the road in a responsible way are that all citizens and road users benefit.

The official New Zealand road code outlines the responsibilities citizens have when they are sharing the road network in New Zealand.

Different countries have their own road codes of behaviour. Many rules are similar to those in the NZ road code. Some are very different. Did you know that in Alaska there is a road rule about driving with a dog on the roof of your car and in Russia it is illegal to drive with a dirty car? Check out the following infographic showing some different driving laws from around the world: http://visual.ly/strangest-driving-laws-earth

Activity 2.2.1: Rules for safe outcomes when using the roads

All the rules you need to know when sharing the road network can be found in the official New Zealand road code**.** It provides a full guide to becoming a safe and responsible driver. It also has information about what you can do to be safer when you're a pedestrian, cyclist, horse rider or moped rider.

In a small group, find five pieces of information about pedestrian and cyclist safety that you think other young people will not know. Look in the index at the back of the road code to find the pages on pedestrians and cyclists in particular.

- Write each piece of information on a separate strip of paper.
- Along with each piece of information, write an explanation of how this information could help keep a young person safe on the road.
- Choose your best five strips of paper to be "answers" to questions that have not yet been asked.

Swap your five "answers" with another group.

- Each group makes up questions that could be answered by the information on the strip of paper.
- Share your questions and answers with the class.

Combine the questions from your class to create a Road Code Scavenger Hunt using the questions and answers. Try out your scavenger hunt on students from another class.

Alternatively, create a list of "So what do you know about keeping pedestrians and cyclists safe?" questions to share with your wider school community through the school website or an activity like a school fundraising quiz night.

You can repeat this activity with other road user information from the road code.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About other road users** **Sharing the road** **Information for other road users** p258 to 280	**Supported by modules in Pathways Awarua:** 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26624: Read texts with understanding. - Unit 26622: Write to communicate ideas for a purpose and audience. - Unit 26625: Actively participate in spoken interactions.

Activity 2.2.2: Rules and more rules for sharing the road safely

Brainstorm ground rules for sharing the road network with others.

Use the following online resources to find out more about the rules for sharing the roads in New Zealand. Add these rules to your brainstorm.

NZ Transport Agency, NZ road code: www.nzta.govt.nz/resources/roadcode
KiwiRAP, New Zealand Road Assessment Programme: www.kiwirap.org.nz
Ministry of Transport, Young driver crash facts:
www.transport.govt.nz/research/Pages/YoungDriversCrashFacts.aspx

NZ Transport Agency, Road safety tips: www.nzta.govt.nz/traffic/info/students-parents/safety-tips.html#smart
NZ Transport Agency, Use speed limits safely: www.nzta.govt.nz/resources/factsheets/33/speed-how-to-use-speed-limits-safely.html
NZ Transport Agency, Fatigue and staying alert while driving: www.nzta.govt.nz/resources/factsheets/24
NZ Transport Agency, Safety belts and airbags: www.nzta.govt.nz/resources/factsheets/30/safety-belts-and-airbags.html
In car safety: www.5min.com/Video/In-Car-Introduction---Safety-Tips-145243779
Car safety videos: www.5min.com/Tag/car%20safety?CategoryID=18

Write each rule on a separate piece of paper and then sort (classify) all the rules into **safe speed** rules, **safe road use** rules, **safe vehicle** rules and **other** rules. Write them in a table like the one below.

Safe speed rules	Safe road use rules	Safe vehicle rules	Other rules

In a group, choose the nine top rules for citizen road users from the main categories above – rules for safe speed, safe road use, or safe vehicles.

Nine rules need nine explanations. On the piece of paper for each rule, add an explanation of why the rule matters to road users. (Use prompts like, “This is important because …”)

Next, use the diamond game strategy to rank your nine rules in this way.

- Put the one that is most important at the top.
- Put the one that is least important at the bottom.
- Put the two that are next equally high in importance below the top one, side by side.
- Put the two that are next equally low in importance above the bottom one, side by side.
- Put the three of average importance in the middle, side by side.

Paste the diamond shape onto a larger piece of paper.

Share your reasons for choosing the top rule with another group. How is it similar or different to the top rule the other group chose?

Place the diamond sheets around the room. Use “dot voting” to determine the top nine rules for the class. Each student has three sticky dots they can use to vote for their favourite rules for making safer journeys.

Find out what happens when drivers do not follow these nine rules.

Work as a class to research driving offences and penalties for each of your top nine rules. Two good places to start your research are:

NZ Transport Agency, The official New Zealand road code: www.nzta.govt.nz/resources/roadcode

NZ Transport Agency: Driving offences and penalties: disqualifications and suspensions (Factsheet 55, Jun 2013): www.nzta.govt.nz/resources/factsheets/55

This factsheet outlines some traffic enforcement measures used to help make our roads safer. It explains driving penalties, including fines and being disqualified or suspended from driving, and gives you an overview of roadside driver licence suspensions and vehicle impoundment.

Write an opinion piece for an online magazine, discussing how the traffic enforcement measures and penalties affect young people and whether they are effective in changing the behaviour of young road users.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driver licences** p13 **Road Code** p108	**Supported by modules in Pathways Awarua:** 21. Filling in the driver licence application form 24. Breakdowns and tyres 27. Passing 28. Responsible driving 29. Speed and curves 30. Lanes 32. Speed and force 33. Stopping distances 34. Driving on different types of roads 35. Police and emergency services 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists) 38. Flush medians	**Possible evidence for the performance criteria in:** - Unit 26624: Read texts with understanding. - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90053: English 1.5 Produce formal writing. - AS 90853 English 1.9 Use information literacy skills to form conclusions.

Activity 2.2.3: Sharing the road

Consider the question: What do road users need to know about sharing the road with others?

Students organise themselves into four groups and discuss the question from the perspective of a pedestrian, passenger, cyclist and driver. Record your group's responses using text or annotated pictures on sheets of newsprint.

The question groups report back to the class on what they discussed.

Write a response to the question from your own perspective: *"What would I have liked to know about using the road when I was 10 years old."*

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driver responsibility** p227 to 250 **About other road users**	**Supported by modules in Pathways Awarua:** 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions.

p258 to 280		- AS 90053: English 1.5 Produce formal writing.

Activity 2.2.4: Trusting people to do the right thing

We sometimes think we need rules and laws to make sure everyone can have safe journeys on the road. But trusting people to act responsibly when they share the roads can have surprising outcomes.

Find out what happens when we take the traffic lights away. How do road users react?

View the following videos. Note all the consequences for road users when traffic lights are removed from roads.

In your car – short version: http://youtu.be/dtfoQUxtYT0
The One Show – Traffic lights: http://youtu.be/_s8aEjO8R-0
Part 1: Roads unfit for people: http://youtu.be/lBcz-Y8lqOg
Part 2: Roads FiT for people: http://youtu.be/vi0meiActlU
Poynton regenerated: http://youtu.be/-vzDDMzq7d0

Create a consequences wheel to show what might happen if the traffic lights at an intersection near you were taken away. Think about both direct and second-order consequences. Share your consequence wheel with the class.

Prepare a submission (report) for your local council, asking them to consider replacing traffic lights with a roundabout at a dangerous intersection near you.

Lobby young people in your local community who regularly use the intersection for their stories and support. Include these in your submission.

Supported by Official NZ Road Code: (page numbers from 2015 hardcopy) About driving Giving way p157	Supported by modules in Pathways Awarua: 37. Respecting other road users (horn use, cyclists)	Possible evidence for the performance criteria in: - Unit 26624: Read texts with understanding. - Unit 26622: Write to communicate ideas for a purpose and audience. - Unit 26625: Actively participate in spoken interactions. - Unit 3492: Write a short report. - AS 90053 English 1.5 Produce formal writing.

Activity 2.2.5: Consider all factors when thinking about the consequences

Many decisions seem easy, but become more complicated when you consider all factors.

Play "Would you rather …?" to better understand this idea.

For the teacher: Instructions for facilitating "Would you rather …?"

Use contexts that will appeal to and appal your students.

For example:

- Tell students you have free tickets to a local concert/sporting event and you need to know if they would rather travel by public transport with a short walk to the venue or be dropped outside by car.
  Get them to move to different places in the room to indicate their answer.
- Tell students that the public transport is being driven by a national sporting hero and the car by one of the senior management at school.
  Allow them to move if they want to change their answer.
- Tell students that the passengers travelling by public transport have to wear school uniform but the passengers in the car can wear mufti.
  Allow them to move if they want to change their answer.
- Tell students that the passengers travelling by public transport are their friends but the passengers in the car come from a local retirement home.
  Allow them to move if they want to change their answer.
- Tell students that the passengers travelling by public transport will have to leave the event early to get a ride home. The passengers in the car will be able to stay to the end, meet the players/artist at an after-event function and receive take-home packs with $200 worth of vouchers and branded merchandise.
  Allow them to move if they want to change their answer.

Discuss why it may be important to consider all factors before making a decision.

Discussion prompts

What was the point when you realised you had made the wrong decision? Did anyone stick by their decision regardless of the circumstances? How many times did you change your decision? What circumstances would make you change your mind again?

Consider one of the following scenarios and consider all factors when deciding on whether you agree or disagree.

Possible scenarios

- Rules on warrant of fitness (WoF) are changed to make having a WoF voluntary.
- Rules on speed limits are removed and drivers are required to drive to the conditions.
- Rules on the age when people can drive are changed so that only people between the ages of 20 and 50 can legally drive on the roads.
- Rules on driver licences are altered so all drivers have to reapply and be re-tested every three years.
- Rules on car manufacturers and importers are changed so cars on NZ roads are limited to a top speed of 50km/h.

