

ACTIVE TRAVEL ACTION

Exercising Kaitiakitanga and Manaakitanga -
Developing Your Citizenship Muscles



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

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

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Active Travel Action - Introduction

Purposes

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

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

Curriculum Links

Levels

Level 3 - 4

(Adaptable for Level 1-2)

Learning Areas

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

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

How to use Active Travel Action

Sections 1-6 :

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

Learning Experience Resources (LER):

Each section includes templates for students to use when necessary.

Kia Mau! Extract the Essence Booklet:

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

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

Home Links

Students actively engage with whānau around practices and issues.

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

Home links will encourage discussions to develop better understandings.

Ahakoā he iti he pounamu:

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

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

What are the Issues?

Context: School Travel

Local:

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

Global:

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

Possible Driving Questions

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

Active Travel Action - Key Understandings

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

Ngā Atua

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

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

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

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

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

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

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

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

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

Hinepūkohurangi - the female atua of mist.

Tawhirimātea - the male atua of the wind.

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

Active Travel Action - Te Ao Māori

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

Community Change using Te Whare Tapa Whā

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

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

Ngā Ariā

Te Taiao - the Environment

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

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

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

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

Waka

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

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

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

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

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

Waka Ama Commands

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

Hoea - Paddle!

Kia mau - Stop paddling

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

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

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

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

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

Active Travel Action Curriculum Links

Levels

Level 3 - 4

(Adaptable for Level 1-2)

Learning Areas

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

Social Sciences

English

Mathematics and Statistics

Science

Technology

Active Travel Action in the New Zealand Curriculum

Key Competencies

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

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

Principles

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

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

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

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

Values

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

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

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

Education for Sustainability Concepts

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

- Learning Media Limited 1999

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

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

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

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

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

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

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

Whakatauaki and sayings to share

English: Level 3 and 4

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

He waka eke noa.

We are all in this together.

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

He rau ringa e oti ai.

Many hands make light work.

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

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

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

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

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

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

Teacher Notes

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

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

Marble Jar

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

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

Human Knots

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

All Aboard

Materials:

Rope, music

Activity

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

He iti hoki te mokoroa nāna i kakati te kahikatea.

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

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

Big things have small beginnings.

The journey of a thousand miles begins with one step.

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

Mauri tū mauri ora

An active soul is a healthy soul.

Poetry

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

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

Links to other games

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

Fill the Bucket

A game to show many hands make light work.

Set up

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

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

For example

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

Activity

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

Reflecting on the activity:

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

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