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

## Bringing in Ideas (35)

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

### 1.1. Ideas about citizenship (5)

- 1.1.1: Defining citizenship
- 1.1.2: Identifying rights and responsibilities
- 1.1.3: What sort of road network do you want to share with others?
- 1.1.4: The "I belong, I matter and I make a difference" citizen doll
- 1.1.5: Do I have a say in what is going on?

### 1.2. Ideas about roads and road hazards (7)

- 1.2.1: Defining roads
- 1.2.2: Can you read a road?
- 1.2.3: Making a model road using found materials
- 1.2.4: Spotting the hazards on a New Zealand road
- 1.2.5: Planning a route keeping any road hazards in mind
- 1.2.6: Exploring hazards that can stop a car rapidly
- 1.2.7: Text for tips on what to do next

### 1.3. Ideas about road users (4)

- 1.3.1: How did you use the road?
- 1.3.2: Defining a road user
- 1.3.3: Making a lift-the-flap book about road users
- 1.3.4: Licensed to share the road

### 1.4. Ideas about sharing (4)

- 1.4.1:What do you share?
- 1.4.2: Ground rules for sharing a cheesy crust pizza
- 1.4.3: So what is the road sharing issue in your community?
- 1.4.4: Rules that help everyone get a fair share

### 1.5. Ideas about risks (5)

- 1.5.1: Unexpected risks to young drivers
- 1.5.2: Just how safe are you (and people like you)?
- 1.5.3: "I have a mate who ..."
- 1.5.4: Two truths and a lie
- 1.5.5: Finding out more

### 1.6. Ideas about distraction (10)

- 1.6.1: Distracted drivers
- 1.6.2: Things you see, things you hear, things you do, and things you think about
- 1.6.3: Making a series of "Did you know?" distracted driver screensavers for the cell phones of young road users
- 1.6.4: How distraction-proof are you?
- 1.6.5: Driving like a slug
- 1.6.6: Stopping distance matters
- 1.6.7: Thinking, braking and stopping
- 1.6.8: Wipe off 5
- 1.6.9: What's the deal with cell phones?
- 1.6.10: Drugged drivers

## 1.1. IDEAS ABOUT CITIZENSHIP

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

**Summary:**

- Describe and explain attributes of a citizen superhero. *Written and oral language*
- Discuss citizen superheroes. *Oral language*
- Write a definition statement for a "citizen". *Written language*
- Write a "Code of the Superhero Citizen". *Written language*
- Respond to the claim, *"Citizen superheroes exist in comic books and movies but not in real life."* *Written language*

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

### Activity 1.1.2: Identifying rights and responsibilities

**Summary:**

- Create a timeline – on paper, on a flat playground surface and/or online.
- Discuss rights and responsibilities given to young people. *Oral language*
- Complete a table on rights, responsibilities and consequences of not meeting responsibilities. *Written language*
- Research rights and responsibilities in the NZ road code.
- Write a paragraph about responsibilities.

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

| Activity 1.1.3: What sort of road network do you want to share with others? | | |
|---|---|---|
| **Summary:**<br>- Discuss quote from Charles de Lint about living in a world where people look out for each other. *Oral language*<br>- Write a letter to accompany a driving job application. | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driver licences**<br>Stage 1 – Learner Licence p 23 | **Supported by modules in Pathways Awarua:**<br><br>21. Filling in the driver licence application form<br>22. The Driver Licensing System Part One<br>23. The Driver Licensing System Part Two<br>28. Responsible driving<br>37. Respecting other road users (horn use, cyclists) | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- Unit 26622: Write to communicate ideas for a purpose and an audience.<br>- AS 90053: English 1.5 Produce formal writing. |