For example, a group of young road users wants to do away with the requirement for cars to have a current WoF. They want car owners to have a choice so that they take responsibility for checking (and maintaining) the safety and roadworthiness of their own vehicles rather than relying on the testing stations to do it for them.

This group of road users suggests that people should be trusted to take responsibility for maintaining the roadworthiness of their vehicles, just as they are trusted to take responsibility for their own health and fitness. They argue that we do not make people go for a regular health clinic check and yet they could be putting others' health at risk with the diseases they carry.

Discuss the factors that should be involved in any decision-making about this proposal.

Consider the arguments for and against the proposal to remove the requirement for cars to have a current warrant of fitness – from your perspective, your family's perspective, your community's perspective, a national perspective. For example: going for a WoF takes too much time; going for a WoF costs too much; having a current WoF does not mean your car is safe; we cannot rely on all car owners to check out their car before driving.

Fill in the table below with the opinions expressed during the discussion.
Have a class vote on the proposal.

A current WoF should be optional for all vehicles using the road	**This is because …**	**A current WoF should be a legal requirement for all vehicles using the road**	**This is because …**

Write a report on the advantages and disadvantages of having a current WoF from the perspective of a young person.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About your vehicle** Car requirements p251 to 255	**Supported by modules in Pathways Awarua:** 28. Responsible driving 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 3492: Write a short report. - AS 90053 English 1.5 Produce formal writing.

Activity 2.2.6: Before you get behind the wheel: thinking about the consequences

What do young people need to know before they get behind the wheel or jump into the passenger seat?

The consequences of driving an unsafe vehicle on the road network are serious. If you are travelling in an unsafe vehicle (or on the same stretch of road as an unsafe vehicle), the unsafe vehicle can endanger you, your passengers and anyone else in the vicinity.

You can be doing everything else right – driving to the conditions; maintaining a safe distance from the car in front; being fully alert and focused on the road around you – and still be unsafe. An unsafe car is a wild card for a safe journey.

If you are pulled over when driving your vehicle and the enforcement officer has reason to believe your vehicle is unsafe to be on the road, you can be fined and/or the vehicle can be green or pink stickered.

- Getting "green stickered" means you can drive your car away but you must either go directly home or to a place of repair along a particular route and at a set speed.
- Getting "pink stickered" means your car is ordered off the road immediately. You cannot drive it on the road until the vehicle has been inspected and a new WoF or certificate of fitness (CoF) has been issued.

The NZ road code explains how safe vehicles matter in a safe system. It suggests you should "buy the safest vehicle you can afford so it protects you and your loved ones in the event of a crash, and keep your vehicle really well maintained." Read the "About your vehicle" section in the NZ road code

(2015, pages 251 to 257) to find out what a vehicle must have before it can be driven safely and legally on NZ roads.

If you are driving someone else's car (or driving your own), you should do some basic safety checks before you get behind the wheel.

Note: This activity requires students to work with a qualified motor mechanic and have access to several second-hand vehicles in a price bracket that the local student community sees as affordable.

Use the following strategies before you drive any car you don't know well. These checks also apply when looking at a car: before purchase; before a long trip; or even before driving a race car.

Walk around the car.

Check: Does the car have a current WoF? Is it registered? If it is a diesel, does it have a current road user charges (RUC) licence?
Note: You can find the answers to all of these questions written on the windscreen.
Check: Look for any "body damage", sharp edges, cracked or broken glass or lights, anything that looks like it is about to fall off.
Check: Do all the doors open and close, from the inside and the outside? Look for signs of rust or structural damage.
Check: Ask, "Would this car attract the attention of the police if it was used on the road?"

Look under the bonnet.

Check: Is the battery secure? Are the drive belts tight and not ready to break?
Check: Are the oil, water, brake fluid and washer bottle levels okay? Are there signs of fluid leaks?
Check: Does everything look secure? Are there signs of rust or structural damage?

Look under the car.

Check: Can you see anything hanging down – cables, fuel and brake lines, pipes from exhaust systems etc.?
Check: Are there any signs of fluid leaks?

Look at the tyres.

Check: What is the condition of all the tyres, including the spare tyre? Look for any signs of damage; also check the side walls for kerb damage.
Check: Is the thread depth more than 1.5mm deep, all across and all around? (1.5mm is about the same as the rim of a coin.)
Check: Are the tyres properly inflated – not flat? A good general amount of inflation for tyres is 31psi (for information specific to your car, check your manufacturer's guidelines). Are the tyres of the same type – that is, the same size tyres on the front (side to side), and on the rear (side to side)? Note: Some cars are factory fitted with different-sized front and rear tyres so tyres need to be the same on left and right sides but not at front and rear.
Check: Look for any damage to the mags and rims.

Look inside the car.

Check: Are the seats secure and in good condition? Do the seatbelts work; are they in good condition?
Check: Are all the outside lights working? Note: You will need someone to help you with this check.
Check: Is the windscreen clean? Is the "Navman" or any other object blocking your view?

Check: Do the accelerator and brake pedals feel firm and 'at the top'? Does the hand brake feel "good"?

Turn on the ignition.
Check: Does it show airbags, ABS and oil warning lights?

Start the engine.
Check: Do all the warning lights turn off?
Check: Is the motor running rough or blowing smoke? Is there any smell of burning? Listen for harsh sounds and unusual noises.
Check: Do you need to adjust the seat and mirrors to suit you? Do you and any passengers have seatbelts done up? Do the petrol and other gauges look good and show normal readings?

Road test.
On a road test, we are checking on the:

- **brakes** – when braking, check for any grinding noises and if the car pulls to the left or right; check that the brakes show no signs of locking up and that the brake warning lights do not come on,
- **steering** – when steering, the car should not pull to the left or right and it should be smooth to turn,
- **exhaust** – listen for any exhaust noise: the exhaust should be quiet, under 96 decibels; you should not be able to smell any exhaust fumes,
- **engine** – the engine should "feel smooth" and "sound happy", not misfiring or lumpy, and
- **instrument panel** – check that the speedo is working, no warning lights show and any gauges look normal.

Google it.
If you are thinking of buying a car, **check** the car's safety rating online, using:

ANCAP test results: http://rightcar.govt.nz/ancap-test-results.html
Used car safety ratings: http://rightcar.govt.nz/used-car-safety-ratings.html

Check the car and complete the self-assessment rubrics on the following pages.

Reflect on what you could do before and after working with the mechanic. Keep a record of your results in the table below.

Score card for avoiding mistakes when buying a car

SOLO level	**Type of check**								
	Around the car	**Under the bonnet**	**Under the car**	**The tyres**	**Inside the car**	**Turn on the ignition**	**Start the engine**	**Road test**	**Google it**
Before working with a mechanic									
After workingwith									

a mechanic									

Reflect on your overall learning outcome for assessing the safety of a car before you get behind the wheel – as a sober driver or before buying the car.

SOLO self-assessment of functioning knowledge when checking whether to get behind the wheel of a car

Note: Where safety features are not detailed in the following examples, add your own self-assessment rubrics for them.

Google it. **Online safety rating checks**					
	Prestructural	**Unistructural**	**Multistructural**	**Relational**	**Extended abstract**
Check a car's safety rating online. ANCAP test results: http://rightcar.govt.nz/ancap-test-results.html Used car safety ratings: http://rightcar.govt.nz/used-car-safety-ratings.html	I need help to check a car's rating.	I can check a car's rating if reminded.	I can check a car's rating online. But I am not sure how to use the information I find for safe journeys.	I can check a car's rating online. I can use the results to explain why some cars have a better safety rating than others.	I can show a friend how to check a car's rating online to find out how well they will be protected in serious front and side crashes. I can help them to use this information to make smart choices when driving or buying a car.
Effective strategies					

Walk around the car.					
	Prestructural	**Unistructural**	**Multistructural**	**Relational**	**Extended abstract**
Check: Current WoF, registration, for diesel – current RUC licence.	I need help to do a walk-around-the-car check for current WoF, registration and, if diesel, current RUC	I can do a walk-around-the-car check if reminded.	I can do a walk-around-the-car check, but I am not sure why some of the things I am checking are important for safe	I can do a walk-around-the-car check. I can explain why the things I am checking are important for safe	… and I can help teach others how to do a walk-around-the-car check for current WoF, registration and, if

	licence.		journeys.	journeys.	diesel, current RUC licence.
Check: Body damage, sharp edges, cracked or broken glass or lights, loose items.	I need help to do a walk-around-the-car check for body damage, sharp edges, cracked or broken glass or lights, and any loose items.	I can do a walk-around-the-car check if reminded.	I can do a walk-around-the-car check, but I am not sure why some of the things I am checking are important for safe journeys.	I can do a walk-around-the-car check. I can explain why the things I am checking are important for safe journeys.	… and I can help teach others how to do a walk-around-the-car check for body damage, sharp edges, cracked or broken glass or lights, and any loose items.
Check: Doors open and close (from the inside and the outside), signs of rust, structural damage.	I need help to do a walk-around-the-car check to see if the doors open and close (from the inside and the outside), and look for signs of rust and for structural damage.	I can do a walk-around-the-car check if reminded.	I can do a walk-around-the-car check, but I am not sure why some of the things I am checking are important for safe journeys.	I can do a walk-around-the-car check. I can explain why the things I am checking are important for safe journeys.	… and I can help teach others how to do a walk-around-the-car check to see if the doors open and close (from the inside and the outside), and look for signs of rust and for structural damage.
Check: Ask, "Would I attract the attention of the police if I drive around in this car?"					
Effective strategies					

Look under the bonnet.					
	Prestructural	**Unistructural**	**Multistructural**	**Relational**	**Extended abstract**
Check: Is the battery secure; are the drive belts tight and not ready to break?	I need help to check under the bonnet to see if the battery is secure, and the drive belts are tight and not ready to break.	I can check under the bonnet if reminded.	I can check under the bonnet, but I am not sure why some of the things I am checking are important for safe journeys.	I can check under the bonnet. I can explain why the things I am checking are important for safe journeys.	… and I can help teach others how to check under the bonnet to see if the battery is secure, and the drive belts are tight and not ready to break.

