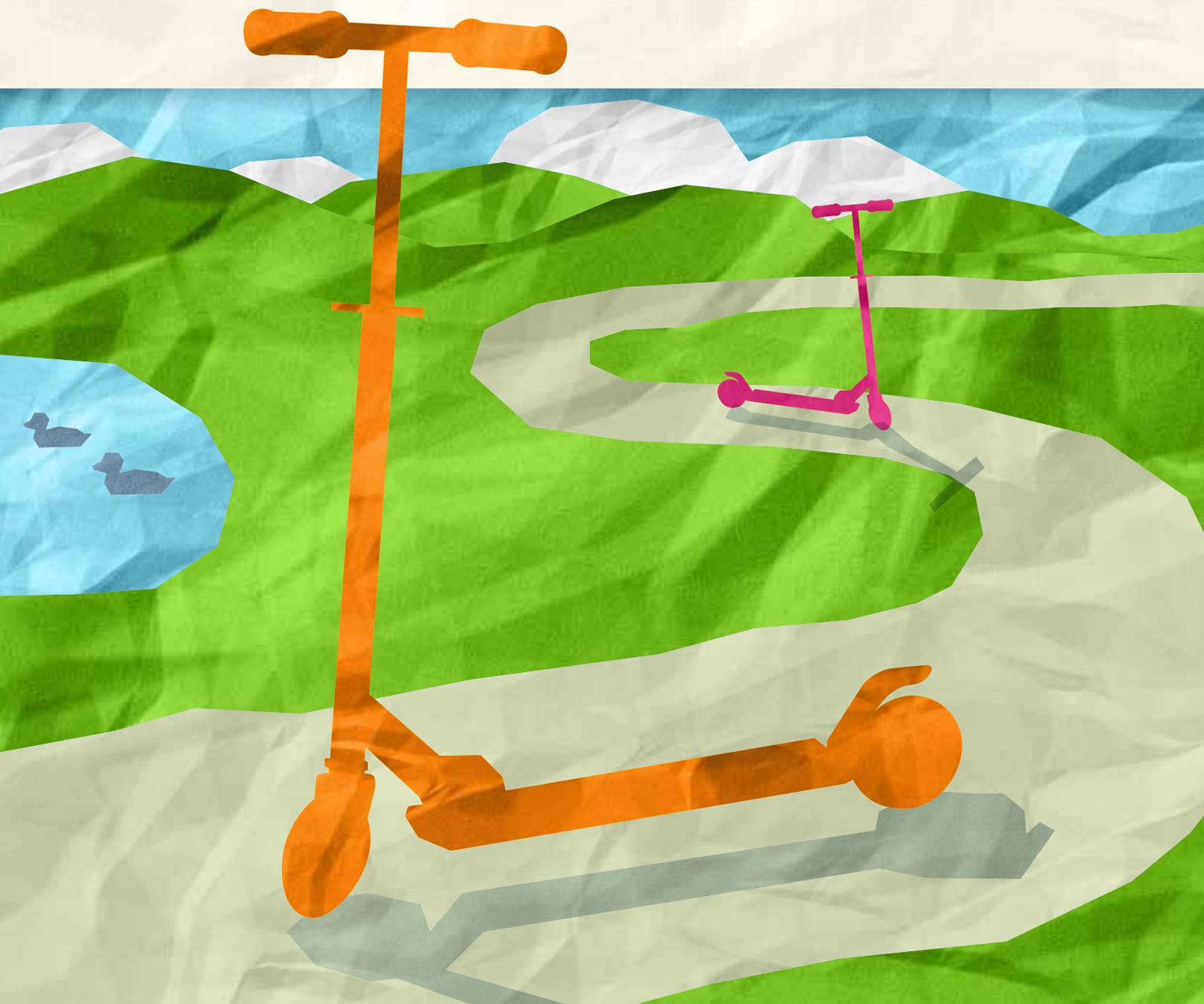


# SECTION ONE: Active Travelling - Connecting In He Waka Eke Noa

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
<b>1. Can I Make a Difference?</b>	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"> <li>Understand that people can affect our natural environment in positive ways.</li> </ul>	<p><b>Social Sciences:</b></p> <p><b>Level 3</b> Understand how people make decisions about access to and use of resources.</p> <p><b>Level 4</b> Understand how people participate individually and collectively in response to community challenges.</p>
<b>2. Everything is Connected</b>	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"> <li>Communicate current ideas on a given topic.</li> <li>Find connections between a set of keywords.</li> </ul>	<p><b>English:</b></p> <p><b>Speaking writing presenting - Ideas</b></p> <p><b>Level 3 and 4</b> Select, develop and communicate ideas on a range of topics.</p>
<b>3. Sensory Collage</b>	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"> <li>To be able to portray feelings and experiences through a piece of visual art.</li> <li>Use peer assessment to enrich my perspective of what others experience.</li> </ul>	<p><b>The Arts.</b></p> <p><b>Communicating and Interpreting.</b></p> <p><b>Visual Arts:</b></p> <p><b>Level 3</b> Describe the ideas their own and others' objects and images communicate.</p> <p><b>Level 4</b> Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.</p>
<b>4. Travelling to School Montage</b>  <b>Past - Present - Future</b>	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"> <li>Know there are many methods of active travel.</li> <li>Express a personal opinion</li> </ul>	<p><b>English:</b></p> <p><b>Speaking writing presenting - Ideas</b></p> <p><b>Level 3 and 4</b> Select, develop and communicate ideas on a range of topics.</p>
<b>5. Historical Travel</b>	Interview an older person about ways they travelled to school.  Choose a way of presenting this information.	<ul style="list-style-type: none"> <li>Research and communicate ideas learnt from a primary source.</li> </ul>	<p><b>English:</b></p> <p><b>Speaking writing presenting - Ideas</b></p> <p><b>Level 3 and 4</b> Select, develop and communicate ideas on a range of topics.</p>