| Activity 1.1.4: The "I belong, I matter and I make a difference" citizen doll | | |
|---|---|---|
| **Summary:**<br>- Create a citizen doll from up-cycled materials.<br>- Use symbols and text to communicate a citizenship message about rights and responsibilities.<br>- Create a 3-D art work.<br>- Use photos and text to produce a news report on a demonstration for citizenship. *Written/oral and visual language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>Creating a safer road system p9 | **Supported by in Pathways Awarua:**<br><br>21. Filling in the driver licence application form<br>22. The Driver Licensing System Part One<br>23. The Driver Licensing System Part Two<br>28. Responsible driving<br>37. Respecting other road users (horn use, cyclists) | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- Unit 26622: Write to communicate ideas for a purpose and audience.<br>- AS 90053: English 1.5 Produce formal writing. |

| Activity 1.1.5: Do you have a say in what is going on? | | |
|---|---|---|
| **Summary:**<br>☐ Discuss what citizenship means to young people. *Oral language*<br>☐ Construct and deliver an oral text describing what it is like to be a young person, a citizen and a road user in New Zealand today. *Oral language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>Creating a safer road system p9 | **Supported by modules in Pathways Awarua:**<br><br>21. Filling in the driver licence application form<br>22. The Driver Licensing System Part One<br>23. The Driver Licensing System Part Two<br>28. Responsible driving<br>37. Respecting other road users (horn use, cyclists) | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- AS 90857: English 1.6 Construct and deliver an oral text. |

## 1.2. IDEAS ABOUT ROADS AND ROAD HAZARDS

| Activity 1.2.1: Defining roads (What is a road?) | | |
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| **Summary:**<br>☐ Brainstorm the many different aspects of roads. *Oral language*<br>☐ Use SOLO Hexagons to show how the different aspects of a road relate to each other – practising negotiation skills. *Oral language*<br>☐ Write a definition statement. *Written language*<br>☐ Research using the NZ road code.<br>☐ Research using instaGrok. | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>What is a road p117<br><br>**Driving skills syllabus**<br>Scanning and hazard recognition<br>Lesson 30 p100 | **Supported by modules in Pathways Awarua:**<br><br>22. The Driver Licensing System Part One<br>23. The Driver Licensing System Part Two<br>29 Speed and curves<br>30. Lanes<br>31. Parking<br>34. Driving on different types of roads (definition for roads, one way roads, motorways)<br>38. Flush medians | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- Unit 26622: Write to communicate ideas for a purpose and audience. |

| Activity 1.2.2: Can you read a road? | | |
|---|---|---|
| **Summary:**<br>☐ Brainstorm features that make a road less safe for users. *Oral language*<br>☐ Research appropriate ways to deal with hazards using NZ road code.<br>☐ Create a set of playing cards and design a simple card game called "Manage the road hazard" | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**Driving skills syllabus**<br>Scanning and hazard recognition<br>Lesson 30 p100<br><br>**Hazards and emergencies**<br>p 198 to 205 | **Supported by modules in Pathways Awarua:**<br><br>22. The Driver Licensing System Part One<br>23. The Driver Licensing System Part Two<br>29. Speed and curves<br>30. Lanes<br>31. Parking<br>34. Driving on different types of roads (definition for roads, one way roads, motorways)<br>38. Flush medians | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- AS 90052 English 1.4 Produce creative writing. (?) |

| Activity 1.2.3: Making a model road using found materials | | |
|---|---|---|
| **Summary:**<br>☐ Create a model road with features that would make the road less safe.<br>☐ Present the model to an audience. *Oral language*<br>☐ Write a report on the road to inform potential road users. *Written language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**When conditions change**<br>Road surface p196 and 197<br><br>**Hazards and emergencies**<br>p 198 to 205 | **Supported by modules in Pathways Awarua:**<br><br>22. The Driver Licensing System Part One<br>23. The Driver Licensing System Part Two<br>29. Speed and curves<br>30. Lanes<br>31. Parking<br>34. Driving on different types of roads (definition for roads, one way roads, motorways)<br>38. Flush medians | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- Unit 26622: Write to communicate ideas for a purpose and an audience.<br>- Unit 3492: Write a short report.<br>- AS 90053: English 1.5 Produce formal writing. |