Check: Are the oil, water, brake fluid and washer bottle levels okay? Are there signs of fluid leaks?	I need help to check under the bonnet to see if the oil, water, brake fluid and washer bottle levels are okay and to check for signs of fluid leaks.	I can check under the bonnet if reminded.	I can check under the bonnet, but I am not sure why some of the things I am checking are important for safe journeys.	I can check under the bonnet. I can explain why the things I am checking are important for safe journeys.	… and I can help teach others how to check under the bonnet to see if the oil, water, brake fluid and washer bottle levels are okay and to check for signs of fluid leaks.
Check: Does everything look secure? Are there signs of rust or structural damage?	I need help to check under the bonnet to see if everything looks secure and to check for signs of rust or structural damage.	I can check under the bonnet if reminded.	I can check under the bonnet, but I am not sure why some of the things I am checking are important for safe journeys.	I can check under the bonnet. I can explain why the things I am checking are important for safe journeys.	… and I can help teach others how to check under the bonnet to see if everything looks secure and to check for signs of rust or structural damage.
Effective strategies					

Look under the car.					
	Prestructural	**Unistructural**	**Multistructural**	**Relational**	**Extended abstract**
Check: Can you see anything hanging down – cables, fuel and brake lines, pipes from exhaust systems etc.?	I need help to check for anything hanging down.	I can check for anything hanging down if Reminded.	I can check for anything hanging down, but I am not sure why they make the car unsafe.	I can check for anything hanging down. I can explain why finding things hanging down makes the car unsafe.	… and I can help teach others how to check for anything hanging down.
Check: Are there any signs of fluid leaks?	I need help to check for signs of fluid leaks.	I can check for signs of fluid leaks if reminded.	I can check for signs of fluid leaks, but I am not sure why they make the car unsafe.	I can check for signs of fluid leaks. I can explain why fluid leaks make the car unsafe.	… and I can help teach others how to check for signs of fluid leaks.

Effective strategies					

Look at the tyres.					
	Prestructural	**Unistructural**	**Multistructural**	**Relational**	**Extended abstract**
Check: What is the condition of all the tyres, including the spare tyre? Look for any signs of damage; also check the side walls for kerb damage.	I need help to check the condition of all the tyres, including the spare tyre.	I can check the condition of all the tyres, including the spare tyre, if reminded.	I can check the condition of all the tyres, including the spare tyre, but I am not sure why worn and damaged tyres make the car unsafe.	I can check the condition of all the tyres, including the spare tyre. I can explain why worn and damaged tyres can make the car unsafe.	… and I can help teach others how to check the condition of all the tyres, including the spare tyre.
Check: Is the thread depth more than 1.5mm deep, all across and all around? *Note: This is about the depth of the rim of a coin.*	I need help to check the thread depth is more than 1.5mm deep, all across and all around.	I can check the thread depth is more than 1.5mm deep, all across and all around, if reminded.	I can check the thread depth is more than 1.5mm deep, all across and all around, but I am not sure why a shallower thread depth makes the car unsafe.	I can check the thread depth is more than 1.5mm deep, all across and all around. I can explain why a shallower thread depth can make the car unsafe.	… and I can help teach others how to check the thread depth is more than 1.5mm deep, all across and all around.
Check: Are the tyres properly inflated – not flat? *Note: A good general amount of inflation for tyres is 31psi (for information specific to your car, check your manufacturer's guidelines).*	I need help to check the tyres are properly inflated.	I can check the tyres are properly inflated, if reminded.	I can check the tyres are properly inflated, but I am not sure why under-inflated tyres can make the car unsafe.	I can check the tyres are properly inflated. I can explain why under-inflated tyres can make the car unsafe.	… and I can help teach others how to check the tyres are properly inflated.
Check: Are the tyres of the same type – that is, same size tyres on the front (side to side) and on the rear (side to side)? *Note: Some cars are factory fitted with different-sized front and rear*	I need help to check the tyres are of the same type.	I can check the tyres are of the same type if reminded.	I can check the tyres are of the same type, but I am not sure why having more than one type of tyres can make the car unsafe.	I can check the tyres are of the same type. I can explain why having more than one type of tyres can make the car unsafe.	… and I can help teach others how to check the tyres are of the same type.

tyres so tyres need to be the same on left and right sides but not at front and back.					
Check: Look for any damage to the mags and rims.	I need help to check for any damage to the mags and rims.	I can check for any damage to the mags and rims if reminded.	I can check for any damage to the mags and rims, but I am not sure why damage to the mags or rims can make the car unsafe.	I can check for any damage to the mags and rims. I can explain why damage to the mags or rims can make the car unsafe.	… and I can help teach others how to check for any damage to the mags and rims.
Effective strategies					

Look inside the car.					
	Prestructural	**Unistructural**	**Multistructural**	**Relational**	**Extended abstract**
Check: Are the seats secure and in good condition? Do the seatbelts work; are they in good condition?	I need help to check the condition of the seats and seatbelts.	I can check the condition of the seats and seatbelts reminded.	I can check the condition of seats and seatbelts, but I am not sure why having seats and seatbelts in poor condition can make a car unsafe to drive.	I can check the condition of seats and seatbelts. I can explain why having seats and seatbelts in poor condition can make a car unsafe to drive.	… and I can help teach others how to check the condition of seats and seatbelts. I can estimate how much it will add to the cost of the car to replace or fix the seats and seatbelts.
Check: Are all the outside lights are working? *Note: You will need someone to help you with this check.*	I need help to check all the outside lights are working.	I can check the lights are working if reminded.	I can check the lights are working, but I am not sure why a faulty light can make a car unsafe to drive.	I can check the lights are working. I can explain why a faulty light can make a car unsafe to drive.	… and I can help teach others how to check the all the outside lights are working. I can estimate how much it will add to the cost of the car to replace or fix the lights.
Check: Is the windscreen	I need help to check the	I can check the	I can check the	I can check the	… and I can help teach

clean? Is the “Navman” or any other object blocking your view?	windscreen is clean and nothing is blocking my view.	windscreen is clean and nothing is blocking my view if reminded.	windscreen is clean and nothing is blocking my view, but I am not sure why a dirty windscreen or blocked view can make a car unsafe to drive.	windscreen is clean and nothing is blocking my view. I can explain why a dirty windscreen or blocked view can make a car unsafe to drive.	others how to check the windscreen is clean and nothing is blocking the view.
Check: Does the foot brake pedal feel firm and ‘at the top”? Does the hand brake feel “good”?	I need help to check the condition of the foot brake pedal and hand brake.	I can check the condition of the foot brake pedal and hand brake if reminded.	I can check the condition of the foot brake pedal and hand brake, but I am not sure why having the brakes in poor condition can make a car unsafe to drive.	I can check the condition of the foot brake pedal and hand brake. I can explain why having the brakes in poor condition can make a car unsafe to drive.	… and I can help teach others how to check the condition of the foot brake pedal and hand brake.
Turn on the ignition. ***Check:*** Does it show airbags, ABS and oil warning lights? **Start engine.** ***Check:*** Do all the warning lights turn off?	I need help to check that the warning lights go off when I start the engine.	I can check that the warning lights go off when I start the engine if reminded.	I can check the warning lights go off when I start the engine, but I am not sure why a car may be unsafe to drive if they don’t turn off.	I can check the warning lights go off when I start the engine. I can explain why a car may be unsafe to drive if they don’t turn off.	… and I can help teach others how to check the warning lights go off when I start the engine.
Check: Is the motor running rough or blowing smoke? Is there any smell of burning? Listen for harsh sounds and unusual noises.	I need help to check if the motor is running rough.	I can check if the motor is running rough if reminded.	I can check if the motor is running rough, but I am not sure why a rough-running motor can make a car unsafe to drive.	I can check if the motor is running rough. I can explain why a rough-running motor can make a car unsafe to drive.	… and I can help teach others how to check if the motor is running rough.
Check: Do you need to adjust the seat and mirrors to suit you?	I need help to check the position of the seat and mirrors.	I can check the position of the seat and mirrors if reminded.	I can check the position of the seat and mirrors, but I am not sure why having them in the wrong position can make a car unsafe to drive.	I can check the position of the seat and mirrors. I can explain why having them in the wrong position can make a car unsafe to drive.	… and I can help teach others how to check the position of the seat and mirrors.

