



## Education resources for teachers

Teachers talk about integrating road safety education into the curriculum.

## Students find safe travel solutions

### Inquiry learning projects and leadership roles culminate in an expo run by students for students.

Rosmini College students recently dug into travel safety concepts affecting their age group and created research reports containing workable solutions.

In total, 22 groups of year 7 students presented their findings at a travel expo run by a student committee at this Auckland boys' college.

The presentations summarised results from a six-week inquiry learning project. During that time, each group collaborated in an online space, putting together information on a chosen topic.

For example, groups examined the issues of distracted driving, drivers not slowing or stopping at pedestrian crossings and the impact of correctly fitted safety equipment for students who ride bikes, skateboards or scooters to school.

The projects were judged by year 13 student leaders of the Rosmini Travelwise Committee, Simon Woodard and Bradley Pivac, along with representatives from the police and Auckland Transport.

The winning team focused on the impact of driver distraction in relation to pedestrian safety and the roles everyone in the vehicle can play.



Rosmini College working with the NZ Police

The travel expo was run by a student committee with the support of the police and Auckland Transport. Displays, quizzes and activities gave senior students multiple ways to learn about safe driving and the dangers posed by alcohol and drugs. Junior students learned about safe cycling, walking and bus use.



**FOR MORE INFORMATION**, contact Rosmini College health teacher Geoff Wood: [gwood@rosmini.school.nz](mailto:gwood@rosmini.school.nz).

### SUPPORT FOR SECONDARY

The NZ Transport Agency provides curriculum resources to support learning in secondary schools. These are arranged by learning area and were trialled in schools. NCEA assessment resources are quality-assured by NZQA. Look inside for more information on how the context of road safety adds a meaningful punch to school-wide curriculum delivery.

# Putting students in the centre



It is really important to let students engage deeply and discover their own understandings so they are not simply following rules but also making independent choices towards safe journeys.

EDUCATIONAL CONSULTANT Pam Hook

Wellington East Girls' College student Mika Zollner critiques her art portfolio about driving sober, with teacher Hayley Carleton.

## WHERE TO START

The NZ Transport Agency education portal address is:  
[education.nzta.govt.nz/resources/secondary](https://education.nzta.govt.nz/resources/secondary)



Here, there are curriculum resources ready for download. These include:

- years 9 and 10
- NCEA (assessment resources are quality assured by NZQA).

Everything is free. Teachers are able to modify the content to create learning experiences to fit their students and their community.

Members of curriculum committees will see scope for supporting the teaching of big ideas across cohorts and across learning areas.

### E-learning consultant Karen Melhuish-Spencer:

'These resources align beautifully with discussions about citizenship, relating to others and working with the people around us. They are far richer in scope than traditional ideas around road safety. They encourage us to think about consequences of our actions and how we can make decisions with integrity and responsibility.'

Each resource includes suggested learning intentions and is aligned to achievement objectives. They were written by teachers and designed to support the daily work of teachers, rather than being an extra.

Teachers contribute directly through the Transport Agency's secondary reference group, to ensure that what is available is fit for purpose.

'It is really important to let students engage deeply and discover their own understandings so they are not simply following rules but also making independent choices towards safe journeys,' says Pam Hook, education consultant.

## What teachers say:

“ You get a key difference when students do the research rather than just being told something. It means they are doing the learning and embedding it in their own practice. ”

ENGLISH TEACHERS Hayley Carleton and Ros Cameron, Wellington East Girls College

“ It's given a greater sense of purpose about what we're doing. We're looking at current and historical issues in New Zealand about how we relate to each other as a society. Having that behind us enables us to have much deeper conversations about the advertising. ”

ENGLISH TEACHER Braden Faavae, Unlimited Paenga Tawhiti

“ They had free range to get into things, try things out, make their own decisions, pull in prior knowledge and remove any misconceptions they may have had about the whole idea of crashes, and the forces and physics within those crashes. ”

ASSISTANT PRINCIPAL Georgina Barret, Lincoln High School

## A learning area in depth:

# mathematics and statistics

Wellington College mathematics teacher Sarah Howell talks about her work writing curriculum resources published by the Transport Agency.

