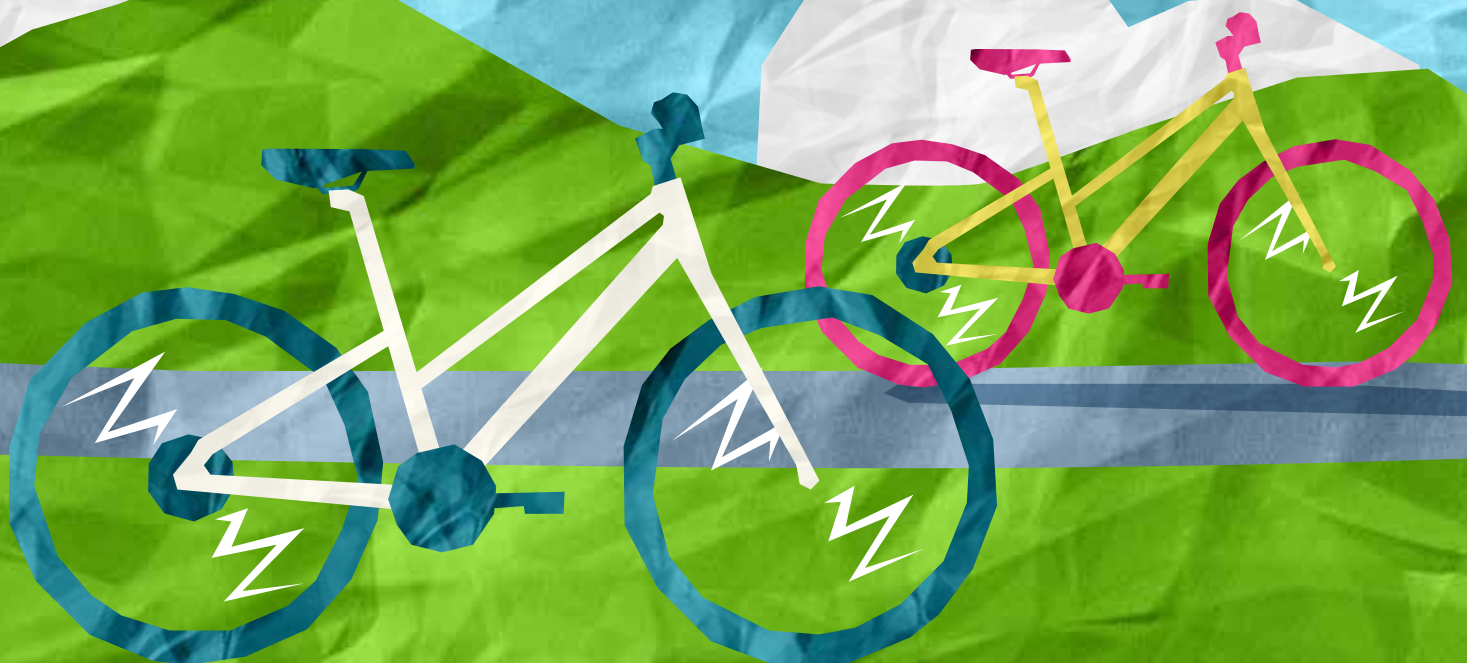


ACTIVE TRAVEL ACTION

Exercising Kaitiakitanga and Manaakitanga -
Developing Your Citizenship Muscles



Together making a difference for you, your community
and the planet - now and in the future!

Kotahi tātou nga tāngata kaieke e
kaitiaki ana tātou ki te ao

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Active Travel Action - Introduction

Purposes

- A process for schools to implement sustainable active travel practices in their school through student inquiry in classes, as a syndicate or as a whole school approach.
- An opportunity for students to take action in response to climate change.
- The students will engage with their whānau, other school students and staff to investigate:

“How can we as a school community travel more sustainably to and from school?”

Curriculum Links

Levels

Level 3 - 4

(Adaptable for Level 1-2)

Learning Areas

Section introductions and activities detail specific objectives for Level 3-4 in:

- Social Sciences
- English
- Mathematics and Statistics
- Science
- Technology

How to use Active Travel Action

Sections 1-6 :

Each section has a clear purpose and Learning Experiences that includes background notes, student activities and supporting resources.

Learning Experience Resources (LER):

Each section includes templates for students to use when necessary.

Kia Mau! Extract the Essence Booklet:

This booklet is for students to reflect on what they are thinking and learning about after each activity.

It is a key tool for helping to develop intentions and action.

Home Links

Students actively engage with whānau around practices and issues.

Surveys and interviews will examine why whānau and students make certain travel choices.

Home links will encourage discussions to develop better understandings.

Ahakoā he iti he pounamu:

This resource has whakatauaki, sayings and activities that demonstrate how small actions can make a difference.

Use these to embed the idea that we all can make a difference in any context.

What are the Issues?

Context: School Travel

Local:

- School gates are crowded with vehicles creating safety issues.
- Students are becoming less independent in their daily lives.
- Vehicle emissions significantly add to air pollution on some days.

Global:

- Carbon emissions from vehicles are contributing to the rapid changes in our Earth's climate.
- Reducing carbon emissions and creating active travel habits in our community will have a positive impact on climate change.

Possible Driving Questions

- How can we reduce the number of vehicles at the school gate?
- How can we improve road safety around our school roads?
- How can we encourage others to cut down or eliminate their vehicle use for getting students to and from school ?
- How can we lessen the buildup of carbon in the atmosphere therefore reducing the effects of global warming?
- How can we contribute to a strong community Mauri?
- How can we support ourselves and others to be more independent in our journeys to and from school?

Active Travel Action - Key Understandings

- Participating and contributing is exercising **kaitiakitanga** and **manaakitanga**. These concepts from Te Ao Māori sum up what **citizenship** is.
- If we want ourselves and our students to **exercise our 'citizenship muscles'** it takes **understanding and practise**.
- Exercising **Citizenship muscles** includes
 - **identifying the issues**
 - **gathering the information needed**
 - **exploring possible solutions**
 - **making a decision about action**
 - **making and implementing a plan**
 - **sharing and celebrating the action to keep it sustainable.**
- Muscles only grow when we **know how they work** and we **exercise them regularly**.
- Our world is made up of natural and social communities. They are all **interconnected** and what we all do affects (makes a **difference** to) their ability to function well. This is critical for our on-going survival and happiness.
- The concept of Mauri describes a sense of wellbeing - whether it is for a stream, a town or a person. **Our community Mauri could be getting stronger or becoming weaker depending on the actions of any members.**
- We all belong in communities; within which **we are travellers**.
- **Roads are a shared resource** with a variety of users.
- We are all **unique and are motivated by different things** that will result in our travel choices.
- By **supporting** our students and community we can influence travel choices **improving the outcomes for our global environment and mauri of the our local community.**
- **Reducing carbon emissions from vehicles will have a positive impact on climate change.**

Ngā Atua

Atua are elemental identities that tell the story of our environment. Children often respond to stories and persona to inspire them to take action for the environment.

Papatūānuku - the Earth, the mother of all of the elements.

Ranginui - the sky - the father of all the elements.

Tānemahuta - the male atua of the forest, birds and insects.

Haumiatiketike - the male atua of uncultivated wild food and ferns.

Rongomātāne - the male atua of kumara and cultivated foods and the atua of peace.

Hinepūtehue - the female atua of gourds and their music and peace.

Tangaroa - the male atua of oceans, rivers and lakes.

Hinemoana - the female atua of oceans, rivers and lakes.

Hinepūkohurangi - the female atua of mist.

Tawhirimātea - the male atua of the wind.

Tūmatauenga - the male god of humans, of battle, determination, resilience and leadership.

Active Travel Action - Te Ao Māori

Māori perspectives are integrated and embedded. Student and whānau voices are sought. There are opportunities to engage with mana whenua. Teachers are supported in their journey of developing their practices around the competencies of Whanaungatanga and Manaakitanga outlined in Tātaiako.

Community Change using Te Whare Tapa Whā

When looking at generating community change it is helpful to look at the Māori health model Te Whare Tapa Whā to guide us in a holistic approach to taking action. This reminds us of the many levels we need to consider when making change.

Taha Hinengaro mind	Taha Tinana body	Taha Whānau family	Taha Wairua spirit
To think deeply about the impacts of our daily actions and ways to challenge and improve the way we are travelling.	Engaging in our own and our schools wellbeing by ensuring our tamariki are safe and also getting exercise.	To involve all the families in our school community to ensure we work together to keep our kids safe and to share transport options.	To involve all the families in our school community to ensure we work together to keep our kids safe and to share transport options.
Understanding why we are taking action.	Taking action to make changes.	Involving our community to make positive changes.	Making choices to enhance a good feeling in our community and environment.

Ngā Ariā

Te Taiao - the Environment

Air is viewed as a taonga derived from Ranginui (the sky father). Māori legend tells that following the separation of Ranginui and Papatūānuku (the Earth mother) their child Tawhirimātea fled with Ranginui to his new home in the sky. From there Tawhirimātea controls the wind and elements.

Carbon emissions degrade and lessen the **Mauri (life-force)** of this **Taonga (precious resource)**. It also affects the **Mauri** of other **Taonga**, for example plants and animals, as all living things need air and all things share the same air.

It's important to Māori to exercise **kaitiakitanga** - to be caretakers to protect and maintain the mauri of a place or a precious resource such as clean air.

Pūrākau: [Koroua & the Mauri Stone by Robyn Kahukiwa](#). This story can be found in The Puffin Treasury of New Zealand Children's Stories Volume Two which can be purchased online through the Women's Bookshop.

Waka

When looking at travel it can be useful to look at ways our ancestors used to travel. One traditional Māori form of travel was by waka. The waka can offer schools great analogies of travelling together - an alternative to the walking school bus idea.

In some stories Māui, a god-like ancestor, travelled by waka into the southern ocean and fished up the North Island, known as Te Ika-ā-Māui (the fish of Māui). His waka became the South Island, Te Waka-ā-Māui (Māui's canoe).

Pūrākau: [The Fish of Māui by Peter Gossage](#) - see the Children's Bookshop in Kilbirnie.

A human ancestor, Kupe, is said to have later discovered Aotearoa on a waka voyage. His wife Kuramārōtini is credited with naming it Aotearoa, meaning long white cloud.

Read more about **Kupe** on the [TKI website](#).

Waka Ama Commands

Hoe kia rite - Set up your paddles in the ready position

Hoea - Paddle!

Kia mau - Stop paddling

Pou whenua - a way to mark places to gather for walking or riding to school safely.

Pou whenua (land post), are carved wooden posts used by Māori to mark territorial boundaries or places of significance.

Pou whenua tell a story. They acknowledge the association between the people (tāngata) and the land (whenua). Specifically, they reflect the relationship between the ancestors, environment, and the reputation or standing of the tāngata whenua.

Read about [Ashburton Intermediate's Pou Whenua](#).

Read about [School Walking Pou](#) from around the region.

Active Travel Action Curriculum Links

Levels

Level 3 - 4

(Adaptable for Level 1-2)

Learning Areas

Section introductions and activities detail specific objectives for Level 3-4 in:

Social Sciences

English

Mathematics and Statistics

Science

Technology

Active Travel Action in the New Zealand Curriculum

Key Competencies

Participating and contributing - This guided inquiry is about our students being citizens - exercising kaitiakitanga and manaakitanga. Active travel is a meaningful context for learning that engages our students with their community. Students will connect with others, contribute to the community. They will be dealing with local and global issues.

Thinking - Students will be inquiring, collecting information, developing intentions, making decisions, making plans and taking action.

Principles

Community engagement - Active Travel Action engages with students and their whānau and the wider community.

Future focus - Active Travel Action explores significant future-focussed issues such as sustainability and citizenship.

Treaty of Waitangi - Active Travel Action gives opportunities for interaction with mana whenua. Students have opportunities to acquire knowledge of Te Ao Māori.

Cultural Diversity - Active Travel Action values histories and traditions of the school community.

Values

Community and participation - Students will be looking for ways to take action for the common good.

Ecological sustainability - Students and whānau will be thinking about our world in relation to global warming and the effects of climate change and being challenged to take action.

Integrity - Students will be challenged to take action in ways that are respectful, ethical and with accountability.

Education for Sustainability Concepts

Based on [Guidelines for Environmental Education in New Zealand Schools](#)

- Learning Media Limited 1999

Interdependence / Whanaungatanga: Everything and everyone in our world is connected.

Equity: Respect for all life, social justice, intergenerational equity, and awareness of finite resources.

Sustainability / Hauora: The choices we make today affect the choices we can make in the future. Living sustainably increases the mauri of our community and our natural resources.

Responsibility for action / Kaitiakitanga: Our choices and actions can make a difference. Informed decision making, citizenship, taking action to nurture and protect our natural resources and our people.

Awe and Wonder / Mīharo: If we are in awe and wonder about our world we are more likely to want to take action to nurture and protect it.

Manaakitanga: Respecting and honoring the mana of people. It increases the Mauri of a community.

Innovation and enterprise: Thinking creatively to develop solutions that are sustainable - environmentally, socially and economically.

Whakatauaki and sayings to share

English: Level 3 and 4

Use visual images and the shape of the text to display these quotes / whakatauaki to communicate effectively with a particular audience.

He waka eke noa.

We are all in this together.

Small acts when multiplied by millions of people can transform the world.

He rau ringa e oti ai.

Many hands make light work.

Great things are done by a series of small things brought together.

Ehara taku toa i te toa - takitahi engari he toa takimano.

My strength is not that of an individual but that of the collective.

If you think you are too small to make a difference try sleeping with a mosquito.

Ahakoia He Iti, He Pounamu. Although it is small, it is a treasure.

Whakatauaki, sayings and activities to show - "We all can make a difference especially when we all work together."

Teacher Notes

The purpose of these activities is to show that working together - even if our particular part is small - can build up to achieving big things or solving a big problem.

You could use any co-operative learning task and then use reflective questions to bring out that everyone played their part. Small or large, it couldn't have been done without them.

Marble Jar

A glass jar is used to collect marbles which are given to students or the teacher when a particular action or behaviour is noticed. Those actions or behaviours and also who decides when a marble is awarded, could be decided upon collaboratively. A reward for filling the jar needs to be agreed to. When the jar is full the class receives that reward.

- Look at your class jar - discuss the concept that everyone doing their wee bit will make a difference to the class - benefiting everyone.
- Think, pair, share "What is another example in class or at home where working together is beneficial for more than an individual?"
 - Possible examples: tidying up at the end of the day, picking up rubbish in the playground, helping others when they are stuck, drying the dishes, folding the washing.
- Think, pair, share "Why is trust important when working with others?"
 - Possible answers: need to trust others will do their bit and do what they say, I would work harder if I trust others who are also working hard.

Human Knots

- Students get into groups (between 6-8 people); and form a large circle.
- They stand in the circle, crossing arms at the wrist.
- Next, they grasp hands with 2 different people across from them. They must not take a neighbour's hand or two hands from the same person.
- Students now work together to try and untangle the knot without letting go of any hands.
- Once they have untangled themselves, and are still holding hands, encourage them to lean back, balancing their weight and try to sit down, then stand back up again as a group.

All Aboard

Materials:

Rope, music

Activity

- Tie a piece of rope in a loop large enough for all students in your class to fit within it and lay it on the ground. Invite all of your students to sit inside the circle.
- Once they have accomplished this, congratulate them for working together to make sure they all fit and now challenge them to see if they can do even better. To challenge them further, make the rope smaller.
- Now, invite your students once again to sit within the circle. Once they have accomplished this, congratulate them again and see if they are up for another challenge. Continue to make the rope smaller and smaller until you see that your students are beginning to run out of solutions as to how they can all fit within the circle.
- Eventually, the circle will be much too small to fit every student.
- The goal is for students to cooperate with each other and work close together to come up with creative solutions.
- As you watch your students, encourage them by asking questions to think about the various ways they can go about trying to fit everyone in.
- You will be surprised with some of the solutions they come up with such as putting only hands in, feet in, fingers in, etc.
- At the end, discuss what you observed and invite feedback.

He iti hoki te mokoroa nāna i kakati te kahikatea.

The mokoroa (grub) may be small,
but it cuts through the Kahikatea.

Small things make a big difference - it only takes a pin to burst a balloon.

Big things have small beginnings.

The journey of a thousand miles begins with one step.

The people who make the biggest difference are the ones who do the little things consistently.

Mauri tū mauri ora

An active soul is a healthy soul.

Poetry

Write a poem to explain how the idea of working collectively is effective.

Haiku	3 lines and 17 syllables. Line one: 5 syllables. Line 2: 7 syllables. Line 3: 5 syllables.	Example: On my own is hard Together is productive Teamwork is superb
Cinquain	5 lines that do not rhyme: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables	Example: Teamwork Collectively Can achieve anything Each member adds talent and time Potent

Links to other games

[Rangatahi Tu Rangatira - Ngā Taonga Tākaro - Māori youth games and activities.](#)

Fill the Bucket

A game to show many hands make light work.

Set up

Have 10 buckets - and enough plastic mugs for 1 per person.

Fill 5 buckets to be the water resource (pond) for each team. Set up the other 5 buckets for the team to take the water to. Set the teams up to reflect a growing number of people and capability - eg. number of mugs.

For example

- Team 1 - 1 person - 1 mug
- Team 2 - 4 people - 2 mugs
- Team 3 - 7 people - 4 mugs
- Team 4 - 10 people - 5 mugs
- Team 5 - 13 people - 7 mugs

Activity

- The teams have to transport the water from the “pond” to another bucket which is going to be used to put out a fire.
- Each team has a minute to carry out the task.
- At the end measure how much water altogether they were able to collect to put out the fire.

Reflecting on the activity:

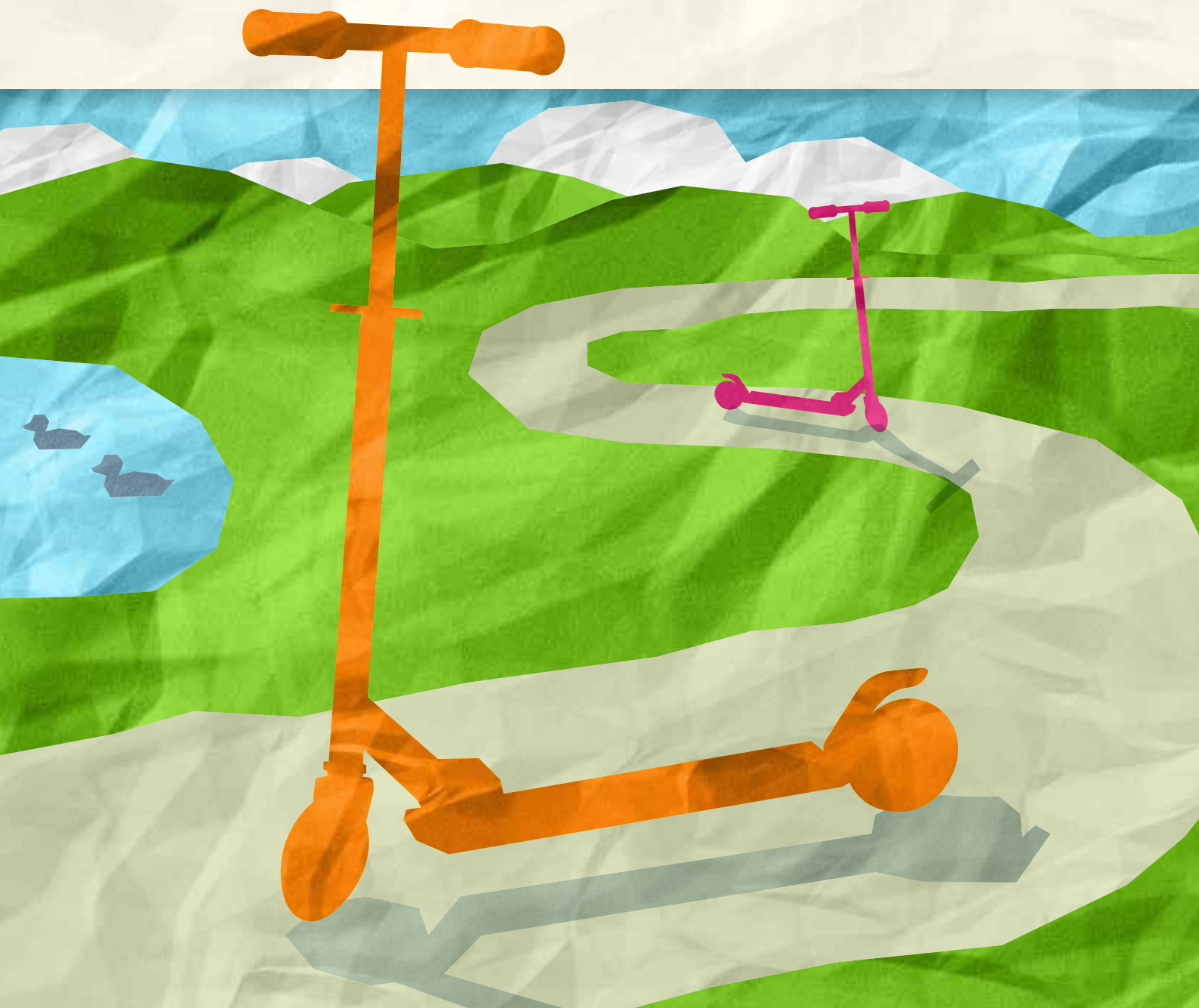
- Who made a difference - who contributed to putting out the fire ?
- Which team contributed the most ? How did they achieve that ?
- How could we collect even more water in the same time ?
- How could we collect it with less individual effort ?
- Let's try some of these solutions.
- Think, pair, share which way was most efficient and why.
 - Possible discussions:
 - × In the team there may have been arguments over turns or children bumping each other in the group. This may have slowed things down.
 - × Hopefully there would have been some encouragement and enthusiasm in the group.
 - × Having more people all doing a little bit should have meant the job was done quicker.

The student doing it on their own may have been able to work without hindrance but may have felt disheartened and the job will take a lot longer.

SECTION ONE: Active Travelling - Connecting In He Waka Eke Noa

This section focuses the students' thinking into the topic of Active Travel.

Students will gain an understanding that there are many benefits from engaging in Active Travel.



The purpose of this section is to help students to:

- Understand that everything is connected in our environment
- Identify the benefits of engaging in active travel to and from school.

Key Understandings for Section One

- We have choices about the way we travel to school
- How we choose to travel to school has an effect on the world we live in and the people in our community.

Learning Experience Resources (LER 1 - 15) are at the end of this section and are linked from each Learning Experience.

Section 1: Active Travelling - Connecting In. He Waka Eke Noa

Learning Experience	Content	Learning Intentions	Curriculum Links
1. Can I Make a Difference?	Using fat and skinny questions to explore the title of the resource. Watch a youtube clip introducing what climate change is.	<ul style="list-style-type: none"> Understand that people can affect our natural environment in positive ways. 	<p>Social Sciences:</p> <p>Level 3 Understand how people make decisions about access to and use of resources.</p> <p>Level 4 Understand how people participate individually and collectively in response to community challenges.</p>
2. Everything is Connected	Brainstorm ways of getting to school. Explore the effects of travel on the natural environment. Use concept maps to explore understanding of connectedness in our world.	<ul style="list-style-type: none"> Communicate current ideas on a given topic. Find connections between a set of keywords. 	<p>English:</p> <p>Speaking writing presenting - Ideas</p> <p>Level 3 and 4 Select, develop and communicate ideas on a range of topics.</p>
3. Sensory Collage	Walk along pathways that lead to school gates using your senses. Create a collaborative mural or personal sensory collage drawing on experiences of walking to school.	<ul style="list-style-type: none"> To be able to portray feelings and experiences through a piece of visual art. Use peer assessment to enrich my perspective of what others experience. 	<p>The Arts.</p> <p>Communicating and Interpreting.</p> <p>Visual Arts:</p> <p>Level 3 Describe the ideas their own and others' objects and images communicate.</p> <p>Level 4 Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.</p>
4. Travelling to School Montage Past - Present - Future	Create a personal montage of ways you could travel to school. Make a statement about how you feel about how you travel to school at present.	<ul style="list-style-type: none"> Know there are many methods of active travel. Express a personal opinion 	<p>English:</p> <p>Speaking writing presenting - Ideas</p> <p>Level 3 and 4 Select, develop and communicate ideas on a range of topics.</p>
5. Historical Travel	Interview an older person about ways they travelled to school. Choose a way of presenting this information.	<ul style="list-style-type: none"> Research and communicate ideas learnt from a primary source. 	<p>English:</p> <p>Speaking writing presenting - Ideas</p> <p>Level 3 and 4 Select, develop and communicate ideas on a range of topics.</p>
6. Active Travel Benefits	Role play an interview in pairs talking about the benefits of active travel.	<ul style="list-style-type: none"> Know the benefits of active travel. 	<p>English:</p> <p>Speaking writing presenting - Ideas</p> <p>Level 3 and 4 Select, develop and communicate ideas on a range of topics.</p> <p>Social Sciences:</p> <p>Level 3 Understand how people make decisions about access to and use of resources.</p> <p>Level 4 Understand how people participate individually and collectively in response to community challenges.</p>

Learning Intentions:

Students will ...

- Understand that people can affect our natural environment in positive ways.

Success Criteria:

- Express ways they could make a difference to our natural environment.

Education for Sustainability Concepts:

- Responsibility for action / Kaitiakitanga
- Sustainability / Hauora

Resources:

- [LER 1: "In A Gentle Way, You Can Shake The World."](#)
- [LER 2: Making A Difference One Starfish At A Time](#)
- [LER 3: Title - Action Travel Action](#)

1:1 Can I Make a Difference ?

Teacher Notes

The purpose of these activities is to introduce the inquiry to the class. It will highlight the fact that there are issues affecting our community and our planet. They are issues where we can make a difference. We will be referring throughout the inquiry to all of us exercising our Citizenship muscles. See the definition below.

The global focus is on Climate change. This is looked at in more depth in Section 3.

The local focus is on improving our community mauri.

Fat and Skinny Questions

Skinny questions are factual questions. Fat questions are ones where there can be many different answers. The key to fat questions is that they do not have correct answers. The job of a fat question is to generate discussion by stimulating a variety of opinions.

Round Table Strategy

Students are in groups of 2-4 and share one piece of paper - each having their own section. They record their ideas on their section of the paper - graphic or written. Once thinking time is over they then share their ideas one at a time.

Background Knowledge

Active Travel - is an approach to travel and transport that focuses on physical activity (walking and cycling) as opposed to motorised and carbon-dependent means.

Citizenship muscles - These are muscles that are built by using the skills we need to make positive changes in our communities. Used by the [Story of Stuff Project](#).

Kaitiakitanga - Guardianship and protection. It is a way of understanding and caring for (managing) the environment, based on the Māori world view. A kaitiaki is a guardian.

Manaakitanga - Hospitality, kindness, generosity, support - the process of showing respect, generosity and care for others. Literally, manaakitanga means to (care for) 'honour a person's mana' (their spiritual authority and presence in the world). On a marae, it is often claimed that it is not what is said that matters but how people are looked after. This is the essence of manaakitanga.

Natural Environment includes - water / land / air and all things living and growing.

Mauri - The essential vital quality and well being of an individual, a group, a place or an ecosystem. Understanding the mauri or well being of a place helps us to see why kaitiakitanga is important. When mauri is weakened by neglect, overuse or pollution- many other life systems are affected eg cars and roads and their effect on wildlife and nature. By practising kaitiakitanga we can help to protect and nurture the mauri of a community and place.

Learning Experiences:

- Look at the quote - [“In A Gentle Way, You Can Shake The World” \(LER 1\)](#).
- Listen to or read - [Making A Difference One Starfish At A Time \(LER 2\)](#).
- Think pair share - If you could be all powerful and change something on this planet to make the world a better place for the natural environment and for people - what would it be?
- Discuss - What do you think are the big issues that are affecting the earth and people living on the earth? What are you most concerned about?
- Introduce the title of this resource: [Title - Active Travel Action \(LER 3\)](#) - Developing your Citizenship Muscles - exercising Kaitiakitanga and Manaakitanga.
- Using a Round Table Strategy draw and record ideas about what you think you will be learning about - developing skills in - taking action on. Share with each other.
- Record questions you have about the title. Choose your 3 fattest questions to share.
- Share - in this inquiry you will be:
 - o learning how to make a difference in your community and the world around you. (The differences may be big or small - that is up to you.)
 - o learning a set of skills that can be used to make a difference.
 - o looking at how people participate and contribute to making a change in their communities.
 - o developing an understanding of what motivates people like you, to make changes.
 - o investigating how people travel to school.
 - o choosing a way of taking action to exercise your citizenship muscles.
 - o making a change either for yourselves or facilitating a group of people to do so.
- Watch these 2 short clips about climate change to understand about the Global Issue that your actions will make a difference about - **The issue: How do we slow down rapid climate change**. In Section 3 there are activities that will look at climate change in more depth.

[Bill Nye - emoji science about Climate Change](#)

[Climate Change according to a kid](#)

Kia Mau! Extract the Essence

- If I could, what would I like to change in our world?
- Who could I do this with?

Learning Intentions:

Students will...

- Communicate current ideas on a given topic.
- Find connections between a set of keywords.

Success Criteria:

- Make a statement about the choice of travel mode affects Ranginui and Papatuanuku.
- Connect given keywords on the topic using phrases and explain their choices.

Education for Sustainability Concepts:

- Interdependence / Whanaungatanga

Resources:

- [LER 4: Atua and Pūrākau](#)
- [LER 5: Different Ways Of Travelling Will Have Different Effects On The Natural Environment.](#)
- [LER 6: Concept Mapping Words And Action Phrases](#)

1:2 Everything is Connected

Teacher Notes

The purpose of these activities is to focus on how everything on the planet Earth is interdependent. It will introduce Te Ao Māori Atua and who they represent, to give students a picture of how our actions do affect the natural environment.

Concept mapping - This strategy shows what the students know about a topic. It also will prompt them to start identifying the relationships and connections. Concept mapping could be used as pre and post learning as an assessment tool.

Background Knowledge

Kaitiakitanga - Guardianship and protection.

It is a way of caring for the environment, based on the Māori world view. A kaitiaki is a guardian such as an [Atua \(LER 4\)](#). A person or group that cares for an area such as a lake or forest is supporting the kaitiakitanga of that area.

Whanaungatanga - Making connections.

It is about relationship, kinship, sense of family connection - a relationship through shared experiences and working together which provides people with a sense of belonging. It develops as a result of kinship rights and obligations, which also serve to strengthen each member of the kin group

Atua - elemental guardians and creators - [Atua and Pūrākau \(LER 4\)](#)

Learning Experience:

Part 1

- Display the prompt - [Different Ways Of Travelling Will Have Different Effects On The Natural Environment \(LER 5\)](#).
- Standing in a circle using a koosh ball or Earthball as a talking tool.
 - o Brainstorm what you know about how people travel to school or work.
 - o Discuss how our choices of travelling might affect Ranginui and Papatuanuku - positively or negatively - [Atua and Pūrākau \(LER 4\)](#).

Part 2

- Concept Mapping - [Concept Mapping Words And Action Phrases \(LER 6\)](#).
 - o In groups of 2-3, spread the keywords out on a blank sheet.
 - o Make connections between these words using arrows and action phrases to develop a concept map showing their understandings of the interrelationships.
 - o Share maps with another group or the whole class - explaining the relationships.

Kia Mau! Extract the Essence

- Draw / write an example of something in the natural environment you feel connected to.
- Explain your connection.

Learning Intentions:

Students will...

- Portray my feelings and experiences about my outdoor environment through a piece of visual art.
- Use peer assessment to enrich my perspective of what others experience.

Success Criteria:

- Describe what my sensory collage is portraying.
- Interpret what other students have portrayed in their collage.

Education for Sustainability Concepts:

Awe and Wonder / Miiharo

Resources:

- [LER 7: Art Rubric for Using our Senses.](#)
- [LER 8: Sensory Collage Marking Sheet.](#)

1:3 Sensory Collage

Teacher Notes

The purpose of this activity is to develop the students' awareness of their surroundings and their ability to use their senses. They will be going on a walk either around the streets near to school or on the school grounds. They will create an artwork in response to this experience.

The artwork can be done as individuals or as a collective artwork.

Ideas for media:

- Photos
- Collage
- Drawing or painting
- Mixed media
- Ephemeral Art - chalk, natural materials

Links:

- [Ze Frank: A Childhood Walk](#) - for examples from other students. This website has just used pictures with writing to show feelings but is good for sparking ideas. Note some content may be disturbing.
- [Resene Mural Masterpieces winners 2003](#) - has lots of examples of murals and ideas for collective art works.
- Some more examples of collaborative art work.
 - [Innovation on Earth: Global Citizenship Resources for Innovation Academy and Beyond](#)
 - [Briargrove Elementary Art Page - The Wetlands! A Collaborative Recycled Mural](#)

Learning Experience:

- As a class go for a walk around the streets near your school, or each student could collect their own information about their journey to school.
- Walk and stop in a number of spots. Use your senses one at a time to experience the different environments you come across.
- Make sketches, take photos, collect objects in preparation for developing the sensory collage.
- Discuss the [Art Rubric for Using our Senses \(LER 7\)](#).
- Work through the art making process regularly referring back to the rubric. This will depend on their chosen media and if the artwork is collaborative or individual. Themes could include: dangers, safe spots, nature, emotions, sequence of a journey to school.
- Provide an authentic audience for the art by displaying in a prominent place like the school office or hall and share with whānau at home through digital media.
- Use the [Sensory Collage Marking Sheet \(LER 8\)](#) to self and peer assess the artworks.



Kia mau! Extract the Essence

- In my collage I wanted the viewer to

Learning Intentions:

Students will...

- Know there are many methods of active travel.
- Express a personal opinion

Success Criteria:

- Create an image that displays methods of active travel.
- Express a personal opinion about how I feel about the way I get to school and explain why.

Education for Sustainability Concepts:

Innovation and enterprise

Resources:

- [LER 9: Images Of Journeys To School.](#)

1:4 Travelling to School Montage Past - Present - Future

Teacher Notes

The purpose of this activity is to gather all the different ways people might use active travel to school. You could keep this to common methods of travel or make it more creative - even futuristic!

The montage could be on a digital device, pictures cut from magazines or drawn.

Digital apps that you could use - Explain Everything, Pic Collage, Padlet, Comic Life

Background Knowledge

Active Travel - is an approach to **travel** and transport that focuses on physical activity (walking and cycling) as opposed to motorised and carbon-dependent means.

Learning Experience:

- Look at the images of some children's journeys to school.
- Create a montage of various ways you could use "active travel" to school, realistic, creative or even futuristic.
- Put yourself in the picture. (This could be a photo, sketch or other image that represents you.)
- Record on your montage what you think about the way you travel to school at present and why.

Kia mau! Extract the Essence

- My favourite way to travel to school would be
- My least favourite way to travel to school
- I wonder if ...

Learning Intentions:

Students will...

- Research and communicate ideas learnt from a primary source.

Success Criteria:

- Use interview techniques to find out about travel in the past.
- Communicate your findings through discussion or written narrative.

Education for Sustainability Concepts:

- Manaakitanga

Resources:

- [LER 10: Historical Travel Kit With Pictures And Stories.](#)
- [LER 11: Historical Travel Interview Questions Template](#)
- [LER 12: Venn Diagrams](#)
- [LER 13: Time Travel Story](#)

1:5 Historical Travel - a Side Inquiry.

Teacher Notes

The purpose of these activities is to spark conversations with older generations about travelling so the students realise how things have changed over time and how they will continue to change.

Background Knowledge

Primary Source

A primary source is direct or firsthand evidence about an event, object, or person. They include historical and legal documents, eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects.

Secondary Source

A secondary source is one that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching. For the purposes of a **historical** research project, **secondary sources** are generally scholarly books and articles.

Learning Experience:

- Discuss about how we collect information from the past. Introduce the terms **Primary Source** and **Secondary Source** and discuss the difference.
- Share the examples of interviews with a “**primary source**” in the kit to start thinking about how people travelled in the past.
- Interview an older family member (grandparent or great-grandparent) or an old family friend to find out how they used to travel to school and what their journeys were like. Use the [Historical Travel Interview Questions \(LER 11\)](#) (or co-construct one with the class) to take home. Or you could use a google form - which the students could share or fill in for their interviewee

Possible response activities

Same and Different

As a class discuss what you discovered about travel in the past. Share one thing you found that was interesting or unusual from your interviews. Fill in the two way [Venn Diagram \(LER 12\)](#) either as a class or individually. To extend thinking you could complete a three way comparison - past, present and future.

Time Travel Story - He Pūrākau o Kaieke Wā

Pretend you have travelled back to your grandparents or tūpuna time or earlier. Write a story or draw a [Time Travel Story \(LER 13\)](#) of a trip to school or other journey made by whānau eg. the story how your ancestors came to Aotearoa in a waka or a ship from England. Share your stories with a junior class or create a class book to share.

Most interesting Historical Travel Story

Everyone shares the most interesting travel stories they have heard. The class can then vote on which ones should be shared with with Greater Wellington Regional Council - Sustainable Travel team. They will publish them on their website. Email schooltravel@gw.govt.nz.

Voting could be done by:

- Silent vote - heads down, eyes closed and hands up
- Publishing the stories and putting them on display. Class members use a sticky each to place their vote.
- Publishing stories on electronic media with title and voting using <https://www.easypolls.net> or <https://www.surveymonkey.com> Both of these are free websites and you can tailor the survey to your needs. Possible questions could include: Vote for your top three stories or Give each story a rating from 1 to 5. They will then produce some nice graphs to share with the class.

Learning Intentions:

Students will...

- Know the benefits of active travel.

Success Criteria:

- Use oral language to explain the benefits of active travel.

Education for Sustainability Concepts:

Sustainability / Hauora

Responsibility for action / Kaitiakitanga

Resources:

- [LER 14: Interview Prompts - What are the benefits?](#)
- [LER 15: Benefits of Active Travel](#)

1:6 Active Travel Benefits

Teacher Notes

The purpose of this activity is focus the students on the benefits of active travel.

Background Knowledge

Benefits of Active Travel - some ideas

- Mental Health - being outdoors - connecting with others
- Fitness - physical exercise
- Independence - developing responsibility away from parent and siblings
- Fun - meeting friends - enjoying the outdoors
- Resilience - being active whatever the weather
- Escape - from annoying siblings
- Contributing to less carbon in the atmosphere that is causing global warming
- Contributing to less pollution in the air
- Contributing to a less congested school gate at drop off and pick up times

Learning Experience:

- In pairs discuss the benefits of active travel using the interview questions from the Interview - [What Are The Benefits? \(LER 14\)](#) Record the answers for both of you.
- Using a digital device record an interview. One will be the interviewer / host and the other one the guest on the "show". You could do this informally or set up a role play as if you were on a T.V game show.
- Share the interviews with another group or the whole class.
- Collate the benefits for each question to put on display - [Benefits of Active Travel \(LER 15\)](#).

Kia mau! Extract the Essence

- What do you value as the top three benefits of Active Travel ?

SECTION ONE

Learning Experience

Resources 1-15

**“In a gentle way,
you can shake the world.”**

— Mahatma Gandhi

Making a difference one starfish at a time

“Once upon a time, there was a wise man who used to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work.

One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dancer. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up.

As he got closer, he noticed that the figure was that of a boy, and that what he was doing was not dancing at all. The boy was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer still and called out “Good morning! May I ask what it is that you are doing?”

The boy paused, looked up, and replied “Throwing starfish into the ocean.”

“I must ask, then, why are you throwing starfish into the ocean?” asked the somewhat startled wise man.

To this, the boy replied, “The sun is up and the tide is going out. If I don’t throw them in, they’ll die.”

Upon hearing this, the wise man commented, “But, young man, do you not realize that there are miles and miles of beach and there are starfish all along every mile? You can’t possibly make a difference!”

At this, the boy bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, he said,

“It made a difference for that one.”

— Loren Eiseley



LER 3

Title: Active Travel Action

ACTIVE TRAVEL ACTION

**Exercising Kaitiakitanga and Manaakitanga -
Developing your Citizenship Muscles**



LER 4

Atua and Pūrākau

Atua are elemental identities that tell the story of our environment. Children often respond to stories and persona to inspire them to take action for the environment.

Papatūānuku	the earth, the mother of all of the elements
Ranginui	the sky- the father of all the elements
Tānemahuta	the male atua of the forest, birds and insects
Haumiatiketike	the male atua of uncultivated wild food and ferns
Rongomātāne	the male atua of kumara and cultivated foods and the atua of peace
Hinepūtehue	the female atua of gourds and their music and peace
Tangaroa	the male atua of oceans, rivers and lakes
Hinemoana	the female atua of oceans, rivers and lakes
Hinepūkohurangi	the female atua of mist
Tawhirimātea	the male atua of the wind

Picture books

- In the Beginning - Peter Gossage (Scholastic NZ Ltd - 2001)
- Nga Atua - Robyn Kahukiwa (Mauri Tū 2012)
- Children of Earth and Sky - Retold by Pita Graham (Maori Nature Traditions Series - 1995)
- Counting the Stars - Four Māori Myths - Gavin Bishop (Random House 2009)
- Illustrated Māori Myths and Legends - Queenie Rikihana Hyland (Penguin Group (NZ) 2010)
- Ron Bacon 1995 series of Maori myths.

Links

- [Rangi and Papa pūrākau](#) - Wikipedia
- [Story of Tawhirimātea](#) - TKI
- [Māori Creation Traditions](#) - Te Ara - Encyclopedia NZ
- [Tales from the Mythologies of Creation, Maui and Aoraki](#) - YouTube

- What do you know about how people travel from home to school or work ?**
- How might this affect the natural environment - more specifically the domains of Ranginui and Papatuanuku ?**

Concept Mapping - Everything is Connected

In groups of 2-3 cut out the words, spread out and stick onto a large blank piece of paper.

- Use a blue pen to draw an arrow to show how these words are connected in a positive way - you may name the relationship using the words below eg. helps / supports / increases. The lines might go both ways.
- Use a red pen to draw an arrow where these words are connected in a negative way.

Everything is Connected

Biking

Driving

Air

Water

Humans

Animals

Soil

Sun

Plants

Pollution

Climate Change

Walking

Relationship words to use - some examples..

Positive connecting words

- Helps
- Gives life to
- Supports
- Is fun for

Negative connecting words

- Harms
- Increases
- Decreases
- Causes

LER 7

Art Rubric for Using Our Senses

Learning Intentions:

- Portray my feelings and experiences about my outdoor environment through a piece of visual art.
- Use peer assessment to enrich my perspective of what others experience.

Art : Visual Arts : Developing Ideas

	Level 1 Investigate visual ideas in response to a variety of motivations, observation and imagination.	Level 2 Investigate and develop visual ideas in response to a variety of motivations, observation and imagination.	Level 3 Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.	Level 4 Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' work.
Beginning	Included one thing I noticed on the way to school.	Included at least one thing I noticed on the way to school and showed how I felt on the journey.	Included at least one thing I noticed on the way to school and showed how I felt on the journey.	Included at least one thing I noticed on the way to school and showed how I felt on the journey.
Proficient	Included at least one thing I noticed on the way to school and showed how I felt on the journey.	Included two or more things I noticed on the way to school and showed how I felt about the journey.	Included several things I noticed on the way to school and showed how I felt about the journey.	Included several things I noticed on the way to school and showed how I felt about the journey.
Achieved	Included two or more things I noticed on the way to school and showed how I felt about the journey.	Included several things I noticed on the way to school and showed how I felt about the journey.	Included several things I noticed on the way to school and showed how I felt about the journey. I can explain how my work is like other artists.	Included several things I noticed on the way to school and showed how I felt about the journey. I can explain how my work is like other artists.

Art: Visual Arts : Communicating and Interpreting

	Level 1 Share the ideas, feelings, and stories communicated by their own and others' objects and images.	Level 2 Share the ideas, feelings, and stories communicated by their own and others' objects and images.	Level 3 Describe the ideas their own and others' objects and images communicate.	Level 4 Explore and describe ways in which meanings can be communicated and interpreted in their own and other's work.
Beginning	Share what is in my picture.	Share what is in my picture and what I see in someone else's.	Share a story from my picture and from what I see in someone else's.	Share a story from my picture and from what I see in someone else's.
Proficient	Share what is in my picture and what I see in someone else's.	Share a story from my picture and from what I see in someone else's.	Share how I think someone else felt about their journey to school and what showed me that from their picture.	Share how I think someone else felt about their journey to school and what showed me that from their picture.
Achieved	Share a story from my picture and from what I see in someone else's.	Share how I think someone else felt about their journey to school and what showed me that from their picture.	Compare the different ways people have communicated their experiences and feelings.	Compare the different ways people have communicated their experiences and feelings.



Sensory Collage Marking Sheet

Name:

Date:

Use the **Art Rubric for Using our Senses** to assess yours and your partner's work.

1. Your Artwork - Name: _____

Developing Ideas:

Level: Beginning / Proficient / Achieved

Communicating and Interpreting:

Level: Beginning / Proficient / Achieved

Add a comment about what you liked and what you would do differently next time.

2. Partners Artwork - Name: _____

Developing Ideas:

Level: Beginning / Proficient / Achieved

Communicating and Interpreting:

Level: Beginning / Proficient / Achieved

Add a comment about what you liked and ask a question to clarify about the feeling or ideas they portrayed in the artwork.

HORSE: Gladwyne teen takes unusual transportation to Haverford School

http://www.philly.com/philly/news/year-in-review/20100916_Gladwyne_teen_takes_unusual_transportation_to_Haverford_School.html?photo_9

BOAT: Yellow Boat of Hope Foundation

<http://www.wazzuppilipinas.com/2014/06/social-innovators-interview-with-jay.html>

HELICOPTER: Wellesley College School Run Challenge

<http://www.stuff.co.nz/dominion-post/capital-life/69630295/james-spices-up-the-school-run-to-help-baby-mila>

SNOW: Europe under snow 2010. Netherlands - Cyclists ride on snowy roads

<https://www.theguardian.com/weather/gallery/2010/dec/17/europe?picture=369853817>

FLYING FOX: 20 most dangerous and unique routes kids take to get to school

<http://kid101.com/20-most-dangerous-and-unique-routes-kids-take-to-get-to-school/>

BULL: 20 most dangerous and unique routes kids take to get to school

<http://kid101.com/20-most-dangerous-and-unique-routes-kids-take-to-get-to-school/>

TRAIN: In Japan, first graders travel solo to school on the train

<http://www.cbsnews.com/news/japanese-young-children-solo-commute-subway-school/>

Traveling to School: A Global Back-to-School Mini-Unit

<https://www.scholastic.com/teachers/blog-posts/alycia-zimmerman/traveling-school-global-back-school-mini-unit/>

VIDEOS**On The Way to School Documentary Trailer**

<https://www.youtube.com/watch?v=elsQ0B43Q9Y>

Yellow School Boats

<https://www.youtube.com/watch?v=6gubMaWgaYg>

Cliff Climbing to School

<https://www.youtube.com/watch?v=iDZlriLSjT8>

This is the way we go to school – book

<https://www.youtube.com/watch?v=1eBZA1IN2E>

How will I get to school this year – book

https://www.youtube.com/watch?v=Pgap_j812WE

Images

Digital NZ Stories: Historical Travel to School

<https://digitalnz.org/stories/5b1881a5fb002c0d026868d6>

Stories and articles

Some of these links are directly related to historical travel to school.

Others have other information about schooling and you will need to scan to find the relevant place.

<http://www.teara.govt.nz/en/photograph/16504/school-bus-1940s>

<http://www.teara.govt.nz/en/country-schooling>

<http://www.teara.govt.nz/en/childrens-play/page-3>

<http://www.teara.govt.nz/en/community-contribution/40843/riding-to-school-on-great-barrier-island-1950s>

<http://www.teara.govt.nz/en/photograph/40502/getting-kids-to-school>

<http://www.teara.govt.nz/en/community-contribution/27352/a-pinedale-childhood>

<http://www.nzhistory.net.nz/media/photo/going-school-train>

<http://www.teara.govt.nz/en/community-contribution/31506/little-river-school-canterbury>

<http://www.teara.govt.nz/en/community-contribution/28273/kahuika-school-in-the-catlins>

<http://www.teara.govt.nz/en/nga-waewae-tapu-maori-exploration>

<https://education.nzta.govt.nz/news/national/new-zealands-school-patrols-some-history>

Movin'March: Interview with Hutt City Mayor

<https://www.movinmarch.com/single-post/2010/06/01/Hutt-Central-School-Meet-the-Mayor>

Movin March: Interview of Local Personalities

<https://www.movinmarch.com/single-post/2014/04/01/Back-in-Time>

LER 11

Historical Travel Interview Questions

“At school we are researching how people used to travel to school.
Would you mind spending some time with me to answer some questions about your journeys to school?”

Name of person:

Their relationship to you:

Their age:

Describe where you lived when you were aged 8-12 years?

How did you travel from home to school?

How far did you have to travel and how long did it take?

What sorts of things did you see, smell or hear on your way to school?

How did the weather affect how you travelled to school?

What was good about the way you travelled to school?

What was not good about the way you travelled to school?



Historical Travel Interview Questions (continued)

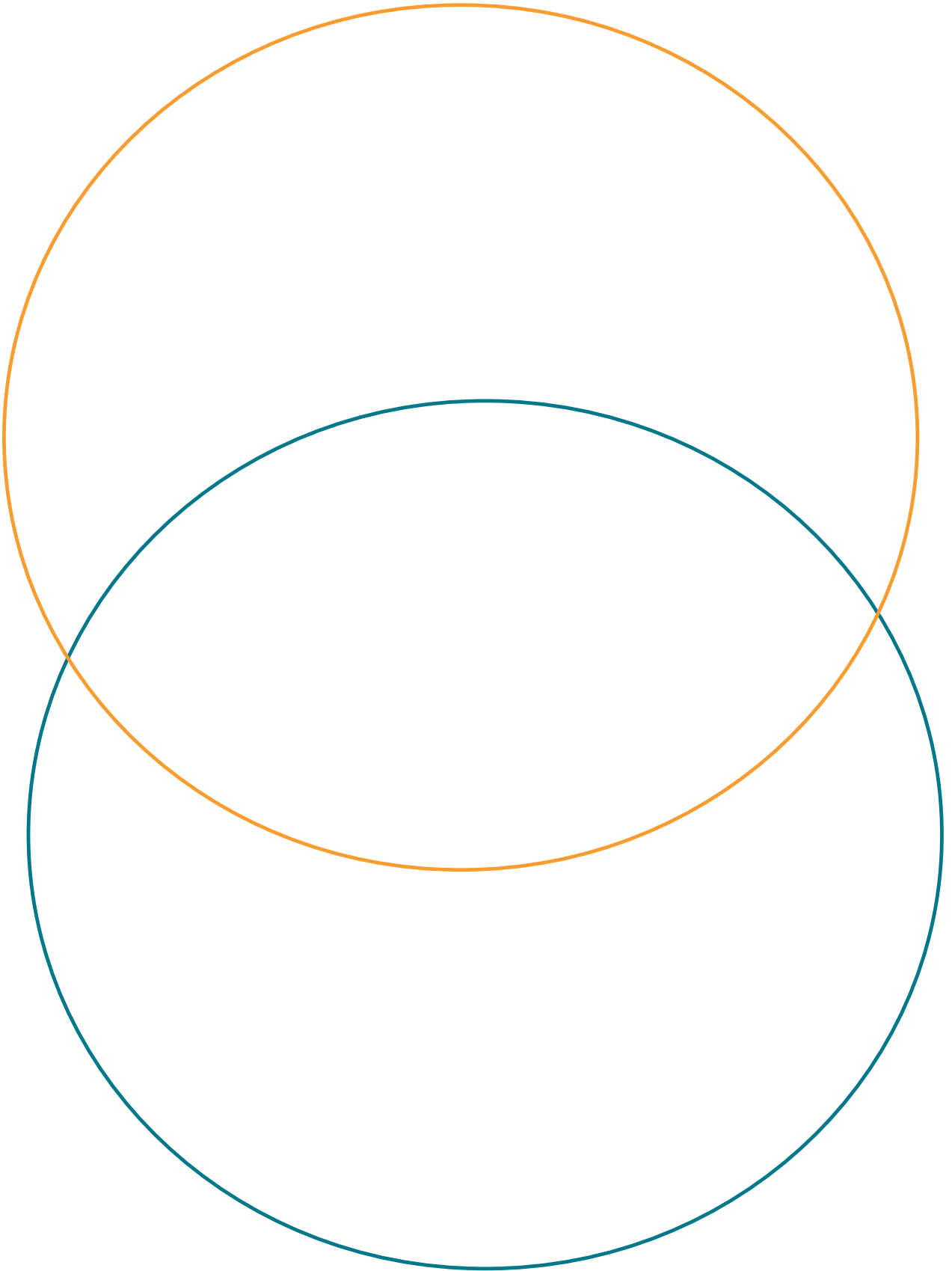
What skills did you need on your way to school? How did you keep safe?

How did you think / feel about your way of travelling to school?

Have you got any interesting stories of things that happened to you on the way to or from school?

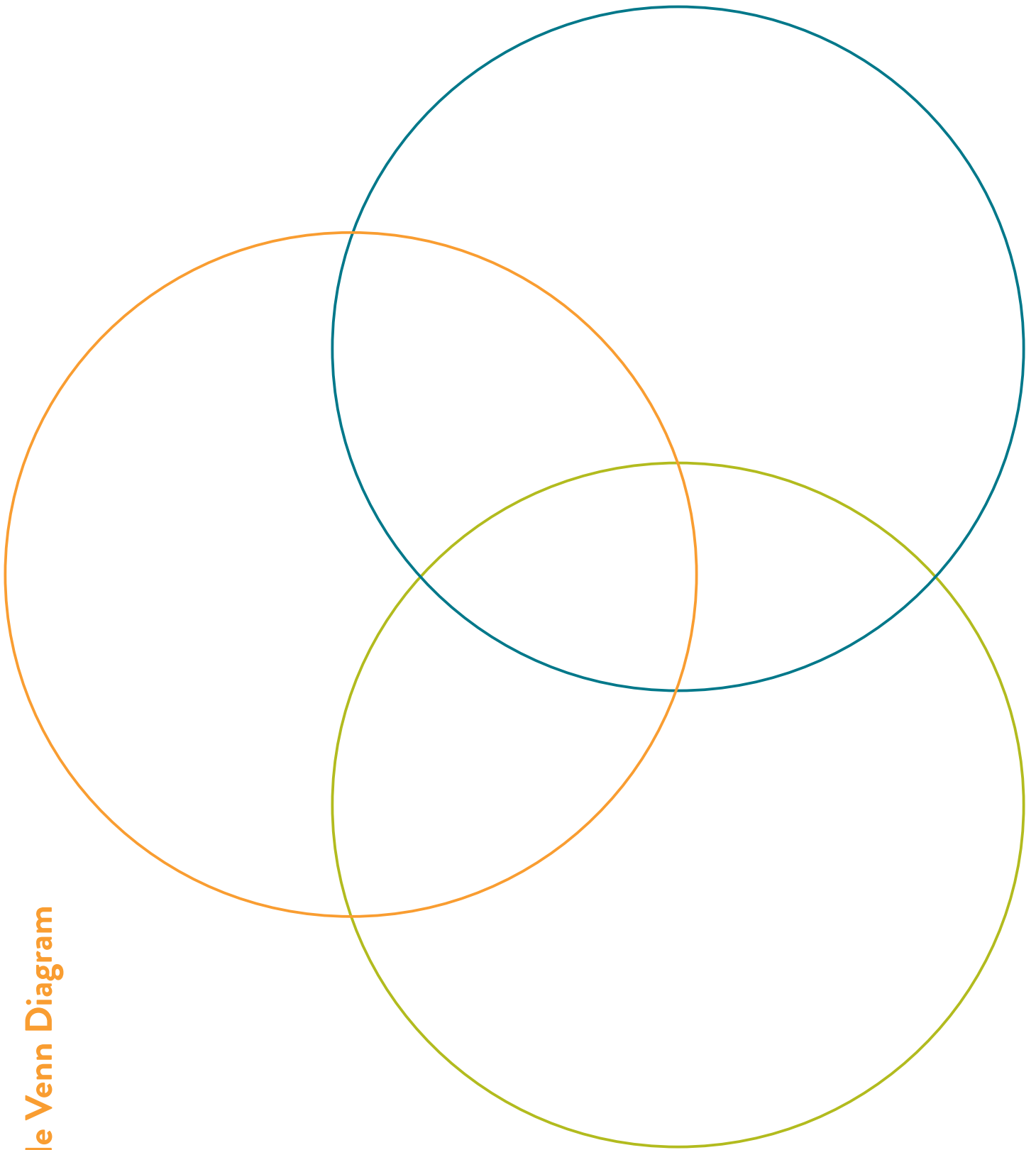
Other questions:

2 Circle Venn Diagram





Venn Diagrams



3 Circle Venn Diagram



LER 13

Time Travel Story - He Pūrakau o Kaieke Wā

LER 14

Interview Prompts - 'What are the Benefits of Active Travel?'

"Welcome to

Ko toku ingoa.
(name)

Today we are talking to a very special guest,
an expert about travelling to school using more active methods.

Kia ora and welcome to

..... can you tell me why walking, biking,
scootering and skateboarding to school is good for you?

How is it good for your family / whānau?

What about your school / kura?

And your community / hapori?

So how will active travel benefit Ranginui and Papatuanuku?

How is it good for the population on our planet?

On a personal level how often do you get to choose how you travel to school ?

If you were thinking about your whānau what affects this choice?

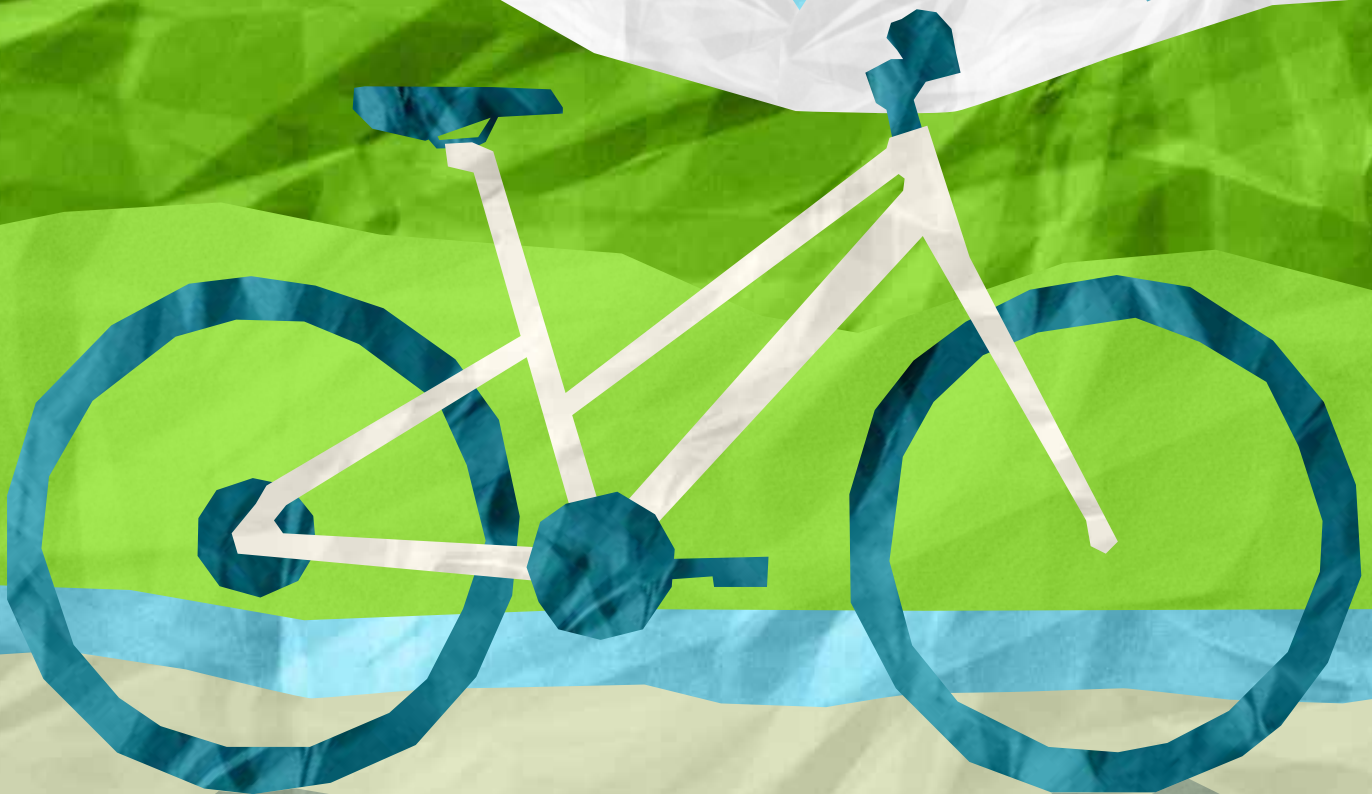
If you had to choose an active method of travelling to school what would be your first choice?

What are the benefits of Active Travel for....

You	
Family / whānau	
Community	
Rest of the population on the planet ?	
Papatuanuku	
Ranginui	

SECTION TWO: Understanding Citizenship - Making a Difference Kaitiakitanga me Manaakitanga

This section explores what it means to be a citizen and what it looks like to make a difference. Students gain an understanding of the concepts of Mauri, Kaitiakitanga and Manaakitanga.



The purpose of this section is to help students to:

- Identify what groups they belong to and to understand what it means to be a good citizen in those groups. Understand that working collectively together is an effective way to make a difference in our communities and for the planet.
- Develop an emergent understanding of the concepts of Mauri, Kaitiakitanga and Manaakitanga.

Key Understandings for Section Two

- We are citizens of many groups.
- We have a right and a responsibility to make a difference in the groups we belong to. Every action we take to increase the mauri of any group will make a difference.

Learning Experience Resources (LER 16 - 22) are at the end of this section and are linked from each Learning Experience.

Section Two: Understanding Citizenship - Making a Difference

Kaitiakitanga

Learning Experience	Content	Learning Intentions	Curriculum Links
1. Where do I Belong, have a Voice and can make a Difference ?	<p>Personal / class pepeha</p> <p>Identify groups students belong to.</p> <p>Mapping the level of participation in groups.</p> <p>Develop a definition of a good citizen.</p>	<p>Identify groups they belong to and can give a level of assessment they feel about their citizenship in that particular group.</p> <p>Start formulating what makes a good citizen.</p>	<p>Social Sciences: Level 3 Understand how formal and informal groups make decisions that impact on communities.</p> <p>Level 4 Understand how people participate individually and collectively in response to community challenges.</p>
2. What does making a Difference look like? How do I make a Difference?	<p>Share video and stories about how they have exercised kaitiakitanga and manaakitanga.</p> <p>Roleplaying citizenship</p> <p>Create a class definition of citizenship.</p>	<p>Understand the concepts of citizenship, kaitiakitanga and manaakitanga.</p> <p>Know what these words look like in action.</p>	
3. Increasing the Mauri of my Community	<p>Discussion around what the concept of Mauri is.</p> <p>Weave an Intention Whariki for what I do in the playground.</p> <p>Map or game of how I can add to the mauri in my groups or places.</p>	<p>Understand that there are many ways to be a good citizen and add to the healthy mauri of our communities.</p> <p>Know what are the benefits of being a good citizen - someone who exercises kaitiakitanga and manaakitanga.</p>	
4. Finding Examples of Citizenship in our Communities.	<p>Co-construct an interview for whānau about what they do to add to the mauri of their communities.</p>	<p>To interview their own whānau about how they contribute to the groups they belong to.</p> <p>Develop an understanding of the range of ways people contribute to the groups they belong to.</p>	

Home Link 

Learning Intentions:

Students will...

- Identify groups they belong to and can give a level of assessment they feel about their citizenship in that particular group.
- Start formulating what makes a good citizen.

Success Criteria:

- Fill out a chart that shows what groups you are involved in.
- Assess and represent your level of participation and contribution within that place or group.
- Write a draft definition of "What is a good citizen?"

Education for Sustainability Concepts:

- Responsibility for action / Kaitiakitanga

Resources:

- [LER 16: Criteria Mapping for Citizenship of Groups](#)
- [LER 17: Mapping The Groups I Belong To Template](#)

2:1 Where Do I Belong, Have a Voice and Can Make a Difference?

Teacher Notes

The purpose of this activity is to develop ideas around what citizenship means. It also introduces the important message that we as citizens belong, we matter, we have a voice and we can make a difference.

Background Knowledge

Pepeha - This is a way of acknowledging and introducing who you are in relation to your environment and your family history or whakapapa. We often choose to take responsibility and care for places that we have a connection and a sense of belonging to.

Develop your own pepeha

It is always best to check with your parents, extended whānau or mana whenua at your local marae to ensure your pepeha represents you and your home.

A template is available at: www.maori.org.nz/downloads/pepeha.pdf

Citizenship is the status of being a citizen. If you have citizenship in a country, you have the right to live there, work, vote, and pay taxes! (Vocabulary.com)

This is the same with groups you belong to.

You have a right:

- to be there
- to do things
- to express your thoughts and feelings
- to make a difference there.

And you have a responsibility:

- to respect others
- to participate
- to contribute.

A person **exercising citizenship** can be defined as someone who contributes to make the group, community, country, planet a better place to be.

Groups we belong to

Some examples of groups you may belong in are: family/whānau, church, sports teams, classroom, school, Guides or Scouts, marae, hapū, iwi, town or city, local suburb / community, awa / river, maunga / mountain, country / whenua, planet earth / Ao te whenua, road user, Kiwi Conservation Club.

Learning Experience:

- Share or develop personal or class pepeha - highlighting groups we belong to.
- Brainstorm as a class all the groups you might belong to...
 - Put on the [Criteria Mapping for Citizenship of Groups Template \(LER 16\)](#) the groups you belong to
 - Using this template look at a definition of citizenship and its criteria. Use the criteria for gauging the extent of your participation in the different groups you belong to - to start to give you an understanding of what citizenship is about.
 - Map this information showing your groups and your level of participation using the [Mapping The Groups I Belong To Template \(LER 17\)](#) - see instructions on template.
- In pairs share your Group Maps. Discuss the reflection questions.
 - What things are the same and different between your map and your buddy's map?
 - How do you feel about being a citizen of your different groups?
 - Within each group do you feel you have a 'voice' that people listen to you? Discuss this.
 - How do you participate and contribute positively in these groups e.g. discussions, actions, voting.
- So what makes a good citizen of any group? Write in your pairs what you think - I wonder if a good citizen is someone who ...

Kia Mau! Extract the Essence

- Groups I belong to are...
- I think a good citizen is someone who ...
- A group that listens to me or lets me help make decision about things is ...

Learning Intentions:

Students will...

- Understand the concepts of citizenship, kaitiakitanga and manaakitanga.
- Know what these words look like in action.

Success Criteria:

- Explain what **Citizenship**, **Kaitiakitanga** and **Manaakitanga** mean.
- Describe how you could make a difference in the groups you belong to.

Education for Sustainability Concepts:

- Responsibility for action / Kaitiakitanga
- Manaakitanga

Resources:

[LER 18: Kaitiakitanga and Manaakitanga Scenario Cards](#)

[LER 4: Atua and Pūrākau](#)

[LER 19: Citizenship Scenario Card](#)

[LER 20: Role Play Elements](#)

[LER 21: Movie Making Guidelines](#)

2:2 What Does Making a Difference Look Like?

Teacher Notes

The purpose of these activities is to develop ideas around the concepts of **Kaitiakitanga** and **Manaakitanga** and **Mauri**. Included are examples of how people are good citizens in their communities.

Students identify practical examples of **Kaitiakitanga** and **Manaakitanga** and make that connection to **Citizenship**.

Role playing examples of citizenship will help the students to **exercise their Citizenship Muscles** (credit: Story of Stuff Project). and develop an understanding that being a good citizen takes practice.

Background Knowledge

Kaitiakitanga - Guardianship and protection.

It is a way of caring for the environment, based on the Māori world view. A kaitiaki is a guardian such as an [Atua \(LER 4\)](#). A person or group that cares for an area such as a lake or forest is supporting the kaitiakitanga of that area.

Manaakitanga - Hospitality, generosity, support, respect and care for others.

Nurturing people so that they feel valued and looked after. Encouraging a feeling of belonging in this community / place / planet.

Citizenship is the status of being a citizen. If you have citizenship in a country, you have the right to live there, work, vote, and pay taxes. (Vocabulary.com)

This is the same with groups you belong to: - You have a right

- to be there,
- to do things,
- to express your thoughts and feelings,
- to make a difference there,

And you have a responsibility

- to respect others,
- to participate
- to contribute.

A person **exercising citizenship** can be defined as someone who contributes to make the group, community, country, planet a better place to be.

Learning Experience:

Understanding Kaitiakitanga and Manaakitanga

- Put the words **Kaitiakitanga** and **Manaakitanga** on display with their definitions.
- Share one or two of the following:
 - [Watch An Entire Team Of Teenage Football Players Do Something Very Unexpected](#) - a lovely example of kids helping out others and getting unexpected personal rewards.
 - [Boy's selfless birthday donation wows foodbank](#) - newspaper article
 - [Bill Kerrison - Saving NZ's longfin eel](#) - You tube River story - example of Kaitiakitanga
- Think, pair, share
 - What are some ways you have looked after or nurtured the natural world, people, animals, places and family?
 - Record examples under the words - Kaitiakitanga and Manaakitanga and make a third list where both are present.
- Display each [Kaitiakitanga and Manaakitanga Scenario Card \(LER 18\)](#) or write your own. Visualize each scenario before and after.
 - What or whom has this action made a difference for?
 - How has it improved their lives?
 - What makes this an example of **Kaitiakitanga**?
 - What makes this an example of **Maanakitanga**?

Kia Mau! Extract the Essence

- Draw what a strong citizen would look like with
- What sorts of things did they do to develop those citizenship muscles?

Role playing Citizenship

- Role playing Citizenship - **Exercising our Citizenship Muscles**
 - Share situations or examples where you have had to make a choice and reacted like a good citizen. For example - seeing little kids walking home and needing to cross the road, helping a neighbour put out the recycling.
 - Choose a [Citizenship Scenario Card \(LER 19\)](#) to act out, to practice using your citizenship muscles. These can be done individually or in groups.
 - × Create a role play in groups for what a good citizen would do in their situation - [Role Play Elements \(LER 20\)](#)
 - × Write and create a short movie showing what a good citizen would do in their situation - [Movie Making Guidelines \(LER 21\)](#)
 - × Write a solution to your scenario. Possible genres: narrative, expository
 - × Discuss possible solutions to your scenario in groups or with partners.
- View the role plays / movies
 - Discuss what aspects of manaakitanga, kaitiakitanga and citizenship did you view or role play yourselves?
 - Have you ever experienced something similar? How did you feel? What did you do?
- Create a class definition of Citizenship e.g: A citizen is a member of a group of people who exercise kaitiakitanga and show manaakitanga. As a citizen I matter, belong, can make a difference and have a say in what happens.
- Show the example of Mt Cook School using their citizenship muscles when the government wanted to put a main road right next to their school. The first part of this clip is slow but it shows a school community making a difference to the mauri. [A Lesson in citizenship - Mt Cook School](#)

Learning Intentions:

Students will...

- Understand that there are many ways to be a good citizen and add to the healthy mauri of our communities.
- Know what are the benefits of being a good citizen - someone who exercises kaitiakitanga and manaakitanga.

Success Criteria:

- Can identify ways they could contribute to increasing the **Mauri** of a group or place.

Education for Sustainability Concepts:

- Manaakitanga
- Responsibility for action / Kaitiakitanga

Resources:

[LER 22: How I Add To The Mauri Of My Groups And Places.](#)

2:3 Increasing the Mauri of My Community

Teacher Notes

The purpose of these activities is to develop an understanding of the concept of **Mauri**. To investigate who and what contributes to making our communities a good place to be for all people and nature.

Background Knowledge

Mauri

The essential vital quality and well being of an individual, a group, a place or an ecosystem. Understanding the mauri or well being of a place helps us to see why **Kaitiakitanga** is important. When mauri is weakened by neglect, overuse or pollution- many other life systems are affected eg cars and roads and their effect on wildlife and nature. By practising **Kaitiakitanga** we can help to protect and nurture the mauri of a community and place.

Kaitiakitanga - Guardianship and protection.

It is a way of caring for the environment, based on the Māori world view. A kaitiaki is a guardian such as an [Atua \(LER 4\)](#). A person or group that cares for an area such as a lake or forest is supporting the **Kaitiakitanga** of that area.



Learning Experience:

Brainstorm together

- What are the things and the people who help to make the playground a good place to be?
- What are the things and the people who help to make the playground not a good place to be?
- Who can make a difference - who can make it a good place to be?
- What are the benefits of it being a good place to be for people and other living creatures?
- What are the benefits for you of contributing?
- What would happen if we didn't all contribute to making it a good place to be?
- Look at the definition of **Mauri**: The essential quality or feeling of a being, group of people, place or ecosystem.
 - In pairs - give a rating to our playground - on a scale of 1-5 how good is the mauri of our playground.
 - As an example ... As a citizen of our playground - what could you or we do to make it a better place - how could we practice kaitiakitanga or manaakitanga.
 - Discuss the benefits for the school and the benefits for us personally.
- Create a **Raranga Whariki - Intentions mat**. The raranga (woven) whāriki (mat) pattern symbolises cooperative learning.
 - Weaving an intention whāriki/mat:
 - × Write something you do or could do to exercise your citizenship muscles in the playground on a strip of paper
 - × In groups weave small mats to display the interconnectedness of your intended actions
 - × See examples of Youtube videos of how to make a simple woven mat - [How to make a Woven Paper Mat](#) or [Make Paper Weave Placement](#)
- Discuss how these people are increasing the mauri of these places and who benefits indirectly - is it just the family or the long fin eel?
 - × View the clip of Bill Kerrison making a positive difference to the mauri of his local ecosystem - [Bill Kerrison - Saving NZ's Longfin Eel](#)
 - × Read the newspaper article [Firewood Delivered To Families In Need](#)
- Think, pair, share:
 - What is the feeling in:
 - × our classroom / akomanga
 - × our school / kura
 - × our community / hapori
 - Brainstorm to share and celebrate - What are actions that we take as citizens that enhance a positive feeling in these places ?
 - What are the benefits to us personally or for the groups ?
- Use the [How I Add to The Mauri of My Groups and Places \(LER 22\)](#) instructions to create a mind map or picture map to highlight personal actions and benefits. The students may also choose to create a game that has the same information within it. Display / play the finished products.
- View this inspirational young man's ideas on how he made a contribution to the global community. [Playing with Good Garbage \(From Bags to Riches\): Akbar Khan at TEDxYouth@BommerCanyon](#)

Kia Mau! Extract the Essence

- Things I do to increase the mauri of our classroom or of our school.
- Some other things I could do to increase the mauri of our classroom, school or community.
- What are the benefits of contributing to the mauri of a place or group?

Learning Intentions:

Students will...

- To interview whānau about how they contribute to the groups they belong to.
- Develop an understanding of the range of ways people contribute to the groups they belong to.

Success Criteria:

Can identify ways people do contribute to groups already in their community.

Education for Sustainability Concepts:

- Manaakitanga
- Responsibility for action / Kaitiakitanga

Home Link

2:4 Finding Examples of Citizenship in Our Communities.

Teacher Notes

The purpose of this activity is to find and hear about real life examples of people we know contributing to the **mauri** of different groups in our community.

The students will talk to their whānau to see how they contribute in groups. This can cover a range of things; housework, gardening for food, charity, social crisis donation, caring for children, preparing hangi, give a little campaigns, reducing their carbon output, writing letters to the media or government on issues, baking for the school fair, community projects, helping at school, helping neighbours, volunteering for other organisations, fundraising and such like.

It is important that the students understand that most people will do what they can and there are many factors that impact on their ability to contribute to the groups they belong to.

Background Knowledge

Mauri

The essential vital quality and well being of an individual, a group, a place or an ecosystem. Understanding the mauri or well being of a place helps us to see why kaitiakitanga is important. When **mauri** is weakened by neglect, overuse or pollution- many other life systems are affected eg cars and roads and their effect on wildlife and nature. By practising kaitiakitanga we can help to protect and nurture the mauri of a community and place.

Kaitiakitanga - Guardianship and protection.

It is a way of caring for the environment, based on the Māori world view. A kaitiaki is a guardian such as an [Atua \(LER 4\)](#). A person or group that cares for an area such as a lake or forest is supporting the kaitiakitanga of that area.

Learning Experience:

Interviewing our whānau about citizenship

- Co-construct an interview to use with a family member to find out how they make a difference to their: family / whānau, school / kura, community / hapori, New Zealand / Aotearoa or the planet. This could be: housework, charity, social crisis donation, give a little, reducing their carbon output, writing letters to the media or government on issues, community projects, volunteering or something else.
 - Have a discussion about what would be good questions to ask i.e open ended, super six: who, what, why, when, how.
 - Model an interview with the class.

Sharing our examples of citizenship

- With the results of the interviews create a display of the different ways people are good citizens and increase the mauri in their community. This could be in the form of a graph, picture display, phrases around a central title or a short film.
- Ask some whānau to come and share what they contribute to and how and what it means to them.
- Regularly celebrate the contributions people make as part of the everyday cultural practises of the class.

Kia Mau! Extract the Essence

- Here are two examples of how people contribute in groups that surprised me or I thought was interesting.