Check: Are you and any passengers wearing an appropriate seatbelt?	I need help to check whether everyone in the car has appropriate seatbelts on.	I can check if everyone has appropriate seatbelts on if I am reminded.	I can check if everyone has appropriate seatbelts on, but I am not sure why it is safer to wear seatbelts during a car journey.	I can check if everyone has appropriate seatbelts on. I can explain why it is safer to wear seatbelts during a car journey.	… and I can help teach others how to check that everyone in the car is wearing an appropriate seatbelt.
Check: Do the petrol and other gauges look good and show normal readings?	I need help to check if the petrol and other gauges look okay.	I can check the petrol and other gauges if I am reminded.	I can check the petrol and other gauges, but I am not sure why I need to do this to be safe.	I can check the petrol and other gauges. I can explain why I need to do this to be safe.	… and I can help teach others how to check the petrol and other gauges.
Effective strategies					

Road test.					
	Prestructural	**Unistructural**	**Multistructural**	**Relational**	**Extended abstract**
Check brakes*:* When braking, check for any grinding noises and if the car pulls to the left or right. Check that the brakes show no signs of locking up and that the brake warning lights do not come on.	I need help to check the brakes during a road test.	I can check the brakes if I am reminded.	I can check the brakes, but I am not sure why grinding noises or pulling to the left or right etc. mean the car is unsafe.	I can check the brakes. I can explain why grinding noises or pulling to the left or right etc. mean the car is unsafe.	… and I can help teach others how to check the brakes in a road test.
Check steering*:* When you are steering, the car should not pull to the left or right and it should be smooth to turn.	I need help to check the steering during a road test.	I can check the steering during a road test if I am reminded.	I can check the steering during a road test, but I am not sure why a car that pulls to the right or left is unsafe to drive.	I can check the steering during a road test. I can explain why a car that pulls to the right or left when I'm steering is unsafe to drive.	… and I can help teach others how to check the steering in a road test.
Check exhaust*:* Listen for any exhaust noise – the exhaust should be quiet, under 96	I need help to check the exhaust during a road test.	I can check the exhaust if I am reminded.	I can check the exhaust, but I am not sure how a noisy or smelly exhaust can make the car unsafe	I can check the exhaust. I can explain why a noisy or smelly exhaust can make the car unsafe to	… and I can help teach others how to check the exhaust during a road test.

decibels. You should not be able to smell any exhaust fumes.			to drive.	drive.	
Check engine: The engine should "feel smooth" and "sound happy" – not misfiring or lumpy.	I need help to check the engine during a road test.	I can check the engine if I am reminded.	I can check the engine, but I am not sure how a car that misfires or feels "lumpy" can be unsafe to drive.	I can check the engine. I can explain why a car that misfires or feels "lumpy" can be unsafe to drive.	… and I can help teach others how to check the engine during a road test.
Check instrument panel: Check that the speedo is working, no warning lights show and any gauges look normal.	I need help to check the instrument panel during a road test.	I can check the instrument panel if reminded.	I can check the instrument panel but I am not sure what I am looking for and what it means.	I can check the instrument panel. I can explain why checking the warning lights and gauges is important for a safe journey.	… and I can help teach others how to check the instrument panel during a road test.
Effective strategies					

Work with a qualified motor mechanic to check on the safety and roadworthiness of a number of second-hand vehicles in a price bracket that the local student community sees as affordable.

Re-assess your ability to check on the safety and roadworthiness of a car using the rubrics above. Write your SOLO level for each kind of check in the "after" column of the score card.

Discuss how to share these and other strategies with young people to help them make smart choices before getting behind the wheel or when buying a car. What action could you take to share what you have learnt with others?

Follow up on your discussion by creating a resource to help young people make smart decisions before getting behind the wheel.

For example, you may choose to create a Shellby and Gregg type of video to share one aspect of your car safety checklist with other young people.
Watch Shellby and Gregg go shopping for new cars on the ANCAP website:
www.ancap.com.au

For background readings on choosing a safe vehicle, see:

www.rightcar.govt.nz
www.ancap.com.au

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **Driving skills syllabus** Pre-drive vehicle check p66 **About driver responsibility** p227-250 Warrant of fitness, registration, relicensing, road user charges p227-228 **About your vehicle** Car requirements p251 to 255 Light trailer requirements *p256*	**Supported by modules in Pathways Awarua:** 24. Breakdowns and tyres 28. Responsible driving 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90053: English 1.5 Produce formal writing. - AS 90052: English 1.4 Produce creative writing. - AS 90855: English 1.7 Create a visual text.

Activity 2.2.7: Pink stickered

When an enforcement officer has concerns about the condition of a vehicle, he or she may decide to take action to see that it is repaired and/or taken off the road. In such cases, an enforcement officer has three options.

Read the following extract from the Land Transport Act 1998: section 115 and section 96

3.1.4 Vehicles ordered off the road (green and pink stickers)

A green sticker, which directs that the vehicle is not to be driven on a road, may be issued to the driver or owner of a vehicle by an enforcement officer who believes on reasonable grounds that a vehicle does not comply with the provisions of the regulations or rules, or that a vehicle was operated with unnecessary exhibition of speed or acceleration or sustained loss of traction. At the discretion of the enforcement officer, the green sticker notice will remain in force until:

a) the vehicle has been inspected and a new WoF or CoF has been issued, or

b) the enforcement officer has been notified in writing that the vehicle is now compliant (this type of green sticker is often referred to as 'discretionary green sticker' or 'G2 sticker'). A new WoF or CoF is not required, however, instead of notifying the enforcement officer in writing, the vehicle driver/owner may choose to obtain a new WoF or CoF, which will automatically remove the flag from the NZ Police system.

A pink sticker, which directs that the vehicle is not to be driven on a road, may be issued to the driver or owner of a vehicle by an enforcement officer who believes on reasonable grounds that a vehicle is not in a safe condition to be driven on a road. A pink sticker will remain in force until the vehicle has been inspected and a new WoF or CoF has been issued.

Where a light vehicle has been ordered off the road by an enforcement officer for non-compliant exhaust noise, the vehicle must pass an LVVTA objective noise test before the vehicle may be issued with a new WoF or CoF – even if the vehicle is presented with a quieter or original exhaust system or with a previous LVV noise certification. Due to this requirement, for each green- or pink-stickered light vehicle presented for WoF or CoF and before issuing a new WoF or CoF, the vehicle inspector must check (usually by sighting the ordering-off-the-road notice or Landata):

a) whether the vehicle was ordered off the road for non-compliant exhaust noise, and

b) if (a) applies, that a valid LVVTA objective exhaust noise emissions test certificate was issued for the vehicle after the date the ordering off the road notice was issued.
http://vehicleinspection.nzta.govt.nz/virms/in-service-wof-and-cof/introduction/inspection-and-certification-process/duties-and-responsibilities#heading4-for-tab1

Write a series of text messages for young drivers explaining why a car might be given a pink or green sticker and what they will have to do to get the sticker removed.

Read the following news items.

> 18 buses ordered off the road. Dominion Post, August 2013: www.stuff.co.nz/dominion-post/news/9096027/18-buses-ordered-off-roads

A night with the pink stickered. Manawatu Standard, 7 September 2013:
http://www.stuff.co.nz/manawatu-standard/news/9135524/A-night-with-the-pink-stickered

Discuss the arguments for and against ordering vehicles off the road network.

Who is advantaged when a bus, a taxi or a car is pink stickered off the road?
Who is disadvantaged?

Complete a Plus, Minus and Interesting chart on the basis of your discussion.

Plus	Minus	Interesting

Produce a piece of creative writing or a visual text based on the idea of getting "pink stickered".

- Your creative writing might take the form of a description, narrative, poem, personal account, script or another text type appropriate to creative writing.
- Add other ideas, details and examples appropriate to the text type you are using, linking them the idea of being "pink stickered".
- Draft, re-work and present your work for others' feedback.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **Driving skills syllabus** Pre-drive vehicle check p66 **About limits** p 213-226 **About driver responsibility** p227-250 Warrant of fitness, registration, relicensing, road user charges p227-228 **About your vehicle** Car requirements p251 to 255 Light trailer requirements *p256*	**Supported by modules in Pathways Awarua:** 24. Breakdowns and tyres 28. Responsible driving 36. Making sure your car is road worthy 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90052: English 1.4 Produce creative writing. - AS 90855: English 1.7 Create a visual text.

Activity 2.2.8: What is the cost of operating and maintaining a road-safe car?

The money you pay to get a vehicle is only the start of the cost involved in having your own wheels. Research the cost of operating and maintaining a road-safe car.

www.education.nzta.govt.nz

1. Produce a research proposal that includes your research objective, questions, projected sources and any legal or ethical considerations.

   When planning the research methods you will use, include:

   - three oral and visual language research methods,[5] of which at least one is an oral language method and at least one is a visual language method, and
   - three written language methods.[6]

2. Keep log records of the research process to demonstrate how you followed a chronological sequence and used your selected methods in your research.

   Your record of collected materials must:

   - identify the original source of each item,
   - demonstrate your use of a range of oral, visual and written sources,
   - demonstrate any legal or ethical procedure you followed when collecting the information , and
   - provide a clear, brief, written explanation that evaluates the relevance of the collected materials to the original proposal.

3. Conduct your research, using the following resources:

   - To get "ball park estimates" of the costs of operating and maintain a road safe car, use local police, insurance companies, government departments, Citizens Advice Bureau, car sale yards, tyre bays, Trade Me advertisements, ask-an-expert websites, friends, family and teachers.
   - Read NZ Transport Agency, The cost of running a vehicle: www.nzta.govt.nz/traffic/senior-road-users/driving/docs/cost-of-running-a-vehicle.docx
   - Read A guide to insuring vehicles:: http://icnz.org.nz/for-consumers/motor-insurance/

4. Use your findings to complete the table below.

5. Calculate the income you would need to earn before you can afford to operate a car.

[5] Oral language methods include recording an interview, making notes of a telephone conversation, recording a conversation, and listening to a radio or audio recording. Visual language methods include using the internet, and watching a DVD or online video.

[6] Written language methods include note-taking, designing and administering a questionnaire, designing and carrying out a survey, using a database, using written library resources.