| Activity 1.2.4: Spotting the hazards on a New Zealand road | | |
|---|---|---|
| **Summary**<br>☐ View a stretch of road on NZTA's virtual highway application. *Oral language*<br>☐ Record observations, inferences and recommendations for road users in a data table. *Written language*<br>☐ Write a travel advisory report on a highway (or a local road) for visitors to the region. *Written language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**Hazards and emergencies**<br>p 198 to 205 | **Supported by modules in Pathways Awarua:**<br><br>22. The Driver Licensing System Part One<br>23. The Driver Licensing System Part Two<br>29. Speed and curves<br>30. Lanes<br>31. Parking<br>34. Driving on different types of roads (definition for roads, one way roads, motorways)<br>38. Flush medians | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- Unit 26622: Write to communicate ideas for a purpose and an audience.<br>- Unit 3492: Write a short report.<br>- AS 90053: English 1.5 Produce formal writing. |

| Activity 1.2.5: Planning a route home, keeping any road hazards in mind | | |
|---|---|---|
| **Summary:**<br>☐ Plan a route for:<br>○ pedestrians,<br>○ cyclists,<br>○ passengers using public transport, and<br>○ drivers.<br>☐ Identify the shortest route.<br>☐ Identify the safest route. | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**Hazards and emergencies**<br>p 198 to 205 | **Supported by modules in Pathways Awarua:**<br><br>22. The Driver Licensing System Part One<br>23. The Driver Licensing System Part Two<br>34. Driving on different types of roads (definition for roads, one way roads, motorways)<br>38. Flush medians | **Possible evidence for the performance criteria in:**<br><br>- Unit 26623: Use numbers to solve problems.<br>- Unit 26627: Use measurement to solve problems.<br>- Unit 26624: Read texts with understanding.<br>- AS 90853: English 1.9 Use information literacy skills to form conclusion(s). |

| Activity 1.2.6: Exploring hazards that can stop a car rapidly | | |
|---|---|---|
| **Summary:**<br>☐ Conduct the "classic egg drop" experiment.<br>☐ Design a structure to increase the stopping distance for an egg.<br>☐ Discuss your findings using scientific terms. *Oral language*<br>☐ Write a report on why it is important to buy the safest car you can afford. | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driving**<br>**Key driving skills**<br>Following distance p138 | **Supported by modules in Pathways Awarua:**<br><br>22. The Driver Licensing System Part One<br>23. The Driver Licensing System Part Two<br>28. Responsible driving<br>29. Speed and curves<br>30. Lanes<br>32. Speed and force<br>33. Stopping distances<br>34. Driving on different types of roads 36. Making sure your car is road worthy (WOF)<br>38. Flush medians | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- Unit 26622: Write to communicate ideas for a purpose and an audience.<br>- Unit 3492: Write a short report.<br>- AS 90053: English 1.5 Produce formal writing. |

| Activity 1.2.7: Text for tips on what to do next | | |
|---|---|---|
| **Summary:**<br>☐ Create the content for a "how to read the road" app that will allow users to enter a hazard and receive a suitable response and/or receive a text message suggestion. *Written language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**Hazards and emergencies**<br>Dealing with hazards p 198 to 205 | **Supported by modules in Pathways Awarua:**<br><br>22. The Driver Licensing System Part One<br>23. The Driver Licensing System Part Two<br>29. Speed and curves<br>30. Lanes<br>31. Parking<br>34. Driving on different types of roads (definition for roads, one way roads, motorways)<br>38. Flush medians | **Possible evidence for the performance criteria in:**<br><br>- Unit 26622: Write to communicate ideas for a purpose and an audience.<br>- AS 90052: English 1.4: Produce creative writing. (?) |

## 1.3. IDEAS ABOUT ROAD USERS

### Activity 1.3.1: How did you use the road?

**Summary:**

- List, describe and explain the ways in which you used the road over a day. *Written language*
- Share your outcomes in pairs and in class discussion. *Oral language*
- Develop questions suitable to ask in interviewing a road. What would the road say about road users? *Written language*
- Write a blog post about your questions and how the road might respond.

