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.

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

2.1. EXPLAIN THE REASONS FOR SHARING THE ROAD NETWORK

Activity 2.1.1: Why do young people use the road network?		
Summary: ☐ Gather information from oral, visual and written sources to show how the news media report on young people and road safety. ☐ Write a research proposal for your research on how the media report on young people and road safety. *Written language* ☐ Discuss your findings. *Oral language* ☐ Write a research report. *Written language*		
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		
Summary: ☐ Observe behaviours of road users on a local road. ☐ 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. ☐ Describe how people use roads. *Written language* ☐ Explain why people use roads. *Written language* ☐ Reflect on why people use roads. What does this make you wonder about safe journeys? *Written and oral language* ☐ Write a report on your observations. *Written language* ☐ Present your report, using pictures, diagrams, charts and infographics. *Oral language*		
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		
Summary: - Identify different risks young road users face when they use the road as a driver, pedestrian, passenger or cyclist. Use NZTA and other websites, resources and fact sheets. - Create a shared class resource on risks. *Written language* - Explain why each risk is a threat to young people using the road. *Written language* - Classify risks into "I already know" and "I didn't know". *Written language* - Create a "yes but" media response to demonstrate the dangers of some of the behaviours you identify. *Oral, visual and written language*		
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		
Summary: ☐ View mime artist Marcel Marceau as "the lion tamer". ☐ Research and plan a mime featuring an imaginary person who is using the road in an unsafe or risky way. ☐ Create your mime. ☐ Practise and perform your mime ☐ Discuss and reflect on your mime. *Oral language* ☐ Video your mime and share it through social media.		
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		
Summary: ☐ Develop a role play based upon one of eight scenarios featuring young people in situations where someone may not be sharing the road safely. *Oral language* ☐ Perform the role play in front of an audience. Oral language ☐ Stay in role and answer questions from the audience. *Oral language*		
Supported by Official NZ Road Code: **(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	**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 24. Breakdowns and tyres 32. Speed and force 36. Making sure your car is road worthy	**Possible evidence for the performance criteria in:** - 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?		
Summary: ☐ Interview young people in your local community. Ask them about what they think are the most likely and least likely causes of unsafe journeys in your local community. Use a creative matrix to help identify causes. *Oral language* ☐ Survey and analyse your data; draw conclusions. ☐ Plan (write script notes) and perform a freeze frame about the identified causes. *Written language* ☐ Rearrange your freeze frame to reflect how the cause can be solved or managed. ☐ Seek permission to perform your freeze frame around the school and in public places in the local community. *Written and oral language*		
Supported by Official NZ Road Code: **(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	**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 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)	**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 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?

Activity 2.2.1: Rules for safe outcomes when using the roads

Summary:

- Identify road rules for pedestrians and cyclists in the official NZ road code.
- In a group, choose five rules you think no one will know.
- Explain how these rules keep young citizen road users safe. *Written and oral language*
- Swap your rules with another group.
- Develop questions that could be answered by the rule.
- Create a Road Code Scavenger Hunt or list of "So what do you know about keeping pedestrians and cyclists safe?" questions. *Written language*
- Share your questions with your school community through a fundraising quiz night etc.

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 other road users **Sharing the road** **Information for other road users** p258 to 280	37. Respecting other road users (horn use, cyclists)	- 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		
Summary: ☐ Research rules for using the road using NZTA resources. ☐ Classify rules into: safe speed rules; safe road use rules; safe vehicle rules; and other rules. ☐ Select nine top rules for road users. ☐ Use the diamond strategy to rank the nine rules. ☐ Discuss the reasons for your selection. *Oral language* ☐ Use "dot voting" to select the nine top rules for the class. ☐ Identify the group with the greatest number of dots in the top nine. ☐ Research driving offences and penalties for each of your top nine rules. ☐ 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		
Summary: ☐ Pose the question: What do road users need to know about sharing the road with others? ☐ Students organise themselves into four groups. ☐ Each group discusses question from the perspective of a pedestrian, passenger, cyclist or driver. *Oral language* ☐ Record your group's responses using text or annotated pictures. *Oral language* ☐ Groups report back to the class. *Oral language* ☐ Write a response to the question from your own perspective. *Oral language*		
Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **About driver responsibility** p227 to 250 **About 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 26625: Actively participate in spoken interactions. - AS 90053: English 1.5 Produce formal writing.

Activity 2.2.4: Trusting people to do the right thing		
Summary: ☐ View videos showing the consequences of removing traffic lights from busy intersections. ☐ Create a consequences wheel to show what might happen if the traffic lights at an intersection near you were taken away. Include direct and second-order consequences. *Written language* ☐ Share your consequence wheel with the class. *Oral language* ☐ Prepare a submission for your local council, asking them to consider replacing traffic lights with a roundabout at a dangerous intersection near you. *Written language* ☐ Lobby young people in your local community who regularly use the intersection for their stories and support. *Oral language*		
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		
Summary: - Play "Would you rather …?" focusing on the consequences of a road use scenario. For example, consider all factors in response to the proposal of a group of young road wants to do away with the requirement for cars to have a current warrant of fitness. - List arguments for and against the proposal. - Explain the reasons behind both sets of arguments. *Written and oral language* - Have a class vote on the proposal.		
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		
Summary: - Find out what you need to know before driving a mate's car (or buying a car). - Demonstrate how to check the important features of roadworthiness. *Oral language* - Self-assess your skill level when checking the roadworthiness of a car before getting behind the wheel or buying a car. *Written and oral language* - Act on what you have learnt. - Share what you have learnt by creating a resource to help young people make smart decisions before getting behind the wheel; for example, a Shellby and Gregg type of video.		
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		
Summary: - Read and extract from the Land Transport Act 1998: section 115 and section 96 and news items on vehicles getting green and pink stickers. - Write a series of text message to a young person explaining why a vehicle might be given a pink and green sticker and how they can get the sicker removed. - Discuss arguments for and against ordering vehicles off the road network. *Oral language* - Complete a PMI chart on green and pink stickering of vehicles. *Written language* - Produce a piece of creative writing or a visual text based on the idea of getting "pink stickered". *Written language*		
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?		
Summary: ☐ Research the cost of operating and maintaining a road-safe car. *Oral and written language* ☐ Report on the cost of operating and maintaining a road-safe car. *Written language* ☐ Calculate the income you would need to earn before you can afford to operate a car. *Written language*		
Supported by Official NZ Road Code: **(page numbers from 2015 hardcopy)** **Check your car** p10 **About driver responsibility** p227 to 250 **About your vehicle** p251 to 255	**Supported by modules in Pathways Awarua:** 24. Breakdowns and tyres 36. Making sure your car is road worthy (WOF)	**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. - 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		
Summary: ☐ Explore the legal responsibilities of getting behind the wheel. ☐ Make a series of "must know" questions that young people should ask before they get behind the wheel of any car. *Written language* ☐ Create a text resource to share these ideas with other young people. ☐ Invite "experts" from your local community to talk to your class about the questions you develop. *Written and oral language* ☐ Arrange a series of "What do you need to know before you jump behind the wheel?" workshops in your local community for teen road users and their families. *Written and oral language*		
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.

Resources: