Literacy and numeracy using the road code

Introduction

This transition resource includes learning experiences that use *The official New Zealand road code* (2023 and online) to integrate learning for citizenship within broad contemporary social issues for safer travel in New Zealand.

The official New Zealand road code

Lessons support NCEA in its current format, helping students meet literacy and numeracy requirements. Learning is designed to generate evidence for the criteria in the following unit and achievement standards:

Unit standards	Achievement standards
26622: Write to communicate ideas for a purpose and audience 26624: Read texts with understanding 26625: Actively participate in spoken interactions 26623: Use numbers to solve problems 26626: Interpret statistical information for a purpose 26627: Use measurement to solve problems	AS 90052: English 1.4 Produce creative writing 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 AS 90853 English 1.9 Use information literacy skills to form conclusion(s)

Varied learning experiences do this at three levels of understanding. Learning experiences for:

- bringing in ideas (35 activities, see Part 1)
- relating ideas (15 activities, see Part 2)
- extending ideas (12 activities, see Part 3).

Links to the road code

Activities are aligned to the relevant section of *The official NZ road code* and to lessons in Drive Road Code – the official way to learn the road rules and get the information needed to pass the learner licence theory test.

Drive Road Code

They can also be aligned with the road code modules at Pathways Awarua, the online literacy and numeracy tool.

Road code (Pathways Awarua)

Consider the interests, abilities and future needs of your students when selecting the most suitable activities (in terms of prior knowledge and cognitive complexity) and the order of activities to include in your teaching programme.

The official New Zealand road code explains the legal responsibilities of vehicle owners and the legal requirements for your vehicle.

Overview

Section 1.0. Learning contexts for bringing in ideas (35)

- 1.1. Ideas about citizenship (5)
- 1.2.Ideas about roads and road hazards (7)
- 1.3. Ideas about road users (4)
- 1.4. Ideas about sharing (4)
- 1.5. Ideas about risks (5)
- 1.6. Ideas about distraction (10)

Section 2.0. Learning contexts for relating ideas (15)

- 2.1. Explain the reasons for sharing the road network (6)
- 2.2. Explain the consequences of sharing the road network (9)

Section 3.0. Learning contexts for extending ideas (12)

- 3.1. Reflect on your thoughts and actions as a citizen and a road user (3)
- 3.2. Speak up when you see unsafe road use (3)
- 3.3. Take action when you see unsafe road use (6)

Learning contexts for bringing in ideas (35)

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 distracted driver screensavers for cell phones
- 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

Learning contexts for relating ideas (15)

2.1. Explain the ideas for sharing the road network (6)

- 2.1.1: Why do young people use the roads?
- 2.1.2: Real, almost real and unreal roads
- 2.1.3: Safe and usafe ways to use a road
- 2.1.4: The lion tamer and the road user
- 2.1.5: Explanations for unsafe sharing
- 2.1.6: What do you think the reasons are?

2.2. Explain the consequences for sharing the road network (9)

- 2.2.1: Rules for safe outcomes when using the road
- 2.2.2: Rules and more rules for sharing the road safely
- 2.2.3: Sharing the road
- 2.2.4:Trusting people to do the right thing
- 2.2.5: Consider all factors when thinking about the consequences
- 2.2.6: Before you get behind the wheel: thinking about the consequences
- 2.2.7: Pink stickered
- 2.2.8: What is the cost of operating and maintaining a road-safe car?
- 2.2.9: The real cost of getting behind the wheel

Learning contexts for extending ideas (12)

3.1. Reflect on your thoughts and actions as a citizen and a road user (3)

- 3.1.1: Reflecting on your skills when sharing the road with others
- 3.1.2: Reflecting on your attitude when sharing the road
- 3.1.3: Reflecting on the likelihood you will breach the road rules

3.2. Speak up when you see unsafe road use (3)

- 3.2.1: What sort of citizen road user am I?
- 3.2.2: Speaking up- sort it or report it
- 3.2.3: I feel ... when you ... because I ... and I would like you to ...

3.3. Take action when you see unsafe road use (6)

- 3.3.1: Taking action: Getting involved
- 3.3.2: Contacting an MP or local body politician
- 3.3.3: Creating a whakataukīor proverb about safer travel and citizenship
- 3.3.4: Sort it and report it - on the back of a bus
- 3.3.5: Become an advocate for safer journeys for young people
- 3.3.6: What is the best message for young people sharing the roads?

Possible learning pathways

The number, complexity and sequence of pathways will vary according to the different learning needs of students.

Each learning activity comes with suggested links to Drive, Pathways Awarua modules, the *Official New Zealand Road Code* and further learning activities to deepen understanding.

