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

[1] 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.
[2] 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://trafficland.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*	***because** passengers of the same age often do not know enough*

		passengers – and is even greater if the passengers are the same age	*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 **r**egister 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: (page numbers from 2015 hardcopy)	Supported by modules in Pathways Awarua:	Possible evidence for the performance criteria in:
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)	Supported by modules in Pathways Awarua:	Possible evidence for the performance criteria in:
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 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)	- 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?

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** 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

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.

www.education.nzta.govt.nz

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 licence.	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 current WoF, registration and, if 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 tyres so tyres need to be the same on left and right sides but not at front*	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.

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 clean? Is the “Navman” or any	I need help to check the windscreen is clean and	I can check the windscreen is clean and	I can check the windscreen is clean and	I can check the windscreen is clean and	… and I can help teach others how to check the

other object blocking your view?	nothing is blocking my view.	nothing is blocking my view if reminded.	nothing is blocking my view, but I am not sure why a dirty windscreen or blocked view can make a car unsafe to drive.	nothing is blocking my view. I can explain why a dirty windscreen or blocked view can make a car unsafe to drive.	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	I need help to check	I can check if everyone	I can check if everyone	I can check if everyone	… and I can help teach

passengers wearing an appropriate seatbelt?	whether everyone in the car has appropriate seatbelts on.	has appropriate seatbelts on if I am reminded.	has appropriate seatbelts on, but I am not sure why it is safer to wear seatbelts during a car journey.	has appropriate seatbelts on. I can explain why it is safer to wear seatbelts during a car journey.	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 decibels. You should not be	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 to drive.	I can check the exhaust. I can explain why a noisy or smelly exhaust can make the car unsafe to drive.	… and I can help teach others how to check the exhaust during a road test.

able to smell any exhaust fumes.					
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)**	**Supported by modules in Pathways Awarua:**	**Possible evidence for the performance criteria in:**
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*	24. Breakdowns and tyres 28. Responsible driving 36. Making sure your car is road worthy 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 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.

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 language method and at least one is a visual language method, and
   - three written language methods.[4]

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.

[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, using written library resources.

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

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.