

Awesome entries

The NZTA_Remix competition challenged secondary students to remix media, data and even Shakespeare to create safe and positive road safety messages. Equally important, they had to show how these were used in school to promote safer journeys for teens.

The winners: Tawa College, Wellington, with best rural school going to Darfield High School, Canterbury.

Year 12 Tawa students made an interactive website about why drinks, drugs and driving don't mix.

Their entry was part of a class project for NCEA level 2 digital technology. Three students combined their work, which includes animation, infographics and remixed videos and statistics from NZTA sources. This and the other class entries were placed on the college intranet with a survey for students about drug and drink driving. Senior students viewed the presentations and discussed the issue during form time.

Judges said the winning website was slick, well presented and used material from a good range of

sources. It was clear the students had put in a lot of work and made the result highly visible to their peers.

Darfield students entered a video called 'Romeo and Juliet and their WoF', which remixed the classic tale of young love to show the importance of warrants of fitness. Judges said the entry was 'cleverly written, animated, and even comes with a happy ending'. Students showed the video to classes and school assembly, using Facebook and Twitter to generate publicity.

Each winning school receives \$10,000 in vouchers for their school and \$2000 for a teacher and students to present at the ICOT International Conference on Thinking 2013 in Wellington, plus \$500 in vouchers per student for up to five students on the winning team.

REMIX JUDGES IMPRESSED

Well done to all students who entered. Judges placed equal emphasis on each entry's content and how it was used in schools to create positive promotion about road safety. Convener of Judges Helen Baxter says students demonstrated impressive creative writing, and professional media production skills.

'Entries ranged from short films or poster campaigns, to animations and infographics. Students turned assemblies into video screening rooms, wrote catchy road safety jingles, and even remixed Shakespeare. Top marks all round.'

Chief Judge Paul Brislen says the standard of entries was impressive and it was a challenge to pick the winners.

'It's great to see the students so engaged, so taken with their subjects and with storytelling itself. They've got the skills to produce really good-quality media that's second to none.'



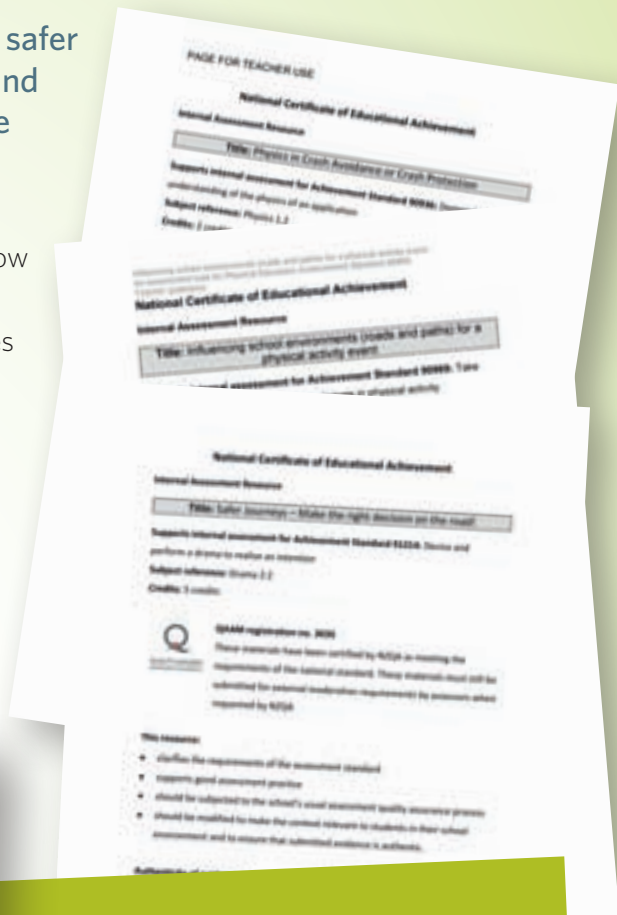
Peer-reviewed NCEA resources available

Teachers are advised that NZQA-approved resources using safer journeys for teens as their theme are freely downloadable and editable, and match NCEA standards. These resources were designed, trialled and peer reviewed by teachers.

The NZ Transport Agency has several NCEA assessment resources written and trialled in 2012, which provide teachers with examples of how to use road safety as an engaging context in the curriculum.

Using these resources as a guide, teachers can plan learning experiences that range from students investigating the forces involved in crash protection technology, such as accelerometers in airbags, through to students taking action to make paths and roads safe for an event such as a cross country.

All resources carry the Quality Assured Assessment Materials trademark, issued by NZQA to certify that each one meets the requirements of the relevant NCEA achievement standard.



THE FIRST FOUR RESOURCES RELEASED:

1 DRAMA

Supports Level 2 Achievement Standard 91214: Devise and perform a drama to realise an intention.

2 ENGLISH

Supports Level 2 Achievement Standard 91107: Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence.

3 HEALTH & PE

Supports Level 1 Achievement Standard 90969: Take purposeful action to assist others to participate in physical activity.

4 PHYSICS

Supports Level 1 Achievement Standard 90936: Demonstrate understanding of the physics of an application.

Each resource includes teacher guidelines, suggested resources, student instructions and a detailed assessment schedule.

The list of NZTA curriculum resources is growing, and includes material suitable for year 9-10 students in several learning areas.

