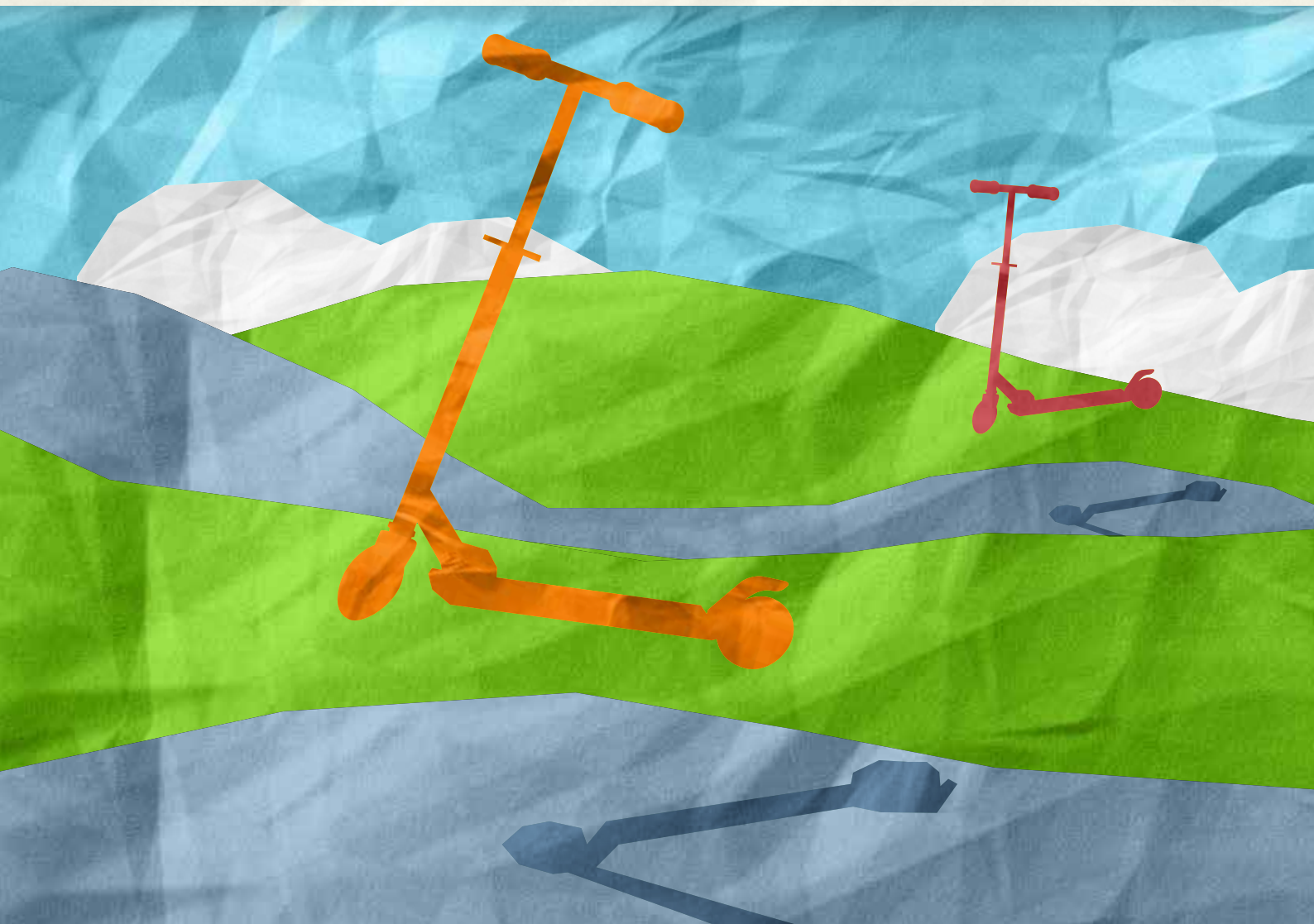


SECTION FIVE: Exploring the Changes We Could Make - the Actions We Could Take Kotahitanga

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.

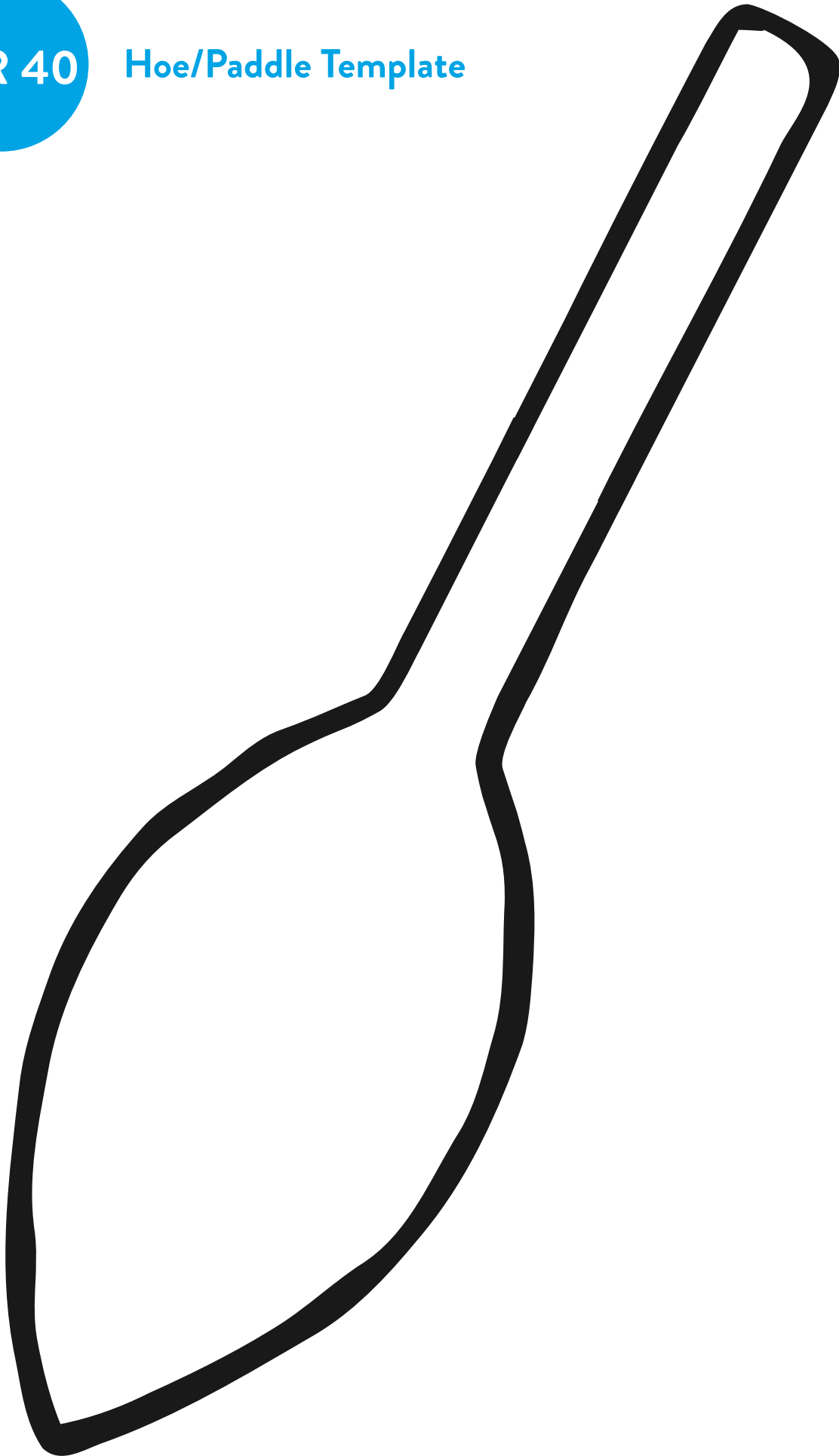
How I can...