Common operating costs to consider	Your cost estimate for 12 months	Source of information	Legal or ethical approval sought
Vehicle licensing			
Warrant of fitness			
Tyres			
Vehicle service, repairs and maintenance			
Battery replacement or repair			
Petrol			
Parking			
Vehicle insurance			
Other			
Total cost			

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)**	**Supported by modules in Pathways Awarua:**	**Possible evidence for the performance criteria in:**
Check your car p10 About driver responsibility p227 to 250 About your vehicle p251 to 255	24. Breakdowns and tyres 36. Making sure your car is road worthy (WOF)	- Unit 8824: Research a topic using oral, visual and written sources, and evaluate the research process. - Unit 26625: Actively participate in spoken interactions. - Unit 26624: Read texts with understanding. - AS 90853: English 1.9 Use information literacy skills to form conclusions. - AS 26623: Mathematics Use number to solve problems.

Activity 2.2.9: The real cost of getting behind the wheel

It is more than the purchase price and covering the gas each week.

Learning to drive has hidden costs. If you break the law when driving your car, you put yourself and other road users at risk. As a consequence your car may be impounded, and you could face fines, arrest or even imprisonment. If you have an accident, you could kill or seriously hurt yourself and other road users. Even if no one is hurt in the accident, you could still be responsible for huge repair costs to the vehicles involved.

There are many legal issues associated with driving, such as licensing, driving offences and penalties, and accident and insurance policies.

The NZ road code outlines some of the consequences and real costs of breaking the law when driving. For example:

NZ road code, Stepping over the line, pages 243 to 249
NZ road code, Alcohol and drug limits, pages 218 to 224

For other information, see:

Youth Law www.youthlaw.co.nz/information/driving gives a quick overview of some of the most important issues. For example,

- Police questioning: www.youthlaw.co.nz/information/driving/police
- Alcohol and driving: www.youthlaw.co.nz/information/driving/alcohol-and-driving

The NZ Transport Agency has a number of driving offences and penalties fact sheets available online. For example,

- Fact Sheet 55: www.nzta.govt.nz/resources/factsheets/55
- Offences and penalties: www.nzta.govt.nz/licence/offences-penalties

The Insurance Council of New Zealand (ICNZ) http://icnz.org.nz has "A guide to insuring vehicles for young drivers http://icnz.org.nz/for-consumers/motor-insurance/. This explains the different insurance options available.

- **Third party insurance** offers the most "basic" protection against damage or loss to the other vehicle or party – your own vehicle is not covered.
- **Third party fire and theft** covers you for damage to your vehicle caused by fire, and for theft, as well as third party property damage.
- **Full or comprehensive insurance** covers you for damage to your own vehicle and to the vehicle of the other party or parties.

Read through all the information provided. Pull out information that shocks or surprises you.

With a partner, make a series of "must know" questions – questions that you think young people should ask before they get behind the wheel of any car.

Share your questions with the rest of your class.

Create a text resource to share these ideas with other young people.

Hold a meeting with students who would like to share these ideas more widely in your community.

- Identify the objective of your group.
- Identify individual roles within the group.
- Ensure that all members:
  - contribute ideas when planning what you intend to do to make a difference for young drivers,
  - have an opportunity to raise questions and clarify and obtain information from other group members,
  - show respect for the contributions of others, and
  - complete allocated tasks.
- The following are some examples of activities your group could undertake.
  - Locate people in your local community who have experience in buying and selling cars, licensing, driving offences and penalties, and accident and/or insurance policies. Ask them if they would be prepared to come and talk with your class about the questions you have.
  - Arrange and hold a series of "What do you need to know before you jump behind the wheel?" workshops in your local community. Invite teen road users and their families to attend.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About limits** Alcohol and drug limits p 218 to 224 **About driver responsibility** Stepping over the line p 243 to 249	**Supported by modules in Pathways Awarua:** 21. Filling in driver licence application form 24. Breakdowns and tyres 28. Responsible driving 29. Speed and force 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26624: Read texts with understanding. - Unit 26625: Actively participate in spoken interactions. - Unit 10791: Participate in an informal meeting. - Unit 9677: Participate in a team or group which has an objective. - AS 90053: English 1.5 Produce formal writing.

Section reflection

What do you know you don't know about citizenship in the context of the safe road network?

What have you learnt that is new to you about citizenship in the context of the safe road network?

What do you wonder about citizenship in the context of the safe road network?

Use the student responses to make decisions about follow-up sessions.

PRACTISING ACTIVE CITIZENSHIP THROUGH SAFER JOURNEYS

Part 3: Extending your thoughts and your actions as a citizen and a road user

Looking in a new way (14)
These activities provide opportunities for students to extend their understanding around active citizenship in safe journeys. Bringing new insights by reflecting, evaluating, creating and taking action as citizens and road users who belong, matter, and make a difference.

Key Competency self-assessment rubric Highlight the relevant Key Competencies for section 3.

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, as outlined in the official NZ road code.*	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 vehicle rules and other rules.*

Learning intention: To reflect on our actions as citizens following the road code (rules and regulations for safe, responsible and respectful use of the road network).

- Reflect on safe, responsible and respectful use of the road network by young people.

Differentiated success criteria: We will know we have achieved this because my reflection will …

… have several relevant ideas about how to act in safe, responsible and respectful ways as a citizen and a road user. *For example, My reflection lists several ideas …*
… and explains why these ideas have personal relevance. *For example, My reflection lists several relevant ideas and explains why they are relevant … ("because/so that")*
… and make a generalisation about these reflections as a young person, a citizen and a road user. *For example, My explanation lists several causes and effects and explains why they are relevant … ("because/so that").* *Overall I think the causes and effects of citizenship are … because [give reasons] … because [give evidence].*

3.1. REFLECT ON YOUR THOUGHTS AND ACTIONS AS A CITIZEN AND A ROAD USER

Activity 3.1.1: Reflecting on your skills when sharing the road with others

[Skill levels: much worse – worse – much better – better – about the same as other users of my age and sex]

Citizens share the road with others.

And just like people playing a massively multiplayer online role-playing game (MMORPG), all road users have a guide or code of behaviour to follow. The official New Zealand road code is a guide for active citizenship in the context of safer journeys. Some citizens and some MMORPG players are more skilled than others at following the code. Some citizens are top-rank players and others are "noobs" – they need far more experience before they can play well.

Citizens who make "noobie" mistakes when sharing the road put everyone else at risk.

As a class, stand in a line in a large open space (e.g. clear a space in the classroom).

Your teacher will ask you a series of questions. For each one, reflect on your level of skill as a good citizen skill and step forwards or backwards (or stay where you are) based on this scale.

- **Take two steps backward** for "**much worse**" than other road users of my age and gender.
- **Take one step backwards** for "**worse**" than other road users of my age and gender.
- **Remain where you are** for "**about the same**" as other road users of my age and gender.
- **Take one step forwards** for "**better**" than other road users of my age and gender.
- **Take two steps forwards** for "**much better**" than other road users of my age and gender.

Questions

Teacher chooses from the questions below and/or students can suggest their own examples.

Compared with other road users of your age and gender in New Zealand, what is your level of skill as a good citizen when you are

- …checking the top 10 places for rust in a car?
- … checking a car's safety rating online?
- … checking tyres for uneven wear and tread depth?
- … controlling a bicycle?
- … controlling a skateboard?
- … controlling a car?
- … following the speed limit?
- … driving to the road conditions?
- … keeping a safe distance from the vehicle in front?
- … reading the road for potential hazards?
- … predicting a problem in traffic before it happens?
- … speaking up when you see friends and family using the road in an unsafe way?
- … standing up to peer pressure?
- … crossing the road?
- … being a passenger on a school bus?
- … being a passenger in a friend's car?
- … using public transport?
- … being a pedestrian?
- … walking with young children?
- … being the sober driver?
- … stopping friends from driving under the influence of alcohol?
- …stopping friends from driving when they have used drugs?
- … knowing what to do if you break down on the motorway?
- … reporting a drunk or dangerous driver?

As a class, discuss the skill levels that different people assessed themselves as having for different questions.

- Be prepared to justify your own decisions to move forwards or backwards or to stay in the same place, with reasons and examples.
- Identify and discuss questions where lots of people agreed and questions where people held many different opinions. Offer some suggestions for why people might tend to assess their own skill levels in a similar way to others.

Supported by Official NZ Road Code**:** **(page numbers from 2015**	**Supported by modules in Pathways Awarua:**	**Possible evidence for the performance criteria in:**

hardcopy) Driving skills syllabus p61 to 102 **About driving** Key Driving Skills p117 to205 **About other road users** Information for other road users p268 to 280	21. Filling in the driver licence application form 27. Passing 28. Responsible driving 29. Speed and curves 30. Lanes 32. Speed and force 34. Driving on different types of roads 37. Respecting other road users (horn use, cyclists)	- Unit 26625: Actively participate in spoken interactions.

Activity 3.1.2: Reflect on your attitude when sharing the road with others?

Set up a continuum across an open space.

Place opposing signs at each end of the continuum, such as *Strongly agree – Strongly disagree*.

Take few minutes to think deeply about all the ways (safe and unsafe) in which people use the roads.

Your teacher will read out a series of attitude statements.

- Think about whether you agree or disagree with each statement.
- Move to stand at the place along the continuum that best represents how you feel about the statement.
- Explain to others why you have placed yourself at that point. You may pass if you wish.
- Note this activity is not a debate. Everyone's opinion is respected as are everyone's reasons. Do not challenge anyone else's opinion. It can be hard to hold an unpopular view. It is always risky to express an opinion that is different from the crowd but any individual who does so shows courage in standing up for themselves.
- Discuss: how easy it was to choose a position on the continuum,
- what factors influenced your choice,
- why different students hold different opinions about the statement, and
- whether your attitude would change if the situation was reframed to be happening in your home or if the other road users were your friends and family.

