

**“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.

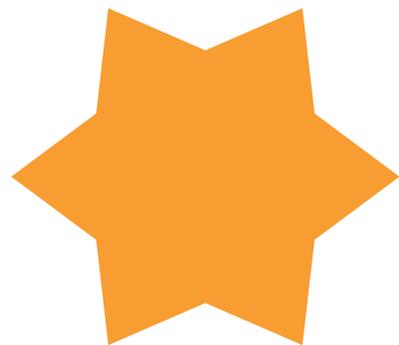
To this, the boy replied, “The sun is up and the tide is going out. If I don’t throw them in, they’ll die.”

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**



Atua and Pūrākau

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

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

Picture books

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

Links

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

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

Concept Mapping - Everything is Connected

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

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

Everything is Connected

Biking

Driving

Air

Water

Humans

Animals

Soil

Sun

Plants

Pollution

Climate Change

Walking

Relationship words to use - some examples..

Positive connecting words

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

Negative connecting words

- Harms
- Increases
- Decreases
- Causes

LER 7

Art Rubric for Using Our Senses

Learning Intentions:

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

Art : Visual Arts : Developing Ideas

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

Art: Visual Arts : Communicating and Interpreting

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



Sensory Collage Marking Sheet

Name:

Date:

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

1. Your Artwork - Name: _____

Developing Ideas:

Level: Beginning / Proficient / Achieved

Communicating and Interpreting:

Level: Beginning / Proficient / Achieved

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

2. Partners Artwork - Name: _____

Developing Ideas:

Level: Beginning / Proficient / Achieved

Communicating and Interpreting:

Level: Beginning / Proficient / Achieved

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

HORSE: Gladwyne teen takes unusual transportation to Haverford School

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

BOAT: Yellow Boat of Hope Foundation

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

HELICOPTER: Wellesley College School Run Challenge

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

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

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

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

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

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

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

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

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

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

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

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

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

Yellow School Boats

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

Cliff Climbing to School

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

This is the way we go to school – book

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

How will I get to school this year – book

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

Images

Digital NZ Stories: Historical Travel to School

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

Stories and articles

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

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

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

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

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

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

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

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

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

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

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

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

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

Movin'March: Interview with Hutt City Mayor

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

Movin March: Interview of Local Personalities

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

LER 11

Historical Travel Interview Questions

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

Name of person:

Their relationship to you:

Their age:

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

How did you travel from home to school?

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

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

How did the weather affect how you travelled to school?

What was good about the way you travelled to school?

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



Historical Travel Interview Questions (continued)

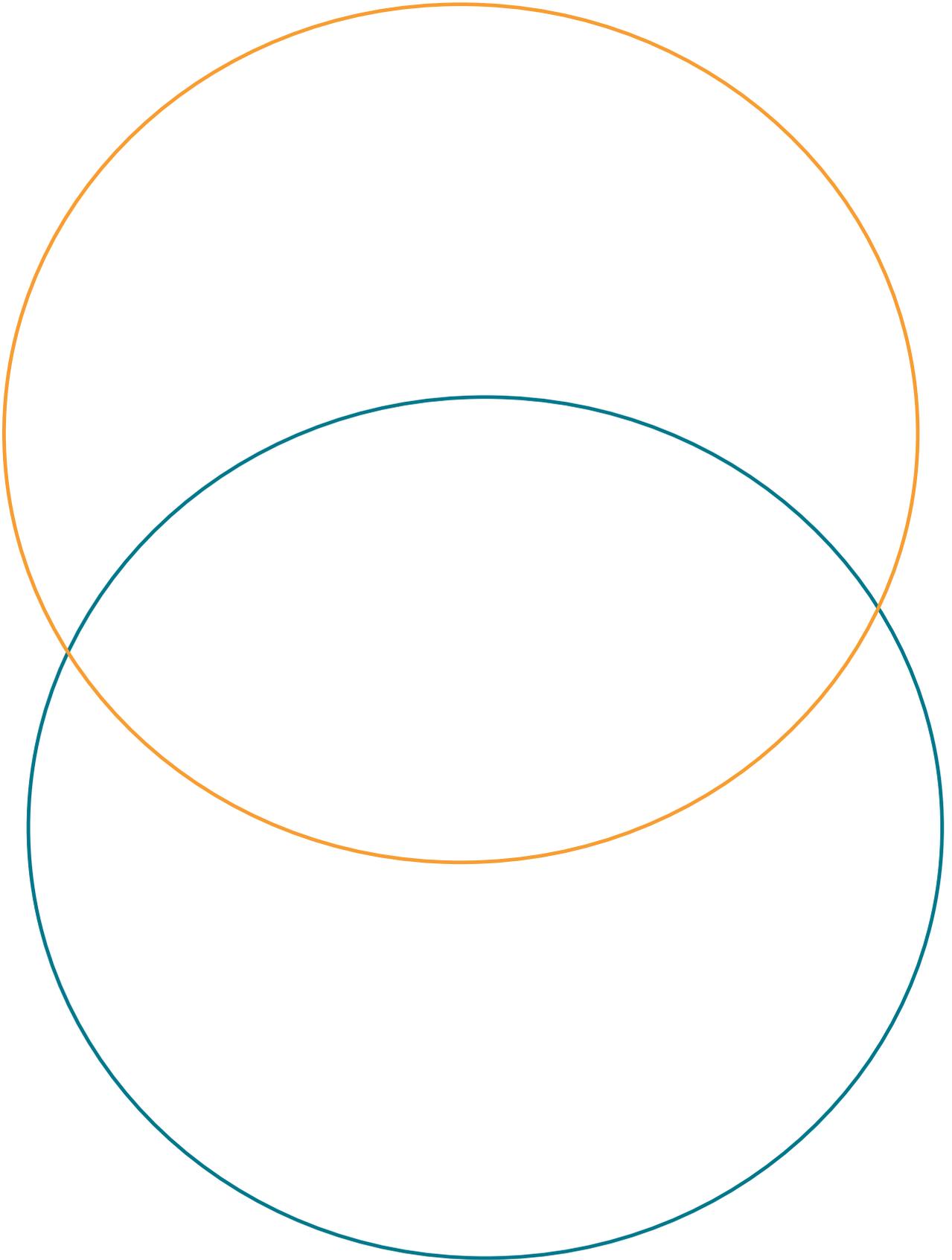
What skills did you need on your way to school? How did you keep safe?