SECTION TWO

Learning Experience

Resources 16-22

LER 16

Criteria Mapping for Citizenship of Groups

NAME: _____

CITIZENSHIP CRITERIA	I belong.	I have a role - I participate in this group / place.	I have an opportunity to share my ideas and opinions and I am listened to.	I follow the rules most of the time.	I can make the group or place better.	TOTAL
GROUPS	Scale: Put a number between 1 and 5. 1 being low and 5 being high.					TOTAL
Example	5	4	3	5	4	21
Whānau/ Family						
My Local Community						
My Town/City						
Aotearoa/New Zealand						
The Earth/Ao te Whenua						

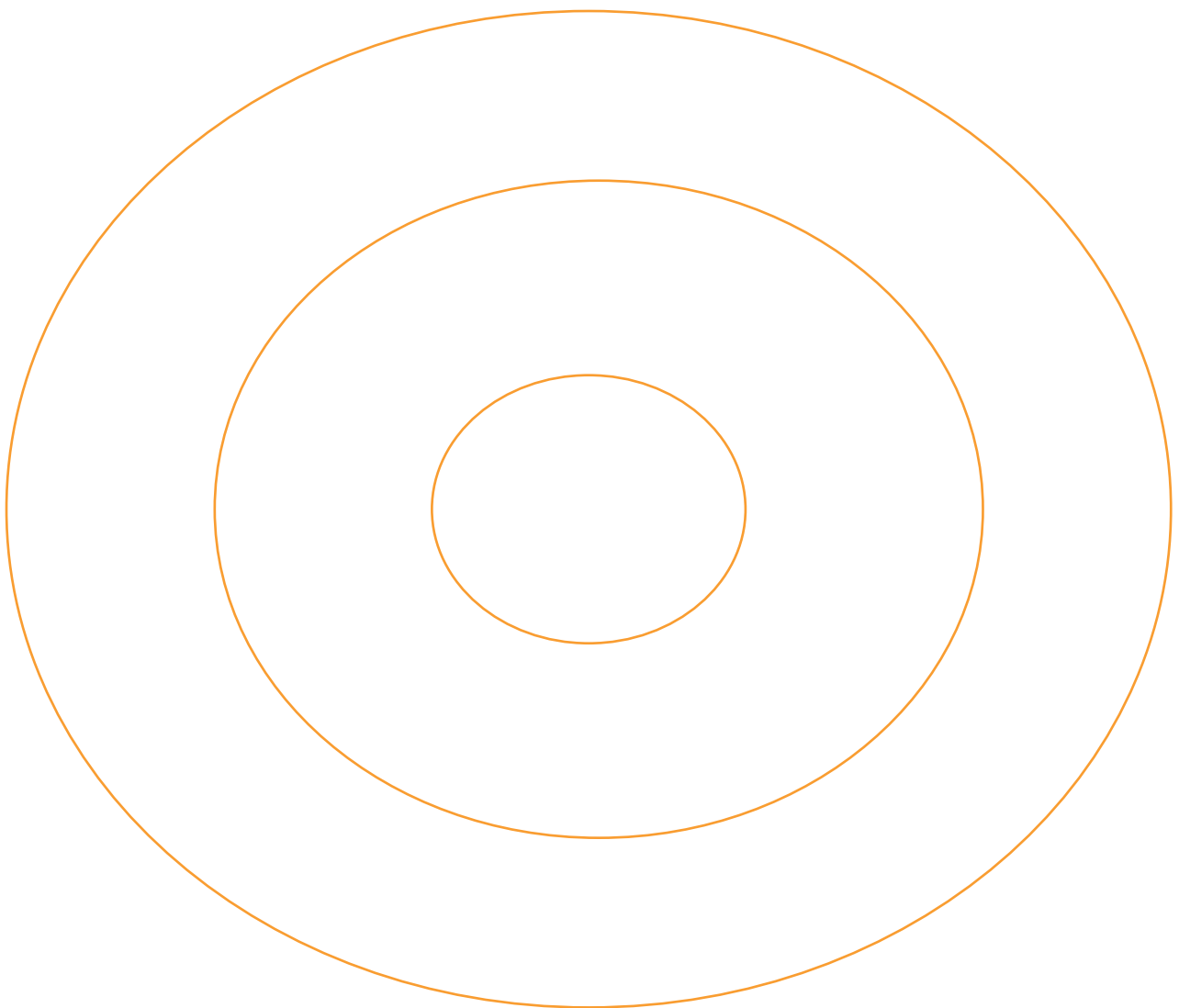
LER 17

Mapping the Groups I Belong to

Put your name in the middle of the page and then your family close by. As the groups get bigger put them further out on the page. eg: Earth / Ao te whenua will be near the outside edge.

Draw a circle around each group which shows how much you feel you matter, have a voice and can make a difference. A small circle for those groups where you scored low on the Citizenship criteria, and a larger circle for those groups where you scored higher.

Groups where I matter, belong, can make a difference and have a voice



Reflection Questions

- What things are the same and different between your map and your buddy's map?
- How do you feel about being a citizen of your different groups?
- Within each group do you feel you have a 'voice', that people listen to you? Discuss this.
- How do you participate and contribute positively in these groups e.g discussions, actions, voting.

SCENARIO 1

There was a plot of land near to a school that was full of rubbish and weeds. A class has helped the local council to tidy it up. They made a plan together. They planted native trees and other plants. It is now full of birds and insects. The class raised money for a wooden seat. It is a place where people can walk or sit.

SCENARIO 2

There is a group of students from another school visiting. Usually the students are shown around by a teacher and then are left to look after themselves. This time your class welcomes them in and shows them where everything is. At break times you make sure they have somewhere to sit and introduce them to other students. At lunchtime you provide them with food and drink. Then at the end of the day you say goodbye and wish them a safe journey home.

You are at sports practise and someone in the team is having a bad day and not playing very well.

You are walking to school and you see someone pull some letters out of a letter box and throw them under a bush.

Your friend is away sick and you know she has library duty. If she is not there the library will have to be closed for lunchtime.

Your mum has been sick all week and when you get home from school she is sitting on the couch looking unwell.

You have been asked to take out the rubbish. You forgot and the dog got into it.

You have new neighbours and you are excited to meet them until you see they look different from you and speak another language.

There is a new kid at school and your teacher has asked you to look after them. Your friend says no and walks away.

Your school is having elections for the student council. You hear people saying they are not going to bother to vote.

You really enjoy playing your sport but your team needs some new uniforms or equipment.

You see a bunch of younger children up to mischief during play time.

A local church is damaged in a fire. People have donated money to help fix the church.

Your local park has an area of native bush but it is full of weeds and rubbish so it is not very nice to spend time there.

There are families in your community that cannot afford to buy good food.

Allocate jobs

- director, time monitor, on task manager, noise monitor

Consider

- time frames: time to prepare, length of role play.

Choose

- issue, characters and setting

Discuss

- situation and good citizenship, kaitiakitanga, manaakitanga behaviour being shared with class

Practise

- exaggerate movements, speak clearly, create good flow

Show

- to the class

STEPS:

1. **CREATE A STORYBOARD** outlining what will happen in each scene. Draw image and add description about what is happening in each scene. See the template on the next page.
2. **DISCUSS AND LIST** who will gather what
 - Scenes, wardrobe, props.
3. **PREPARE**
 - What equipment is needed? Video recording device, tripod.
4. **RECORD**

Handy Hints:

 - Pay attention to outside influences, eg. filming in windy or noisy conditions lessens the quality of the video.
 - Make sure that the camera is close enough to the actors so that they can be heard clearly.
 - Be careful not to move the camera back and forth too much.
5. **EDITING**
 - Re shoot any parts that cannot be heard easily or don't look right.
 - Cut out any silences that shouldn't be there.
6. **INSERT CREDITS** at the end and make sure that everyone involved in the movie is credited.
7. **UPLOAD** the video to Vimeo or YouTube then add to your blogs/websites.



Movie Making Guidelines - STORYBOARD

LER 22

How I add to the Mauri of my groups and places

Create a mind map or picture map that shows what you do or could do to add to the mauri of my community within these different groups.

Include the information:

At home I ...

What are the benefits for me ?

What are the benefits for my whānau ?

At school I

What are the benefits for me ?

What are the benefits for my school ?

In my neighbourhood I

(This could include sports teams, clubs, marae etc)

What are the benefits for me ?

What are the benefits for my community ?

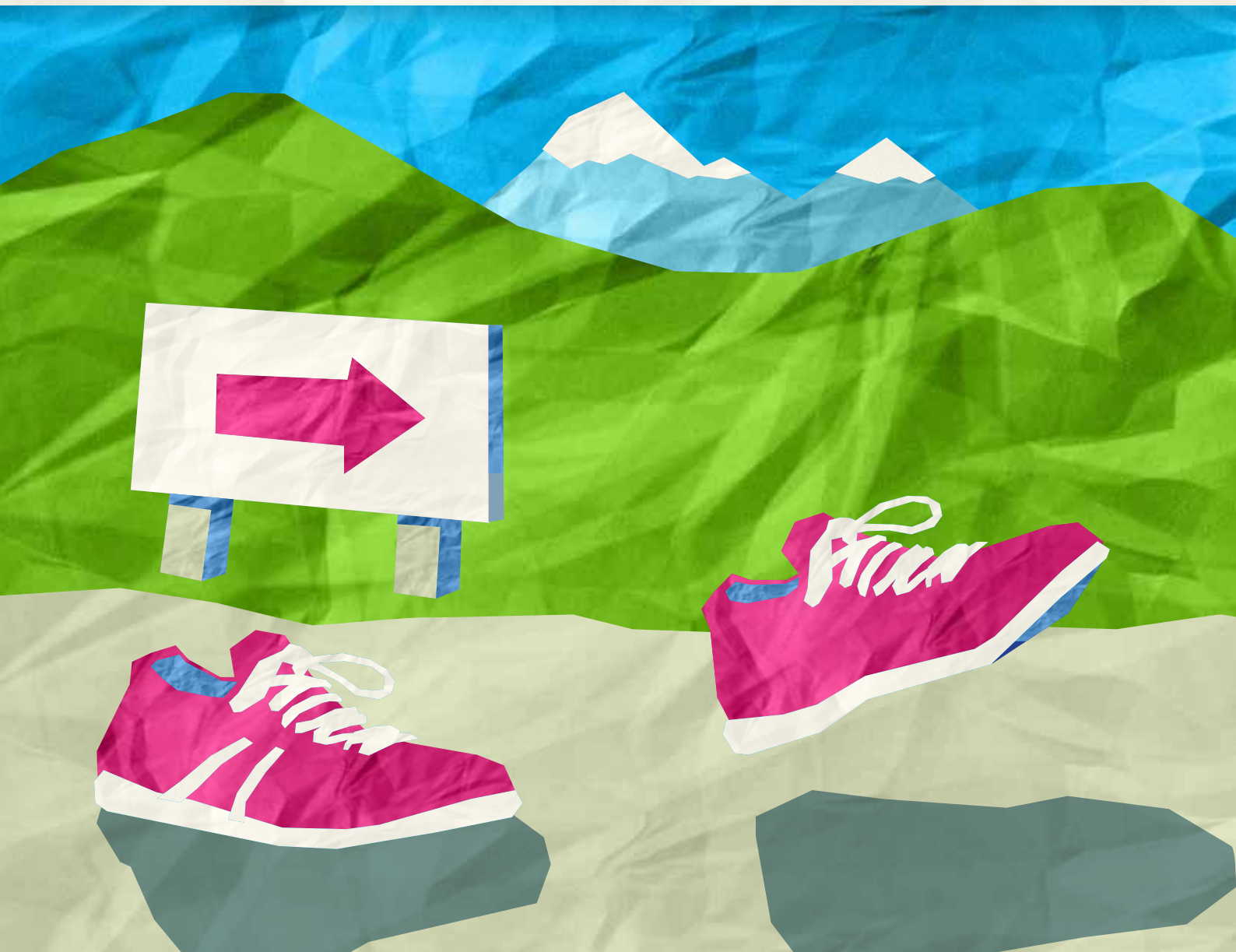
Or create a game that has the same information with in it.

SECTION THREE:

Understanding the Issues Locally and Globally

Whakamaramatanga ngā Take

This section exposes students to the issue of rapid climate change. Students investigate what other motivations affect the choices we make.



The purpose of this section is to help students to:

- Find out what are the issues and what are the motivators that affect their choices about using active travel.
- Understand what is causing global warming and the effects of rapid climate change as a consequence.

Key Understandings Section Three

- Our whānau influences us in the choices we make about using active travel.
- Reducing carbon emissions collectively will contribute to lessening the effect of warming on the planet.
- People are motivated by intrinsic and extrinsic rewards. Everyone will be motivated differently.

Learning Experience Resources (LER 23 - 33) are at the end of this section and are linked from each Learning Experience.



Section 3: Understanding the Issues - Locally and Globally Whakamaramatanga ngā Take

Learning Experience	Content	Learning Intentions	Curriculum Links
<p>3:1 Why not Active Travel?</p> <p>Home Link </p>	<p>Co-construct and conduct a whānau survey about reasons for not using active travel to school.</p> <p>Display and interpret the data.</p>	<p>Plan and carry out a statistical enquiry.</p> <p>Select an appropriate display method.</p> <p>Interpret data displays in order to identify patterns and trends.</p>	<p>Maths - Level 3 and 4 Statistics</p> <p>Plan and conduct investigations using the statistical enquiry cycle.</p>
<p>3:2 What is the Big Deal about Climate Change?</p>	<p>Express an opinion about climate change</p> <p>Science experiments</p> <p>Expert slideshow team</p> <p>Challenge quiz</p>	<p>Understand the basic science of global warming</p> <p>Know some ways to reduce the effects of global warming.</p>	<p>Science - Investigating in Science Level 3 and 4</p> <p>Build on prior experiences, working together to share and examine their own and others' knowledge.</p> <p>Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.</p>
<p>3:3 Atua i te Taiao - Using Storytelling and Metaphor to Examine the Issues</p>	<p>Hot seating - role playing</p>	<p>Develop an understanding of how there are different perspectives to an issue.</p>	<p>The Arts - Drama - Level 3 Developing Ideas -</p> <p>Initiate and develop ideas with others to create drama.</p> <p>Social Science Level 3</p> <p>Understand how people view and use places differently.</p> <p>Level 4</p> <p>Understand that events have causes and effects.</p>
<p>3:4 Motivation - Intrinsic vs Extrinsic</p>	<p>Buddy activity</p> <p>Discussion of motivators</p>	<p>Understand motivation affects our choices.</p>	<p>Social Science - Level 3</p> <p>Understand how people made decision about access to and use of resources.</p>
<p>3:5 My Motivation for Using Active Travel</p>	<p>Worksheet on intrinsic and extrinsic motivation to use active travel</p>	<p>Understanding our own motivators for using active travel.</p>	<p>Physical Education Personal Growth and Development - Level 3</p> <p>Identify factors that affect personal, physical, social and emotional growth and develop skills to manage changes.</p>

Learning Intentions:

Students will...

- Plan and carry out a statistical enquiry
- Select an appropriate display method
- Interpret data displays in order to identify patterns and trends

Success Criteria:

- Use the statistical enquiry cycle to answer a question about reasons for using cars as a method of transport to school.

Education for Sustainability Concepts:

Interdependence / Whanaungatanga

Resources:

Survey applications

- <https://www.easypolls.net/>
- <https://www.surveymonkey.com>
- www.google.com/forms

3:1 Why Not Active Travel?

Teacher Notes

Adults and children may have different reasons why they do not use active travel to get to school. The purpose of this activity is to survey whānau using questions the students have chosen. It aims to get discussion happening within whānau to examine why active travel modes are not being used. The information from this activity will be used again in Section 4:5 when the students compare their opinions with those they have collected in the survey.

Background Knowledge

For the survey you could use www.google.com/forms, www.easypolls.net or www.surveymonkey.com. All of these are free websites and you can tailor them to suit your needs.

Learning Experience:

Whānau Survey

- Display the question
Why do whānau drive their children to school?
- Brainstorm the possible reasons why whānau drive their children to school.
Possible reasons may include:
 - distance from school
 - going past school anyway
 - lack of time in the mornings
 - children don't want to use active travel
 - stranger danger
 - danger from other vehicles....
- Co-construct a survey.
 - Use the reasons brainstormed by the students
 - Use a rating system to ask whānau how much each reason influences them
 - Ask whānau to rank the reasons from highest to lowest
 - Use some open questions at the end to ask whānau what would influence them to let their children use active travel more
- Write down predictions for which is the most and least important reason for your whānau.
- Conduct the survey with whānau.
- Discuss the most appropriate display to use to show the results.
- Discuss the results:
 - What is the most important reason for whānau when choosing to drive their children to school.
 - What is the least important reason?
 - Which reasons have the strongest influence over whānau?
 - What were some of the ideas that would influence change?
 - What results surprised you the most or were interesting to you and why?
 - Which display is the most effective and why?

Kia Mau! Extract the Essence

- Summarise what were the major reasons for all whānau not using active travel.
- Summarise the factors that were causing your whānau not to use active travel and note how strongly your whānau were influenced by them.

Learning Intentions:

Students will...

- Understand the basic science of global warming.
- Know some ways to reduce the effects of global warming.

Success Criteria:

- Record observations of a model and explain how the greenhouse effect works.
- Discuss findings with other students.
- Use questioning skills to help understand climate change.
- Discuss what actions could be taken to reduce climate change.

Education for Sustainability Concepts:

- Interdependence / Whanaungatanga
- Responsibility for action / Kaitiakitanga

Resources:

- [LER 23 Climate Change Expert Talk](#)
- [LER 24 Climate Change Slide Show](#)
- [LER 25 Climate Change and Global Warming KWL Chart](#)
- [LER 26 Climate Change Note Taking Sheet](#)
- [LER 27 Blowing Up Balloons With CO₂](#)
- [LER 28 Greenhouse Effect Science Activity](#)
- [LER 29 Experiment Template](#)
- [LER 30 Climate Change Team Challenge Quiz Template](#)

3:2 What is the Big Deal About Climate Change?

Teacher Notes

The purpose of these activities is for students to begin to understand the issue of our changing climate and how carbon from vehicles is a major contributor to this.

Read [Climate Change Expert Talk \(LER 23\)](#) for developing a personal understanding of global warming and climate change. Investigate some of the links below if you want to go into more detail.

The climate change expert can be someone who has *some* knowledge. Ask them to use the [Climate Change Expert Talk \(LER 23\)](#) and [Climate Change Slide Show \(LER 24\)](#). You could even role play the expert yourself.

For another perspective on climate change you could invite a **Mana Whenua** member from your whānau, local marae or iwi that could come in and share pūrākau (stories) about the effect our rapidly changing climate has on Ranginui and Papatūānuku and other atua.

KWL Chart

- Know - What I know now?
- Wonder - What I want to know?
- Learned - What I have learned?

Background Notes

Climate change information global and local.

Current Science - Adult

- [NASA Climate Website for Adults](#)
- [Royal Society of NZ - Climate-change-implications-for-New-Zealand](#)
- [Sustainability Videos - look at Climate Change Top 10](#)

Student Information

- [Students Guide to Global Climate Change \(Environmental Protection Agency US\) Facts / Impacts / Actions / Think like a scientist / Climate Change expedition](#)
- [NASA Climate Kids Facts / science / actions / activities / graphs](#)

You tube - For students - What is global warming or climate change

- [What is the Greenhouse effect?](#)
- [Climate change 101 with Bill Nye - National Geographic](#)
- [Bill Nye explains Climate Change using Emoji](#)
- [Climate Change according to a kid](#)
- [The Next Generation Asks World Leaders at UN: Why Not Act on Climate Change?](#)



Learning Experience:

Climate Change Activities

- Fill out a class, group or personal [Climate Change and Global Warming \(LER 25\)](#) about climate change and global warming.
- Collate the wondering questions as a class.
- Identify 3 questions you would like to answer. Write these questions on the Climate Change Note Taking Sheet (LER 26).
- Make carbon dioxide using baking soda and lemon juice. [Experiment Blowing up Balloons with CO₂ \(LER 27\)](#).
- Carry out the [Greenhouse Effect - Science Activity \(LER 28\)](#) using the [Experiment Template \(LER 29\)](#).
 - This experiment could be replicated by groups to get a robust set of data.
 - Use the experiment template to go through the scientific method with students.
 - Discuss where the greenhouse effect happens in everyday life (eg. in gardens / in cars).
 - Note - This process is what is causing global warming of the Earth. Instead of a plastic bottle keeping the heat in from the sun, greenhouse gases are. The main one is carbon dioxide.
 - For further research on the greenhouse effect - NASA Climatekids - Greenhouse effect
- Listen to a Climate Change Expert who can use the [Climate Change Expert Talk \(LER 23\)](#) and [Climate Change Slide Show \(LER 24\)](#) to help them.
- Answer your questions and add any other interesting information from conducting the experiment - listening to the expert or doing further research.
- Discuss what actions we are already taking to reduce climate change in our families.
- Climate Change Team Challenge Quiz
 - In teams develop a 5 question quiz for another team to answer on Climate Change. Use the [Climate Change Team Challenge Quiz Template \(LER 30\)](#) to record your questions and the answers. Keep your copy and remove the answers from another copy to give to the other teams.
 - Teams mark and give answers to the ones that were incorrect or missed.

Kia Mau! Extract the Essence

- Summarise what you have learned about climate change and global warming.
- What are your personal thoughts on it?

Learning Intentions:

Students will...

- Practice using the drama convention 'hot seating' to investigate how others may feel about an issue.

Success Criteria:

- Explain how elements and living things of the natural world are affected by carbon emissions locally and globally.

Education for Sustainability Concepts:

- Interdependence / Whanaungatanga
- Responsibility for action / Kaitiakitanga

Resources:

- [LER 4: Atua and Pūrākau](#)

3:3 Atua I Te Taiao - Using Storytelling and Metaphor to Examine the Issues

Teacher Notes

The purpose of this activity is to think about the effect of carbon emissions from an environmental perspective using Te Ao Māori as a context for visualising the natural environment.

This activity does presume prior knowledge of Te Ao Māori Atua and their whānau. [The Atua \(LER 4\)](#) can be seen as elements of our natural environment.

Drama Convention - Hot Seating on TKI

Hot Seating: a process convention in which class members question or interview someone who is in role (for example, as a character from a play, a person from history) to bring out additional information, ideas and attitudes about the role. The class members may or may not be in role.

Background Knowledge

To access the creation stories and understanding of the Atua talk to your local **Mana Whenua**.

Further links

- [Atua and Pūrākau \(LER 4\)](#)
- [Rangi and Papa pūrākau - Wikipedia](#)
- [Story of Tawhirimātea - TKI](#)
- [Māori-creation-traditions/page-1 - Te Ara - Encyclopedia NZ](#)
- [Tales from the mythologies of Creation, Māui and Aoraki - YouTube](#)

Books

- In the Beginning - Peter Gossage (Scholastic NZ Ltd - 2001)
- Ngā Atua - Robyn Kahukiwa (Mauri Tū 2012)
- Children of Earth and Sky - Retold by Pita Graham (Māori Nature Traditions Series - 1995)
- Counting the Stars - Four Māori Myths - Gavin Bishop (Random House 2009)
- Illustrated Māori Myths and Legends - Queenie Rikihana Hyland (Penguin Group (NZ) 2010)
- Ron Bacon 1995 series of Māori myths.



Learning Experience:

Hot Seating with Atua i te Taiao

- Allocate character roles of the following elements - Ranginui the sky, Papatūānuku the Earth, Tāwhirimātea - the wind / air, Tāne mahuta - the forest, Tangaroa - the waterways and oceans, specific birds, insects, animals that the students would see or relate to.
- Role play or discuss when we travel to school in cars - ask the above characters to respond to how they feel or would react to the carbon emissions put out by cars.
- Role play or discuss when we walk, bike, skateboard or scoot to school - ask the characters to respond to how they feel or would react to the lack of carbon emissions from cars.
- Using the drama technique **Hot Seating** interview one of the elemental Atua or animals to investigate how carbon emissions affect them - how it affects what they do. These could be direct effects like polluting the air locally or indirect effects of global warming like the polar bears losing their habitat.
- Discuss how the choices we make about travelling to school affect the natural world. How is this connected to how it affects people locally and globally.

Kia Mau! Extract the Essence

- Summarise the effects of carbon emissions on the natural world.
- Record other groups / people that might be affected by lots of cars at the school gate.

Learning Intentions:

Students will...

- Understand how motivation can affect a person's behaviour.

Success Criteria:

- Describe the difference between intrinsic and extrinsic motivation using a personal example.

Education for Sustainability Concepts:

- Manaakitanga

Resources:

[LER 31: Student 1 - Intrinsic Motivation](#)

[LER 32: Student 2 - Extrinsic Motivation](#)

3:4 Motivation - Intrinsic vs Extrinsic

Teacher Notes

The purpose of this activity is to learn the difference between intrinsic motivation and extrinsic motivation. The students will start reflecting on what motivates them and others in decision making.

Background Knowledge

Extrinsic motivation

Extrinsic motivation is motivation that comes from outside a person. The person is motivated to learn or do something for external rewards or to avoid negative consequences.

For example when training for cross country Jeff runs because he wants to earn the most points for his house.

Intrinsic motivation

Intrinsic motivation is motivation that comes from inside a person. The person is motivated to learn or do something for the pure enjoyment of it.

For example when training for cross country Aniwa runs because she likes the way it makes her feel; strong and fast.



Learning Experience:

Investigating Motivations

- Brainstorm the word **motivation** and co-construct a class definition.
- In pairs using the Intrinsic and Extrinsic Motivation Definition Sheets:
 - Part 1- Learn about each type and share examples with each other.
 - Part 2 - Record some activities you do in a day and identify what the motivators are and whether they are intrinsic or extrinsic.
- Write on post it notes all the things that motivate you collected from the second part of the task above. Eg. Grandma giving me cash, getting to hang out with my friends, mum yelling at me.
- Share the post it notes with the class and collate onto a class page.
- Think pair share the following questions and record the answers (to use for later on.)
 - How are we motivated differently from each other?
 - How could we motivate others to do what we want them to do?
 - What challenges do you think there might be to motivate others to change their behaviours?

Kia Mau! Extract the Essence

- Summarise the difference between intrinsic and extrinsic motivation.
- Give an example of an effective motivator for you.

Learning Intentions:

Students will...

- Identify the reasons or motivators for why we do or do not use active travel to school.

Success Criteria:

- Know what some of the reasons and / or motivators are that help me to decide whether to use active travel or not.

Education for Sustainability Concepts:

- Manaakitanga

Resources:

[LER 33: Motivators For Active Travel Actions](#)

3:5 My Motivation for Using Active Travel

Teacher Notes

The purpose of this activity is to identify the reasons or motivators of why we do, or do not, use active travel to school. It is giving the students an opportunity to start thinking about what is influencing their decision making.

Learning Experience:

Motivators for Active Travel

- Individually or in pairs fill out the [Motivators for Active Travel Actions \(LER 33\)](#)
- Choose one motivator to share with the class that appealed to you the most. Identify whether it was an intrinsic motivator or an extrinsic motivator.
- Put up two headings - Reasons why I don't use active travel to school. Reasons why I do use active travel to school. Write on your own post it notes why you do or do not use active travel. There can be lots of different reasons for each. On each post it note, identify whether it is an intrinsic or an extrinsic motivator. These notes could be grouped into which were the most common.
- Discuss
 - What different reasons might there be for different age groups? e.g. 5+6 year olds or 12+13 year olds.
 - What are some actions you could put in place to encourage you to use active travel?