Learning experiences to bring in ideas	Learning experiences to relate ideas	Learning experiences to extend ideas

Responsible driving

Learning experiences to bring in ideas

- Determine prior knowledge
- Activity 1.1.2: Identifying rights and responsibilities

Learning experiences to relate ideas

- Activity 2.1.3: Safe and unsafe ways to use a road
- Activity 2.2.2: Rules and more rules for sharing the road safely

Learning experiences to extend ideas

- Activity 3.1.2: Reflecting on your attitude when sharing the roads with others

Safe vehicles

Learning experiences to bring in ideas

- Determine prior knowledge
- Activity 1.2.6: Exploring hazards that can stop a car quickly
- Activity 1.4.4: Rules that help everyone get a fair share

Learning experiences to relate ideas

- Activity 2.1.5: Explanations for unsafe sharing
- Activity 2.2.6: Before you get behind the wheel: thinking about the consequences
- Activity 2.2.7: Pink stickered
- Activity 2.2.8: What is the cost of operating and mainating a road-safe car?

Learning experiences to extend ideas

- Activity 3.1.2: Reflecting on your attitude when sharing the roads with others
- Activity 3.2.2: Speaking up - sort it or report it

Driver licence

Learning experiences to bring in ideas

- Determine prior knowledge
- Activity 1.3.4: Licensed to share the road

Learning experiences to relate ideas

- Activity resource 2.1.3: Safe and unsafe ways to use the road
- Activity 2.2.9: The real cost of getting behind the wheel

Learning experiences to extend ideas

- Activity 3.2.1: What sort of citizen road user am I?

Driving on different types of roads

Learning experiences to bring in ideas

- Determine prior knowledge
- Activity 1.2.1: Defining roads (What is a road?)Licensed to share the road
- Activity 1.2.2: Can you read a road?

Learning experiences to relate ideas

- Activity 2.1.2: Real, almost real and unreal roads
- Activity 2.1.4: The lion tamer and the road user
- Activity 2.2.2: Rules and more rules for sharing the road safely

Learning experiences to extend ideas

- Activity 3.3.1: Taking action: Getting involved

Stopping distances

Learning experiences to bring in ideas

- Determine prior knowledge
- Activity 1.2.2: Can you read a road?
- Activity 1.2.6: Exploring hazards that can stop a car quickly
- Activity 1.6.6: Stopping distance matters
- Activity 1.6.7: THinking, braking stopping

Learning experiences to relate ideas

- Activity 2.1.2: Real, almost real and unreal roads
- Activity 2.1.4: The lion tamer and the road user
- Activity 2.2.2: Rules and more rules for sharing the road safely

Learning experiences to extend ideas

- Activity 3.3.1: Taking action: Getting involved

Big ideas behind the resource

Note: this unit may involve the discussion of road crashes. It is likely there will be students in your class with first-hand experience and it is recommended that you exercise discretion.

What is the big idea?

The big idea is that people using our roads are precious. We need to work together so everyone, whether they're walking, cycling, driving, motorcycling or taking public transport, can get to where they're going safely.

The Official New Zealand Road Code is a guide on how to be active citizens in working together for this outcome. Everyone is connected. What we do affects others. What others do affects us.

Our vision

Our vision is a New Zealand where no one is killed or seriously injured in road crashes. This means that no death or serious injury while travelling on our roads is acceptable.

How do we get there?

Road to Zero is New Zealand's Road Safety Strategy to 2030. It outlines the national approach to achieving this vision.

[Road to Zero (Waka Kotahi)]

How we work together

When we share something with others, what we do affects what they can do. We need to share the roads in ways that are fair – in ways that don't create unnecessary risk for others.

We need to work together to keep everyone safe when they use the roads.

How young people can measure their progress

The activities in this curriculum resource encourage students to consider their part in a safer road system in 3 ways:

Actions – no compromises – demonstrate a commitment to safer travel for self, friends, family and whānau. Adopt a "sort it and report it" approach to unsafe road use. Take responsibility for past actions and make efforts to improve. Seek out and correct unsafe road use.

Collaboration – listen, respond and act together to make the roads a system free of death and serious injury.

Communication – describe, explain and justify ways to share the road safely with others – share safe speed rules, safe road use rules, safe vehicles rules and other rules.

For more on this, see SOLO self-assessment rubrics for actions, collaboration and communication.

Values, key competencies and key understanding

Values	Key competencies – to be exercised and strengthened.	Key understanding
Excellence Innovation Diversity Equity **Community and Participation** Ecological Sustainability Integrity **Respect**	Thinking – Critically analyse the factors contributing to safe roads for all citizen road users. Managing self – Act responsibly when using the road as a pedestrian, passenger or driver to ensure all road users travel safely. Participating and contributing – Display an awareness of the local issues around creating and maintain safe roads. Be actively involved in community issues around safe roads. Contribute to ensure every road user travels safely. Relating to others – Interact with others to create safe roads. Making meaning from language, symbols and text – Interpret and use language, symbols and text to communicate messages about citizenship through contexts of road users and safe roads.	Everyone belongs, matters and makes a difference when using the road. Everyone has the right to safe travel on the roads. Everyone is responsible for making sure other road users travel safely.