

SECTION THREE:

Understanding the Issues Locally and Globally

Whakamaramatanga ngā Take

This section exposes students to the issue of rapid climate change. Students investigate what other motivations affect the choices we make.



The purpose of this section is to help students to:

- Find out what are the issues and what are the motivators that affect their choices about using active travel.
- Understand what is causing global warming and the effects of rapid climate change as a consequence.

Key Understandings Section Three

- Our whānau influences us in the choices we make about using active travel.
- Reducing carbon emissions collectively will contribute to lessening the effect of warming on the planet.
- People are motivated by intrinsic and extrinsic rewards. Everyone will be motivated differently.

Learning Experience Resources (LER 23 - 33) are at the end of this section and are linked from each Learning Experience.



Section 3: Understanding the Issues - Locally and Globally Whakamaramatanga ngā Take

Learning Experience	Content	Learning Intentions	Curriculum Links
<p>3:1 Why not Active Travel?</p> <p>Home Link </p>	<p>Co-construct and conduct a whānau survey about reasons for not using active travel to school.</p> <p>Display and interpret the data.</p>	<p>Plan and carry out a statistical enquiry.</p> <p>Select an appropriate display method.</p> <p>Interpret data displays in order to identify patterns and trends.</p>	<p>Maths - Level 3 and 4 Statistics</p> <p>Plan and conduct investigations using the statistical enquiry cycle.</p>
<p>3:2 What is the Big Deal about Climate Change?</p>	<p>Express an opinion about climate change</p> <p>Science experiments</p> <p>Expert slideshow team</p> <p>Challenge quiz</p>	<p>Understand the basic science of global warming</p> <p>Know some ways to reduce the effects of global warming.</p>	<p>Science - Investigating in Science Level 3 and 4</p> <p>Build on prior experiences, working together to share and examine their own and others' knowledge.</p> <p>Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.</p>
<p>3:3 Atua i te Taiao - Using Storytelling and Metaphor to Examine the Issues</p>	<p>Hot seating - role playing</p>	<p>Develop an understanding of how there are different perspectives to an issue.</p>	<p>The Arts - Drama - Level 3 Developing Ideas -</p> <p>Initiate and develop ideas with others to create drama.</p> <p>Social Science Level 3</p> <p>Understand how people view and use places differently.</p> <p>Level 4</p> <p>Understand that events have causes and effects.</p>
<p>3:4 Motivation - Intrinsic vs Extrinsic</p>	<p>Buddy activity</p> <p>Discussion of motivators</p>	<p>Understand motivation affects our choices.</p>	<p>Social Science - Level 3</p> <p>Understand how people made decision about access to and use of resources.</p>
<p>3:5 My Motivation for Using Active Travel</p>	<p>Worksheet on intrinsic and extrinsic motivation to use active travel</p>	<p>Understanding our own motivators for using active travel.</p>	<p>Physical Education Personal Growth and Development - Level 3</p> <p>Identify factors that affect personal, physical, social and emotional growth and develop skills to manage changes.</p>

Learning Intentions:

Students will...

- Plan and carry out a statistical enquiry
- Select an appropriate display method
- Interpret data displays in order to identify patterns and trends

Success Criteria:

- Use the statistical enquiry cycle to answer a question about reasons for using cars as a method of transport to school.

Education for Sustainability Concepts:

Interdependence / Whanaungatanga

Resources:

Survey applications

- <https://www.easypolls.net/>
- <https://www.surveymonkey.com>
- www.google.com/forms

3:1 Why Not Active Travel?

Teacher Notes

Adults and children may have different reasons why they do not use active travel to get to school. The purpose of this activity is to survey whānau using questions the students have chosen. It aims to get discussion happening within whānau to examine why active travel modes are not being used. The information from this activity will be used again in Section 4:5 when the students compare their opinions with those they have collected in the survey.

Background Knowledge

For the survey you could use www.google.com/forms, www.easypolls.net or www.surveymonkey.com. All of these are free websites and you can tailor them to suit your needs.

Learning Experience:

Whānau Survey

- Display the question
Why do whānau drive their children to school?
- Brainstorm the possible reasons why whānau drive their children to school.
Possible reasons may include:
 - distance from school
 - going past school anyway
 - lack of time in the mornings
 - children don't want to use active travel
 - stranger danger
 - danger from other vehicles....
- Co-construct a survey.
 - Use the reasons brainstormed by the students
 - Use a rating system to ask whānau how much each reason influences them
 - Ask whānau to rank the reasons from highest to lowest
 - Use some open questions at the end to ask whānau what would influence them to let their children use active travel more
- Write down predictions for which is the most and least important reason for your whānau.
- Conduct the survey with whānau.
- Discuss the most appropriate display to use to show the results.
- Discuss the results:
 - What is the most important reason for whānau when choosing to drive their children to school.
 - What is the least important reason?
 - Which reasons have the strongest influence over whānau?
 - What were some of the ideas that would influence change?
 - What results surprised you the most or were interesting to you and why?
 - Which display is the most effective and why?

