



NZTA_Remix
is all go

There's plenty of time for secondary students to work on their Remix competition entries before the 31 October deadline. Help is online thanks to Helen Baxter's Remix column.



Can your students mix it up with the best?

Choose your challenge

To recap, the NZTA is running a set of three Remix competitions for year 9-13 students to create digital resources about road safety. The theme: Safer Journeys for Teens.

The competitions are for Auckland schools, rural schools, and all NZ schools. Students can choose from three challenges:

- Creative remix (using video, music or animation)
- Data mash-up (using facts and figures to create an infographic)
- Literary remix (based on Shakespeare)

Just getting started?

'The best way to get your ideas flowing is to step away from the screen. Find some paper and something to doodle with, preferably in lots of colours,' writes Helen Baxter in her Remix column. Helen is convenor of

Remix judges and head of Mohawk Media.

Helen reckons the group brainstorm is a tried and tested way for students to figure out what they know, and what interests them.

Once they have some rough ideas, it's time to search the NZTA's suggested remixable resources to see what content is available to work on.

Planning your creation

Helen says the next stage is to filter down to the best ideas. Start planning the details and get students thinking about how to use their creation to promote road safety in school.

'Whether you are making a creative remix, literary remix or data mash-up you are telling a story. You need to stay on the theme of Safer Journey for Teens and focus on positive messages, so no disaster scenarios.'

Need a tip?

Do your students want to know the best tools to use for the NZTA_Remix competitions? Need guidelines on reusing content? Helen has more tips in her Remix column, appearing online regularly through to the end of August.

- Bookmark it: education.nzta.govt.nz/remix-columns



Forces lessons ramped up

Lincoln High School teachers trialled the NZTA's science unit with year 9 classes. Written by Pam Hook, the unit is a flexible plan about forces in the context of vehicle safety.

After teachers checked students' prior knowledge, they moved on to challenges like the ramp. In this activity, classes experimented with materials to slow down model cars on a long steep ramp, simulating real-life engineering solutions like road bumps.

'The link to road safety made learning about forces real,' said the teachers. Here's what else the Lincoln team said:

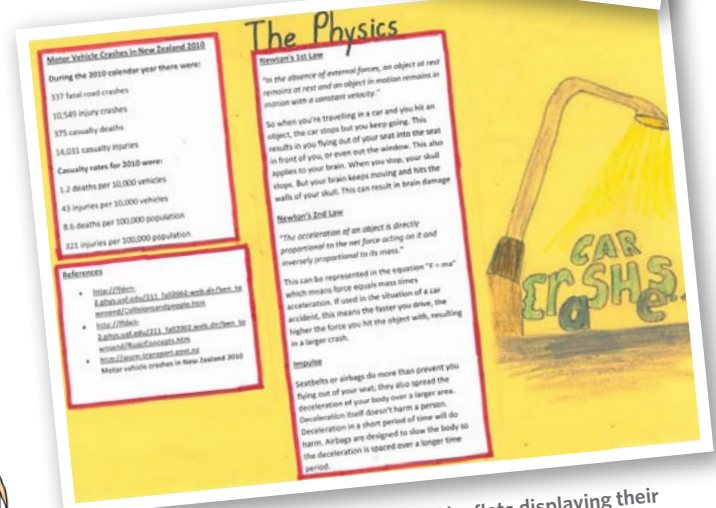
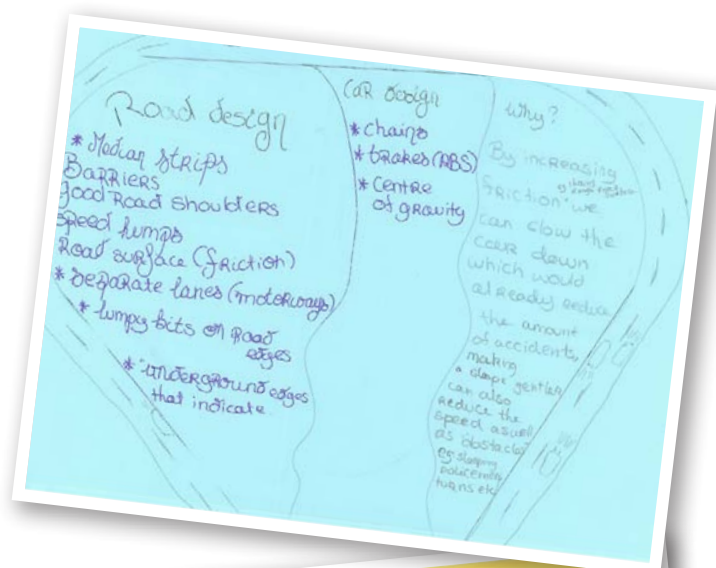
- 'We were surprised by the intensity of interest and how much the students got into this unit.'
- 'The unit worked because it allowed us to pick and choose objectives and activities to meet the needs of our students.'
- 'Our philosophy in teaching science is to help students make sense of the world around them and this topic helped. Science gives students the knowledge to make their own choices. We want our students to make decisions based on science and logic, rather than just remember rules.'
- 'Definitely, more students understand force and motion because we taught it this way. They understand it much better than if we had just put equations about forces on the board.'