Kia Mau! Extract the Essence

Summarise what are the key reasons or motivators of why you do or do not use active travel.

SECTION THREE

Learning Experience

Resources 23-33

Te Rā - the sun - is the primary heat and energy source for the Earth. Almost every living thing relies on it to survive in one way or another.

Millions of years ago, when the dinosaurs (including our own Tuatara) roamed the Earth, the climate was much warmer than it is today.

However, a few thousand years ago, the climate was much colder. Large parts of the world were covered by ice. But these changes happened very slowly, over many millions of years.

Over the past 100 years the temperature on Earth has gone up very quickly - which means the climate is changing quickly. This is a problem as it will be a challenge to adapt to the new conditions and even harder to try and slow the warming down. But we can do it - we love a challenge! And we need to do it as so many people, animals and plants around the world will be affected if the temperatures continue to increase so quickly.

So what is climate change and global warming?

The Earth is wrapped in a blanket of air called the atmosphere. The atmosphere is made up of layers of gases. Sunlight passes through these layers of gas and warms everything on Earth. These gases are called greenhouse gases because they act just like a greenhouse, helping to keep our planet warm. We need them otherwise we would be living on a planet that has an average of 18 degrees C.

What does all this have to do with us?

There are more and more of us in the world and we are producing more and more carbon dioxide. Carbon dioxide is an invisible gas that is all around us. It is one of the most damaging of the greenhouse gases. Unfortunately, we are releasing far too much carbon dioxide into Earth's atmosphere. These gases are getting trapped in Earth's blanket of air, and they are making the Earth hotter. This is known as global warming.

Carbon dioxide is pumped into the atmosphere every day by vehicle traffic on our roads. Most cars, buses and trucks run on fossil fuels, petrol or diesel, and this produces tons of carbon dioxide. Vehicles are the second biggest source of carbon dioxide emissions worldwide. In NZ it is the biggest source of carbon dioxide, so it is the one where we can make the most difference. We can do this by reducing our use of fossil fuelled vehicles.

Carbon dioxide is also made when we burn fuels like coal, gas, oil and wood. Power plants burn fuels to make electricity. In NZ we are really fortunate that about 75% of our electricity is made by renewable sources such as hydro, solar and wind. However it still means that one quarter, 25%, of NZ's power is made from fossil fuels like gas, oil and coal.

So every time we leave lights or appliances on, that we are not using, we are adding to the carbon dioxide that's caught in the blanket of gases that surrounds our planet.

Another problem is that all around the world, forests are being destroyed. We need the forests because they soak up carbon dioxide. Unfortunately, the trees are cut down to make way for farms that produce products we want to buy and also to make room for towns and cities.

What effect is global warming having?

As the Earth is heating up, climates are changing all around the world. We can expect more storms, hurricanes, floods, frosts and heat waves.

In some areas, like the West Coast of NZ, rainfall will increase and cause flooding. In other areas, like the East Coast of NZ, rainfall will decrease and cause droughts. People in many different parts of the world will be short of water. Countries around the equator will be badly affected. The ice at the North and South Poles is melting and sea levels are rising due to this, and the warming of the oceans. This will cause severe flooding in some parts of the world.

Kiribati is an example of this in our own Pacific Ocean. It is an island nation and it looks like the people will not be able to live there by the end of the century.

Many species of animals are also endangered as a result of global warming due to habitats changing so quickly. They may not have time to adapt. Polar bears are a great example.

What can we do to help?

Fortunately, there are lots of things that we can do to decrease the release of carbon dioxide in the atmosphere.

For example:

- Leave the car at home. Walk or cycle or use public transport.
- Switch the television off rather than leave it on stand-by.
- Put on a jersey rather than turn up the heater.
- Replace light bulbs with LED bulbs.
- Take a shower instead of a bath.
- Plant a tree or 10.
- Reduce the amount of stuff you buy, reuse stuff and recycle it.
- Avoiding single use plastic eg. plastic bags, plastic water bottles

So you see, that although global warming is changing our climate and it will have consequences for all of us, there is a lot that we can do to make a difference individually and as a community. There are two aspects to it.

Firstly, by developing good habits today we can help keep our communities and our precious planet a good place to live, for everyone.

Secondly, by understanding how our planet operates, we can learn how to adapt, and be part of creating innovative solutions to cope with our changing climate.

Both are very important roles we can play.



Climate Change and Global Warming KWL Chart

<u>L</u>earn What I learned	
<u>W</u>onder What I want to know	
<u>K</u>now What I think I know	



Climate Change - Note Taking Sheet

Our questions	Information to help us answer the question. Key words, sentences or pictures



Climate Change - Note Taking Sheet

Other Interesting Information

LER 27

Blowing Up Balloons With CO₂

Carbon dioxide is invisible. It comes out of your mouth every time you breathe. You can make it and capture it in this simple experiment.

Contain the carbon dioxide given off by the baking soda and lemon juice reaction by funnelling the gas through a soft drink bottle and into your awaiting balloon!

What you'll need:

- Balloon
- About 40 ml of water (about 2 ½ tablespoons)
- Soft drink bottle
- Drinking straw
- Juice from a lemon
- 1 teaspoon of baking soda

Instructions:

1. Before you begin, make sure that you stretch out the balloon to make it as easy as possible to inflate.
2. Pour the 40 ml of water into the soft drink bottle.
3. Add the teaspoon of baking soda and stir it around with the straw until it has dissolved.
4. Pour the lemon juice in and quickly put the stretched balloon over the mouth of the bottle.



What's happening?

If all goes well then your balloon should inflate! Adding the lemon juice to the baking soda creates a chemical reaction. The baking soda is a base, while the lemon juice is an acid, when the two combine they create carbon dioxide (CO₂). The gas rises up and escapes through the soft drink bottle, it doesn't however escape the balloon, pushing it outwards and blowing it up. If you don't have any lemons then you can substitute the lemon juice for vinegar.

The Greenhouse Effect

Materials:

Tall plastic bottle with lid - label removed

2 x glass jars the same size - small enough to fit one inside the bottle - label Jar 1 and Jar 2

2 x scissors

2 x thermometers

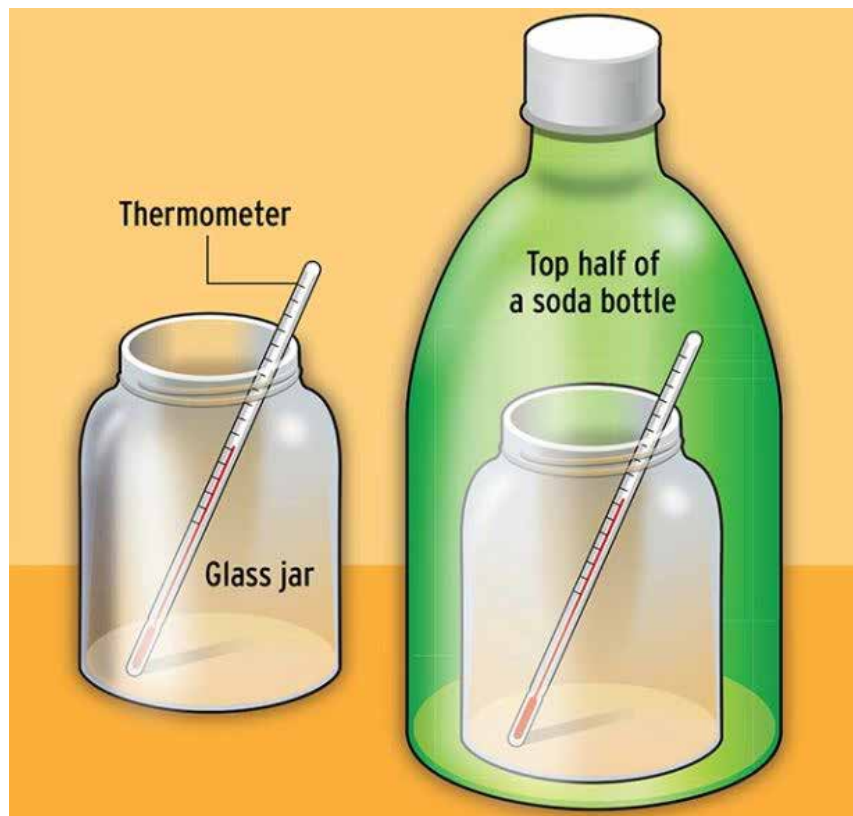
Procedure:

Use the scissors to cut the bottom of the plastic bottle. Leave the lid on.

Stand the thermometer inside Jar 1 and place in a sunny spot.

Stand the other thermometer in Jar 2 and put under the plastic bottle. Place in the same sunny spot.

Check the thermometers after an hour and compare the temperatures.



Variations to try:

Repeat the experiment 5 times to see if the results are the same each time.

Do the experiment for different lengths of time eg. Compare after 10, 20, 30, 40, 50, 60, 70, 80, 90 minutes. Graph and see if there are any trends.

Note:

Monitor as you do the experiment to check the thermometer does not overheat and break.

Conclusion:

The temperature in Jar 2 is warmer than Jar 1. This is because the sun's solar energy passing into the plastic bottle has been turned into heat energy and can't escape. The Earth's atmosphere serves a similar function as the bottle. It allows the sun's solar energy to pass through, then keeps the heat energy from escaping into space.

Image Source: <https://boyslife.org/hobbies-projects/funstuff/2859/weather-experiments/>



Blowing Up Balloons With CO₂

Experiment:

Purpose: I wonder...

Materials:

Hypothesis: I think...

Procedure:

Results:

Conclusion: I learned that...



Climate Change Team Challenge Quiz Template

Climate Change Team Challenge Quiz	Score:
Question 1:	
	Comment:
Question 2:	
	Comment:
Question 3:	
	Comment:
Question 4:	
	Comment:
Question 5:	
	Comment:

What Motivates You?	
Your Task	To explain and give an example of what intrinsic motivation is.
Instructions	<ul style="list-style-type: none"> • Read the text. • Think of a way of explaining what intrinsic motivation is. • Think of an example of someone doing something for this kind of motivation. • Think of a time when you were intrinsically motivated. • Share with your buddy and make sure they understand what it means. • Learn what extrinsic motivation means and record your understanding.
Definition	<p>Intrinsic motivation</p> <p>Intrinsic motivation is motivation that comes from inside a person. The person is motivated to learn or do something for the pure enjoyment of it.</p> <p>For example when training for cross country Aniwa runs because she likes the way it makes her feel; strong and fast.</p>
My understanding of intrinsic motivation.	
An example of intrinsic motivation.	
My personal example of intrinsic motivation.	
Share and make sure your buddy knows what it means.	
My understanding of extrinsic motivation.	

What Motivates You?

1. Discuss together and write down at least three activities you do in a day eg. get up, eat a healthy lunch, brush my hair, carry out my learning tasks, play with my little sister, help with chores at home, go to the skate park, play video games.
2. Think about the things that motivate you to do these activities and list them under one of the headings.

Activities	Intrinsic Motivators	Extrinsic Motivators
Eg. Getting up	Seeing my friends at school	Parent coming to get me up



Extrinsic Motivation - Student 2 (Part 1)

What Motivates You?

Your Task	To explain and give an example of what extrinsic motivation is.
Instructions	<ul style="list-style-type: none">• Read the text.• Think of a way of explaining what extrinsic motivation is.• Think of an example of someone doing something for this kind of motivation.• Think of a time when you were extrinsically motivated.• Share with your buddy and make sure they understand what it means.• Learn what intrinsic motivation means and record your understanding.
Definition	<p>Extrinsic motivation</p> <p>Extrinsic motivation is motivation that comes from outside a person. The person is motivated to learn or do something for external rewards or to avoid negative consequences .</p> <p>For example when training for cross country Jeff runs because he wants to earn the most points for his house.</p>
My understanding of extrinsic motivation.	
An example of extrinsic motivation.	
My personal example of extrinsic motivation.	
Share and make sure your buddy knows what it means.	
My understanding of intrinsic motivation.	



Extrinsic Motivation - Student 2 (Part 2)

What Motivates You?

1. Discuss together and write down at least three activities you do in a day eg. get up, eat a healthy lunch, brush my hair, carry out my learning tasks, play with my little sister, help with chores at home, go to the skate park, play video games.
2. Think about the things that motivate you to do these activities and list them under one of the headings.

Activities	Intrinsic Motivators	Extrinsic Motivators
Eg. Getting up	Seeing my friends at school	Parent coming to get me up



Motivators for Active Travel Actions

What would motivate you and others to take part in these active travel actions?

Note are **your** motivations more intrinsic or extrinsic?

There are no right or wrong answers.

Active Travel Action	What would motivate me to do this?	What might motivate others to do this?
1. Belong to a walking / biking / skateboarding group of friends. Most days you meet and walk / bike / skateboard together.		
2. Participate in an event like a biker's breakfast. Have one day where everyone who comes to school using wheels gets to have a yummy breakfast.		
3. Write and illustrate a picture book for younger children, to teach them skills to walk to school safely.		
4. Participate in a competition between classes to see who can get the most people using active travel over a week.		
5. Develop a fitness regime that includes using active travel to get to school. There is a fitness goal that would be achieved.		
6. Being the leader of a walking group where you look after the younger students.		
7. Being allowed to walk / bike / skateboard / scoot to school by myself.		
8. Designing a pou or a waka to mark our designated walking or riding meeting places.		

SECTION FOUR:

Measuring Where, How and Effects of our Travel Choices

Tātaihia ētahi Haerenga

Students measure how their community is travelling to school.
The students look at factors such as safety, walkability, carbon emissions
and whānau influence.



The purpose of this section is to help students to:

- Understand how the school community travels to school
- Investigate and assess the environment through which they are travelling.
- Collect data about carbon emissions.
- Compare their own ideas about active travel with those of their whānau.

Key Understandings for Section Four

- Creating a safe, happy and healthy environment will influence our choices to use active travel to school.
- Knowing about a range of aspects, that influence our school community, will help us to make sustainable decisions for encouraging using active travel to school.

Learning Experience Resources (LER 34 - 36) are at the end of this section and are linked from each Learning Experience.



Section 4 : Measuring Where, How and the Effects of our Travel Choices - Tātaihia ētahi Haerenga

Learning Experience	Content	Learning Intentions	Curriculum Links
4:1 How Are We All Travelling To School?	Statistical survey of how people travel to school.	Know how people are travelling to school. Create baseline data.	Social Sciences : Level 4 Understand how people participate individually and collectively in response to community challenges. Mathematics and Statistics: Level 3 and 4 Statistical Investigation Plan and conduct investigations using the statistical enquiry cycle.
4:2 Counting Up Our Carbon Emissions	Using Journey planner to calculate carbon emissions of trips during the school week personally and as a whole class.	Know that collecting baseline data is important when looking at an action that encourages change.	Mathematics and Statistics Level 3 and 4 Number Strategies Use and understand a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals and percentages.
4:3 Walkability Checklist	Going on a walk to assess its walkability using an assessment tool.	Know how to use a measurement tool to assess the suitability of an area and find things that could be changed.	Social Sciences Level 4 Students will gain knowledge and experience to understand how formal and informal groups make decisions that impact on communities.
4:4 Map My Journey	Mapping individual journeys. Creating a Tūmataunga challenges map.	Know what makes a community a safe place to walk or cycle. Know how to read and locate landmarks on a map.	Mathematics - Level 3 and 4 Geometry and measurement Use a coordinate system or the language of direction and distance to specify locations and describe paths. Communicate and interpret locations and directions, using compass directions, distances and grid references. Social Sciences - Level 4 Students will gain knowledge and experience to understand how formal and informal groups make decisions that impact on communities.
4:5 Comparing Opinions - My Whānau and Me Home Link 	Complete the Whānau -'Why not' active travel survey. Compare the data between whānau and students. Debate. Write persuasively.	To be able to compare two sets of data and come up with an opinion on the topic.	Social Sciences - Level 4 Understand how people participate individually and collectively in response to community challenges. Mathematics and Statistical Investigation Level 3 and 4 Plan and conduct investigations using the statistical enquiry cycle. English - Level 3 and 4 Speaking, Writing and Presenting: Ideas Select, form and communicate ideas on a range of topics.

Learning Intentions:

Students will...

- Know what forms of travel a group of people will use or are using in the school community.

Success Criteria:

- Create a statistical survey to investigate how staff and students are travelling to school.
- Analyse and present findings to an audience.

Resources:

[Let's Get Statistical](#)

4:1 How are we all Travelling to School?

Teacher Notes

The purpose of this activity is to investigate how we all travel to school.

It will create a baseline of knowledge that can be compared after an action is put in place. The data collected may be used to highlight and create awareness of the amount of active travel being used or the lack of it.

Background Knowledge

Modes of transport - how people move

Walking, scootering, skateboarding, horse riding, driving, catching a train, bussing, biking, balloon riding, combinations. Active travel modes are where people are actively moving.

Low carbon modes include bus, train, and car pooling.

Learning Experience:

Statistical Survey of Travel Choices

- Predict and display on a pie chart what percentage of each travel mode do staff and students use to get to school. Eg. 10% bus, 50% car, 18 % bike, 12 % walk, 10 % scooter .
- Use [Let's Get Statistical](#) to research travelling to school behaviour. Look back at predictions.
- Develop more specific questions to investigate that would add to the bigger picture of what is happening in your school. For example:
 - How many students live too far away to walk or cycle to school?
 - How many students would rather walk or cycle than be driven to school?
 - How many students walk with others to school?
 - What difference is there between the numbers of younger and older children being driven to school?
 - How many students use a combination of modes to get to school?
- Survey class, syndicate or school. Create a suitable graph to show the results of their investigation. Present their findings and analysis to the class.
- As a class synthesize the key findings and trends and display.
- Share with whole school. Be positiv, explain that it is baseline data and the class is wanting to help the school make a change.

Kia Mau! Extract the Essence

What I thought was interesting about the survey results was:



4:2 Counting up My Carbon Emissions

Teacher Notes

The purpose of this activity is to measure individual carbon dioxide output for the school week to give baseline data to be able to compare before and after effects of any actions. It will bring awareness to how much carbon we do emit and highlight where we could change our behaviour.

Homelink

Filling out the [My Trips: Weekly Carbon Counter Record Sheet \(LER 36\)](#) could be sent home to do with whānau as a homework activity or could be done in class time. Students could also use spreadsheets to calculate individual and class totals.

Background Knowledge

Trip Go Instructions - <https://tripgo.com>

- Type your home address and school address in the search boxes.
- Click on the green 'Route' button.
- Find out how long each mode takes and the amount of carbon used.

Learning Experience: Carbon Counting

- Reflect on the knowledge previously learned about carbon being a major contributor to greenhouse gases and also it being the one we contribute most to.
- Look at [Carbon as a Greenhouse Gas Graphic \(LER 34\)](#).
- Using the website Trip Go look at carbon emissions of one fictitious person's, or your own, journeys to school. [My Trips: Weekly Carbon Counter Example \(LER 35\)](#).
- Model how to keep a record of a school week of journeys using [My Trips: Weekly Carbon Counter Record Sheet \(LER 36\)](#).
- Calculate your personal carbon daily or do it all at once at the end of the week.
- Add up and display the total amount the class uses.
- Share what influenced their decisions to travel by car.
- What other questions could be developed to answer using this data eg.
 - How much carbon would I use over a full school year?
 - If I walked twice a week how much carbon could I reduce over a year?
 - What are the costs on the car for a year?
 - How much carbon am I saving by walking every day?

Kia Mau! Extract the Essence

Record 3 facts that you have learned. I wonder

Learning Intentions:

Students will...

- Know that collecting baseline data is important when looking at an action that encourages change.

Success Criteria:

- Collect data on the amount of carbon dioxide produced as a comparison tool.

Resources:

- [LER 34: Carbon as a Greenhouse Gas Graphic](#)
- <https://tripgo.com>
- [LER 35: My Trips: Weekly Carbon Counter example](#)
- [LER 36: My Trips: Weekly Carbon Counter Record Sheet](#)

Learning Intentions:

Students will...

- Know how to use a measurement tool to assess the suitability of an area and find things that could be changed.

Success Criteria:

- Assess a common walking route to see how suitable it is for walking to school.

Resources:

- [Walkability Checklist](#)
- [Park and Stride Walking Pou and Park and Stride Mapping](#)

4:3 Walkability Checklist

Teacher Notes

The purpose of this activity is to use a simple measurement tool to assess the mauri of the local area for walking.

Plan a simple walk around your school community or use a common travel route for students. On the walk the students will fill in the Walkability Checklist to identify any issues.

In Map my Journey 4:4 the students can then independently assess their own or potential active travel routes to school.

Background Knowledge

Park and Stride Walking Pou - These are pou / poles designed by students as drop off points for students to walk from. Instructions in the link.

Mauri - the essential quality and vitality of a physical object, individual, ecosystem or social group. It is felt, seen and heard in the health, beauty and strength of a person or place. For example if a place has many thriving trees and is filled with birdsong and the local stream runs clean- the mauri is strong. If the waterways are fed through pipes, the few trees are surrounded by concrete and roads filled with commuting traffic - the mauri is weak.

Learning Experience:

Assessing Walkability

- Use the [Walkability Checklist](#) to assess the suitability for walking or cycling to school.
- Model the use of it on a class walk outside the school grounds.
- As a class write a list of issues that were discovered. Highlight those that the students think could be addressed. Display this list on the wall for later reference.
- Note good drop off points for students who live too far from school to walk or cycle eg unused car parks near the school. This information will be useful if wanting to implement an action like the [Park and Stride Walking Pou](#).

Kia Mau! Extract the Essence

Summarise what the main issues were for discouraging students to use active travel to school.



4:4 Map My Journey

Teacher Notes

The purpose of this activity is to map the safest journeys for students using Active Travel to school.

This could be completed at the same time as the Walkability Checklist.

Using information from the Walkability Checklist and Map My Journey maps the students will construct a Tūmatauenga Challenge Map. This will help to identify actions students could take in the community to improve the safety of active travel journeys to school.

See link Teacher's notes - Map my Journey

Background Knowledge

Tūmatauenga - atua of challenge

In Māori pūkakau, Tū or Tūmatauenga (Māori: 'Tū of the angry face') is the son of Ranginui and Papatūānuku. He represents the qualities associated with 'war' such as decision making, strategy, challenge, conflict resolution, leadership, strength and courage. In some Pūrākau he is the creator of humans.

Learning Experience:

Mapping Active Travel Journeys

- Use these notes to complete this activity - [Teacher's Notes - Map My Journey](#) along with the [Map My Journey - Student Instructions](#).
- At the same time use the Walkability Checklist for your active travel route to add in other information which could be useful.
- After completing the individual maps create a class "Tūmatauenga Challenges Map" of the area - using the information that has been gathered from the Map my Journey and Walkability checklist activities.
- Develop a legend - hazards, animals, cars, trees, etc. Images of Tūmatauenga could be used to show where the hazards are.
- This map will be useful in the action stage to prompt ideas for actions to make changes.
- Display the map for future reference.

Kia Mau! Extract the Essence

List any challenges there are for me or my whānau for active travelling to school. Summarise what are the challenges and the benefits for me to travel to school actively.

Learning Intentions:

Students will...

- Know what makes a community a safe place to walk or cycle.
- Know how to read and locate landmarks on a map.

Success Criteria:

- Plan a safe route to walk or cycle in my community.

Resources:

- [Teacher's Notes - Map My Journey](#)
- [Map My Journey - Student Instructions](#)

Learning Intentions:

Students will...

- To be able to compare two sets of data and come up with an opinion on the topic.

Success Criteria:

- Analyse and compare the results of two different sets of people surveyed.
- State with reasons your opinion on active travel to school.

Resources:

- Graphs and Survey used in 3:1 Why not Active Travel?

4:5 Comparing Opinions - My Whānau and me.

Teacher Notes

The purpose of this activity is for the students to compare their own ideas around active travel with those of their whānau.

It uses the **Whānau Survey** that was completed in **Activity 3:1** on the issues they have with students using active travel. The students will fill in the same survey.

This introduces the idea that different groups in a community may have different ideas and opinions. It also encourages debate - using reasoning to persuade others to change their opinion.

Learning Experience:

Comparing Survey Results

- Share the newspaper story:
[Study reveals 9 in 10 Auckland children want to walk to school](#)
- Display the graphs from the parent survey done earlier in the **3:1 Why not Active Travel Activity**.
- Discuss
 - Which issues were most important for your whānau?
 - Do the things that influence your whānau, also influence your decisions on how you get to school?
 - Do you agree or disagree with your whānau views?
- Students fill in the Whānau Survey from 3:1 and graph the results.
- Display data from both surveys.
- Create a graph to compare adults' and students' concerns. Use Google spreadsheets, www.infographiccreator.com or similar.
- Record the analysis under the graph using the following questions.
 - What issue showed the most difference of opinion between the two groups? Think of two reasons why that might be.
 - What issue showed the most similarity of opinion between the two groups? Think of two reasons why that might be.
- **Debate it.**
Eg. All children should be driven to school every day.
Debate this statement from the different points of view: environmental vs convenience vs safety. Invite whānau to come along.
- **Writing**
Transactional writing:
Argument. Write a letter to your whānau outlining the reasons why you believe travelling to school actively is the best or worst way to travel.

Kia Mau! Extract the Essence

Summarise the differences and similarities of opinions that I have with my whānau.

SECTION FOUR

Learning Experience

Resources 34-36

Greenhouse Effect

Carbon dioxide is one of the main gases

Carbon Dioxide

Is one of the main waste products
from vehicles

Carbon
Dioxide

CO₂



LER 35

My Trips: Weekly Carbon Counter example

My Trips: Carbon Calculator

Name: Ash

Date: Week 6 - 17-21 February

Keep a record for a school week of all the trips you make. This includes things like going to-school, sports practices, visiting friends etc. If you used active travel or a bus, train or an electrical vehicle put in zero carbon.

Record the start and finish place of each journey. Work out how much carbon you have used with Trip Go - <https://tripgo.com>. NB: Trip Go trips are calculated on the shortest route, rather than your actual route. Use this information as an approximate amount of carbon for this exercise.

The information we collect here will be used as a baseline for when we investigate how to reduce our carbon emissions.