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

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

**Summary:**

- In groups, brainstorm ways of defining a road user.
- Use SOLO Hexagons to show how the different aspects of a road user relate to each other – practising collaboration and negotiation skills.
- Do an instaGrok search.
- Revisit your group's definition.
- As a class, discuss the different definitions groups have come up with.
- Write a class definition statement about road users. *Written language*

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

| Activity 1.3.3: Making a lift-the-flap book about road users | | |
|---|---|---|
| **Summary:**<br>☐ Work in pairs to create a lift-the-flap picture book with a message about road users. *Written and oral language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driver licences** p 13 to 44<br>**About other road users**<br>Sharing the road<br>Information for other road users<br>p258 to 279 | **Supported by modules in Pathways Awarua:**<br><br>28. Responsible driving<br>37. Respecting other road users | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- Unit 26622: Write to communicate ideas for a purpose and audience.<br>- Unit 1280: Use graphics in communication.<br>- AS 90052: English 1.4 Produce creative writing.<br>- AS 90855: English 1.7 Create visual text. |

| Activity 1.3.4: Licensed to share the road | | |
|---|---|---|
| **Summary:**<br>☐ Discuss how important it is to have a driver licence.<br>☐ Describe a New Zealand driver licence (NZ road code).<br>☐ Design a driver licence for the future.<br>☐ Write a report promoting your design. | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driver licences** p 13 to 44 | **Supported by modules in Pathways Awarua:**<br><br>21. Filling in the driver licence application form<br>22. The Driver Licensing System Part One<br>23. The Driver Licensing System Part Two<br>28. Responsible driving<br>35. Police and emergency services<br>37. Respecting other road users (horn use, cyclists) | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- Unit 26622: Write to communicate ideas for a purpose and audience.<br>- AS 90052: English 1.4 Produce creative writing.<br>- AS 90855: English 1.7 Create visual text. |

## 1.4. IDEAS ABOUT SHARING

| Activity 1.4.1: What do you share? | | |
|---|---|---|
| **Summary:**<br>☐ List things you share. *Written language*<br>☐ Categorise the things that you share.<br>☐ Discuss what it felt like when you shared something and it did not work out. *Oral language*<br>☐ Produce a "rough and dirty" guide for how NOT to share the road with others. | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**Creating a safe road system** p9 | **Supported by modules in Pathways Awarua:**<br><br>27. Passing<br>31. Parking<br>32. Speed and force<br>37. Respecting other road users (horn use, cyclists) | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- Unit 26622: Write to communicate ideas for a purpose and audience.<br>- AS 90052: English 1.4 Produce creative writing. |

| Activity 1.4.2: Ground rules for sharing a cheesy crust pizza | | |
|---|---|---|
| **Summary:**<br>☐ Make up ground rules for sharing a cheesy crust pizza and another set of rules for sharing a skate ramp, a computer game or a discussion. *Written and oral language*<br>☐ Compare and contrast the two sets of rules and find features they have in common. *Oral language*<br>☐ Use the common features to make a general set of rules for citizens sharing the road network. *Written language*<br>☐ Write a user manual on "How to share a road network". | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About other road users**<br>Sharing the road p258 to 267 | **Supported by modules in Pathways Awarua:**<br><br>27. Passing<br>31. Parking<br>37.Respecting other road users (horn use, cyclists) | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- Unit 26622: Write to communicate ideas for a purpose and an audience.<br>- AS 90053: English 1.5 Produce formal writing. |

