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 hardcopy)**	**Supported by modules in Pathways Awarua:**	**Possible evidence for the performance criteria in:**
	21. Filling in the driver licence	- Unit 26625: Actively

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	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)	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	Supported by modules in	Possible evidence for the

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	**Pathways Awarua:** 28. Responsible driving 36. Making sure your car is road worthy (WOF) 37. Respecting other road users	**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	**(b) Making mistakes in traffic that**	**(c) Breaching traffic rules without**

(violations)	put me in danger (wrong decisions)	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 **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]

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.

[1] 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.

www.education.nzta.govt.nz

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.

www.education.nzta.govt.nz

- 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 Road Code: (page numbers from 2015 hardcopy)	Supported by modules in Pathways Awarua:	Possible evidence for the 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	**Supported by modules in Pathways Awarua:** 24. Breakdowns and tyres 25. Towing and speed	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken

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)	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.

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	**Supported by modules in Pathways Awarua:** 21. Filling in a driver licence application form	**Possible evidence for the performance criteria in:** - Unit 26625: Actively participate in spoken

About driver responsibility p227 to 250 **About your vehicle** Car requirements p251 **About other road users** p258	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)	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