Trips						Daily Total kg CO ₂ e
Monday Dad drops off and picks up Ash and then later takes Ash to tennis	From:	Home	School	Home	Tennis	
	To:	School	Home via shops	Tennis	Home	
	kg CO₂e:	0.7	0.8	0.8	0.8	3.1
Tuesday Ash is dropped off and picked up from school	From:	Home	School			
	To:	School	Home			
	kg CO₂e:	0.7	0.7			1.4
Wednesday Ash walks to school on Walking Wednesdays	From:	Home	School	Hip Hop		
	To:	School	Hip Hop	Home		
	kg CO₂e:	0	0.9	0.8		1.7
Thursday Ash walks to a friend's place after school	From:	Home	School	Jo's house		
	To:	School	Jo's house	Home		
	kg CO₂e:	0.7	0	0.6		1.3
Friday Koro picks up Ash. Then drops Ash home	From:	Home	School	Koro's place		
	To:	School	Koro's place	Home		
	kg CO₂e:	0.7	0.4	0.5		1.6
Total Carbon Dioxide emissions produced for the week: kg CO₂e						9.1



My Trips: Weekly Carbon Counter Record Sheet

My Trips: Carbon Calculator **Name:**

Date:

Keep a record for a school week of all the trips you make. This includes things like going to-school, sports practices, visiting friends etc. If you used active travel or a bus, train or an electrical vehicle put in zero carbon.

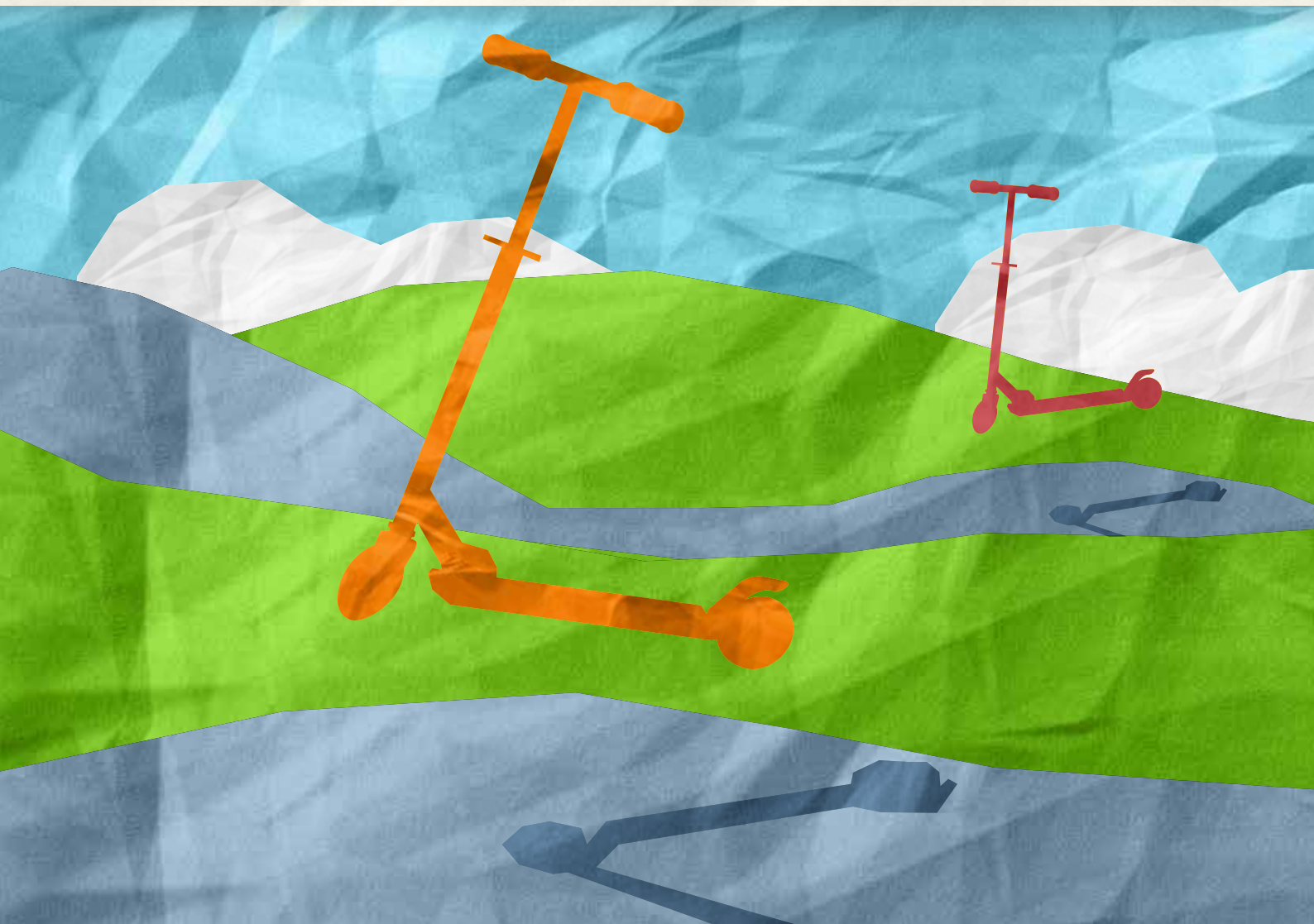
Record the start and finish place of each journey. Work out how much carbon you have used with Trip Go - <https://tripgo.com>. NB: Trip Go trips are calculated on the shortest route, rather than your actual route. Use this information as an approximate amount of carbon for this exercise.

The information we collect here will be used as a baseline for when we investigate how to reduce our carbon emissions.

Trips						Daily Total kg CO₂e
Monday Dad drops off and picks up Ash and then later takes Ash to tennis	From:					
	To:					
	kg CO₂e:					
Tuesday Ash is dropped off and picked up from school	From:					
	To:					
	kg CO₂e:					
Wednesday Ash walks to school on Walking Wednesdays	From:					
	To:					
	kg CO₂e:					
Thursday Ash walks to a friend's place after school	From:					
	To:					
	kg CO₂e:					
Friday Koro picks up Ash. Then drops Ash home	From:					
	To:					
	kg CO₂e:					
Total Carbon Dioxide emissions produced for the week: kg CO₂e						

SECTION FIVE: Exploring the Changes We Could Make - the Actions We Could Take Kotahitanga

This section supports students to choose what changes they would like to make.
Students investigate which actions will help them to make those changes.



The purpose of this section is to help students to

- Develop their intentions of what active travel changes they want to make.
- Investigate what actions others have done that could achieve their intentions.
- Rate and choose which action is most likely to meet their intention and be sustainable.
- Decide which Active Travel Action to take.

Key Understandings for Section Five

- Having a vision and an intention will help us to take relevant actions.
- Using criteria and ranking our options help us to make decisions that lead to actions that are sustainable.

Learning Experience Resources (LER 37 - 46) are at the end of this section and are linked from each Learning Experience.



Section 5 : Exploring the Changes We Could Make - the Actions We Could Take - Kotahitanga

Learning Experience	Content	Learning Intentions	Curriculum Links
5:1 Thinking Outside The Square - Thinker's Keys	Thinker's Keys activities	Create and express new ideas from information you have gained.	English - Level 3 and 4 Speaking, Writing and Presenting: Ideas Select, form and communicate ideas on a range of topics.
5:2 What are Our Intentions? How are We Going to Exercise Our Citizenship Muscles?	Create a class statement that reflects what could be changed. Develop an intention of what you want to achieve. Display intentions on a hoe (paddle) on a waka you are paddling.	Understand and summarise information covered in the inquiry so far. Understand the difference between an intention and an action.	Health & Physical Education - Level 3 Healthy Communities and Environments: People and the Environment Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.
5:3 Picture Your Vision	Visualisation exercise of how our community might be in the future. Draw the ideal future as a result of our actions.	Use imagination and visualisation to start planning an action to enhance the environment and mauri of our community.	
5:4 Research it - What Have Others Done?	Research other schools' active travel projects. Make notes about how it could work for us.	Understand and critique how others have carried out an action to help their communities and/or the environment.	English Level 3 and 4 Listening, Reading and Viewing: Ideas Show an increasing understanding of ideas within, across and beyond texts.
5:5 Decision Making Time	Choose your favourite three Active Travel Actions Rate your selection on a criteria grid. Make a decision about what Active Travel Action to take.	Know how to use decision making tools to help choose an action.	

Learning Intentions:

Students will...

- Create and express new ideas from information you have gained.

Success Criteria:

- Use the Thinker's Keys prompts to create solutions that show an awareness of different ideas.

Resources:

- [LER 37: Thinker's Keys Activities](#)

5:1 Thinking Outside the Square - Thinker's Keys

Teacher Notes

The purpose of this activity is to start creative thinking that might lead to developing some more creative solutions at a later stage. It is also to have a bit of fun before thinking about our intentions of what we would like to change or make a difference in the active travel sphere of our school life.

Developed by Tony Ryan the Thinker's Keys are a set of twenty prompts that act as task starters. They are designed to spark critical and creative thinking and encourage flexible problem solving. Many of the tasks are quirky and engage and motivate reluctant learners. This set has been designed to motivate students thinking about active travel and possible solutions to the problems they have been looking at.

They can either be set up as:

an independent activity with students completing the whole sheet or selected activities

or

a group bus-stop activity with students moving around and working together to complete single or a group of activities as they vary in length.

Learning Experience:

- Thinker's Keys activities - Be as creative as you can be and see what innovative and crazy ideas you can come up with when you are stuck in the future. It might be good to apply a particular key to help to develop a solution.
- Share your favourite Thinker's Keys solutions with the class.

Thinker's Keys Activities

The Alphabet Key

Make a list of words from A to Z that have something to do with:
Travelling to school, Whanaungatanga - caring for our community and environment or climate change

The Question Key

Write a list of 5 questions that could have the answer: walking

The Invention Key

Invent something made out of: empty milk bottles, string and two bicycle wheels.
Draw a diagram of your invention. Remember a diagram has: a title, a picture, labels and an explanation.

The Disadvantages Key

List the disadvantages of being driven to school.

The 'What If...' Key

Write a paragraph explaining - What would it be like if vehicles were not allowed on the roads during daylight hours? Or what would it be like if nobody cared about the Atua (Ranginui, Papatūānuku) and the Taiao (natural environment)?

The Forced Relationships Key

Children can find it hard to get out of bed in the morning in time to walk or cycle to school. Solve this problem with a ball, a tambourine and a pair of sunglasses.

The Commonality Key

Use a venn diagram to find the things that are the same and different about a bicycle and a car.

The Reverse Key

List the things you would never be able to change about travelling to school.

The Alternative Key

List 3 ways of marking out a school drop off spot without road markings. Or List 3 ways of showing your parents you are responsible enough to get yourself to school.

The Interpretation Key

Come up with three possible reasons why there are no cars on the road on Monday morning.

The Brainstorming Key

Brainstorm a list of ways to encourage people to use active travel (walking, cycling, scootering) to get around their community.

The Combination Key

List the characteristics of a wheelbarrow and a computer.
Put them together to make a new product that would help you get to school.
Draw a diagram of this. Remember a diagram has: a title, a picture, labels and an explanation.

The Prediction Key

Predict how the roads will look in 100 years.
Think about: the vehicles, the footpaths, the people using them - whānau and other groups, the mauri of your area.

The Different Uses Key

Using your imagination list the different uses for an old car or bus tyre.

The Dispute Key

Think about this statement:
"We must make sure children are always kept away from dangers."
Come up with an argument that says this is not true.

Learning Intentions:

Students will...

- Understand and summarise information covered in the inquiry so far.
- Understand the difference between an intention and an action.

Success Criteria:

- Reflect and summarise what has been learnt about travelling to school behaviours.
- Create a class statement that reflects what could be changed.
- Develop intentions of what you want to achieve.

Resources:

- [LER 38: Reflection Prompts](#)
- [LER 39: Developing our Active Travel Intentions](#)
- [LER 40: Hoe / Paddle Template](#)
- [LER 41: Waka Outline](#)

5:2 What are Our Intentions? How are We Going to Exercise Our Citizenship Muscles?

Teacher notes

This purpose of this activity is to bring together the information that has been collected, to reflect upon it and then to start to identify what the students want to achieve through taking action for active travel.

The students will develop an intention of what they want to achieve and from this, different actions can be identified to achieve this intention. This is the beginning of them exercising their citizenship muscles.

Intentions are a thought of what you want to achieve by implementing an action.

Eg. - To encourage students to active travel to school so they are fitter and healthier or to encourage our school community to reduce the amount of carbon in the atmosphere.

Actions are the activities that will help achieve the **intention**. Eg. Have a Active Travel Pou for parents to drop off students at so they walk from there.

Several different actions can achieve an intention and an action could achieve many intentions.

The process of choosing intentions could be done as a whole class, in groups or the students could choose individually. The action they may eventually take to achieve that intention might be done as a group or individually.

Intention Examples	Active Travel Action Examples
Reduce carbon emissions	<ul style="list-style-type: none"> • Use my skateboard to get to school at least two times a week. • Plan a car free day each term for the school.
Get more people using active travel	<ul style="list-style-type: none"> • Use the passport system to reward students for using active travel in Term 1 and Term 4. • Organise a bike safety workshop for whānau and students in Term 4.
Improve safety	<ul style="list-style-type: none"> • Write to council with a proposal suggesting that ... • Start a teen team walking group
Make adjustments for whānau that need to use cars	<ul style="list-style-type: none"> • Create travel pou for car drop offs to enable kids to walk some of the way.

Waka Metaphor

Recording their intentions on **hoe** (paddle) is a way of making it public. Putting their hoe on display as part of a waka reinforces the metaphor - **He waka eke noa - we are all in this together**. All of their intentions will work together to transform their school, their community, the planet. The students draw a portrait of themselves paddling their hoe showing their "Citizenship" muscles.

Learning Experience:

Part 1: Summarising Our Learning

Reflecting means thinking back over your personal learning. Summarising means to write in your own words a shorter version of the main points of each activity. These are both very important parts of the learning process.

- In groups, pairs or independently read over your “Kia Mau! Extract the Essence” journals to reflect.
- “Bus Stop” to summarise what you have learned as a class using the [Reflection Prompts \(LER 38\)](#);
 - What are the most important interesting things we have learnt or realised?
 - What issues are there around travelling to school?
 - What could we change about how we and others travel to school?
 - What would we like to stay the same?
 - What would be an interesting and realistic action to take?
 - How can we work together to improve the mauri of our community?
- Students share the summary of each of the sheets.
- Compose a class statement.
 - Our investigations told us....
 - Some issues we would like to tackle with our citizenship muscles are.....

Part 2: Developing Our Intentions

- Watch “Kid President” and discuss how his message could apply to us in our situation. [Kid President - How to change the World](#)
- Students then fill in their own [Developing our Active Travel Intentions \(LER 39\)](#)
 - What is the issue I want to address?
 - What is my motivation?
 - What is my intention?
 - Write my intention as a question you are going to investigate to come up with some solutions to explore.
 - Record any possible actions you are thinking about already.

Part 3: Sharing Our Intentions

- Discuss the Whakatauki: E waka eke noa. We are all in this waka together. Although we may all have different intentions, that involve ‘me’ and ‘we’ actions, we are all moving the waka in the same direction - toward having a culture of active travel in our school.
- Write the intention of how you are going to make a difference to the environment and / or community mauri on the [Hoe / Paddle Template \(LER 40\)](#) and attach your **Hoe** to a [Waka Outline \(LER 41\)](#).
- This could be done as individuals or for a whole class action with intentions for the whole class.
- Create a display of the waka and hoe with portraits of the students with their “citizenship” muscles showing.
- Share your intentions with whānau. Talk with whānau about some of the action/ideas you are thinking of.

Learning Intentions:

Students will...

- Use imagination and visualisation to start planning an action to enhance the environment and mauri of our community.

Success Criteria:

- Visualise and communicate how differently things could look and feel as a result of our action projects.

Resources:

- [LER 42: Visualisation Script for an Active Travel Journey](#)

5:3 Picture Your Vision

Teacher Notes

The purpose of this activity is to imagine what the future would be like if we are successful with our intentions. Visualising is a powerful tool for sparking ideas and getting to clearly see in our minds what the possible actions will look like.

Read through the [Visualisation Script for an Active Journey \(LER 42\)](#) and adapt it to your particular situation or solution that the students are thinking about.

Learning Experience:

Visualising the Success of Our Actions

- Explain: "Firstly we need to know what we would like to achieve, how we would like things to look and feel as a result of our action projects. We will use everything we have learnt so far to develop a class / syndicate / school / tikanga for travelling to school. To do this we are going to imagine what the future would be like if we are successful with our actions".
- Prepare pencils / felts and paper ready to draw. Sit comfortably so you can close your eyes.
- Read out the [Visualization Script \(LER 42\)](#).
- Explain: "When you are ready bring yourself gently back to the present, open your eyes and sketch the things in your vision. Remembering this is not a test of your drawing skills but a visual record of your Active Travel Vision in action."
- Share your drawing with a buddy.
 - Discuss what you see in the drawings that are inspiring.
 - Is there anything you would like to add after discussing it?
 - Think about the intention and question you came up with. Are there some possible actions you could see helping to achieve what you have visualized? Add onto your "Kia Mau! Extract the Essence" record sheet. This will help to guide your research.
- Display your drawings to share with the class.

5:4 Research It - What Have Others Done?

Teacher Notes

The purpose of this activity is to do some research on actions that other people have done. This will help to plan our group or personal actions.

Learning Experience: Researching Possible Active Travel Action Projects

- The following resources are links for research on Active Travel Action projects carried out by schools.
 - [Possible Actions for Active Travel List \(LER 43\)](#)
- Carry out research to find out which actions would help to meet your intentions. This can be done in various ways.
 - As a personal or group mini inquiry - based on finding an action that will achieve the intentions of students.
 - In groups - break the students into small groups of around 3-4 and assign some specific resources to look into - that will achieve the intentions of the class.
- Use the [Action Project Research Sheet \(LER 44\)](#) to gather notes.
- Share findings with the class.

Learning Intentions:

Students will...

- Understand and critique how others have carried out an action to help their communities and/or the environment.

Success Criteria:

- Research a variety of other people's experiences of promoting active travel.
- Recognise the aspects of other people's experiences that worked well and not so well to inform our planning.

Resources:

- [LER 43: Possible Actions for Active Travel list](#)
- [LER 44: Action Project Research Sheet](#)

Learning Intentions:

Students will...

- Know how to use decision making tools to help choose an action.

Success Criteria:

- Use a decision making tool that uses a scoring system to help choose an action.
- Brainstorm ideas of possible actions to take.
- Take part in a discussion about how an action might work.

Resources:

- [LER 45: Think It Through Grid](#)
- [LER 46: Decision Making Grid](#)

5:5 Decision Making Time

Teacher Notes

The purpose of these activities is to encourage the students to start to refine ideas on an Active Travel Action that interests them.

There are two tools. The first is a brainstorming exercise and the second uses a criteria based scoring system to help the students decide on an Active Travel Action. These tools can be easily adapted to add your own criteria.

Learning Experience:

- Select your favourite 2-3 Active Travel Actions that will help make your intention happen.
- Using the [Think It Through Grid \(LER 45\)](#) fill in the details that you know about each project and find out any more information you might need. Or create your own project.
- Use the [Decision Making Grid \(LER 46\)](#) to rate your possible Active Travel Actions. The one with the highest score is likely to be the most effective and sustainable action to take.
- Discuss
 - Which idea scored the highest?
 - How do you feel about that particular idea?
 - Will it achieve your intention?
- Decide: Which Active Travel Action are you going to choose to help you exercise your citizenship muscles and make a difference?

SECTION FIVE

Learning Experience

Resources 37-46



Thinker's Keys Activities

The Alphabet Key

Make a list of words from A to Z that have something to do with:
Travelling to school, Whanaungatanga - caring for our community and environment or climate change.

The Question Key

Write a list of 5 questions that could have the answer: walking

The Invention Key

Invent something made out of: empty milk bottles, string and two bicycle wheels.
Draw a diagram of your invention. Remember a diagram has: a title, a picture, labels and an explanation.

The Disadvantages Key

List the disadvantages of being driven to school.

The 'What If...' Key

Write a paragraph explaining - What would it be like if vehicles were not allowed on the roads during daylight hours? Or what would it be like if nobody cared about the Atua (Ranginui, Papatūānuku) and the Taiao (natural environment)?

The Forced Relationships Key

Children can find it hard to get out of bed in the morning in time to walk or cycle to school. Solve this problem with a ball, a tambourine and a pair of sunglasses.

The Commonality Key

Use a venn diagram to find the things that are the same and different about a bicycle and a car.

The Reverse Key

List the things you would never be able to change about travelling to school.

The Alternative Key

List 3 ways of marking out a school drop off spot without road markings. Or List 3 ways of showing your parents you are responsible enough to get yourself to school.

The Interpretation Key

Come up with three possible reasons why there are no cars on the road on Monday morning.

The Brainstorming Key

Brainstorm a list of ways to encourage people to use active travel (walking, cycling, scootering) to get around their community.

The Combination Key

List the characteristics of a wheelbarrow and a computer. Put them together to make a new product that would help you get to school. Draw a diagram of this. Remember a diagram has: a title, a picture, labels and an explanation.

The Prediction Key

Predict how the roads will look in 100 years. Think about: the vehicles, the footpaths, the people using them - whānau and other groups, the mauri of your area.

The Different Uses Key

Using your imagination list the different uses for an old car or bus tyre.

The Dispute Key

Think about this statement: "We must make sure children are always kept away from dangers."
Come up an argument that says this is not true.



- What are the most important or interesting things we have learnt or realised?
- What issues are there around travelling to school for students?
- What could we change about how we and others travel to school?
- What would we like to stay the same?
- What would be an interesting and realistic action to take?
- How can we work together to improve the Mauri of our community?



Developing our Active Travel Intentions

Developing our Active Travel Intentions

The travel issue I want to address is:

I am motivated by:

My intention:

I want to...

Write your intention as a question to start investigating some possible solutions.

How I can...

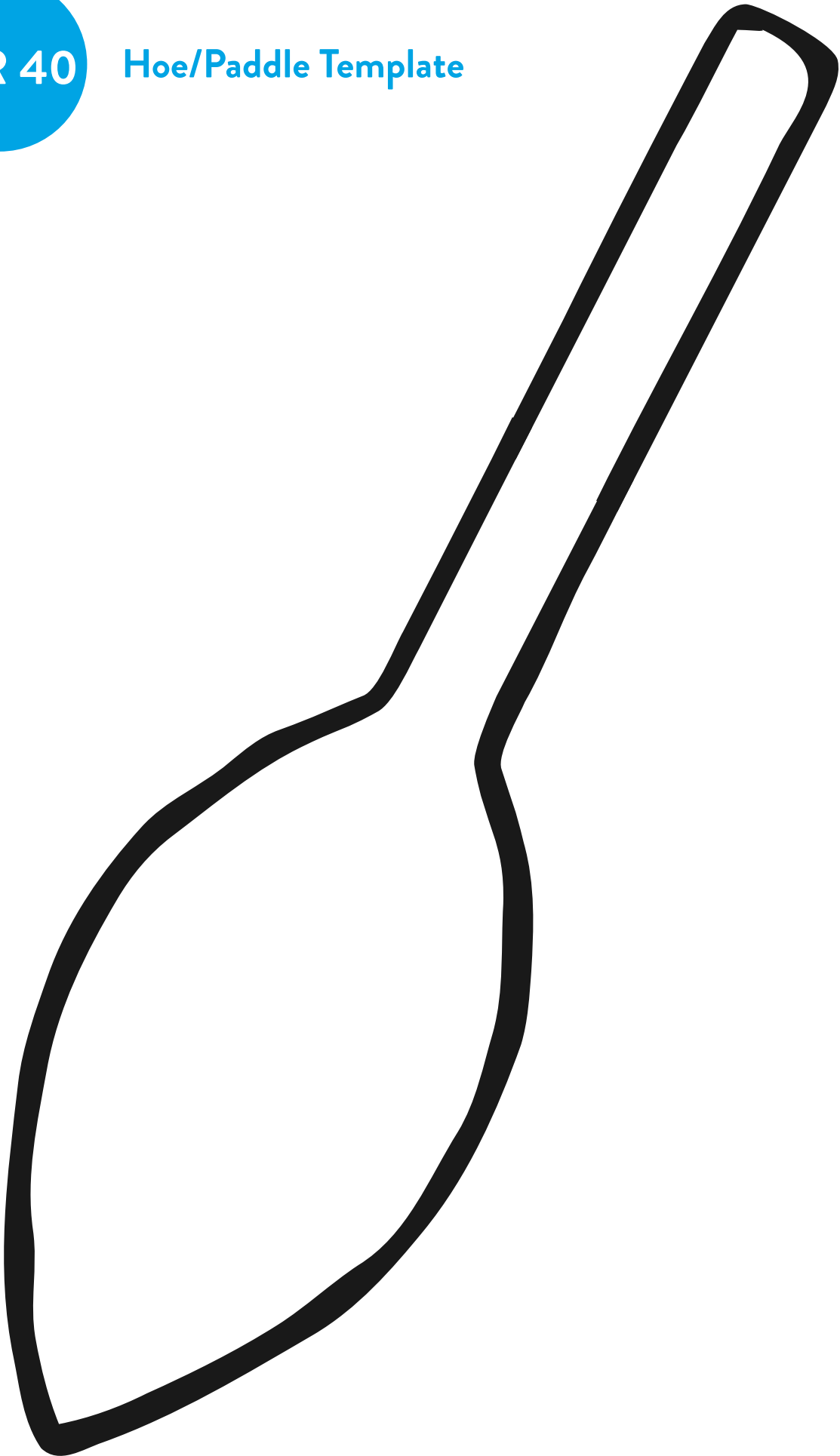
Some possible ideas for action I have that would meet my intention are

-
-
-
-
-



LER 40

Hoe/Paddle Template

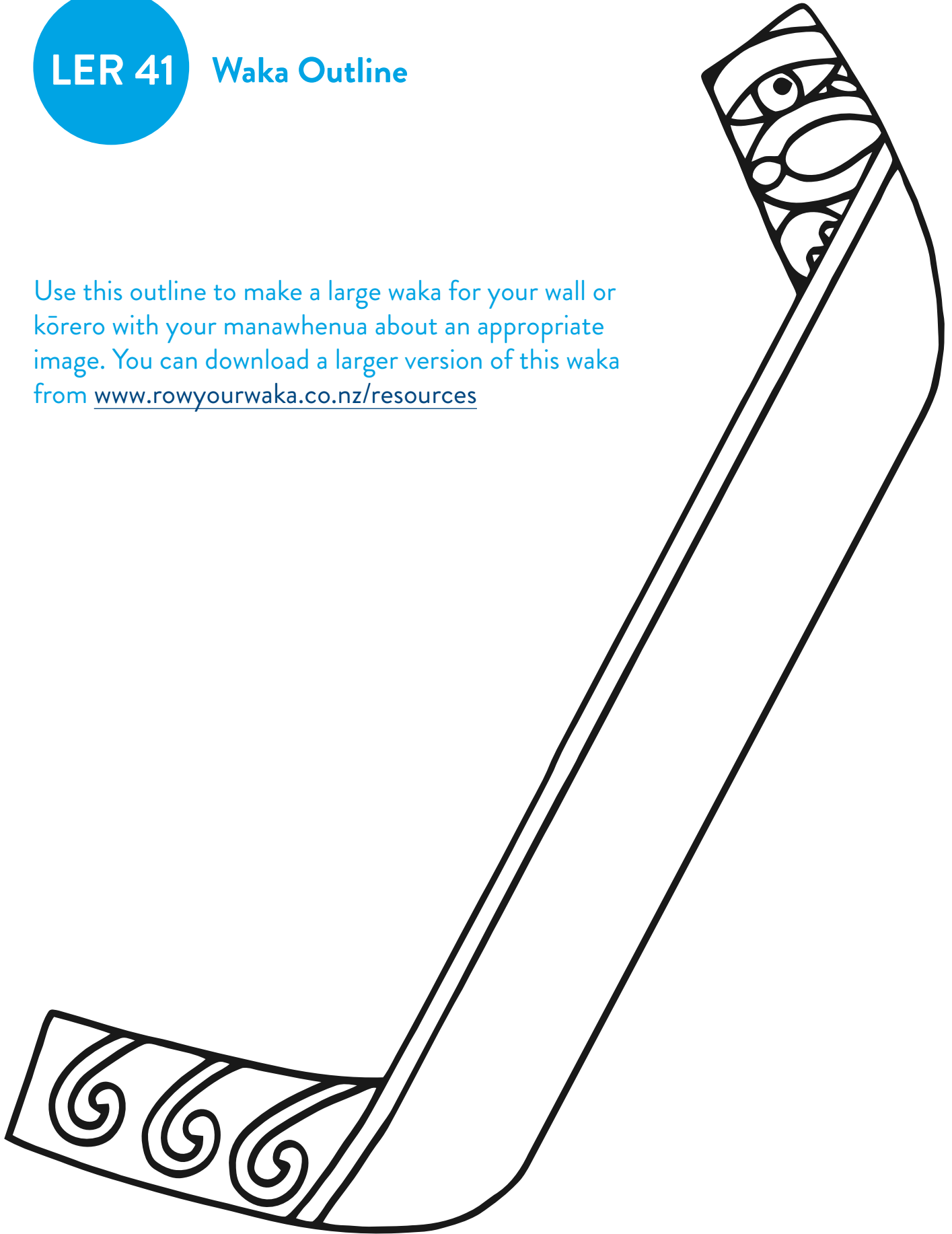


Source: Rebecca Larsen, www.rowyourwaka.co.nz/resources



Waka Outline

Use this outline to make a large waka for your wall or kōrero with your manawhenua about an appropriate image. You can download a larger version of this waka from www.rowyourwaka.co.nz/resources



Source: Rebecca Larsen, www.rowyourwaka.co.nz/resources



Visualisation Script for an Active Travel Journey in (fill with date 10 years from now)

Close your eyes

Breathe in slowly

Let your breath out slowly

Again: in... out...