| Activity 1.4.3: So what is the road sharing issue in your community? | | |
|---|---|---|
| **Summary:**<br>- Identify what the biggest issue is when sharing the road. *Oral language*<br>- Survey your community. Collect, sort and organise data (explain what "organise" means in this context). Clean, summarise and present data. Analyse, draw conclusions and make generalisations about data. | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About other road users**<br>Sharing the road p258 to 267 | **Supported by modules in Pathways Awarua:**<br><br>21. Filling in the driver licence application form<br>28. Responsible driving<br>31. Parking<br>32. Speed and force<br>36. Making sure your car is road worthy (WOF)<br>37. Respecting other road users (horn use, cyclists) | **Possible evidence for the performance criteria in:**<br><br>- Unit 26626: Interpret statistical information for a purpose.<br>- Unit 26625: Actively participate in spoken interactions.<br>- Unit 26622: Write to communicate ideas for a purpose and an audience.<br>- AS 90053: English 1.5 Produce formal writing. |

| Activity 1.4.4: Rules that help everyone get a fair share | | |
|---|---|---|
| **Summary:**<br>- Describe rules that would prevent road users from "wrecking it" for others. *Oral language*<br>- Classify the rules into rules about safe speed, safe road use, safe vehicle and other.<br>- Discuss how rules help citizens to share the road network. *Oral language*<br>- Construct and deliver an oral text describing why following the rules should matter to all young people using the roads in New Zealand today. *Oral language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driving** p 117 to 212<br><br>**About limits** p213 to 226 | **Supported by modules in Pathways Awarua:**<br><br>27. Passing<br>28. Responsible driving<br>31. Parking<br>32. Speed and force<br>36. Making sure your car is road worthy (WOF)<br>37. Respecting other road users (horn use, cyclists) | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- AS 90857: English 1.6 Construct and deliver an oral text. |

## 1.5. IDEAS ABOUT RISK

### Activity 1.5.1: Unexpected risks to young drivers

**Summary:**

- ☐ Listen to Dr Teresa Senserrick talk about the driving habits of young drivers that put them at risk.
- ☐ Identify risks to young drivers that surprised you.
- ☐ Watch "The Party Planner" (2010).
- ☐ Describe a situation in which a young person manages a risk when they are using the road as a driver or passenger. *Oral language*
- ☐ Create a comic strip story about a young citizen managing risks on the road. *Written and visual language*

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

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

**Summary:**

- ☐ Read charts, statistics and resources to find out more about risks for young people when they use the road.
- ☐ Choose a statistic about a risk for young people when they use the road.
- ☐ In groups, think about how you could improve this statistic.
- ☐ Create a piece of persuasive writing about safer journeys for young people with a “you can change this” message. *Written language*

| Supported by Official NZ Road Code: (page numbers from 2015 hardcopy) | Supported by modules in Pathways Awarua: | Possible evidence for the performance criteria in: |
|---|---|---|
| Creating a safe road system p9 | 27. Passing<br>28. Responsible driving<br>29. Speed and curves<br>30. Lanes<br>32. Speed and force<br>33. Stopping distances<br>36. Making sure your car is road worthy (WOF)<br>37. Respecting other road users (horn use, cyclists) | - Unit 26622: Write to communicate ideas for a purpose and an audience.<br>- Unit 26624: Read texts with understanding.<br>- Unit 1280: Use graphics in communication.<br>- AS 90053: English 1.5 Produce formal writing.<br>- AS 90853: English 1.9 Use information literacy skills to form conclusion(s). |

| Activity 1.5.3: "I have a mate who …" | | |
|---|---|---|
| **Summary:**<br>- Read WHO resources and infographics to find out the facts about the risks to young road users.<br>- Classify the facts into surprising facts, shocking facts, happy, sad or makes-me-mad facts, curious facts and facts worth sharing.<br>- Evaluate the facts – to what extent do they suggest that young people belong on the road network, matter on the road network and/or make a difference on the road network? *Written and oral language*<br>- Vote on the five facts that are most worth sharing.<br>- Use social media to broadcast five facts that matter. *Written language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**Creating a safe road system** p9 | **Supported by modules in Pathways Awarua:**<br><br>28. Responsible driving<br>32. Speed and force<br>33. Stopping distances<br>36. Making sure your car is road worthy (WOF)<br>37. Respecting other road users (horn use, cyclists) | **Possible evidence for the performance criteria in:**<br><br>- Unit 26624: Read texts with understanding.<br>- Unit 1280: Use graphics in communication.<br>- AS 90853: English 1.9 Use information literacy skills to form conclusion(s). |

