

# SECTION SIX:

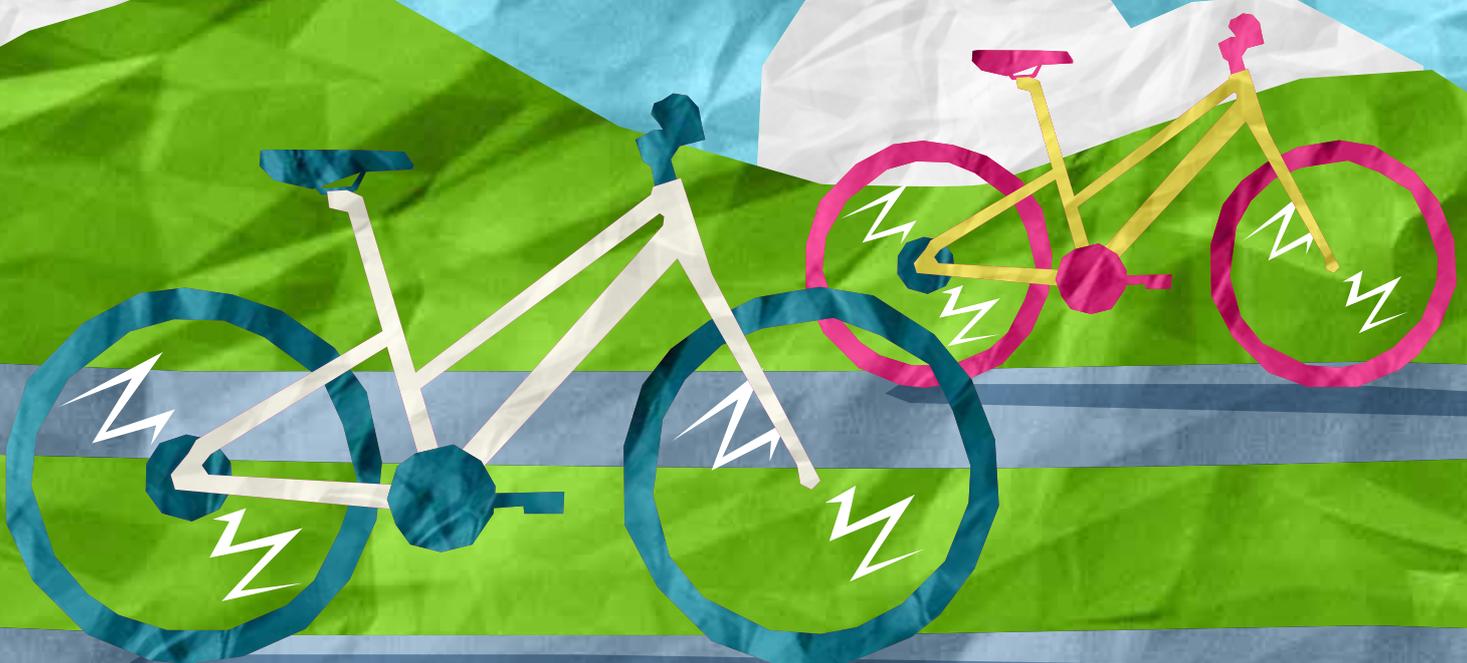
## Taking Active Travel Action

### 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
<b>6:1 Write an Active Travel Action Brief</b>	Develop an Active Travel Action Brief for each action.	Know what is needed to plan a successful action.	<p><b>Social Sciences: Level 4</b> Understand how people participate individually and collectively in response to community challenges.</p> <p><b>Health and Physical Education: Healthy Communities and Environments Level 3</b> Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.</p> <p><b>English: Speaking, Writing and Presenting Level 3 and 4</b> Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas.</p>
<b>6:2 Write the Active Travel Action Plan</b>	Develop an Active Travel Action Plan for each action.	Know how to develop an action plan that will guide your action-taking.	
<b>6:3 Time for Action - Let's Keep Track</b>	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.	
<b>6:4 Gathering Learnings and Looking Forward</b>	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.	
<b>6:5 Presenting With Pride and Celebrating Success</b>	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.	
<b>6:6 Tikanga for Active Travel In Our School</b>	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](http://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?
<b>Carbon emissions</b>	kgs	Class collection sheet		<a href="http://tripgo.com">tripgo.com</a>
<b>Number of people using active travel</b>	people	At gate		<a href="#">Movin' March WOW Passports</a>
<b>Number of people using active travel</b>	people	Leaves with names		Tree for display
<b>Number of people using active travel</b>	people	Pre and post survey		
<b>Safer routes</b>	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