After this discussion, you may:

- change your position on the values continuum if your thinking has changed,
- discuss how easy it was to change a position on the continuum,
- explain the factors that influenced your choice to move, and
- appreciate that there is some truth and some inaccuracy in every statement.

Attitude statements

Teacher to create road user statements that will best engage students' experiences and interests and also includes students' examples of their attitudes when using the roads. Contexts can relate to the road rules and road user experiences as drivers, cyclists, pedestrians or passengers. Use a format such as " I think that you should…" or "It is not okay to…" or "It is difficult to…".

Supported by Official NZ Road Code: (page numbers from 2015 hardcopy) Driving skills syllabus p61 to 102 **About driving** Key Driving Skills p117 to205 **About other road users** Information for other road users p268 to 280	**Supported by modules in Pathways Awarua:** 28. Responsible driving 36. Making sure your car is road worthy (WOF) 37. Respecting other road users	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions.

Activity 3.1.3: Reflecting on the likelihood you will breach the road rules

There are lots and lots and lots of rules for sharing the roads with others. The official New Zealand road code is a comprehensive guide for active citizenship in the context of safer journeys. There are three main ways in which you can breach the rules in the road code.

- You can breach them on purpose, by deciding to break the rules. When you make a deliberate decision to break the rules, it is called a **violation**.
- You can breach them by making a decision that turns out to be wrong – you make a **mistake** or misjudgement that goes against the rules.
- You can breach them without meaning to – you are distracted, or have a **lapse in concentration** that causes you to go breach the rules.

Set up a number of stations around the room with examples of violations, mistakes and lapses – see below. Include examples of student generated violations, mistakes and lapses.

Vote on each statement by putting a sticky dot next to it, choosing the colour that best represents your point of view: likely is a green dot; unlikely is a red dot; and not sure is a yellow dot.

Tally the votes.

Discuss the voting responses.

- What do the votes suggest about the expectations of the class?
- What do the votes suggest will be the most likely reason why someone will breach a road rule in the next four weeks?
- What is least likely to be the reason?
- Why do you think the class has these expectations?
- What does it make you wonder?
- If you repeated this exercise with a group of people aged between 30 and 40, would you expect to get the same results?

Examples of violations, mistakes and lapses

What is your expectation? [likely= green dot; unlikely = red dot; not sure = yellow dot]

(a) Choosing to breach traffic rules (violations)	(b) Making mistakes in traffic that put me in danger (wrong decisions)	(c) Breaching traffic rules without meaning to (lapses in concentration)
Some time in the next month I expect to … *… ride a bike/skateboard under the influence of alcohol or marijuana.* *… use a cell phone when driving.* *… forget to signal when changing direction.* *… ride at night without a working head light or tail light.* *… drive on my own on a learner's licence.* *… carry passengers without a supervisor on a learner's licence.* *… drive between 10pm and 5am on a restricted licence.* *… drive a vehicle without a current WOF.* *… drive a diesel vehicle without diesel miles (RUC licence).*	***Some time in the next month I expect to …*** *… misjudge the distance when you move into a gap in traffic.* *… pass a vehicle when you cannot see enough clear road in front of you.* *… step out onto a pedestrian crossing without first checking if approaching vehicles have time to stop.* *… move away from the curb to avoid a pothole.*	***Some time in the next month I expect to …*** *… step out into the road when texting a friend.* *… be distracted by the music I am listening to and exceed the speed limit.* *… be too tired to concentrate on keeping a safe distance from the car in front.*

The consequences of breaching the road rules when sharing the road can be death or serious injury. There are also a number of significant penalties including disqualification, fines and imprisonment. Describe the penalties for the actions listed above.

Search for penalties using the index in the official New Zealand road code, the various NZ Transport Agency driving offences and penalties fact sheets www.nzta.govt.nz/resources/factsheets/55 or search online at www.nzta.govt.nz/licence/offences-penalties

Annotate the situations in the table above with the appropriate penalty costs.

Discuss the costs of breaching the road rules.

Discussion prompts

[think–pair–share, or small group or whole class discussion only]

What are the financial costs of breaching the road rules described in the road code? What are the emotional costs of breaching the rules? What are the relationship costs of breaching the rules? What are the physical health costs of breaching the rules? What are the employment costs of breaching the rules? What are the travel implications of breaching the rules?

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** About limits p213 to 226 **About driver responsibility** Stepping over the line p243 to 249	**Supported by modules in Pathways Awarua:** 21. Filling in the driver licence application form 22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 27. Passing 29. Speed and curves 30. Lanes 32. Speed and force 33. Stopping distances 36. Making sure your car is road worthy (WOF)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26624: Read texts with understanding.

3.2. SPEAK UP WHEN YOU SEE UNSAFE ROAD USE

Learning intention: To **speak up** when you see road user behaviour that does not follow the road code.

Differentiated success criteria: We will know we've achieved this when we can …

…. speak up when we see unsafe road user behaviour.
…. and say why it is a hazard for road users.
… and take action to sort it or report it.

Activity 3.2.1: What sort of citizen road user am I?

Reflect on this question.

What sort of citizen road user am I?

Young people are at high risk when using the road. A growing number of young people are demanding action to ensure young road users have safe journeys on the road network.

If you see someone acting as if the roads belong only to them, then your responsibility to other citizens using the road network is to sort it and report it. Demand safety improvements for your own behaviour and for the behaviour and actions of others.

Students have taken leadership as individual road users, collaborative road users and reflective road users across each of the levels in the table below. For some examples, read some of the stories about the actions of young people on Youth for Road safety: www.youthforroadsafety.org

It seems being an active citizen in the context of road use can happen at different levels, in different places in different times.

Read the following categories of citizen road users. In the final row, write descriptions of examples of your own actions that fit in each category.

Kinds of citizen road users

	Individual road users [Active at a personal level]	**Collaborative road user** [Active at a local level]	**Reflective road user** [Active at a national and global level]
Description	Acts responsibly as a passenger, driver, pedestrian and cyclist. Obeys laws and rules in the official NZ road code. Helps ensure whānau, family and friends are safe road users.	Seeks opportunities to work with others to ensure local road users are safe. Is an active member of community groups working to make better road users; for example, working to organise local sober driver networks, safe school drop-off, cycle tracks, petitioning board of trustees to allow driver training as a school-supported activity, lobbying to improve the safety of dangerous crossings in the local community.	Reflects on the social, political and economic structures that affect safe and responsible road use. Explores why unsafe road use is occurring and acts to sort it at local, national and global levels. Seeks out opportunities to change systems that limit opportunities for safe road use by all citizens.
Insert an example of something you do (or have done) in any of these categories.			

Use the ideas from the table to write an overview describing and explaining your identity as a citizen road user.

Supported by Official NZ Road Code**:** **(page numbers from 2015 hardcopy)** About driver responsibility p227 to 250 About your vehicle p251 to 255	**Supported by modules in Pathways Awarua:** 21. Filling in the driver licence application form 28. Responsible driving 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience.

About other road users p258		- AS 90053: English 1.5 Produce formal writing

Activity 3.2.2: Speaking up – sort it or report it[7]

Note: Speaking up about unsafe road user behaviour can be difficult for students. In some contexts, being an advocate for the welfare of others may be construed as interfering, disrespectful or uncool. Students need to learn how to be assertive rather than aggressive. They will need to use "I …" statements, respect the feelings of others and accept that others may not necessarily agree with them.

Stress that although communicating assertively means you have to be honest in giving your message, you must do so in a way that does not hurt people's feelings.

Brainstorm what is the best way of telling someone that they need to fix up or correct something they may have done or to do something in a different way. For example, you might need to tell someone to stop texting during a family meeting, tidy their room, apologise to another person, or go and help a relative. Collate ideas on a large sheet of newsprint or whiteboard.

List ways of working with people to change their behaviour.

When citizens act to keep all road users safe, they may have to ask others to change what they are doing. For example, they may need to ask an adult driver to slow down, or lobby a city councillor to install a pedestrian walkway.

To get a good outcome when you talk with others about changing their behaviour to be a safe road user, you need to learn how to read people you are talking with and be an assertive communicator. Learning to be assertive means learning to talk so others will listen to you, and act on your advice.

The table below shows the differences between assertiveness, aggression and passivity.

Assertive communication	Aggressive communication	Passive communication
"Being strong without hurting people's feelings"	"Being mean, bossy or angry"	"Being weak"

Your teacher will model each of these three different communication approaches and then ask for volunteers to role play each type of exchange. Possible scenarios can be taken from the unsafe behaviours listed in 3.1.4 and should include attempts by students to alert adults, friends and family members to risky behaviours or situations when using the roads.

[7] Activities 3.2.2 and 3.2.3 are based on an activity in ACC Safety Detective Programme Trial 2013.

Use Augusto Boal Forum Theatre to replay the scene.

- While the scene is playing, any member of the audience ("spect-actor") can shout "Stop!" and take the place of an actor, changing the situation to produce a more effective outcome.
- Replay the scene several times so that different students can share different strategies, responses and outcomes.
- The facilitator (The Joker) explains what is happening to the audience.
- Discuss which approach is most likely to be effective when communicating a message to adults.
- For more information on this form of theatre, see: http://en.wikipedia.org/wiki/Forum_theatre

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** About limits p213 to 226 **About your vehicle** Car requirements p251 About other road users p258	**Supported by modules in Pathways Awarua:** 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 1299: Be assertive in a range of specified situations.