| Activity 1.5.4: Two truths and a lie | | |
|---|---|---|
| **Summary:**<br>- Create a set of "two truths and a lie" cards using NZTA resources and information, including the NZ road code. *Written language*<br>- Create a class set of "truth or lie" cards to use to start up conversations about risk factors for young people and to help young people learn the NZ road code (2015). | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**Creating a safe road system** p9 | **Supported by modules in Pathways Awarua:**<br><br>28. Responsible driving<br>32. Speed and force<br>36. Making sure your car is road worthy (WOF)<br>37. Respecting other road users (horn use, cyclists) | **Possible evidence for the performance criteria in:**<br><br>- Unit 26624: Read texts with understanding.<br>- Unit 1280: Use graphics in communication.<br>- AS 90853: English 1.9 Use information literacy skills to form conclusion(s). |

| Activity 1.5.5: Finding out more | | |
|---|---|---|
| **Summary:**<br>☐ Work with family members, friends or students at your school to identify the risks to young road users that they see in your local area and what is being done about them. *Oral language*<br>☐ Unpack the risk factors using the Weiderhold question matrix. *Written language*<br>☐ Ask, "So what can we do?" as a prompt for suggestions from family, whānau and friends. *Written and oral language*.<br>☐ Find out what citizens are already doing to keep young people in your local community safe on the roads.<br>☐ Become someone who makes a difference to young people using the road. | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**Creating a safe road system** p9 | **Supported by modules in Pathways Awarua:**<br><br>28. Responsible driving<br>32. Speed and force<br>36. Making sure your car is road worthy (WOF)<br>37. Respecting other road users (horn use, cyclists) | **Possible evidence for the performance criteria in:**<br><br>- Unit 26624: Read texts with understanding.<br>Unit 26625: Actively participate in spoken interactions. |

## 1.6. IDEAS ABOUT DISTRACTION

| Activity 1.6.1: Distracted drivers | | |
|---|---|---|
| **Summary:**<br>☐ Watch the New York Times video on distracted drivers, "Aware of the dangers".<br>☐ Discuss what you saw using a series of discussion prompts. *Oral language*<br>☐ Write a review of the video. Offer some recommendations as to its suitability as a community resource to help young people learn more about distracted drivers. *Written language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driver responsibility**<br>Driver distractions p 235 to 236 | **Supported by modules in Pathways Awarua:**<br><br>28. Responsible driving<br>29. Speed and curves<br>32. Speed and force<br>33. Stopping distances | **Possible evidence for the performance criteria in:**<br><br>- Unit 26622: Write to communicate ideas for a purpose and an audience.<br>- AS 90053: English 1.5 Produce formal writing |

| **Activity 1.6.2: Things you see, things you hear, things you do and things you think about** | | |
|---|---|---|
| **Summary:**<br>☐ Read the NZTA fact sheet, "Diverted attention crash facts".<br>☐ Analyse a graph on crashes linked to distracted drivers.<br>☐ Do a think–pair–share on distractions. *Oral language*<br>☐ Brainstorm what can distract drivers. *Oral language*<br>☐ Classify these driver distractions.<br>☐ Discuss distraction facts. *Oral language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driver responsibility**<br>Driver distractions p 235 to 236 | **Supported by modules in Pathways Awarua:**<br><br>28. Responsible driving<br>29. Speed and curves<br>32. Speed and force<br>33. Stopping distances | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions.<br>- Unit 26624: Read texts with understanding. |