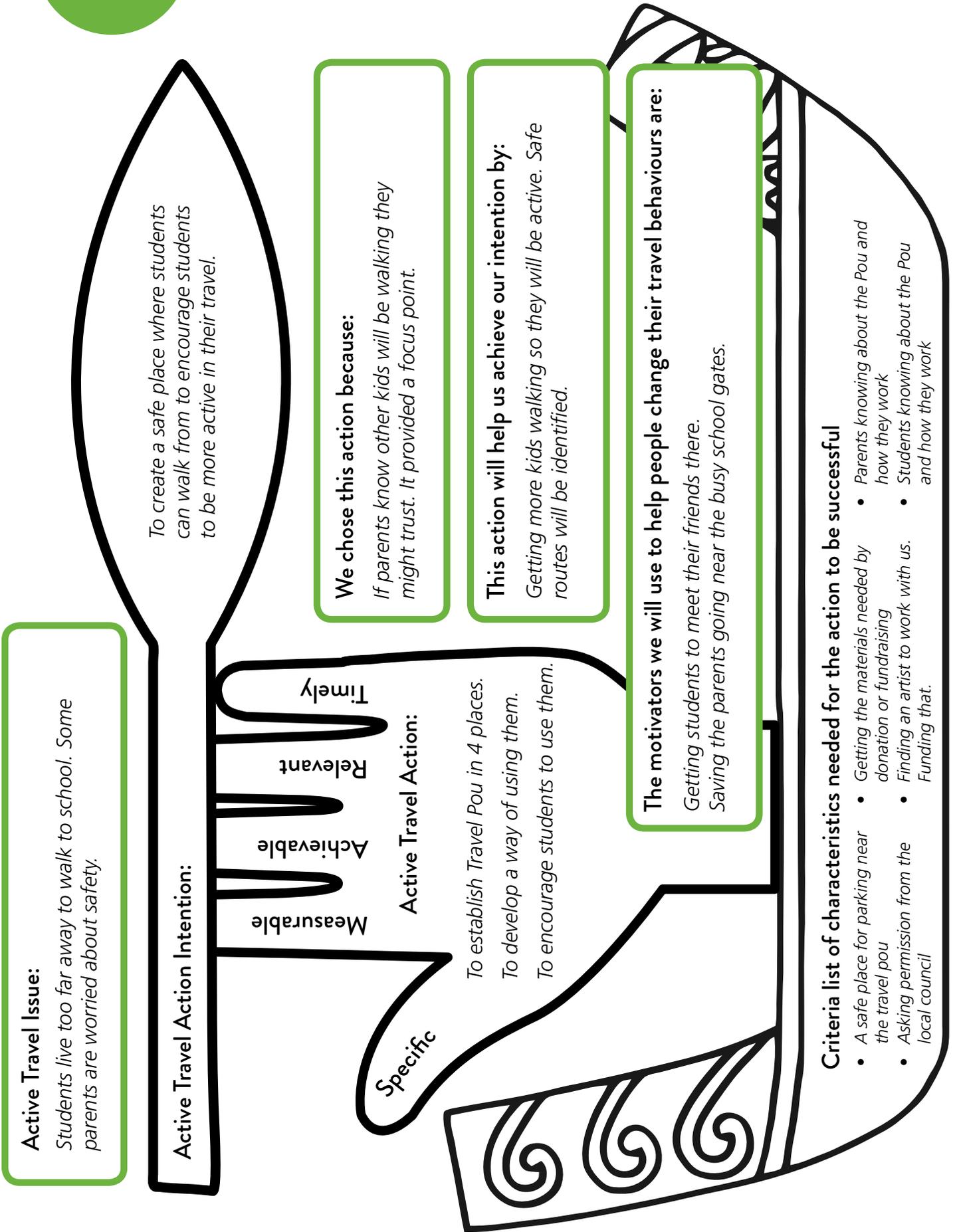
We chose this action because:

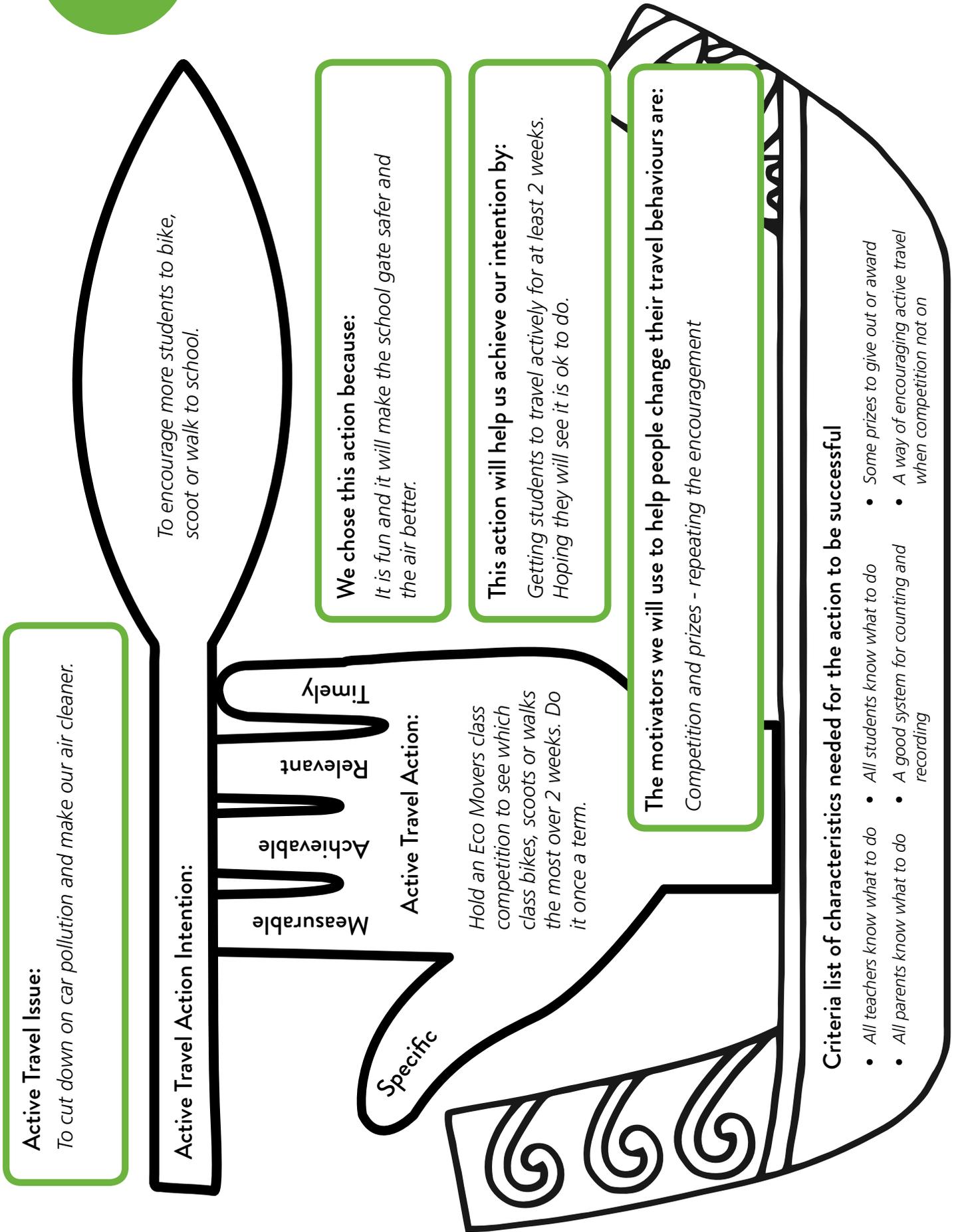
This action will help us achieve our intention by:

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.