<b>6. Active Travel Benefits</b>	Role play an interview in pairs talking about the benefits of active travel.	<ul style="list-style-type: none"> <li>Know the benefits of active travel.</li> </ul>	<p><b>English:</b></p> <p><b>Speaking writing presenting - Ideas</b></p> <p><b>Level 3 and 4</b> Select, develop and communicate ideas on a range of topics.</p> <p><b>Social Sciences:</b></p> <p><b>Level 3</b> Understand how people make decisions about access to and use of resources.</p> <p><b>Level 4</b> 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](mailto: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.

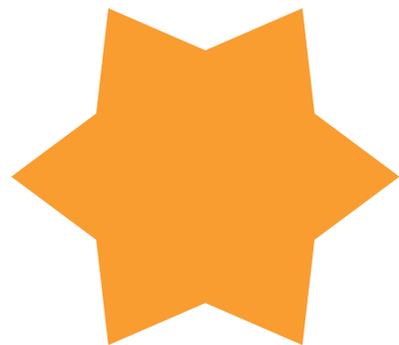
To this, the boy replied, “The sun is up and the tide is going out. If I don’t throw them in, they’ll die.”

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.

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

	<b>Level 1</b> Investigate visual ideas in response to a variety of motivations, observation and imagination.	<b>Level 2</b> Investigate and develop visual ideas in response to a variety of motivations, observation and imagination.	<b>Level 3</b> Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.	<b>Level 4</b> Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' work.
<b>Beginning</b>	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.
<b>Proficient</b>	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.
<b>Achieved</b>	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

	<b>Level 1</b> Share the ideas, feelings, and stories communicated by their own and others' objects and images.	<b>Level 2</b> Share the ideas, feelings, and stories communicated by their own and others' objects and images.	<b>Level 3</b> Describe the ideas their own and others' objects and images communicate.	<b>Level 4</b> Explore and describe ways in which meanings can be communicated and interpreted in their own and other's work.
<b>Beginning</b>	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.
<b>Proficient</b>	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.
<b>Achieved</b>	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](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](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)