| **Activity 1.6.3: Making a series of "Did you know?" distracted driver screensavers for the cell phones of young road users** | | |
|---|---|---|
| **Summary:**<br>☐ Read reports, resources and blogs that deal with distracted driving.<br>☐ Find five facts to support the claim that distracted drivers are dangerous drivers.<br>☐ Create a series of distracted driver screensavers for mobile phones. Base the design on the messages young drivers need to know about distraction. *Written and visual language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driver responsibility**<br>Driver distractions p 235 to 236 | **Supported by modules in Pathways Awarua:**<br><br>28. Responsible driving<br>32. Speed and force<br>33. Stopping distances | **Possible evidence for the performance criteria in:**<br><br>- Unit 26624: Read texts with understanding.<br>- AS 90853: English 1.9 Use information literacy skills to form conclusion(s).<br>- AS 90855: English 1.7 Create a visual text . |

| Activity 1.6.4: How distraction-proof are you? | | |
|---|---|---|
| **Summary:**<br>- Measure your distraction levels using an online game.<br>- Discuss your results. *Oral language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driver responsibility**<br>Driver distractions p 235 to 236 | **Supported by modules in Pathways Awarua:**<br><br>28. Responsible driving<br>32. Speed and force<br>33. Stopping distances | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions. |

| Activity 1.6.5: Driving like a slug | | |
|---|---|---|
| **Summary:**<br>- Use an online simulator to explore the effects on stopping distance when a driver is distracted.<br>- Discuss your results. *Oral language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driver responsibility**<br>Driver distractions p 235 to 236 | **Supported by modules in Pathways Awarua:**<br><br>28. Responsible driving<br>29. Speed and curves<br>32. Speed and force<br>33. Stopping distances | **Possible evidence for the performance criteria in:**<br><br>- Unit 26625: Actively participate in spoken interactions. |

| Activity 1.6.6: Stopping distance matters | | |
|---|---|---|
| **Summary:**<br>- Do research on stopping distances, getting information from fact sheets, readings and videos. *Written language*<br>- Use the NZ road code to make links between rules and stopping distances.<br>- Write a draft script for a motor programme like Top Gear www.topgear.com/au, for an episode in which the hosts explore stopping distances with different cars, drivers and/or conditions. | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driving**<br>**Key driving skills**<br>Following distance p138 to 139<br><br>**About other road users**<br>**Sharing the road**<br>Sharing the road with trucks and buses p262 to 263 | **Supported by modules in Pathways Awarua:**<br><br>24. Breakdowns and tyres<br>25. Towing and speed<br>27. Passing<br>28. Responsible driving<br>29. Speed and curves<br>32. Speed and force<br>33. Stopping distances | **Possible evidence for the performance criteria in:**<br><br>- Unit 26624: Read texts with understanding.<br>- Unit 26622: Write to communicate ideas for a purpose and an audience.<br>- AS 90853: English 1.9 Use information literacy skill to form conclusion(s).<br>- AS 90052: English 1.4 Produce creative writing. |

| **Activity 1.6.7: Thinking, braking and stopping** | | |
|---|---|---|
| **Summary:**<br>- Stopping distance = reacting distance + braking distance<br>- Fill in missing data on stopping distances.<br>- Draw a bar graph.<br>- Interpret data.<br>- Replicate measurements in school grounds.<br>- Discuss results of stopping distances for different speeds. *Oral language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driving**<br>**Key driving skills**<br>Following distance p138 to 139<br><br>**About other road users**<br>**Sharing the road**<br>Sharing the road with trucks and buses p262 to 263 | **Supported by modules in Pathways Awarua:**<br><br>24. Breakdowns and tyres<br>25. Towing and speed<br>27. Passing<br>28. Responsible driving<br>29. Speed and curves<br>32. Speed and force<br>33. Stopping distances | **Possible evidence for the performance criteria in:**<br><br>- Unit 26623: Use number to solve problems.<br>- Unit 26627: Use measurement to solve problems.<br>- Unit 26626: Interpret statistical information for a purpose. |