Activity 3.2.3: I feel … when you … because I …

With a partner, practise using "I feel" statements to express your response to a road user's failure to manage different hazards.

- For example, you may choose to role play a conversation with a group of friends or a grownup about a hazard caused by: poor road surfaces, windy roads, bad weather conditions, unsafe speed, young children on or near the road, poor visibility, medication, alcohol or drug use, and emotional state.
- Use the following script or prompt cards.

  I feel ... (state the feeling)

  when you ... (describe the action that fails to manage the hazard)

  because I ... (say why)

  I would like you to … (say what you would like to happen)

In a small group, role play different situations and practise communicating assertively about a hazard when using the roads.

Choose a role play to share with the class. Your audience looks for and gives feedback on your use of assertive communication, which includes:

- respecting the wants, needs and feelings of the other person,
- accepting that the other person may see things differently,
- working with the other person to find the answer,
- using "I …" statements; for example, "I feel" rather than "You never …",
- waiting and listening to the other person,

- asking the other person to similarly give you constructive feedback in future, and
- not interrupting the other person.

Note for the teacher: Self-assessment rubric

The teacher creates a self-assessment rubric for communicating assertively about safe road use for citizenship.

- You can use the HookED functioning knowledge rubric generator http://pamhook.com/solo-apps/functioning-knowledge-rubric-generator/ to make a draft rubric based on SOLO Taxonomy levels: *verb* communicate assertively – *content* about hazards – *context* when using the roads.
- Include students' ideas (and others from the list above) to add detail about what assertive communication will look like in the first column of the rubric.
- Ask students for the strategies they use to help them communicate assertively with others. Add these to the effective strategies row in the rubric.

Use the assertive communication rubric to reflect on: your current level of assertive communication about hazards when using the roads; and what you see as your next steps.

Supported by Official NZ Road Code**:** **(page numbers from 2015 hardcopy)** About limits p213 to 226 **About your vehicle** Car requirements p251 About other road users p258	**Supported by modules in Pathways Awarua:** 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 1299: Be assertive in a range of specified situations.

3.3. TAKE ACTION WHEN YOU SEE UNSAFE ROAD USE

Youth are great advocates. They should 'demand' road safety laws in their communities, so they can go to school, and be safe. Sheila Atieno

Learning intention: To **take action** when you see unsafe road user behaviour.

Differentiated success criteria: We will know we've achieved this when we can …

…. take action (work) to change unsafe road use when directed to by someone else.
…. take independent action (work) to change unsafe road use and justify what you are doing and why you are doing it.
… take collaborative action (work with others) to change unsafe road use. Justify your actions and seek feedback on how to improve what you are doing.

Activity 3.3.1: Taking action: Getting involved

Discuss these questions.

- What can be done to help young road users in our community have safer journey?
- What can be done to make young road users feel like they belong, they matter and they make a difference when sharing the road?

- How can we work with young people to make them safer on the road network?

Think about what can be done by the:

- **individual** – for example, learn more about what is needed before young people using roads can have safe journeys,
- **class** – for example, survey other young people to find out what would help them travel safely,
- **school** – for example, encourage families and young people travelling to school to adopt school policies for safer journeys,
- **clubs and youth organisations** – for example, take part in discussions, write to news media and online forums to raise the awareness of working together to create safe journeys for young people,
- **local community** – for example, participate in local body politics and lobbying to include a youth perspective on safer journeys in the community conversations on safer journeys,
- **government** – for example, contact government MPs and MPS of other parties to build an awareness of a youth perspective on safer journeys, and
- **churches** – for example, encourage discussion among church members around meeting the rights of young people to experience safe journeys.

Imagine how you might work with other young people to create safer journeys for all young people. Come up with an example for what you might do at each level listed above.

Select the best ideas from the class and build on them to create a draft formal proposal and/or action plan to make young people safer on the road network.

Write up your proposal.

The following youth advocacy links may help you to take your next steps to making a difference. Contact the agencies about your proposal using letter, email or phone.

Ministry of Youth Development, Aotearoa Youth Voices Network – You can make a real difference: www.myd.govt.nz/young-people/aotearoa-youth-voices-network.html
Ministry of Youth Development – Youth participation workshops: www.myd.govt.nz/young-people/youth-participation-workshops.html
Ministry of Youth and Development – Funding available for youth projects: www.myd.govt.nz/funding
YOURS – Youth for Road Safety: www.youthforroadsafety.org
Young people fixing the future: www.fixers.org.uk
SADD – Students Against Dangerous Driving: www.sadd.org.nz
SADD - Students Against Destructive Decisions: www.sadd.org
Team Roadway Safety Advocates: www.teenrsa.org

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** About limits p213 to 226 **About your vehicle** Car requirements p251 About other road users p258	**Supported by modules in Pathways Awarua:** 22. The Driver Licensing System Part One 23. The Driver Licensing System Part Two 27. Passing 28. Responsible driving 29. Speed and curves 31. Parking 32. Speed and force 33. Stopping distances 34. Driving on different types of roads 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 1299: Be assertive in a range of specified situations - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90053: English 1.5 Produce formal writing.

Activity 3.3.2: Contacting an MP or local body politician

Sometimes to take action as a citizen, you need the help of your local MP before you can make progress.

Use surveys and small group discussions to discover the safer journey needs and wants of young people in your local community.

Write down some improvements or changes you can think of that might make it easier for young people to travel safely on local roads.

How could an MP, local body politician, business leader or student group help you to sort these issues?

Develop your ideas into a formal proposal with explanations and evidence from young people in your local community.

Identify your local MP, local body politician or business leaders.

- Find out how and where you can contact them for discussion or consultation.
- Find out how MPs meet with their constituents to discuss issues important to your community.
- Describe the sort of issues people in your community usually bring to their MP.
- Send a written invitation to your MP, local body politician or business leader to visit the school for an informal discussion around the issues you have identified.

You may find these web links useful:

Identify your MP: www.parliament.nz/en-nz/about-parliament/get-involved/contact/00PlibHvYrSayContact1/contact-an-mp
Find out which electorate you live in: www.elections.org.nz/voters/find-my-electorate
Use Google Maps to identify businesses operating in your electorate.

Supported by Official NZ Road Code**:** **(page numbers from 2015 hardcopy)** About limits p213 to 226 **About your vehicle** Car requirements p251 About other road users p258	**Supported by modules in Pathways Awarua:** 21. Filling in the driver licence application form 28. Responsible driving 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90053: English 1.5 Produce formal writing.

Activity 3.3.3: Creating a whakataukī about safer journeys and citizenship

Note: You can use the HookED analogy map to draft your ideas.

Explore examples of whakataukī used to communicate important guidelines for living with others. For example, share whakataukī that your family and friends use or search for online examples.

Before you create your own whakataukī, identify the message it will communicate. You may wish to include content and data from the NZ road code or from NZ Transport Agency websites and publications.

- The official NZ road code is a source of many messages worth communicating. It is a guide for active citizenship in the context of safer journeys. For example in a section on "What children would like drivers to know" (pages 261 and 262, online: Sharing the road with pedestrians) there are 10 different messages that could be built into whakataukī, such as, "Children have trouble judging the speed of moving vehicles. They may let a slow vehicle pass and try to cross in front of a fast one."

- The NZ Transport Agency uses carefully researched messages in its advertising campaigns. In "New conversations about speed", a paper on how well NZTA advertising influences people's behaviour, Graham (2013) describes how the NZ Transport Agency television advertising messages around speed have changed over the years. For the past six years, the messages on the need to "slow down" have focused on:

  - the risk to vulnerable road users, especially children near schools (2006–2007),
  - the risk of getting a speeding ticket, or crashing (2007–2008),
  - the physics of taking a corner too fast (2008–2009),
  - how your children learn their speeding from you (2009–2010),
  - how speeding drivers are less able to react to unexpected events(2009–2011), and
  - how speeding is the opposite of staying in control (2010–2012).

Create a whakataukī by following these steps.

Step 1: Describe the features of the idea, activity or thing you wish to make an analogy for.
Step 2: Choose one essential characteristic.
Step 3: Describe other ideas, activities or things that share the same characteristic. Think widely.
Step 4: Choose an idea, activity or thing that captures your attention.
Step 5: Use this to form an analogy with the first idea (or to create a whakataukī). You can use the HookED SOLO Analogy map to help you.
Step 6: Share your whakataukī with other young people. See if you can persuade others to adopt it in their everyday conversations about using the roads.

Supported by Official NZ	Supported by modules in	Possible evidence for the

Road Code: (page numbers from 2015 hardcopy)	Pathways Awarua:	performance criteria in:
About limits p213 to 226 **About your vehicle** Car requirements p251 About other road users p258	28. Responsible driving 32. Speed and force 33. Stopping distances 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	- Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90052: English 1.4 Produce creative writing. - AS 90857: English 1.5 Construct and deliver an oral text.

Activity 3.3.4: Sort it and report it – on the back of a bus

If you see something that is unsafe on the roads – sort it and report it.

In a small group, create a back-of-the-bus skin to report something (and/or sort something) that makes young road users' journeys unsafe in your local community. Go to: http://education.nzta.govt.nz/remix-columns for details and examples on how to approach this activity.

Your message

First, identify your message.