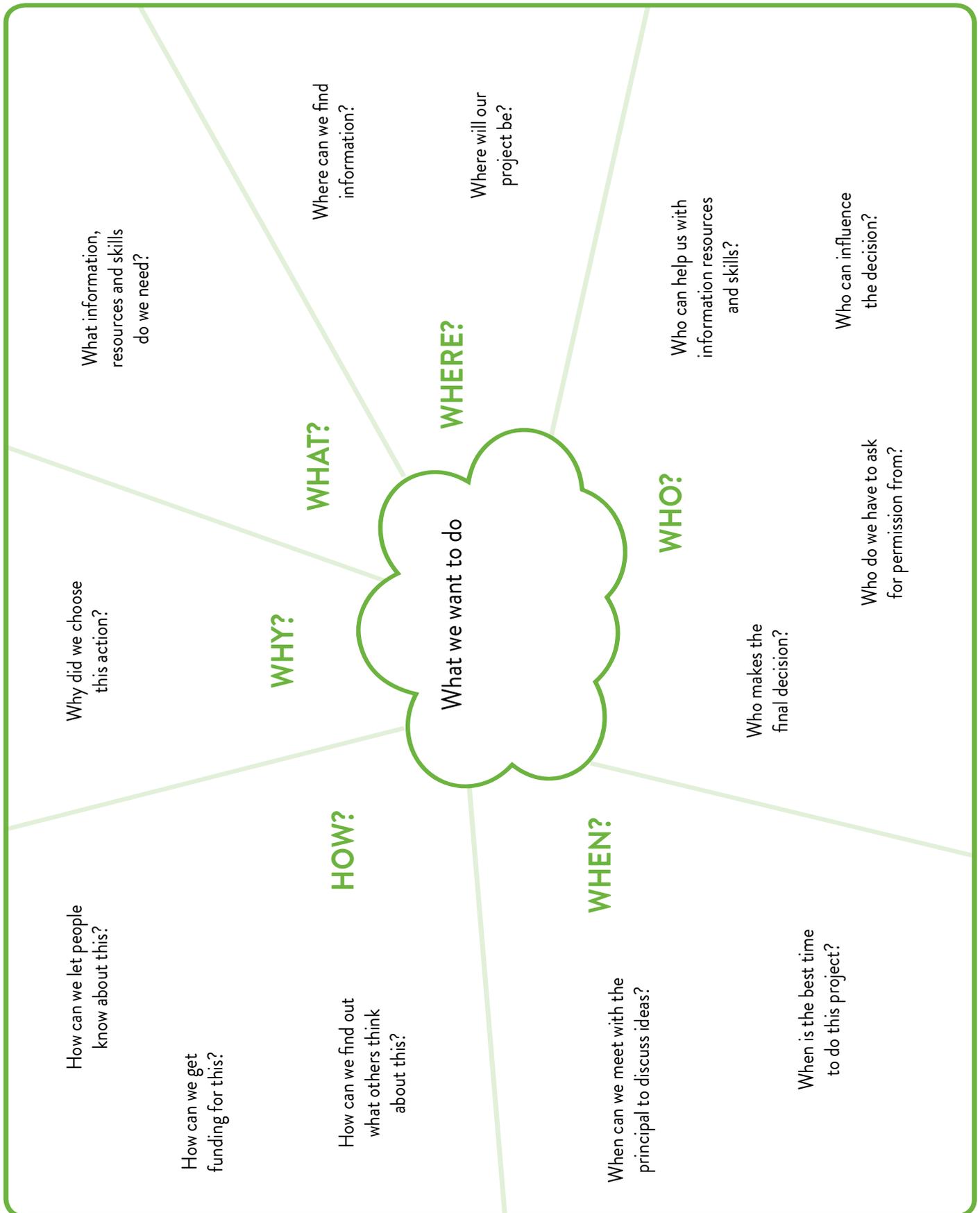
### Other funding opportunities:

[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

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><b>WHO</b> do we need to talk to?</p>	<p><b>WHERE</b> will this action happen?</p>	<p><b>HOW</b> will we let people know?</p>	<p><b>WHEN</b> will it be completed?</p>
<p><b>WHAT</b> resources do we need?</p>	<p><b>WHAT</b> needs to be done?</p> <p><b>WHO?</b></p>		
<p><b>PROJECT NAME:</b> 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? (our intention)</p>			
<p><b>WHERE</b> will the money come from? <b>HOW</b> 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?