Pause, relax and centre yourself

Keep your eyes closed and imagine you are waking from a very restful sleep. As you wake up you see it is a beautiful sunny day, Tāmanuiterā is shining in the sky and you are soon ready to go to school.

As you leave your house you smell the grass, flowers and trees. Tānemahuta's children, the birds are chirping and you can feel a gentle breeze from Tāwhirimātea on your face. You can hear voices in the distance.

You pass through your gate to join them and feel the gate's texture under your hand as you open and then close it behind you. Walking into the morning of (fill with date 10 years from now).

You look towards the voices and realise that your mission for how to travel to school has been successful. In this time (date 10 years from now) it is very different from (current year).

As you get closer to the voices you can see children travelling to school.

Imagine how they are travelling. What can you see and hear?

Take the time to create and imagine the detail of their active travel journeys.

Now widen your view and see the world around you. How does it look? Is it healthy or unhealthy? What are the things that you see, hear or feel that tell you how well the earth is and how strong the Mauri is in your community. Picture it very clearly.

Return to yourself. How are you travelling to school? Make your journey to school observing things and people around you on your way.



Possible Actions for Active Travel

	SOLUTION	ACTION
Active Travel Awareness	<p><i>Advertising campaign to promote active travel</i></p> <p><u>AT Campaign Planning</u></p>	Develop posters, brochures, infomercials - using school resources like T.V. and radio stations - share in assembly times, on notice boards etc.
	<p><i>Discover how carbon emissions affect the environment</i></p>	Urban areas may be able to measure the levels of emissions and identify effects on their local community/global community. Create a movie to demonstrate your findings, or a billboard type presentation.
	<p><i>Write and illustrate a picture book for the Junior School</i></p> <p><u>See NZTA Education Portal Examples</u></p>	Using a “Hairy Maclary” type character, their adventures to and from school could be used to demonstrate alternative ways to get to school. It could promote awareness of how active travel is beneficial environmentally, socially and also good for your health.
	<p><i>Write a ‘pick a path’ story</i></p>	Write a story with all sorts of scenarios for other students to create their own outcomes. This could be an online and / or a hard copy activity.
	<p><i>Writing competition to encourage active travel</i></p>	Stories written to encourage active travel could be judged and receive prizes and even be submitted to some media outlet to celebrate.
	<p><i>Write an active travel song to sing in assemblies</i></p> <p><u>Walk to School Song - Youtube</u></p>	Develop a song, to a well known tune, to reinforce the key messages of active travel and the benefits for us, our community and the planet.
	<p><i>Hold a special breakfast for active travellers each term</i></p> <p><u>AT Breakfast Promotion - How To</u></p>	Approach local business to support by donating healthy cereal, milk, fruit etc. Whānau could also be involved in the preparation of this. Make it a community event.
	<p><i>Investigate Kaitiakitanga and Mauri and why they are important to consider when we are making our travel plans</i></p>	Develop a short film - poster explaining to other students and whānau encouraging them to think about the bigger picture of our natural environment.
	<p><i>Design the perfect helmet or active travel vehicle</i></p>	Designs are made into prototypes and are tested as an awareness campaign. Continue to develop great ideas using community funding and support.
Advocating for Change to Promote Active Travel	<p><i>Improve facilities for active travel at school</i></p>	Put a proposal together to suggest the purchase or development of things such as scooter racks, bike sheds.
	<p><i>Write a letter to the local council outlining improvements that could be made to improve walking</i></p>	Using the information from the <u>Walkability Checklist</u> - Section 4: outline the issue and some possible solutions.
	<p><i>Explore Ngā Atua and take an action in your school that supports that atua</i></p>	E.g Planting vegetable gardens or fruit trees on the berms of local streets where students walk to school to nurture Papatūānuku and Rongomātāne, or planting native trees to restore Tānemahuta and help offer more oxygen for Ranginui and Tāwhirimātea to be clean.

	SOLUTION	ACTION
Empowering Students to Active Travel	<i>Waka groups for walking to school</i> Walking School Bus Resources	After identifying where students could walk from, develop regular walking / scooting / biking groups. These could be tuakana-teina groups.
	<i>Develop a set of lessons for Junior school children of how to travel safely to school</i>	Find out the key advice needed for junior students walking to school. Develop into a set of 3 lessons that are simple and memorable.
	<i>Identify obstacles that stop students from active travel. Devise a plan to overcome one of these issues</i>	Choose an issue that you could make a difference about. Set up an action plan and implement.
	<i>Walking teen-team</i>	Find some mates that are active travelling from your part of town. Make the most of the time to catch up and talk.
	<i>What if action workshop</i>	Find out and develop a workshop that teaches your fellow students what to do if someone is acting strangely or you witness an accident or need to help someone on your active travel journey to school.
	<i>Finding your motivation to active travel stall</i>	Set up a stall that helps fellow students talk about the pro and cons of active travelling to school and what could help to motivate them to make it a daily habit.
	<i>Design several examples of a fitness regime that could be used as students active travel to school</i>	Develop a template with a fitness goal - places to put in a daily monitoring of time etc. Have different examples for biking, scooting, running and walking. Whānau may use them as well.
Empowering whānau to assist their students to active travel to school	<i>Organise a parent and student bike maintenance workshop</i>	Bike Ready (through the Greater Wellington Regional Council) do cycle courses with classes. Speak with the teachers, BOT to encourage them to integrate them into their curriculum programmes.
	<i>Check out the NZ Police road safety resources for schools.</i>	Find a local bike shop or bike enthusiast who could show whānau how to maintain and upcycle bikes.
	<i>Develop a safe routes map</i> Park & Stride Mapping	Decide which ones are most relevant to your family and share with whānau.
	<i>Identify friends and whānau houses as drop off points</i> Walking Pou Story	Develop a map that whānau can use to see the safest routes that students can active travel on from up to a certain distance from the school eg. 500m - so students who live within that area can use it and also students can be dropped off a greater distance from the school and use it.
	<i>Whānau carpooling</i>	Identify where your whānau could drop you off to active travel with a friend.
	<i>Bus catching forum</i> NZTA Bus Safety	Develop carpooling plans for a week - term by term - to get students to and from school and to after school activities. Set up a way of people letting others know what they could help with.
		Set up a place where students and whānau can share their top tips for getting ready for school in the morning so they are on time for the bus. They might have tips of how to help younger siblings to get ready too. You could also have an issues part where people could suggest ideas to help.



Action Project Research Help Sheet

Once you have found an action project that might help you achieve your intention, use this form to help you think. You may find a couple of examples of schools who have carried out this particular action project.

Name and brief description of possible project:	
How have others carried out the project?	
What were the benefits of the project? <ul style="list-style-type: none">• For individuals• For community• For the Earth	
What worked well in this project?	
What didn't work so well in this project?	
What new ideas has this stimulated for us?	
How could we adapt what we have seen to our situation?	

LER 45

Think it Through Grid

List your three favourite “Active Travel Action” options. Fill out the grid to the best of your knowledge. Find out any more information you require.

Active Travel Actions	1	2	3
<p>Healthy community / Mauri Does the action involve you, a group, school, or the community to make it happen? Who and what will benefit from this action?</p>	<p>Resources What are the major resources that will be needed? Will you be able to access these resources easily?</p>	<p>Motivation - intrinsic and extrinsic What type of motivation are you going to use for getting the action to happen?</p>	<p>Maintenance What will need to happen to keep the action happening? Will it be easy to keep going?</p>

LER 46

Decision Making Grid

List your three favourite “Active Travel Action” options. Score each action using the key below. The highest score will be the one that is likely to be most effective

Active Travel Actions	1	2	3
Healthy community / Mauri Does the action benefit me, a group, school, community?			
Resources How easy will it be to access the resources we need?			
Motivation - intrinsic and extrinsic What type of motivation are you going to use?			
Maintenance Will it be easy to keep going?			
TOTAL			

Give each 'action' a score from 1-5

Healthy Community 1. It will benefit a couple of people 3. It will benefit a few people 5. It will benefit lots of people	Resources 1. It will be difficult to get the resources needed 3. We can get most of the resources needed 5. It will be easy to access resources needed
Motivation 1. We will not use any motivation 3. We will use either intrinsic or extrinsic motivation 5. We will use intrinsic and extrinsic motivation	Maintenance 1. It will require lots of maintenance which will be difficult 3. It will require some maintenance 5. It will be easy to maintain

SECTION SIX:

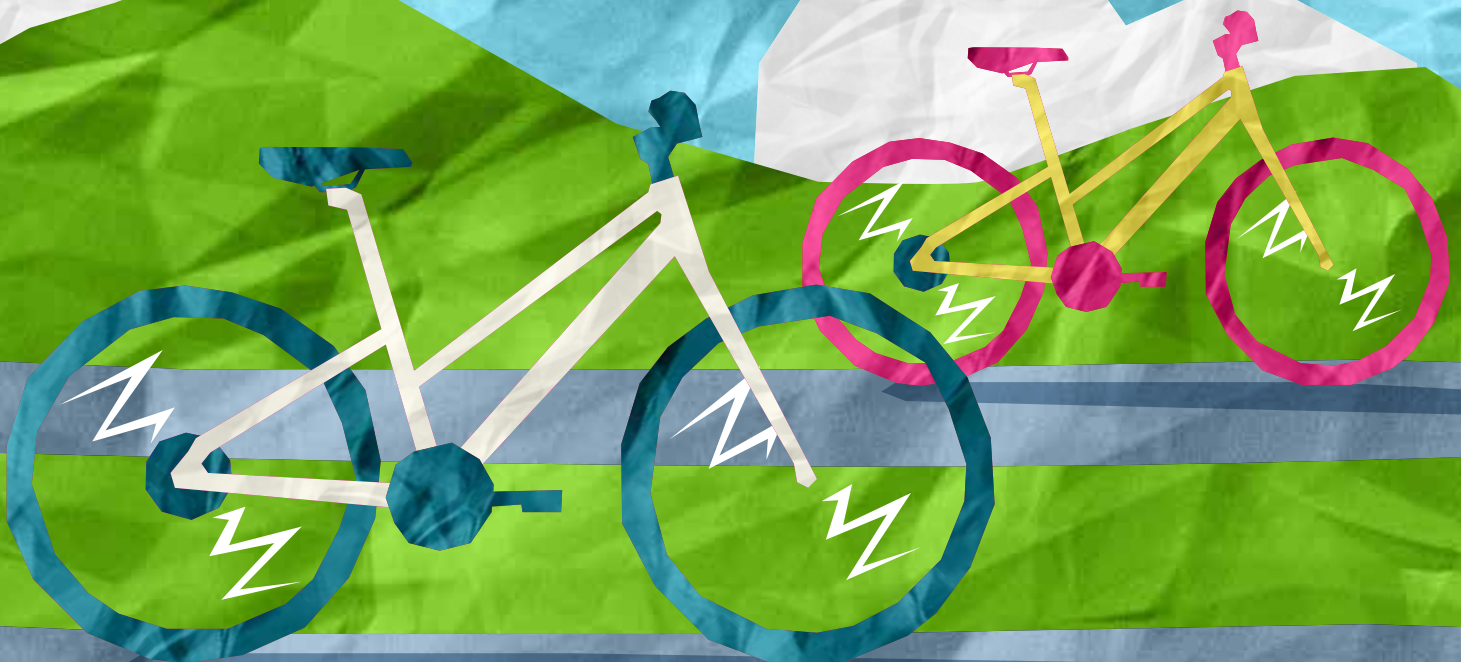
Taking Active Travel Action

Whakatinanatanga

Celebrating with our Community

Whakawhanaungatanga

This section provides the tools for taking action. Students develop action plans that will help them to implement a change in their own travel behaviours or a change that encourages others to choose active travel. Students celebrate with their community to reinforce their learning and continue to develop awareness for Active Travel Action.



The purpose of this section is to help students to:

- Plan and take action to encourage active travel.
- Reflect on their actions and celebrate it with their community.
- Develop an active travel Tikanga.

Key Understandings for Section Six

- Everyone can make changes to travel more actively.
- Good planning leads to sustainable actions and long term changes.
- Celebrating with our community reinforces our learning and creates more awareness.

Learning Experience Resources (LER 47 - 56) are at the end of this section and are linked from each Learning Experience.

Section 6 : Taking Active Travel Action - Whakatinanatanga Celebrating Success - Whakawhanaungatanga

Learning Experience	Content	Learning Intentions	Curriculum Links
6:1 Write an Active Travel Action Brief	Develop an Active Travel Action Brief for each action.	Know what is needed to plan a successful action.	<p>Social Sciences: Level 4 Understand how people participate individually and collectively in response to community challenges.</p> <p>Health and Physical Education: Healthy Communities and Environments Level 3 Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.</p> <p>English: Speaking, Writing and Presenting Level 3 and 4 Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas.</p>
6:2 Write the Active Travel Action Plan	Develop an Active Travel Action Plan for each action.	Know how to develop an action plan that will guide your action-taking.	
6:3 Time for Action - Let's Keep Track	Carry out the tasks to make the action happen. Keep a record of progress.	Carry through your planned action to improve an aspect of your community in the context of active travel.	
6:4 Gathering Learnings and Looking Forward	Create a visual journey of the project. Redo concept maps from 1:2 to assess learning. Complete an individual reflection about the whole process. Write a class statement outlining the success of your Active Travel Action.	Evaluate and reflect on your action.	
6:5 Presenting With Pride and Celebrating Success	Develop a presentation about the Active Travel Action and the learning that came from it to share with others.	Integrate information learnt and actions carried out to communicate the learning and achievements you have made through researching and carrying out your action.	
6:6 Tikanga for Active Travel In Our School	Compose a school statement about Active Travel Tikanga. Consult and embed into school life.	To identify which Active Travel behaviours are to be tikanga and encouraged at school. To share and bring awareness to this tikanga.	

Learning Intentions:

Students will...

- Know what is needed to plan a successful action.

Success Criteria:

- Write a brief to clearly outline the Active Travel Action you want to take and why.

Resources:

- [LER 47: Active Travel Action Brief](#)
- [LER 48: Action Brief Example - Travel Pou](#)
- [LER 49: Action Brief Example - Eco Movers Competition](#)

6:1 Write an Active Travel Action Brief

Teacher notes

The purpose of this activity is to write a brief for the Active Travel Action that has been chosen.

Depending on how your class is carrying out the action section of the inquiry, the students will either complete this activity together, in groups or as individuals. There is quite a lot of thinking and possibly further research required to complete this section. However it is key to planning a successful project.

Background Knowledge

An Action Brief clearly describes the desired outcome to help guide actions. It is an ongoing and evolving document that is refined as more information is gained.

Information on brief development can be found on technology.tki.org.nz

Learning Experience

Developing the Action Travel Action Brief

- Develop an [Active Travel Action Brief \(LER 47\)](#) - use the template to guide your thinking.
 1. Fill in the *Active Travel Issue*.
 2. Fill in your Active Travel Intention that you recorded on your hoe / paddle.
 3. Describe the *Active Travel Action* you have decided to implement. It needs to be; SMART - Specific, Measureable, Achievable, Relevant, Timely.
 4. Fill in *We chose this action because ...*
 5. Fill in *This action will help us achieve our intention by*
 6. List *The Motivators we will use to help people change their behaviour*.
 7. List the *Criteria needed to make the action successful*.

Learning Intentions:

Students will...

- Know how to develop an action plan that will guide your action taking.

Success Criteria:

- Use the an action plan to think through all aspects (tasks, resources, people) of our Active Travel Action to make it successful.

Resources:

- [LER 50: Action Projects Tips for Success](#)
- [LER 51: Super Six Brainstorm](#)
- [LER 52: Active Travel Action Plan](#)
- [LER 53: Reflecting on How Things are Going Template](#)
- [LER 54: Active Travel Action Plan 1 - Travel Pou](#)
- [LER 55: Active Travel Action Plan 2 - Eco movers Competition](#)

6:2 Write the Active Travel Action Plan

Teacher Notes

[Action Project Tips for Success \(LER 50\)](#)

Read this to find out ...

- How can the teacher help to enable students to complete the action?
- Should we complete more than one Active Travel Action?
- How do we find time to carry out this Action?
- Obtaining funds for action projects.

Background Information

Indicators for Measurement of Success of the Action

Measuring how we are doing is an important part of knowing if our actions are making a difference. Choosing what to measure can be tricky. Some things are easy to measure such as how many car trips people are making. Other things can be more difficult such as the enjoyment you get travelling to school.

Think about:

- How easy is the information to collect?
- Will people understand the information being collected?
- Is the indicator going to be consistent? Will it change over time or between people?
- Will our actions make a difference to the thing we are measuring?

Examples

Indicator	Units	Collection method	Who?	What tool was used?
Carbon emissions	kgs	Class collection sheet		tripgo.com
Number of people using active travel	people	At gate		Movin' March WOW Passports
Number of people using active travel	people	Leaves with names		Tree for display
Number of people using active travel	people	Pre and post survey		
Safer routes	Changes made	Observation		Observation

Learning Experience

Developing the Action Travel Action Plan

- Use a [Super Six Brainstorm \(LER 51\)](#) to develop some of the finer detail for your Active Travel Action.
- Develop an [Active Travel Action Plan \(LER 52\)](#)

Describe the Active Travel Action in detail

Fill out the answers to the relevant questions:

- Who do we need to talk to?
- Where will this action happen?
- When will it be completed?
- How will we let people know about the action?
- What resources will we need? What are the costs?
- Where will the money come from?
- What more information do we need?

Think carefully and prioritise:

- What needs to be done?
- Who is responsible for it?
- Develop Indicators for Measurement of Success of the Action (see Background Information)
- Plan in Reflection Points at key times to keep everyone on track. Use the [Reflecting On How Things Are Going Template \(LER 53\)](#) when you come to reflect.

Look at a couple of examples:

- [Active Travel Action Plan 1 - Travel Pou \(LER 54\)](#)
- [Active Travel Action Plan 2-Eco movers Competition \(LER 55\)](#)

Learning Intentions:

Students will...

- Carry out the tasks to make the action happen.
- Keep a record of the progress.

Success Criteria:

- A record is kept to show the action that is being taken with on-going reflection to modify and make sure the action is implemented.

Resources:

- [LER 56: Reflecting on How Things are Going Template](#)

6:3 Time for Action - Let's Keep Track

Teacher Notes

The purpose of this activity is for the students to remember to document and keep track of their progress as they implement the Active Travel Action.

Background Knowledge

This is the exciting part of the process where the students get to carry out their action plans and make a difference big or small for themselves, their communities and the environment.

How the time for this is managed can vary. If the guided enquiry is being run over two terms there will be time available within the classroom programme. However, it is also possible to include it in the weekly programme as an independent activity in a reading or maths rotation slot if the students are managing their own time or as a weekly session for the whole class.

Learning Experience

Tracking Your Progress

- Keep reflecting on progress. Use the [Reflecting on How Things are Going Template \(LER 56\)](#).
- Adapt plans as you go.
- Keep a record of your progress. You will use this later for presenting to others.
 - Take at least 10 photos of different stages of the process.
 - Take a short video of the action in action.
 - Write a journal of the highs and lows of your journey.
 - Keep notes and/or measurements at relevant points.

6:4 Gathering Learnings and Looking Forward

Teacher Notes

The purpose of this activity is to look back and see what has been achieved. It allows the students to reflect and process their learning so they can consolidate it for future projects. It also provides a chance to celebrate their successes and all the hard work they and others have done. Re-visiting their Concept Maps from Section 1:2 will be useful for assessing their change in understanding of the topic.

Learning Experience

Reflecting on Your Active Travel Action and You

- Congratulations on your achievements - big or small, personal, class-wide or community wide. Change and taking action is always challenging.
- Create a visual journey map or game board to show how your action progressed. Include times and actions carried out.
- Redo **Concept Maps** from Section 1:2
- Read through your **Kia Mau! Extract the Essence Booklets**.
- Complete the [Reflecting on our Active Travel Journey of Taking Action \(LER 56\)](#).
- Share together aspects of what was learned and how it has felt for you.
- Create a class statement outlining the success of your efforts.

Learning Intentions:

Students will...

- Evaluate and reflect on your action.

Success Criteria:

- Describe the success of their project using their brief and explain how it has affected the Mauri of their community.

Resources:

- [LER 56: Reflecting on our Active Travel Journey of Taking Action](#)

Learning Intentions:

Students will...

- Integrate information learnt and actions carried out to communicate the learning and achievements they have made through researching and carrying out their action.

Success Criteria:

- Construct and deliver a presentation that explains to the audience what you have achieved.
- Use tools such as effective presentation skills and visual or physical props to get across key information.

6:5 Presenting with Pride and Celebrating Success

Teacher Notes

The purpose of this activity is to share what the students have learnt and achieved with the rest of the class and to hear what others have done. Then to celebrate the actions with the wider community - raising awareness and thanking all of the people that were involved.

Learning Experience

Sharing Your Active Travel Action

- Choose a method of presenting your Active Travel Action. Include in the presentation:
 - Your intention and why you chose it.
 - Your action.
 - What citizenship muscles you have developed eg. what skills you have used to make action happen in a community.
 - What you measured and your results
 - Other reflective comments - eg.
 - What was surprising?
 - What didn't go well?
 - Your biggest success?
 - The funniest moment?
 - What did you learn about yourself?
- Co-construct a series of criteria for giving feedback for the presentations. It may involve an amount of time, presentation methods or content.
- Use feedback sheets during presentations to scaffold good feedback for presenters.
- Share with the wider community to celebrate everyone's efforts
 - Presentation at school assembly.
 - Hui where whānau and other interested parties are invited.
 - Invite the local paper to do an article.
 - Sharing with other schools or levels.
- Remember to thank all the people who have been, and continue to be, involved with any of the actions.

6:6 Tikanga for Active Travel in Our School

Teacher Notes

The purpose of this activity is to develop a document sharing tikanga / practices of Active Travel in the school.

Background Information

Tikanga

The word tikanga is derived from the Māori word tika meaning 'right' or 'correct'.

Tikanga has a wide range of meanings — culture, custom, ethic, etiquette, fashion, formality, lore, manner, meaning, mechanism, method, protocol, style. Tikanga Māori is generally taken to mean "the Māori way of doing things". (Wikipedia)

Learning Experience

Developing our School's Active Travel Tikanga

- Discuss and compose a school statement about tikanga / practices that assist our school to encourage Active Travel as an integral part of the culture of the school.
- Share with the whole school for consultation.
- Create a display of your Active Travel Tikanga eg. on a wall, noticeboard, as posters, in the school newsletter, in the beginning of the school booklet.

Learning Intentions:

Students will...

- Identify which Active Travel behaviours are to be tikanga and encouraged at school.
- Share and bring awareness to this tikanga.

