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

Looking in a new way (12)

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.

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)
3.1.1: Reflecting on your skills when sharing the road with others	3.2.1: What sort of citizen road user am I?	3.3.1: Taking action: Getting involved
3.1.2: Reflecting on your attitude when sharing the road with others	3.2.2: Speaking up- sort it or report it	3.3.2: Contacting an MP or local body politician
3.1.3: Reflecting on the likelihood you will breach the road rules	3.2.3: I feel ... when you ... because I ... and I would like you to ...	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?

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

Summary:

- Stand in a line in a large open space.
- Answer a series of questions by reflecting on your level of skill as a good citizen and responding based on this scale.
  - **Take two steps backward** for "**much worse**" than other road users my age and sex.
  - **Take one step backwards** for "**worse**" than other road users of my age and sex.
  - **Remain where you are** for "**about the same**" as other road users of my age and sex.
  - **Take one step forwards** for "**better**" than other road users of my age and sex.
  - **Take two steps forwards** for "**much better**" than other road users of my age and sex.
- As a class, discuss the results of the self-assessment. *Oral language*

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 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?		
Summary: - Stand along a values continuum in response to a series of statements reflecting different attitudes to road use. - Discuss the outcomes. *Oral language* - Change your position on the values continuum if you wish and discuss the reasons for it. *Oral language*		
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		
Summary: - Set up a number of stations around the room with examples of violations, mistakes and lapses in concentration, including student examples. - Vote on each statement, choosing from three possible sticky dots: likely = green dot; unlikely = red dot; not sure = yellow dot. - Discuss the voting responses. *Oral language* - Summarise the examples of violations, mistakes and lapses. - Research the penalties for the violations, mistakes and lapses. - Annotate the examples with the penalties. *Written language* - Discuss the costs of breaking the road code versus the costs of doing the right thing when sharing the road. *Oral language*		
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	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken interactions. - Unit 26624: Read texts with understanding.

	29. Speed and curves 30. Lanes 32. Speed and force 33. Stopping distances 36. Making sure your car is road worthy (WOF)	

3.2. SPEAK UP WHEN YOU SEE UNSAFE ROAD USE

Activity 3.2.1: What sort of citizen road user am I?		
Summary: ☐ Ask, "What sort of citizen road user am I?" ☐ Classify your self – what category of citizenship do you fit into when you are using the road? ☐ Write descriptions of your citizen actions as examples to back up your claim. *Written language* ☐ Use the previous ideas 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 **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 3.2.2: Speaking up – sort it or report it[1]		
Summary: - List ways of working with people to change their behaviour. *Written language* - Perform role plays to show the differences between assertiveness, aggression and passivity. *Oral language* - Use Augusto Boal Forum Theatre to practise working with others to change their behaviour. - Discuss effective and ineffective approaches. *Oral language*		
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 …		
Summary: - Practise using "I feel" statements. *Oral language* - Role play a conversation with a group of friends or a grownup about an identified road hazard. *Oral language* - Complete a self-assessment rubric for communicating assertively about safe road use for citizenship. *Written language*		
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.

[1] Activities 3.2.2 and 3.2.3 are based on an activity in ACC Safety Detective Programme Trial 2013.

3.3. TAKE ACTION WHEN YOU SEE UNSAFE ROAD USE		
Activity 3.3.1: Taking action: Getting involved		
Summary: - Discuss what can be done – by individuals, your class, school, clubs and youth organisations, local community, churches and government – to help road users have safer journeys. *Oral language* - Select an idea and build on it to create a draft proposal and/or action plan to make young people safer on the road network. *Written language* - Approach the Ministry of Youth Development (or another youth advocacy organisation) for support in putting your plan into action. *Written or oral language*		
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	**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		
Summary: - Use surveys and small group discussions to discover the safer journey needs and wants of young people in your local community. *Written and oral language* - Write down some improvements or changes you can think of that might make it easier for young people to travel safely on local roads. *Written language* - Develop your ideas into a formal proposal with explanations and evidence from young people in your local community. *Written language* - Send a written invitation to your MP, local body politician or a business leader to visit the school for an informal discussion around the issues you have identified. *Written and oral language*		
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		
Summary: - Use the HookED Analogy map to draft a whakataukī with a safe journeys message for young people. - Share your whakataukī with other young people and see if you can persuade them to use it in their own everyday conversations. *Oral language*		
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:** 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 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		
Summary: - Work in small groups to create back-of-the-bus skin to report something (and/or sort something) that makes young road users' journeys unsafe in your local community. *Written and oral language*		
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 the following 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		

Summary:
- Research:
  - What do young people think about speeding?
  - What do young people think about safer journeys?
- Write a report on your findings.		

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?		

Summary:
- Research advertising messages about safer journeys:
  - NZ Transport Agency Numbers speed campaign.
  - NZ Transport Agency Local Legends drink-driving campaign.
- Use your research to plan, create and share an infographic, mashup, creative remix, billboard advertisement or TV advertisement with a message for young people about citizenship and safer journeys.		

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