| **Activity 1.6.8: Wipe off 5** | | |
|---|---|---|
| **Summary:**<br>- Watch the "Wipe off 5" videos on the YouTube channel of the Australian Transport Accident Commission Victoria.<br>- Use the Car Stopping distance calculator to see the effect of wiping off 5.<br>- Discuss the arguments for and against wiping off 5. *Oral language*<br>- Write a blog post in response to the Wipe off " campaign. *Written language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About driving**<br>**Key driving skills**<br>Following distance p138 to 139<br><br>**About other road users**<br>**Sharing the road**<br>Sharing the road with trucks and buses p262 to 263 | **Supported by modules in Pathways Awarua:**<br><br>28. Responsible driving<br>29. Speed and curves<br>32. Speed and force<br>33. Stopping distances | **Possible evidence for the performance criteria in:**<br><br>- Unit 26622: Write to communicate ideas for a purpose and audience.<br>- AS 90853: English 1.9 Use information literacy skills to form conclusion(s).<br>- AS 90053 English 1.5 Produce formal writing. |

| Activity 1.6.9: What's the deal with cell phones? | | |
|---|---|---|
| **Summary:**<br>- Use the Car Stopping Distance Calculator to complete the table for stopping distance when the driver is distracted because he or she is using a cell phone.<br>- Draw a graph showing how reacting, braking and stopping distances change as the speed of the car increases.<br>- Interpret your data.<br>- Compare your data with data from Activity 1.6.7.<br>- Pace out the change in reacting/thinking and stopping distances on the school field.<br>- Write a report on your investigation. *Written language*.<br>- Discuss how you would persuade a friend or family member that using a cell phone when driving is as dangerous as driving drunk. *Oral language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>Cellphones p235,<br>Stepping over the line p244 | **Supported by modules in Pathways Awarua:**<br><br>28. Responsible driving<br>32. Speed and force<br>33. Stopping distances | **Possible evidence for the performance criteria in:**<br>- Unit 26623: Use number to solve problems.<br>- Unit 26626: Interpret statistical information for a purpose.<br>- Unit 26622: Write to communicate ideas for a purpose and audience.<br>- AS 90853: English 1.9 Use information literacy skills to form conclusion(s).<br>- AS 90053 English 1.5 Produce formal writing. |

| Activity 1.6.10: Drugged drivers | | |
|---|---|---|
| **Summary:**<br>- Read the NZ road code on alcohol and drug limits.<br>- Watch NZTA TV advertisements "Expert opinion: Shopkeepers drug driving" and "Expert opinion: Blazed – drug driving in Aotearoa".<br>- Watch one of those advertisements again and take notes on what you saw. *Written language.*<br>- Plan an infographic based on "what the experts say".<br>- Read NZTA fact sheets and FAQ to elaborate on the message your infographic will communicate. *Written language* | | |
| **Supported by Official NZ Road Code:**<br>**(page numbers from 2015 hardcopy)**<br>**About limits**<br>Alcohol and drug limits<br>p218 to 224 | **Supported by modules in Pathways Awarua:**<br><br>28. Responsible driving<br>32. Speed and force<br>33. Stopping distances | **Possible evidence for the performance criteria in:**<br>- Unit 26624: Read texts with understanding.<br>- Unit 1280: Use graphics in communication.<br>- AS 90855: Create a visual text.<br>- AS 91103 Create a crafted and controlled visual and verbal text. |

| **Section reflection** |
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| What do you know you don't know about citizenship in the context of the safe road network? |
| What have you learnt that is new to you about citizenship in the context of the safe road network? |
| What do you wonder about citizenship in the context of the safe road network? |
| Use the student responses to make decisions about follow-up sessions. |

**Resources:**