### What do maths' teachers need from a teaching resource?

Maths teachers have a crowded curriculum and they need resources which fit seamlessly into existing teaching plans. The resources I work on provide an interesting context to support teaching this content. A big issue with statistics is the lack of usable multivariate data sets with an engaging context – something I aimed to address with *How far until it stops?*

### What upcoming maths' resource are you working on?

The first is a series of short trigonometry investigations called *Crossing the centre line*. These look at the effect that distractions and momentary lapses of attention can have. Students carry out calculations to work out how long it takes to cross the centre line when factors such as driving speed and veering angle are varied.

The second resource supports AS1.10 Multivariate statistics. The context for this investigation is reaction times, accuracy and speed of a task and allows students to compare data for people texting/not texting and tired/not tired.

### How does the road safety context help learning outcomes?

Road safety helps engage students in the work because they're interested in the context. Discussion starters allow students to brainstorm their prior knowledge. I've found these discussions engaged students who might otherwise be reluctant to participate in maths and enthused students to find out more through their maths work.

During a trial of *How far until it stops?* what really impressed was the extent to which students related the data to their own lives. Students reflected on the lowering of speed limits in their home suburb or the effect that modified cars would have on braking distances. This was something I hadn't considered, and it was great to see them form their own connections between the maths and what goes on for them outside the classroom.

**DOWNLOAD** *How far until it stops?*  
[www.education.nzta.govt.nz/resources/secondary](http://www.education.nzta.govt.nz/resources/secondary)

# Police trial support for learner drivers

Constable Jolanda Roe.



During a recent school holiday break, year 12 and 13 students were back in class attending a three-day young drivers' course. The students, attending a Hamilton secondary school, were getting extra support towards gaining their learner driver licences and learning plenty about the part they will play as drivers in keeping the roads safe for everyone.

Senior Constable Jolanda Roe, a school community officer said the course was designed to reduce the number of young people driving in breach of the requirements of the graduated driver licence. The course has an emphasis on proactive support to complement the enforcement role of police. During the course, some students said candidly that they had started driving without a licence.

Jolanda says a survey held after the course showed a large majority of participants would be less likely to breach licence conditions or impair their driving by texting or drinking. Some were also motivated to get a licence to improve their chances of finding a job.

'It's a great stepping stone for them and a positive support towards getting their licence, rather than being pulled over by the police, being ticketed and getting frustrated,' says Jolanda.

'That can put them in a negative mental space, where the whole process seems too hard.'

The course included group work based around police road safety education resources, meeting with the NZ Police

'Some young people need a helping hand.'

Senior Constable Jolanda Roe

Traffic Alcohol Team and Fire Service members, and online learner licence theory practice tests.

As a bonus, the school and community provide financial and logistical support to assist some students to go on to sit their licence test.

## CHILD RESTRAINT LAWS HAVE CHANGED

**From 1 November 2013 the mandatory use of child restraints in vehicles was extended by two years. Now all children should be correctly secured in an 'approved' restraint until their seventh birthday - previously it was until their fifth. Children aged seven must continue to be secured in an approved child restraint if one is available in the vehicle, and if not, in any child restraint or safety belt that is available.**

These changes were made by the government to help reduce preventable deaths and serious injuries to child

passengers travelling in vehicles on our roads.

How the rules apply to schools will depend on a number of factors such as the type of vehicle and number of seats, and the age of the children being transported. One of the main ways to determine how the rules apply is whether a vehicle is defined as a passenger service vehicle - if so certain exemptions from the new rules may apply.

You can find information to help you assess what, if any, changes are required by your school in the Q&A

document at [www.nzta.govt.nz/childrestraints](http://www.nzta.govt.nz/childrestraints). There is also a list of certified child restraint technicians who can provide expert advice on choosing and fitting child restraints.

### What are the rules from 1 November 2013?

Age of child	The law says you must:
0-6	Correctly secure your child in an approved child restraint
7	Correctly secure your child in an approved child restraint if one is available in the vehicle (and if not, in any child restraint or safety belt that is available)



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