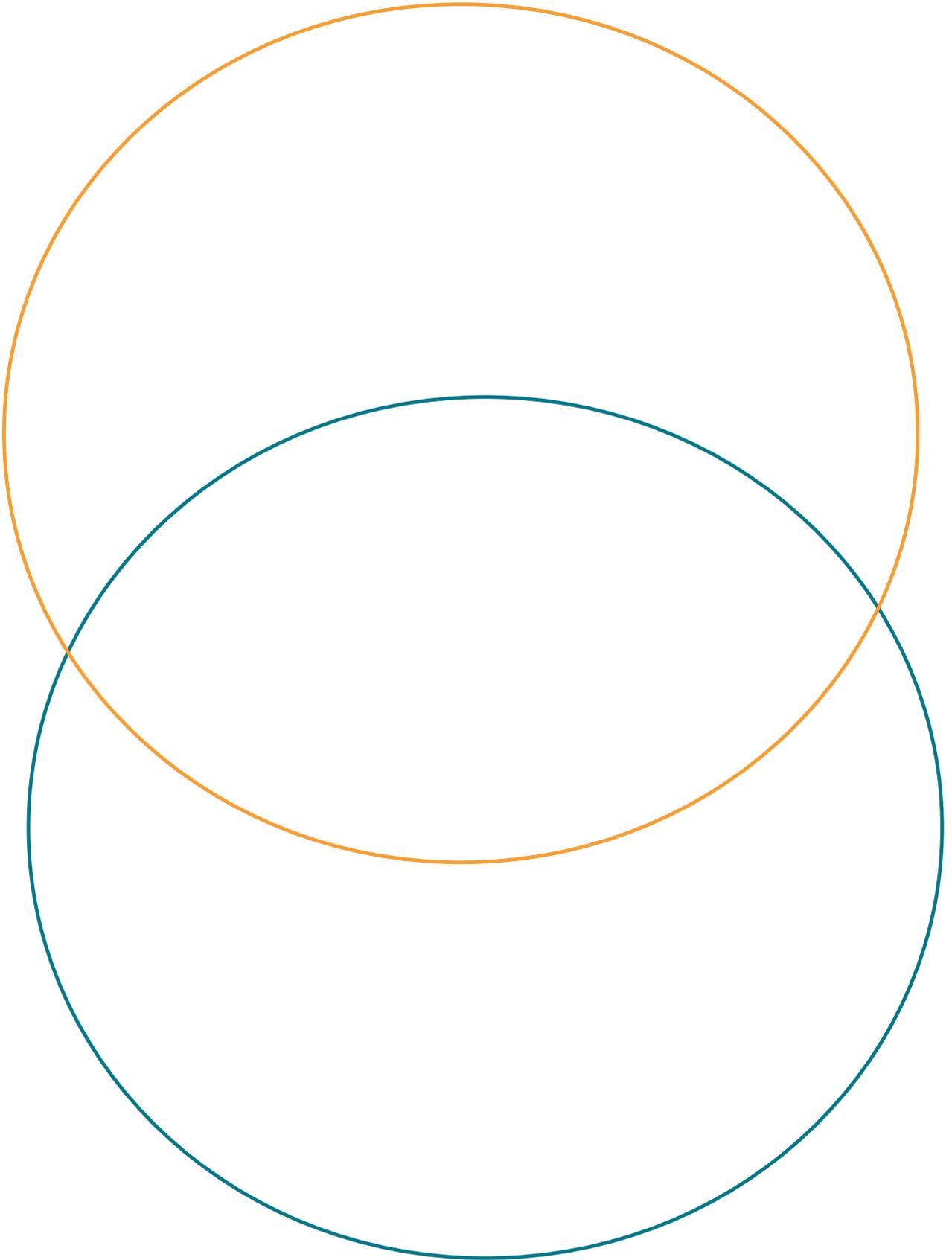
What skills did you need on your way to school? How did you keep safe?

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?

