

He aha rā a Māehe Manawa Ora?

What is Movin'March?



Teaching Resource

Year: 0-8

Class time: 45 mins

Prep time: 5 mins

What teachers need to know

This lesson sets the scene to explore the benefits of active travel.

See [Movin'March resources](#) for the following topics:

- Toiora (Wellbeing)
- Hono (Connecting)
- Te Taiao (Environment)
- Māia (Confidence)
- Mahi Mātātoa (Adventure)
- Te Haerenga o ngā Tamariki (The Children's Journey)

Refer to [Movin'March Overview](#) for more information.

Teacher preparation:

- Read through this resource.
- Sign up for [Te Haerenga o ngā Tamariki](#).



5 mins

Learning intention – students will:

- Understand what [Movin'March](#) is and why they participate in it.
- Understand that there are many ways to travel to school.
- Be encouraged to participate in walking or wheeling to school.

Success criteria – students can:

- Describe different ways to travel to school (past, present, future, and other countries).



New Zealand Curriculum Achievement Objectives:

English Te Mātaiaho - The Refreshed New Zealand Curriculum - Know, Understand, Do:

Years 0-3 – Progress outcome for English by the end of year 3.

Do - Te tūhono mā te whakawhiti kōrero (connecting through storytelling):

- I can draw on my imagination and what is familiar to me to craft and share oral, written, visual, and multimodal texts as a way of making sense of my world.

Years 4-6 – Progress outcome for English by the end of year 6.

Do - Te whakamahi rautaki ki te whai māramatanga (comprehending and creating texts):

- I can use writing as a tool to think about, record, and communicate experiences, ideas, and information.

Years 7-8 – Progress outcome for English by the end of year 8.

Do - Te whakamahi rautaki ki te whai māramatanga (comprehending and creating texts):

- I can use the codes and conventions of different modes and text types for effect in the texts I compose.

Social Sciences and Social Studies - from the New Zealand Curriculum:

Level 1 – Students will gain knowledge, skills, and experience to understand how:

- Belonging to groups is important for people (eg hapū, iwi).
- People have different roles and responsibilities as part of their participation in groups.
- The past is important to people.
- Places in New Zealand are significant for individuals and groups.
- The cultures of people in New Zealand are expressed in their daily lives.

Level 2 – Students will gain knowledge, skills, and experience to understand how:

- People have social, cultural, and economic roles, rights, and responsibilities.
- People make choices to meet their needs and wants.
- Cultural practices reflect and express people's customs, traditions, and values.
- Time and change affect people's lives.
- Places influence people and people influence places.

Level 3 – Students will gain knowledge, skills, and experience to understand how:

- Cultural practices vary but reflect similar purposes.
- People view and use places differently.
- People make decisions about access to and use of resources.
- People remember and record the past in different ways.

Level 4 – Students will gain knowledge, skills, and experience, to understand how:

- People pass on and sustain culture and heritage for different reasons and that this has consequences for people.
- Exploration and innovation create opportunities and challenges for people, places, and environments.
- Understand that events have causes and effect.
- Formal and informal groups make decisions that impact communities.
- People participate individually and collectively in response to community challenges.

Mathematics and Statistics:

Level 1 – statistics/statistical investigation. They will solve problems and model situations that require them to conduct investigations using the statistical enquiry cycle:

- Posing and answering questions.
- Gathering, sorting and counting, and displaying category data.
- Discussing the results.

Level 2 – statistics/statistical investigation. They will solve problems and model situations that require them to conduct investigations using the statistical enquiry cycle:

- Posing and answering questions.
- Gathering, sorting, and displaying category and whole-number data.
- Communicating findings based on the data.

Level 3 – statistics/statistical investigation. They will solve problems and model situations that require them to conduct investigations using the statistical enquiry cycle:

- Gathering, sorting, and displaying multivariate category and whole-number data and simple time-series data to answer questions.
- Identifying patterns and trending in context, within and between data sets.
- Communicating findings, use data displays.

Level 4 – statistics/statistical investigation. They will solve problems and model situations that require them to plan and conduct investigations using the statistical enquiry cycle:

- Determining appropriate variables and data collection methods.
- Gathering, sorting, and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships, and trends.
- Comparing distributions visually.
- Communicating findings, using appropriate displays.

Te Whare Tapa Whā:

Te Whare Tapa Whā is a holistic model of health from a Māori world view. It encompasses more than just physical health as the pinnacle to wellbeing. Based on a whare (house model) the taha (sides) of the whare (house) are; taha tinana (physical wellbeing), taha hinengaro (mental wellbeing), taha wairua (spiritual wellbeing) and taha whānau (family wellbeing). You can incorporate these into the Movin' March Learning Experiences.

For information, go to [Hauora](#). This also shows the Fonofale model of wellbeing from a Pacific perspective.




Learning experience


Introduce the concept of Movin'March:

Movin'March celebrates the benefits of walking, scooting and biking to school, during the month of March. Ākonga (students) and their whānau (family) can get active by moving their bodies when they travel. They can 'active travel' to or from school. This can help increase independence, physical and mental health, decision making, and road safety skills. The school also benefits from less chaos at the school gate.

Watch these short videos. They show how some children from around the world travel to school:

 [Yellow School Boats](#) | See how children who live in a remote fishing village in the Philippines travel to school.

1 min, 45 secs  

 [On The Way to School](#) | Documentary trailer – see how children travel to school from Kenya to Morocco.

1 min, 26 secs  

Compare the past, present and future:

Discuss how you travel to school.

How different are these journeys compared to your own journey to school? Discuss all the different ways you could travel to school, such as: ways from the past, the present, the future and different ways from around the world.

Record answers on a chart or mind-map.

- If you want to use this as an art activity, you could create a [collage or poster](#) (*coming soon*).

Te Haerenga o ngā Tamariki (The Children's Journey):

Compare February data with March in your class

Teachers sign up. Then ākonga can enter on a classroom device how they travelled to kura that morning. It's quick, easy, and fun for tamariki to use. The data does not identify children and is completely anonymous and secure.

Sign up to use [Te Haerenga o ngā Tamariki](#).

Go to [Movin'March resources page](#) to refer to Te Haerenga o nga Tamariki resource for classroom ideas and support.

Collect data for one week in February and then again in March. Create graphs that show the difference in how families travel. Looking at the data can lead to further discussions in class, such as, is it possible to keep travelling the way we do in March at other times of the year? What makes this easy or hard? How does the way we travel affect our school entrances and what are the consequences of this?

English or
Social Sciences



15 mins

English or
Social Sciences



15 mins

Maths or
roll call



15 mins



Further activities, resources, and links

- Classroom resources: [Classroom ideas](#).
- Active Travel resources: [Active Travel Action](#).