Lincoln teachers said the trial of the NZTA resource has encouraged them to use more real-life contexts in science. Relevant contexts get students interested, help them understand key concepts, and lead into deeper learning.



All four trials exemplify the New Zealand Curriculum in action beautifully.

Education consultant Mary Chamberlain is evaluating trials of NZTA secondary curriculum resources in four schools. She says she was impressed during her visits.



Students created road safety posters and leaflets displaying their knowledge of forces.

Who? Lincoln High School

What? Road Safety – Science resource

Download
education.nzta.govt.nz/resources

Secondary teachers and students put NZTA curriculum resources through their paces during trials earlier this year.

Positive pictures

SECONDARY ART STUDENTS CREATE THEIR OWN PICTURE OF STAYING SAFE ON CITY STREETS

Pictured are signs and posters created by students who responded with energy and enthusiasm to a lesson putting art to a road safety purpose.

The unit was written for the NZTA by Wellington East Girls' College teacher Hayley Carleton and trialled by head of art Ros Cameron.

The two teachers said the aim was to deepen student understanding of pedestrian safety issues, such as the distraction of mobile phones and iPods.

'At the same time we wanted students to learn about the design process and the relationship of text and images in creating an idea. We wanted them to produce artwork that would engage other teenagers because it was positive, light-hearted, humorous and educational.'

Students looked at how safety advertisements can balance fun and serious elements. They then researched hazards they noticed when coming to school.

'Taking time to investigate thoroughly meant that what students came up with in terms of their artwork was solid. It means they are doing the learning and embedding it in their own practice.'

Student self-evaluations indicated some behaviour change. For example, a student said she now unplugs her iPod and stops texting when crossing the road.

It's about them and their lives. Each student had a unique personal idea and that's something we always aim to achieve in our art units.

WEGC art teachers



Who? Wellington East Girls' College

What? NZTA Art and Design Year 9 & 10 units

Download

education.nzta.govt.nz/resources



SHARE YOUR STORIES The NZTA education website helps teachers share what works in road safety education. Read about other schools and send in your own articles, using an easy online submission form. Potential topics: road and rail safety in the curriculum, school ethos and organisation, partnerships in the community, and how you use NZTA resources.

Visit: education.nzta.govt.nz/stories

Facing up to reality

In her role as a police education officer, Constable Amanda Parsons works with schools in the Porirua and Kapiti Coast areas. This includes visits to primary schools, where she works alongside teachers on walking and cycling safety, and trains and monitors children on school traffic safety teams.

Being a familiar presence for the area's children is paying off as she works more with teenagers in secondary schools on road safety. 'A lot of the students know me from their primary school years,' says Amanda.

One group of students at Aotea College looked ready for a challenge. 'There was a group of students I knew who were quite keen to progress their leadership skills, something the college strongly supported. So I talked to them about what they wanted to do.'

As a result, the group formed a chapter of Students Against Driving Drunk. With Amanda's help during lunchtime meetings, they planned a launch event which drew 400 students.

Amanda made sure her colleagues turned up with the police mobile breath testing station, known as the booze bus, to explain the police response to the problem.

The student group provided factual displays and ran a quiz. They also screened a video of peers reciting drink driving messages, including from the NZTA *Legend* campaign.

'It was to get them talking about road safety and how drinking and driving is simply not okay,' says Amanda.

Co-curricular events like this are a positive part of the school culture, and gave the young leaders a meaningful way to enact values and key competencies as described in the New Zealand Curriculum. Standing shoulder to shoulder with them was Constable Amanda.



Constable Amanda Parsons helps secondary students think about the serious side of life

When they are engaged and you can have some really thought-provoking conversations with them, it is interesting – it's more at an adult level and I enjoy it.

Constable Amanda Parsons

NEED HELP?

To see how police education officers can assist you, contact your local police station or visit the website:

www.police.govt.nz/service/yes



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