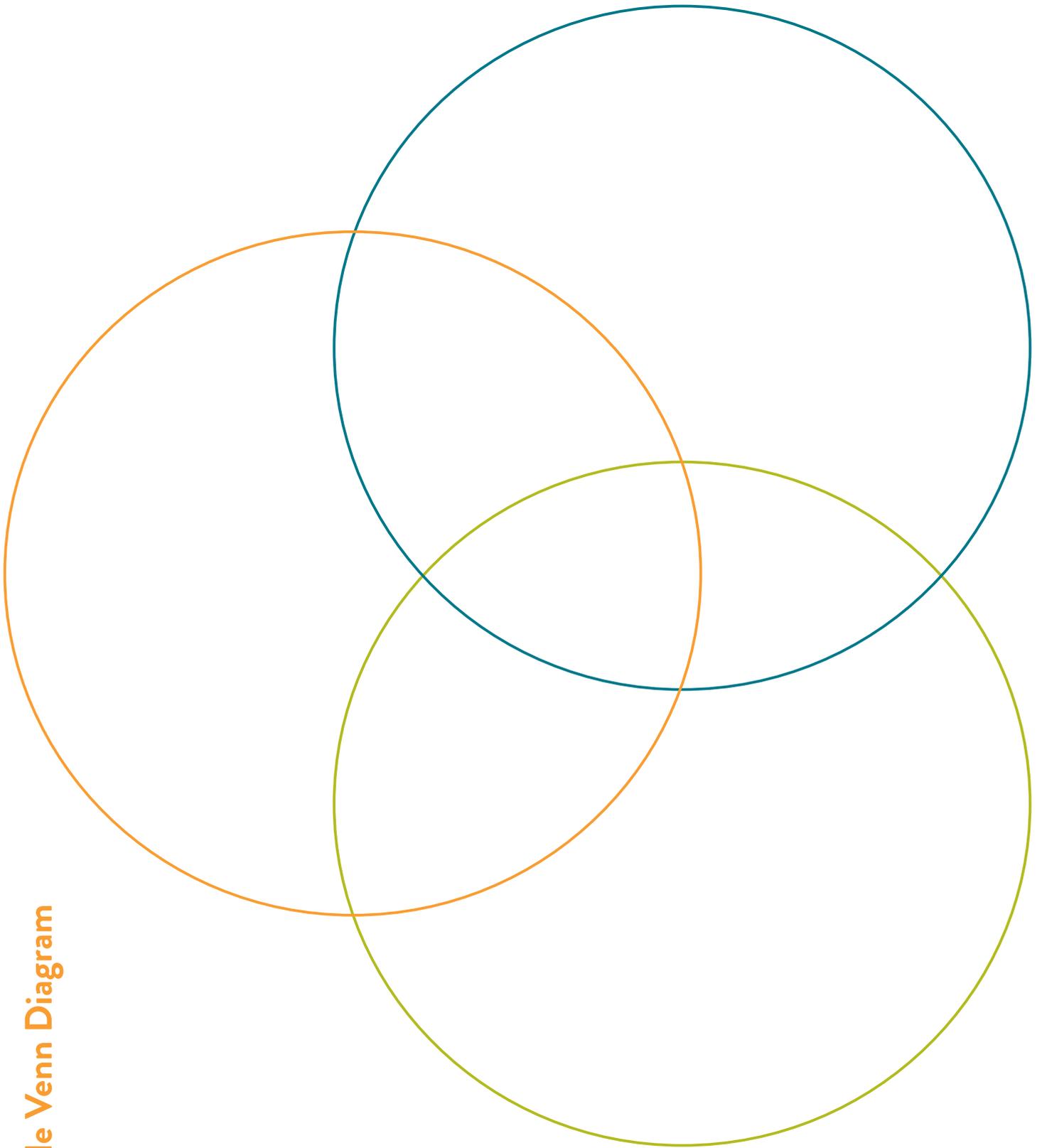
Other questions:

2 Circle Venn Diagram





# Venn Diagrams



3 Circle Venn Diagram



# LER 13

## Time Travel Story - He Pūrakau o Kaieke Wā

"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 it is 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	