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

-
-
-
-
-



Hoe/Paddle Template

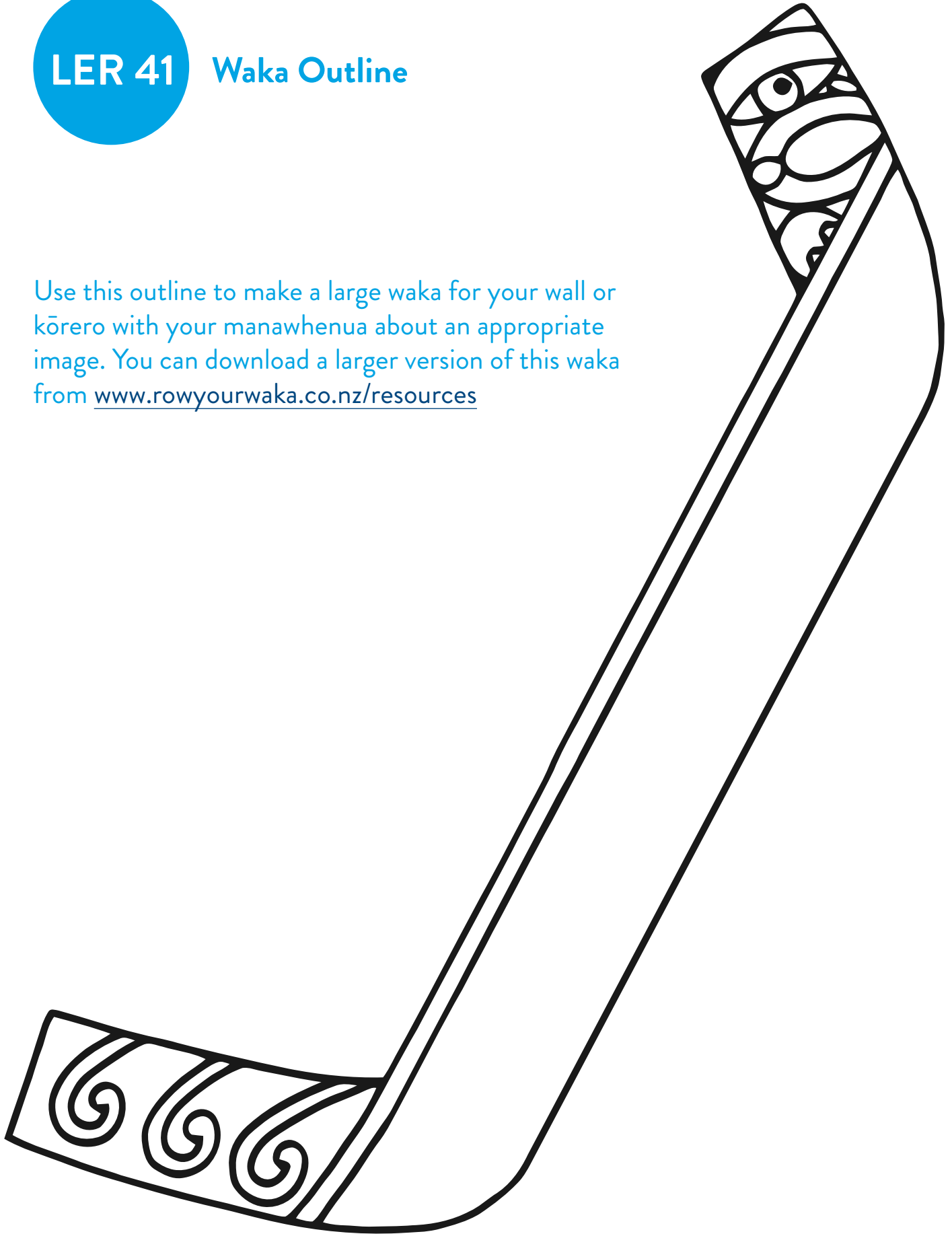


Source: Rebecca Larsen, www.rowyourwaka.co.nz/resources



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.
<i>Organise cycle workshops for students in your school</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.	
Empowering whānau to assist their students to active travel to school	<i>Organise a parent and student bike maintenance workshop</i>	Find a local bike shop or bike enthusiast who could show whānau how to maintain and upcycle bikes.
	<i>Check out the NZ Police road safety resources for schools.</i>	Decide which ones are most relevant to your family and share with whānau.
	<i>Develop a safe routes map</i> Park & Stride Mapping	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>Identify friends and whānau houses as drop off points</i> Walking Pou Story	Identify where your whānau could drop you off to active travel with a friend.
	<i>Whānau carpooling</i>	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.
	<i>Bus catching forum</i> NZTA Bus Safety	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