

Extend
the
learning

Digital competition and NCEA assessment resources are among the ways to stretch student thinking skills around the topic of safer journeys.

Prize for top Mix & Mash safer journeys story

School students who enter the 2013 Mix & Mash competition, which runs in three instalments throughout the year, will be eligible for the award.

The Best Safer Journeys Story Award is supported by the NZ Transport Agency and will be announced at year's end.

In the Mix & Mash competition, entrants use and reuse New Zealand content and data in creative ways to make digital stories. These can incorporate images, data, words, video, and music.

The prize for the Best Safer Journeys Story is \$500 in vouchers of choice for each winning team member (up to six students) and \$2000 in vouchers of choice for the school of the

winning team. It's open to students from years 1 to 13.

To qualify for the award, a Mix & Mash entry will remix, incorporate or mash-up open content or data to tell a powerful message about road safety. The theme is safer journeys. Narratives that are disaster scenarios or have catastrophe outcomes won't be considered.

Entries must follow the rules, terms and conditions of Mix & Mash 2013.

EFFECTIVE TEACHING IDEAS

Can teachers and students change the mental model that New Zealanders have about road crashes? Enclosed with this newsletter is a summary of a paper by Mary Chamberlain and Pam Hook which describes how road safety education may best integrate with teacher practice to help young people be ready, willing and able to stay safe on our roads. The full paper is online, in the research section of the Road Safety Education Guidelines: education.nzta.govt.nz/guidelines



Teachers talk about NCEA assessment resources

All the resources are free to download. They carry the Quality Assured Assessment Materials trademark issued by NZQA. The theme is safer journeys for teens. Here's what two resource writers have to say.



MEDIA STUDIES, NCEA LEVEL 2

Achievement Standard: 91250, Demonstrate understanding of representation in the media.

Writer: Diane Henjyoji, in charge of Media Studies at Wellington Girls' College

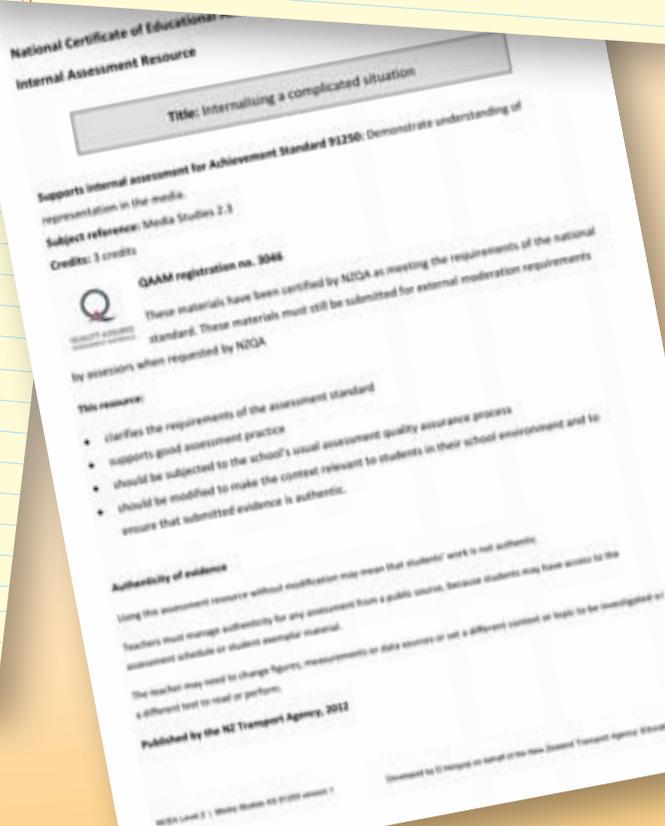
What Diane says: This resource is about representation in the media and about how young people or Māori or other demographics are represented in media texts. With guidance, students at this age can be quite perceptive. Included are resources for learning about representation, with activities to assess students' prior knowledge. There are links to road safety statistics and ad campaigns. It supports schools which focus on moving image, print and radio media.

HEALTH AND PE, NCEA LEVEL 2

Achievement standard: 91237, Take action to enhance an aspect of people's well-being within the school or wider community.

Writer: Lawrie Stewart, Health and PE specialist

What Lawrie says: In this assessment task, students will think globally about a safe transport system and act locally on one component. By implementing and evaluating a plan to create safer journeys, students will enhance the well-being of people in their community. The task provides teachers with a clearly defined planning process for students to identify goals, overcome barriers and boost enablers, and evaluate the result.



Students reflect on revamped street

PRIMARY STUDENTS WROTE ABOUT THE STREET PROJECT THAT CHANGES HOW THEY GET TO SCHOOL.

'Now it is safer and brighter,' wrote a student after New Plymouth District Council redeveloped a cul-de-sac leading to West End School.

The footpath along Davies Lane was widened; trees, gardens and seating were added; and artistic poles were installed to add character to the school entrance. Traffic is now lighter.

The work is part of the council's Let's Go initiative to make walking and cycling easy transport choices. This model community project is part-funded by the NZ Transport Agency, alongside another project in Hastings.

West End students and residents worked with the design team to create the people-friendly street design. Students later wrote to the council about the changes.

A student said there are now fewer cars driving up the street to drop off students, while the footpath is a safe place to walk or scoot. 'It feels safer every time I go up ... the plants in the middle of the path stop the people going too fast and the seats do the same.'

Another student was pleased with the new appearance. 'Everything looks more colourful and peaceful than before. Thanks again for making Davies Lane more safer.'

District council sustainable transport coordinator Nathaniel Benefield says more families walk to school after the changes. 'The result is a street that floods with kids and their parents walking to and from school each day. Gone for good is the unpleasant and unsafe crush of cars that formerly filled this cul-de-sac at peak times.'

He says, for parents who need to make a car trip, suggested park-and-walk areas away from the school allow their children to join with the others walking or riding along Davies Lane to West End School.



The NZ Transport Agency's education portal has resources to support school community partnerships. Download resources for travel planning and walking school buses or read newsletters stories about working with councils:

education.nzta.govt.nz/resources



Team work succeeds

Senior Constable Marnie Worth is part of a nationwide team of police officers working with schools.



It is the real stories, the sharing of experiences that generate change in youth.

Senior Constable Marnie Worth

A police officer taps into young people's desire to do the right thing.

Senior Constable Marnie Worth supported Blomfield Special School students last year, when they shot a video about safe cycling.

The students and their teachers were runners-up in the 2012 NZ Transport Agency's primary years competition, and the prize included a video workshop with professional educators. Marnie says she adapted her approach to cycle skills training to meet student needs, and helped them focus on learning to stop safely.

It was a rewarding experience, she says. And Marnie often has similar

feelings after working with groups from preschoolers to teenagers.

'It's always rewarding because no child is the same as another, whether they have special needs or not. You make progress at their level, get them to explore transport and have those conversations to transfer information about staying safe.'

Marnie uses her experiences of policing rural highways to help teenagers understand the reality of the choices they face on our roads.

Giving children and young people both the knowledge and practical experience to understand the rules and boundaries of safe road use helps them take ownership over issues they'll face. Tapping into

young people's sense of belonging is a key to her work.

'I believe that the way to educate children of all ages is to engage with them in a way that makes them want to be on your team, the law-abiding team.'

She encourages young people to consider three important questions to help them make sound choices. 'We always ask them those questions - do you feel okay about this situation, would someone who cares for you be happy with what you are doing, and would you be able to get help if you need it?'

www.police.govt.nz/school-road-safety-education



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