Success Criteria:

- Active Travel Tikanga is presented to the school and embedded into the culture of the school.

SECTION TWO

Learning Experience

Resources 47-56



Active Travel Issue:

Active Travel Action Intention:

Measurable

Achievable

Relevant

Timely

Active Travel Action:

Specific

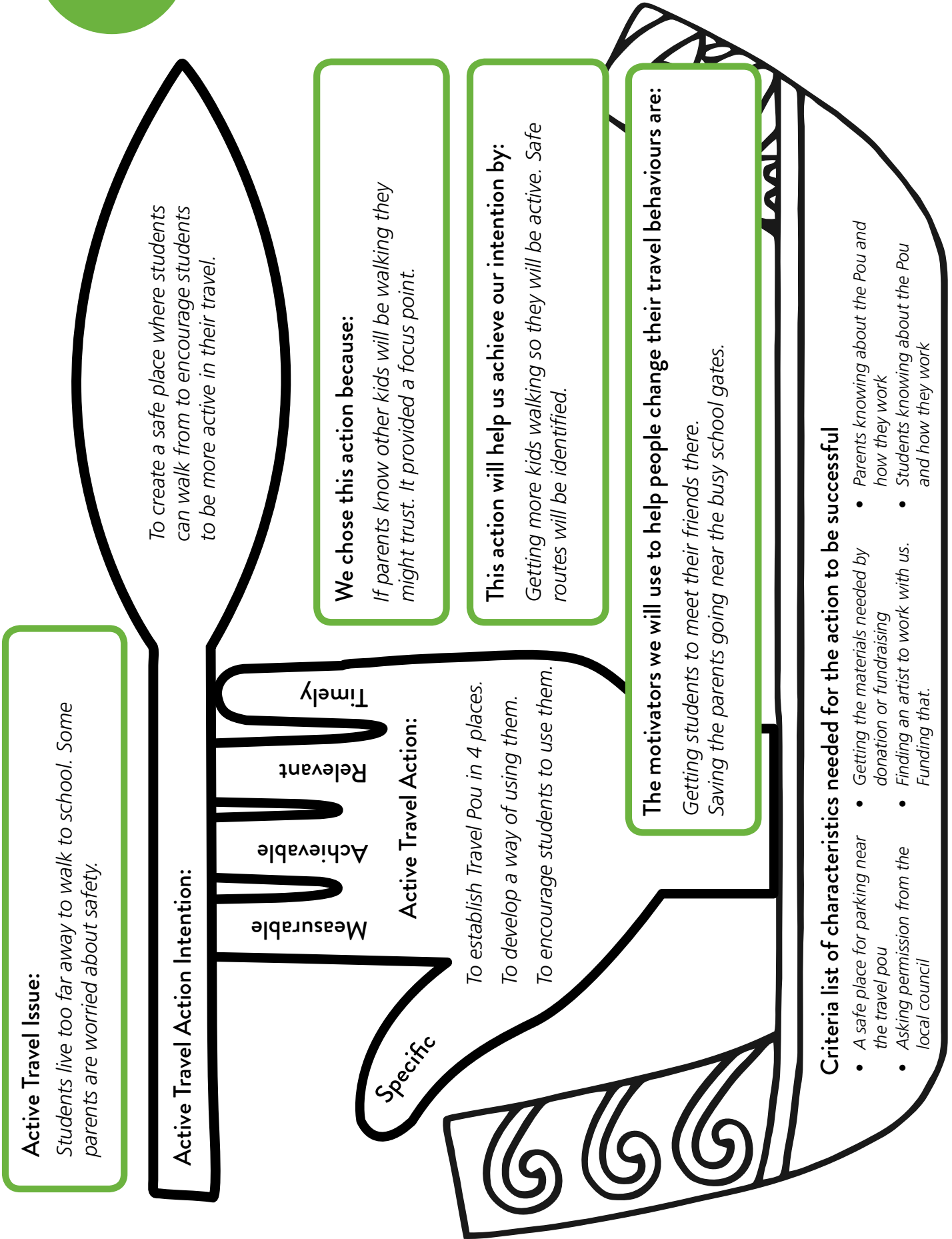
We chose this action because:

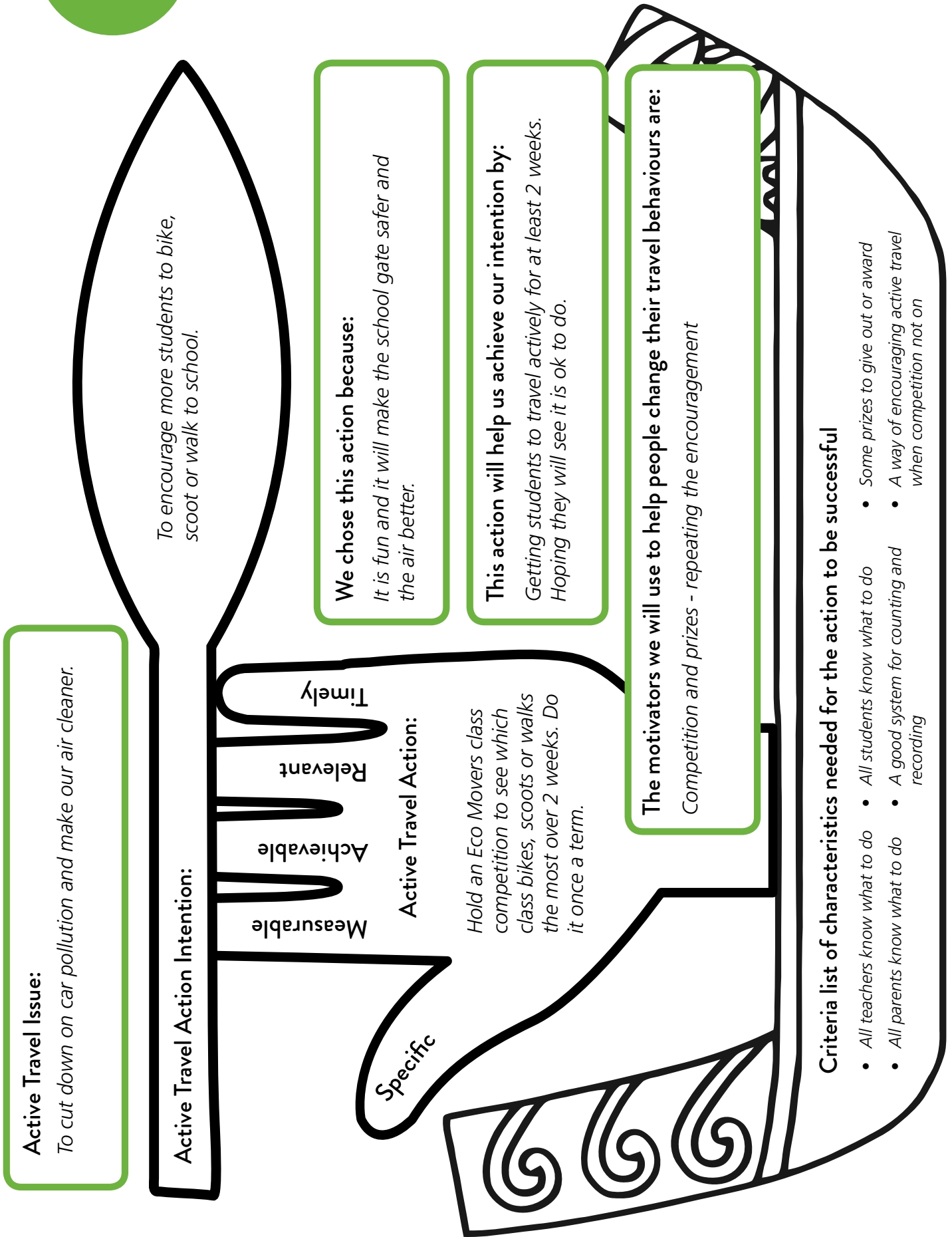
This action will help us achieve our intention by:

The motivators we will use to help people change their travel behaviours are:

Criteria list of characteristics needed for the action to be successful

-
-
-
-







Action Project Tips for Success

How can the teacher help to enable students to complete the action?

Thinking ahead about students and removing potential obstacles will help the Active Travel Action to progress. This may include discussing the action project in advance with the principal, BOT or local businesses.

Environmental action ideally involves people outside your school. There will be many people who will be able to help you - in councils, among parents and families, in not for profit groups, businesses and other agencies.

Generally people are keen to help schools and are generous with their time. Initiatives which bring communities together are valuable in many ways and will enrich your school.

Should we complete more than one Active Travel Action?

This will depend on how much experience you and the students have with action taking. The fewer Active Travel Actions you have, the higher the chance of success and the more likely the Active Travel Action is to create lasting change.

How do we find time to carry out this Action?

You may find you need to carry the Active Travel Action over into the following term or ask for some extra resources in order to achieve the Action. Support from other staff and the principal is vital to the success and longevity of any action project.

Obtaining funds for action projects

Contact your local council or Road Safety Council and ask if there are funds which you can apply for. You may also be able to fundraise or negotiate with local businesses to achieve your goals.

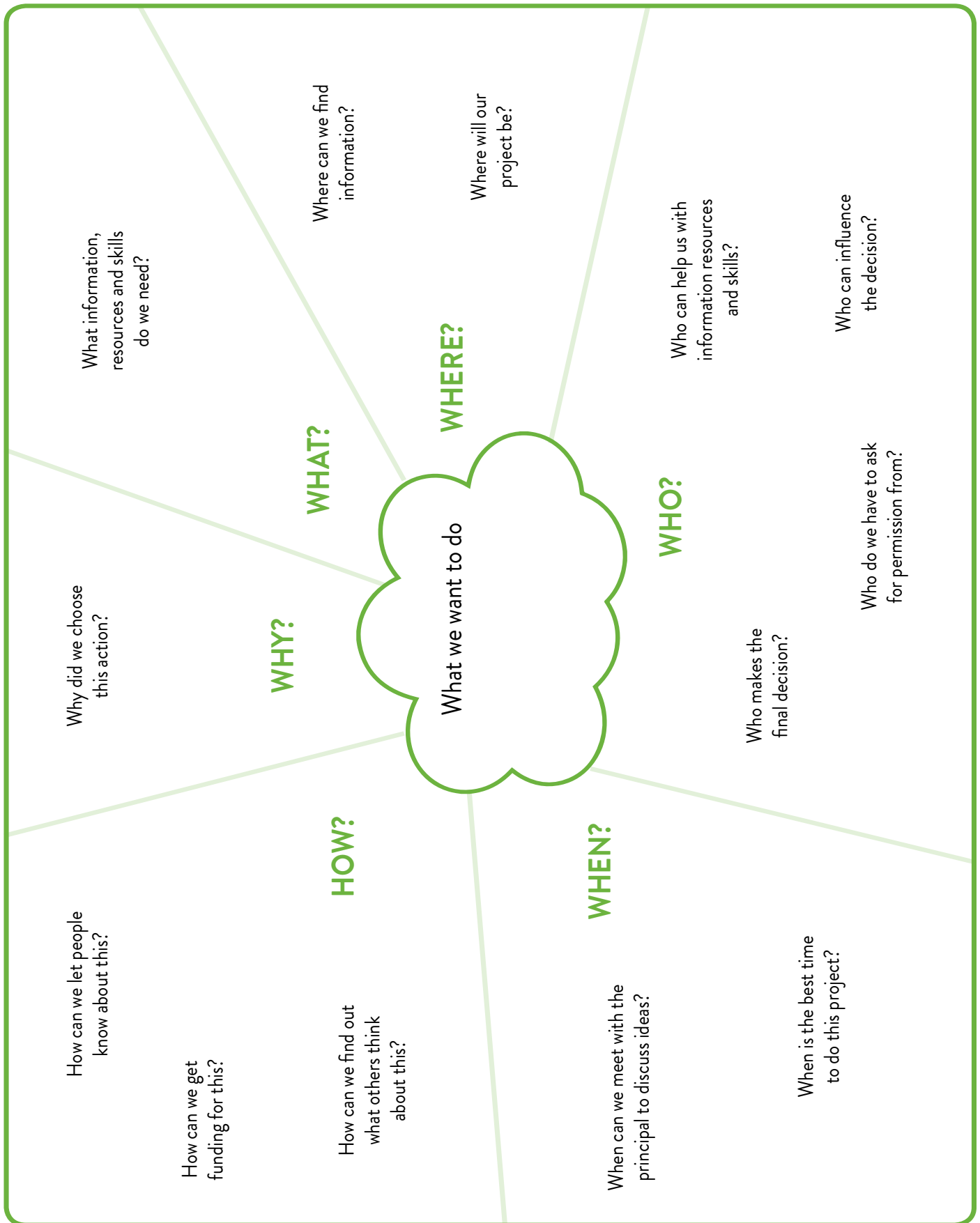
Other funding opportunities:

[Fonterra Grass Roots Funds](#)

[Creative Communities Grants](#)

Enquire at your local city or district council for local closing rounds for this grant.

[O-I New Zealand Glass Environmental Fund](#)



Source: Adapted from TKI Action Planner



Reflecting on How Things are Going Template

Date:

What is going well	What is not going well	Things we are finding interesting	Things we are going to change

Date:

What is going well	What is not going well	Things we are finding interesting	Things we are going to change



<p>WHO do we need to talk to?</p>	<p>WHERE will this action happen?</p>	<p>HOW will we let people know?</p>	<p>WHEN will it be completed?</p>
<p>WHAT resources do we need?</p>	<p>WHAT needs to be done?</p> <p>WHO?</p>		
<p>PROJECT NAME: Describe the Active Travel Action:</p>			
<p>Indicators for measurement of success for our action:</p>			
<p>What does it look like when we have implemented the action?</p>			
<p>What will we have achieved? <i>(our intention)</i></p>			
<p>WHERE will the money come from? HOW do we make this happen?</p>			
<p>At what stages will we Stop and Reflect on how the action is going?</p>			

WHO do we need to talk to?

- Local council - about putting up pou in safe places.
- BOT - about the idea
- Manawhenua - local stories on pou

WHERE will this action happen?

- Making pou at school
- In the streets working out safe drop off points

HOW will we let people know?

- Run a competition about the action
- Make a brochure
- Put it in the newsletter
- Advertise at assemblies
- Have a celebration to open the pou

WHEN will it be completed?

- Run a competition about the action
- Make a brochure
- Put it in the newsletter
- Advertise at assemblies
- Have a celebration to open the pou

WHAT resources do we need?

- Poles \$40
- Paint Contact Resene
- Artist time \$1000
- design collaborate (6 hrs) (20 hrs @ \$50)
- sketch out (8 hrs)
- work with kids (6 hrs)
- Celebration \$200
- Ice blocks for school
- Competition
- Trip to the pools for winning class \$50

WHAT costs?

- Poles \$40
- Paint Contact Resene
- Artist time \$1000
- design collaborate (6 hrs) (20 hrs @ \$50)
- sketch out (8 hrs)
- work with kids (6 hrs)
- Celebration \$200
- Ice blocks for school
- Competition
- Trip to the pools for winning class \$50

WHERE will the money come from?

- Creative Communities
- Fundraising event
- Road safety
- Board of Trustees

PROJECT NAME: Travel Pou

Describe the Active Travel Action:

- Establish 3 drop off points where whānau can drop or pick up students
- Create Travel Pou with a local artist to highlight the locations
- Work out ways to communicate with the school community to encourage them to use the pou

WHAT needs to be done?

- Talk to Principal and BOT and staff
- Ask local council and road safety council if it can put up pou and work together to find locations
- Measure 500m away from our school in 3 directions and find nearest drop off points
- Ask a parent or local artist we like, to work with us
- Invite manawhenua to share any local stories or aspirations around the environment
- Measure how many students are using active travel pre-action
- Consult community on locations chosen
- Develop tikanga around using the pou
- Establish a group to run a competition
- Establish a group to run a celebration

WHO?

- Talk to Principal and BOT and staff
- Ask local council and road safety council if it can put up pou and work together to find locations
- Measure 500m away from our school in 3 directions and find nearest drop off points
- Ask a parent or local artist we like, to work with us
- Invite manawhenua to share any local stories or aspirations around the environment
- Measure how many students are using active travel pre-action
- Consult community on locations chosen
- Develop tikanga around using the pou
- Establish a group to run a competition
- Establish a group to run a celebration

Indicators for measurement of success of action

- Number of people using active travel
- Carbon emissions
- Pre + post survey
- Students calculate pre + post behaviour

What does it look like when we have implemented the action?

- Students scooting, biking, walking from the pou together every day of the week.

What will we have achieved? (our intention)

- Less carbon emissions per student
- Less congestion at the school gate

At what stages will we Stop and Reflect on how the action is going?

- After deciding placement
- After the design is done
- After the painting is finished

WHO do we need to talk to?

- Principal and staff - to commit to time and award
- Students to get on board

WHERE will this action happen?

- In classrooms - collecting the actions of students

HOW will we let people know?

- Advertise in newsletter about competition and how to travel safely

WHEN will it be completed?

- Each term - results in following week

WHAT resources do we need?

- A trophy to give to class
- Paint for school bike/scooter course

WHAT costs?

PROJECT NAME: Eco Movers

Describe the Active Travel Action:

- Hold an Eco Movers class competition to see which class bikes, scoots and walks most over 2 weeks
- Awarded with Golden Shoe Award and an hour bike/scoot/play time at school
- Do this once a term

Indicators for measurement of success of action:

- Students active-travelling
- Pre/during/post competition data collected each term

What does it look like when we have implemented the action?

- Students choosing to Active Travel all year round

What will we have achieved? (our intention)

- Less pollution
- Less congestion
- Active students

WHERE will the money come from?

- PTA
- BOT
- Time donated

At what stages will we Stop and Reflect on how the action is going?

- After two terms of implementing

WHAT needs to be done?

- Set up an easy and sustainable system of collecting the data
- Advertise the weeks - newsletter, student dress ups
- Identify support needed to enable students to active travel
- Share newsletter tips for cols days/safety etc
- Create the Golden Shoe Trophy
- Set up a bike/scooter course at school for students to use on fun day
- Record the process so future classes or a special group can run in following years

WHO?



Reflecting on our Active Travel Journey of Taking Action

1. The Project

Summarise the end result

Use:

- pictures
- paragraph
- slide show
- app eg "Explain Everything"

How have the changes we made or the action we took benefitted ourselves, our school, our community or the Earth?

How is the project going to be maintained if it is necessary?

What worked well?

What didn't work well?

What would we do differently next time?

2. Myself

What did I learn about the natural environment?

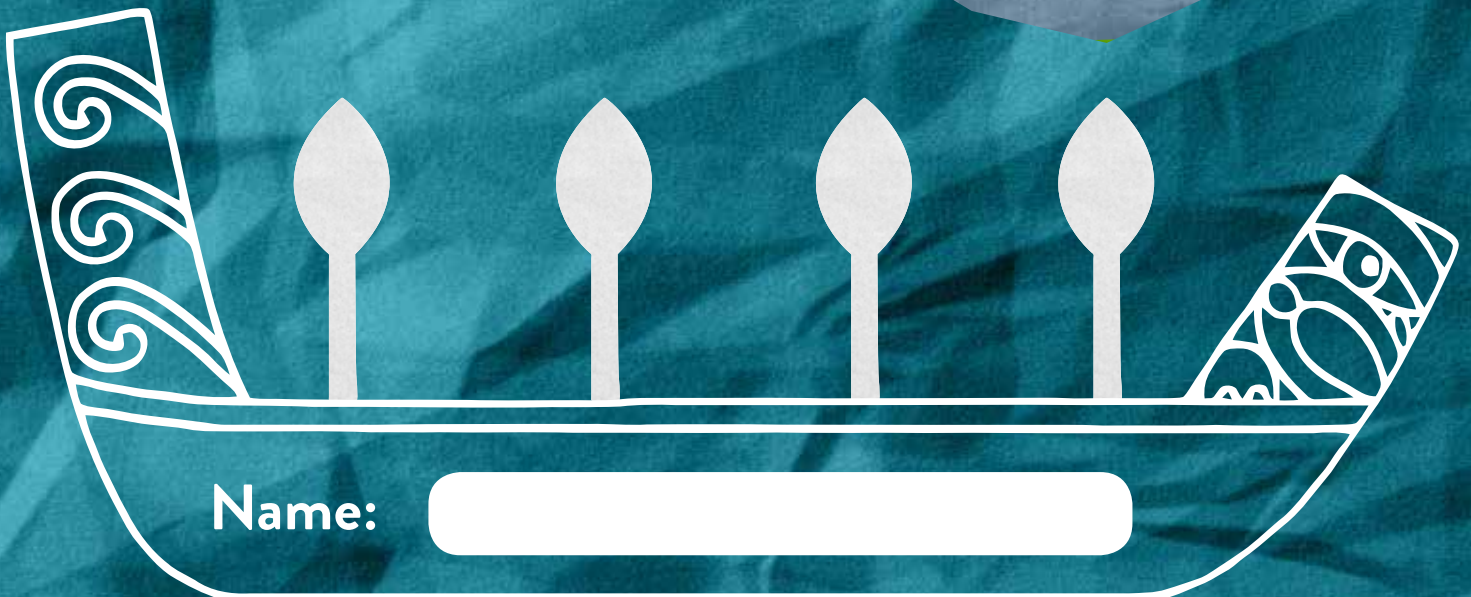
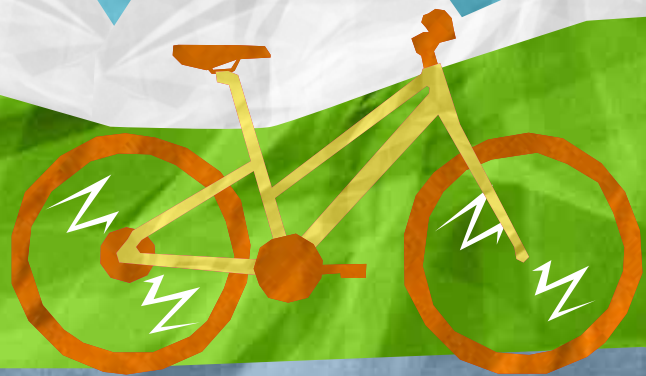
What did I learn about how to make changes?

What did I learn about myself?

Kia Mau!

Extract the Essence

Student Booklet for Recording Thoughts and Learnings from Active Travel Action



Name:

Kia Mau! Extract the Essence

This tool will help to **identify** and **summarise** the most important parts of each activity.

You will use this information for the activity - **5:2 What are Our Intentions? How are we going to Exercise Our Citizenship Muscles?**

You will reflect on what you have thought about and learned to help you make decisions about what action to take to help increase **active travel** personally or across the school.

Section 1 - Active Travelling - Connecting In - He Waka Eke Noa	
Activity	Thoughts / opinions / learnings / feelings ...
1:1 Can I Make a Difference	<p>If I could what would I like to change in our world?</p> <p>Who could I do this with?</p>
1:2 Everything is Connected	<p>Draw / write an example of something in the natural environment you feel connected to.</p> <p>Explain your connection</p>
1:3 Sensory Collage	In my collage I wanted the viewer to
1:4 Travelling to School	<p>My favourite way to travel to school would be</p> <p>My least favourite way to travel to school</p> <p>I wonder if</p>
1:6 The Benefits of Active Travel	What do you value as the top 3 benefits of active travel?

Section 2 - Understanding Citizenship - Making a Difference - Kaitiakitanga

<p>2:1 Where do I Belong - have a Voice and can Make a Difference?</p>	<p>Groups I belong to are....</p> <p>I think a good citizen is someone who....</p> <p>A group that listens to me or lets me help make decisions about things is....</p>
<p>2:2 What Does Making a Difference Look Like? How Do I Make a Difference?</p>	<p>Draw what a strong citizen would look like with citizenship muscles.</p> <p>What sorts of things did they do to develop those citizenship muscles?</p>
<p>2:3 Increasing the Mauri of My Community.</p>	<p>Things I do to increase the Mauri of our classroom or of our school.</p> <p>Some other things I could do to increase the Mauri of our classroom or of our school.</p>
<p>2:4 Finding Examples of Citizenship in Our Communities.</p>	<p>Two examples of how people contribute in groups that surprised me or I thought was interesting.....</p> <ol style="list-style-type: none">1.2.

Section 3 - Understanding the Issues - Locally and Globally

Whakamāramatanga ngā Take

3:1 Why not Active Travel	<p>Summarise what were the major reasons for all whānau not using active travel.</p> <p>Summarise the factors that were causing your whānau not to use active travel and note how strongly your whānau were influenced by them.</p>
3:2 What is the Big Deal about Climate Change?	<p>Summarise what you have learned about climate change and global warming.</p> <p>What are your personal thoughts on it?</p>
3:3 Atua i te Taiao - Using Storytelling and Metaphor to Examine the Issues.	<p>Summarise the effects of carbon emissions on the natural world.</p> <p>Record other groups / people that might be affected by lots of cars at the school gate.</p>
3:4 Motivation - Intrinsic vs Extrinsic	<p>Summarise the difference between intrinsic and extrinsic motivation.</p> <p>Give an example of an effective motivator for you.</p>
3:5 My Motivation for Active Travel	<p>Summarise what are the key reasons or motivators of why you do or do not use active travel.</p>

Section 4 - Measuring Where, How and Effects of our Travel Choices

Tātaihia ētahi Haerenga

4:1 How are We All Travelling to School?	What I thought was interesting about the survey results was 1. 2.
4:2 Counting Up Our Carbon Emissions.	Record 3 facts that I have learned through recording my carbon emissions. 1. 2. 3. I wonder....
4:3 Walkability Checklist	Summarise what the main issues were for discouraging students to active travel to school.
4:4 Map My Journey	Summarise what are the challenges and the benefits for me to active travel to school.
4:5 Comparing Opinions - My Whānau and Me.	Summarise the differences and similarities of opinions that I have with my whānau.

Section 5 - Exploring the Changes We could Make - the Actions We could Take - Kotahitanga

5:2 What are Our Intentions?	LER 39 Developing our Active Travel Intentions
5:3 Picture Your Vision	Draw what you saw would be the outcomes of your actions in 10 years time.

Draw your picture below:



LER 39: Developing our Active Travel Intentions

The travel issue I want to address is:

I am motivated by:

My intention:

I want to...

Write your intention as a question to start investigating some possible solutions.

How I can...

Some possible ideas for action I have that would meet my intention are:

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