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

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

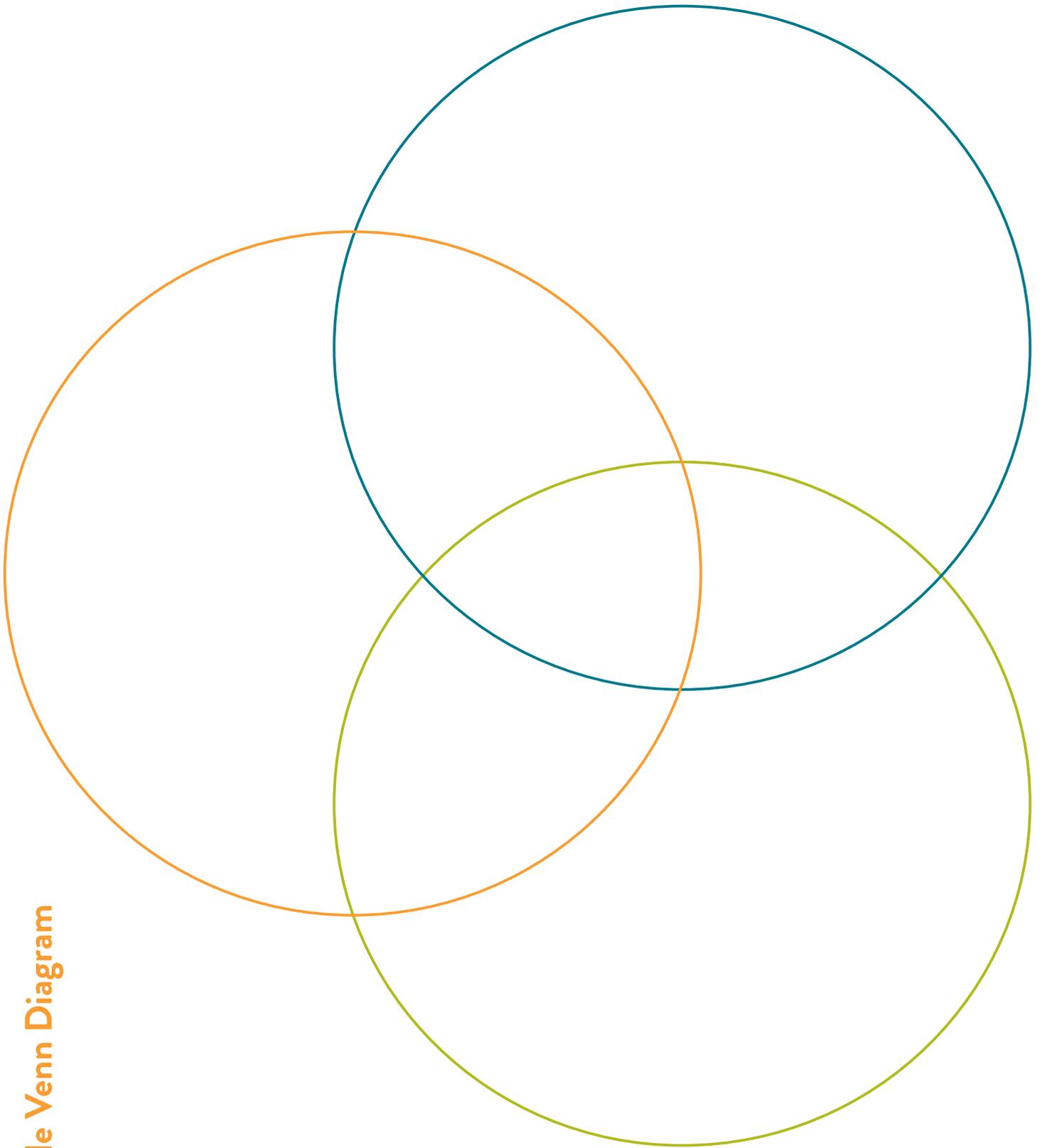
Other questions:

2 Circle Venn Diagram





Venn Diagrams



3 Circle Venn Diagram



LER 13

Time Travel Story - He Pūrakau o Kaieke Wā



Interview Prompts - ‘What are the Benefits of Active Travel ?’

“Welcome to

Ko toku ingoa.
(name)

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

Kia ora and welcome to

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

How 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	