To download any curriculum resource, visit education.nzta.govt.nz/resources

NZTA resources in school trials

Secondary teachers and educators who wrote and trialled road safety curriculum resources reflect on the design, delivery and student outcomes, in NZC Online case studies.

MATHEMATICS AND STATISTICS – Investigating vehicle stopping distances. Year 10 students undertake a statistical enquiry cycle which gets them discussing safe speeds.

VISUAL ARTS – Designing posters with impact. Arts students design and produce posters with their own safety messages aimed at the iPod generation.

ENGLISH – Creating persuasive texts as passengers. Secondary students explore the journeys they make as passengers and write persuasively about the need for safe decisions.

SCIENCE – The forces involved in safe stopping. Students get hands-on when learning about forces in the context of safe road travel.

Read more: nzcurriculum.tki.org.nz/Curriculum-stories/Case-studies/Road-safety

Neat ideas from students on bridge proposal

PRIMARY STUDENTS WERE AMONG THE FIRST CONSULTED ON A BRIDGE REPLACEMENT PROJECT IN AUCKLAND.

Water slides or a lava-flow shape could feature on a new crossing of the Manukau Harbour in Auckland, if proposals by primary school student get the go-ahead.

Students from three schools were consulted by the NZ Transport Agency (NZTA) as it plans a replacement for the old Mangere Bridge, a well-used pedestrian and cycle crossing between the suburbs of Onehunga and Mangere Bridge.

NZTA staff visited Waterlea Primary School, Onehunga Primary School and Mangere Bridge School.

At Waterlea School, NZTA project manager Sarah Cronwright told year 5 and 6 students about the history of the old bridge. Then NZTA structural engineer Bradley Yates stirred the imagination of students with a slideshow, entitled 'Awesome bridges from around the world'.

Students worked with educator Pam Hook on their ideas for the new bridge across the Manukau Harbour. She challenged them to come up with questions for the old bridge, as if they were to interview it, and asked them to write and draw designs for a replacement.

Students said they enjoyed the opportunity.

'It's a good idea, because then kids can express what they want,' said Waterlea student Nicolette.

Suggestions made by students at the three schools included viewing areas, rubbish bins, security cameras and seating areas where friends could hang out. They suggested the bridge could be the site for markets, fishing competitions and bicycle races.

Students said it could look like a silver fern or a lava flow. Some ideas were highly imaginative, such as an underwater tunnel for viewing fish and a prototype tube of fast-moving air, with an explanatory note that this would let people 'get shot into Onehunga rather than walking'.

'I think we've asked for so many things, they won't all fit on the bridge,' said Ali, another Waterlea student.



Waterlea Primary School students come up with their vision for the replacement bridge across the Manukau Harbour.

An invisible bridge was the brainchild of Brandyn. It was not a completely fantastical suggestion, as Bradley Yates explained.

'There are options for installing glass bottoms so you can see underneath, so even though it is not invisible, you do get that sense of transparency,' he told students.

Student voice in the curriculum

Waterlea deputy principals Penny Jensen and Andrea Jamieson said the consultation builds on the students' prior learning about bridges from lessons held last year, while aligning with other important outcomes.

'In the curriculum there's a big focus on student voice and we decided to include that in everything we do. Knowing that people listen is an important learning experience,' said Penny.

Andrea says that children have to be involved in local projects if a thriving local community is to be sustained.

An active and practical approach

Helping children make safer journeys is a big part of Senior Constable Kevin Marshall's job in Napier, and he says the involvement of teachers and parents makes for better outcomes.

As a police education officer, Kevin helps teachers create tailored lessons in pedestrian, cycle and passenger safety. He gets ready early each morning, and soon heads out to schools where the action takes place – training school patrols and wardens, or taking classes through cycle safety lessons.

Effective learning takes good partnerships, he says.

'We can't do this on our own. The programme needs to be supported by schools, and parents need to model good road safety behavior too.'

He says it is important that parents follow the same good practices near roads that their children learn at school, to avoid mixed messages. In fact, he suggests parents ask their children to model safe practices so the whole family learns together.

'When you get to a road crossing, let your children lead you across using the practices they learn at school. It's a shared learning experience if they make the time to let that happen.'

Senior Constable Kevin Marshall helping children make safer journeys.



Knowing more about each school's unique setting and student needs means Kevin can find the right approach and pull on his collection of education resources. He'll work with principals on a school profile through which particular road safety concerns are identified. What's more, a stronger relationship can develop if a member of staff takes specific responsibility for road safety education.

'Our delivery should reflect the requirements of that school community and it can also be linked to our intel and what Police perceive to be a need in that area,' says Kevin. He enjoys seeing the results.

'It's great seeing the changes in the children who participate in the programme, their ability levels and competence at riding a bike or crossing a road.'

“We've got the expertise, the knowledge around current practice and legislation, and through that we can help teachers create relevant age-related learning experiences for students.”

Senior Constable Kevin Marshall

TEACHERS AND POLICE OFFICERS SHARE THE WORK

Teacher Margaret Grant at Onekawa Primary School works with Kevin to teach cycle skills to year 5 students. She says his positive relationship with students reinforces their learning.

'It's great to have him come in and have that police presence. There's a good response, with the children seeing him in a positive light.'

Margaret says most children know the basics of riding a bike, but the programme builds their knowledge and skills for safe cycling on the streets. Kevin's help ranges from supplying equipment for skills courses through to helping the children reflect on what they learn.



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