- You may wish to include content and data from the official NZ road code or NZ Transport Agency websites and publications.
- Find out about analysis of how much the NZ Transport Agency's advertising messages influences on people's behaviour. For example, in "New conversations about speed", Graham (2013) describes how the NZ Transport Agency's television advertising messages around speed have changed over the years:

  From 2006 to 2012, the speed campaign has been based around six advertising messages, promoting variations on the takeout to "slow down":
  - *2006–2007: the risk to vulnerable road users, especially children near schools*
  - *2007–2008: the risk of getting a speeding ticket, or crashing*
  - *2008–2009: the physics of taking a corner too fast*
  - *2009–2010: that your children learn their speeding from you*
  - *2009–2011: that speeding drivers are less able to react to unexpected events*
  - *2010–2012: that speeding is the opposite of staying in control.*

Back-of-the-bus advertising

Next, use everything you have learnt to date to produce suitable messages for a series of "back-of-the-bus" designs that promote five ways of ensuring that young road users have safe journeys when they share the road.

- Contact local bus companies to find out how they commission bus advertisements and work out costs.
- Talk to local advertising companies about effective design strategies for public billboards and outdoor spaces.
- Do online research about creative bus and bus shelter designs.
- Create designs for the back of public transport buses (or public bus shelters) as part of an advertising campaign about safer journeys for young people. You can find online templates for back of the bus messages at, for example, the Red Bus Company downloadable manual for potential advertisers: http://redbus.co.nz/new-zealand/advertising

Share your groups design idea with the class, school and wider community.

Seek funding opportunities to make your designs happen. For example, investigate crowd funding platforms like Pledge Me www.pledgeme.co.nz as a way of funding your project.

Supported by Official NZ Road Code**:** **(page numbers from 2015 hardcopy)** About limits p213 to 226 **About your vehicle** Car requirements p251 About other road users p258	**Supported by modules in Pathways Awarua:** 24. Breakdowns and tyres 25. Towing and speed 28. Responsible driving 32. Speed and force 33. Stopping distances 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 8824: Research a topic using oral, visual and written sources, and evaluate the research process. - Unit 26622: Write to communicate ideas for a purpose and audience. - AS 90855: English 1.7 Create a visual text.

Activity 3.3.5: Becoming an advocate for safer journeys for young people

If you are a citizen, you belong, you matter and you make a difference. If you are a citizen you have the right to safe journeys on the road network.

Young people belong, they matter and they make a difference. Too many young people are killed or suffer serious injury when using our roads. If you are a young person looking at the statistics for road users, you could be excused for asking why your age group gets such an unfair deal.

We know the behaviours that cause the death and injuries to young people. We don't know how best to change them.

Across the world young people form lobby and awareness groups to ask questions about the disproportionately high numbers of serious injury and deaths reported for their age group. For example:

- YOURS is a youth-led global organisation that acts to make the roads safer for young people: www.youthforroadsafety.org
- Fixers Road Savvy Campaign is organised by The Fixers, a movement of young people tackling issues they feel strongly about to make a difference to others. Fixers describe themselves as young people who want to change things for the better: www.fixers.org.uk/home/road-savvy-campaign.php

Changing knowledge and beliefs around safe journeys is challenging. It is easy to spend a lot of money and a lot of time on road safety for young people and achieve nothing or make things worse for young people by reinforcing undesirable behaviours.

It is important to find out the best way to get the message across to young people in a way that changes what they believe about speed and other unsafe behaviours on the road. For example, in "New conversations about speed", Graham (2013) outlines how the safety agency and the target audience hold very different knowledge and beliefs about speeding. The table below summarises some of these different views.

Research the knowledge and beliefs young people in your local community have about speeding. Add them to the third column of the table below.

Knowledge and beliefs of safety agency	**Knowledge and beliefs of target audience**	**Knowledge and beliefs of young people in your community**
The speed limit is the maximum safe speed. The road should suggest the right speed limit. More people should be travelling at the right speeds. There should be fewer high speed or high severity crashes. It will take a big shift in attitudes to reduce speeds by 5 km/h. People need to understand their vulnerability in a crash. Speed is dangerous.	There is not much chance of a crash when speeding if you are careful. Speeding is not that wrong. The speed limit is the limit at which speeds are enforced. The current posted speed limits are about right. We can drive the same in any conditions. We like driving fast. Speeding drivers are better than the average driver.	

Research the knowledge and beliefs young people have about safer journeys. Use the following prompts from the NZ Transport Agency's English NCEA Level 2 Resource – Party in the Car: http://education.nzta.govt.nz/resources/secondary-school-curriculum-resources/english#

Work in a small group.

- Identify one factor that can affect the way teenagers drive.
- List several reasons why teenagers are more likely to be involved in crashes than older drivers.
- Explain the likely causes of teenager crashes.
- Generate some ideas about how teenagers could change the way they behave in cars.
- Generate ideas about what government organisations might need to do to reach young people more effectively.
- Reflect on why teenagers continue to have crashes despite all the advice and advertising targeted at them.

Write a report on your findings.

Use the report to form a group and get support to find a way to change the things you identify – to improve outcomes for young road users in your local area.

Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** About limits p213 to 226 **About your vehicle** Car requirements p251 About other road users p258	**Supported by modules in Pathways Awarua:** 32. Speed and force 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 10791: Participate in an informal meeting. - Unit 26622: Write to communicate ideas for a purpose and audience. - Unit 26624: Read texts with understanding. - Unit 8824: Research a topic using oral, visual and written sources, and evaluate the research process. - AS 90053: English 1.5 Produce formal writing. - AS 90853: English 1.9 Use information literacy skills to form conclusion(s).

Activity 3.3.6: What is the best message for young people sharing the roads?

Road safety advertising campaigns running in 2015 include

- Numbers speed campaign, NZ Transport Agency
- Local Legends drink-driving campaign.

Research both campaigns using the resources below.

The NZ Transport Agency Numbers campaign
This advertising campaign is aimed at reframing our attitudes to speed.

Numbers: www.nzta.govt.nz/safety/driving-safely/speed/speed-ads/numbers/

This campaign targets competent drivers aged between 20-49 years who drive regularly.
These people drive comfortably fast; typically a bit faster than the posted speed limit or other traffic.
But they don't consider it to be wrong or anti-social because it's not really 'speeding' in their minds.

www.education.nzta.govt.nz

As well as video, the campaign includes outdoor advertising, print ads and online advertising (Facebook ads). Examples are all on the weblink above.

This campaign encourages the audience to see that other people feel exactly the same way as they do when others drive too fast in their patch.
Ultimately the goal is to get drivers to choose to slow down; not just to avoid a ticket but because of the effect their speed has on others.

Reflect on your attitude to the speed limit.

- Is the speed limit a target to be met or does it indicate an upper limit for the road? Do you drive to the conditions and consider the impact of your driving on other people?
- Is this campaign effective in changing your knowledge and beliefs about speeding even 5km/h above the limit?

Discuss your answers in a small group.

The NZ Transport Agency Local Legends campaign
Young drivers are also still over-represented in drink-driving statistics. Over 40 per cent of all alcohol-related crashes each year involve drunk drivers aged less than 24 years of age.

The campaign focuses on the reluctance of stepping in where you may or may not know the drinking driver – the fear of speaking up and drawing attention to yourself. It highlights the importance of being a part of a community and looking out for one another, because everyone is linked in some way.
It aims to encourage people to recognise that they can do something in their community; they are that someone who can step in.

See the advertisements online: www.nzta.govt.nz/safety/driving-safely/alcohol-and-drugs/drink-driving-advertising/local-legends/

It includes television advertising, radio, outdoor and bar posters, mats and other material. Everything can be viewed on the link above.

Local Legends video: www.youtube.com/watch?v=H8F6ydrdD1o

Reflect on your attitude to other road users. Do you behave differently towards people in cars compared with the way you behave towards people with whom you share a classroom? Why do you think this is the case?

In a group, discuss this question:

- Is it true that we can feel reluctant to step in when we see people doing something wrong, like getting ready to drive a car after drinking too much?

Plan and create your own message.

Use your research to plan an infographic, mashup, creative remix, billboard advertisement or TV advertisement with an important message about citizenship and safer journeys for younger people.

Before you start, look at examples of how others have approached the task. Search for road safety infographics and advertisements on Google Images and YouTube.

Use your research above to identify an important "safe journeys through active citizenship" message for your infographic, mashup, creative remix, billboard advertisement, or TV advertisement.

Create your message.

Seek feedback on its effectiveness on your target audience.

Present the media to young people in your local community and the people who look out for them – for example, students at your school, whānau, parents, local business owners and/or local body politicians.

Take action to sort the problem and keep road users safe.

Supported by Official NZ Road Code**:** **(page numbers from 2015 hardcopy)** About limits p213 to 226 About driver responsibility p227 to 250 **About your vehicle** Car requirements p251 About other road users p258	**Supported by modules in Pathways Awarua:** 21. Filling in a driver licence application form 28. Responsible driving 32. Speed and force 33. Stopping distances 35. Police and emergency services 36. Making sure your car is road worthy (WOF) 37. Respecting other road users (horn use, cyclists)	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26622: Write to communicate ideas for a purpose and audience. - Unit 1280: Use graphics in communication. - AS 90853: English 1.9 Use information literacy skills to form conclusion(s). - AS 90855: English 1.7 Create a visual text.

Section reflection

What do you know you don't know about citizenship in the context of the safe road network?

What have you learnt that is new to you about citizenship in the context of the safe road network?

What do you wonder about citizenship in the context of the safe road network?

Resources:

References

Graham, P. (2013). New conversations around speed. Proceedings of the 2013 Australasian Road Safety Research, Policing & Education Conference 28–30 August, Brisbane, Queensland.

Tymula, A., Belmaker, L., Rosenberg , R., and Amy K. (2012). Adolescents' risk-taking behavior is driven by tolerance to ambiguity. Proceedings of the National Academy Of Sciences of the United States of America, Volume 109, Issue 42, Pages 17135–17140. DOI: 10.1073/pnas.1207144109