Kia Mau! Extract the Essence

- Summarise what were the major reasons for all whānau not using active travel.
- Summarise the factors that were causing your whānau not to use active travel and note how strongly your whānau were influenced by them.

Learning Intentions:

Students will...

- Understand the basic science of global warming.
- Know some ways to reduce the effects of global warming.

Success Criteria:

- Record observations of a model and explain how the greenhouse effect works.
- Discuss findings with other students.
- Use questioning skills to help understand climate change.
- Discuss what actions could be taken to reduce climate change.

Education for Sustainability Concepts:

- Interdependence / Whanaungatanga
- Responsibility for action / Kaitiakitanga

Resources:

- [LER 23 Climate Change Expert Talk](#)
- [LER 24 Climate Change Slide Show](#)
- [LER 25 Climate Change and Global Warming KWL Chart](#)
- [LER 26 Climate Change Note Taking Sheet](#)
- [LER 27 Blowing Up Balloons With CO₂](#)
- [LER 28 Greenhouse Effect Science Activity](#)
- [LER 29 Experiment Template](#)
- [LER 30 Climate Change Team Challenge Quiz Template](#)

3:2 What is the Big Deal About Climate Change?

Teacher Notes

The purpose of these activities is for students to begin to understand the issue of our changing climate and how carbon from vehicles is a major contributor to this.

Read [Climate Change Expert Talk \(LER 23\)](#) for developing a personal understanding of global warming and climate change. Investigate some of the links below if you want to go into more detail.

The climate change expert can be someone who has *some* knowledge. Ask them to use the [Climate Change Expert Talk \(LER 23\)](#) and [Climate Change Slide Show \(LER 24\)](#). You could even role play the expert yourself.

For another perspective on climate change you could invite a **Mana Whenua** member from your whānau, local marae or iwi that could come in and share pūrākau (stories) about the effect our rapidly changing climate has on Ranginui and Papatūānuku and other atua.

KWL Chart

- Know - What I know now?
- Wonder - What I want to know?
- Learned - What I have learned?

Background Notes

Climate change information global and local.

Current Science - Adult

- [NASA Climate Website for Adults](#)
- [Royal Society of NZ - Climate-change-implications-for-New-Zealand](#)
- [Sustainability Videos - look at Climate Change Top 10](#)

Student Information

- [Students Guide to Global Climate Change \(Environmental Protection Agency US\) Facts / Impacts / Actions / Think like a scientist / Climate Change expedition](#)
- [NASA Climate Kids Facts / science / actions / activities / graphs](#)

You tube - For students - What is global warming or climate change

- [What is the Greenhouse effect?](#)
- [Climate change 101 with Bill Nye - National Geographic](#)
- [Bill Nye explains Climate Change using Emoji](#)
- [Climate Change according to a kid](#)
- [The Next Generation Asks World Leaders at UN: Why Not Act on Climate Change?](#)



Learning Experience:

Climate Change Activities

- Fill out a class, group or personal [Climate Change and Global Warming \(LER 25\)](#) about climate change and global warming.
- Collate the wondering questions as a class.
- Identify 3 questions you would like to answer. Write these questions on the Climate Change Note Taking Sheet (LER 26).
- Make carbon dioxide using baking soda and lemon juice. [Experiment Blowing up Balloons with CO₂ \(LER 27\)](#).
- Carry out the [Greenhouse Effect - Science Activity \(LER 28\)](#) using the [Experiment Template \(LER 29\)](#).
 - This experiment could be replicated by groups to get a robust set of data.
 - Use the experiment template to go through the scientific method with students.
 - Discuss where the greenhouse effect happens in everyday life (eg. in gardens / in cars).
 - Note - This process is what is causing global warming of the Earth. Instead of a plastic bottle keeping the heat in from the sun, greenhouse gases are. The main one is carbon dioxide.
 - For further research on the greenhouse effect - NASA Climatekids - Greenhouse effect
- Listen to a Climate Change Expert who can use the [Climate Change Expert Talk \(LER 23\)](#) and [Climate Change Slide Show \(LER 24\)](#) to help them.
- Answer your questions and add any other interesting information from conducting the experiment - listening to the expert or doing further research.
- Discuss what actions we are already taking to reduce climate change in our families.
- Climate Change Team Challenge Quiz
 - In teams develop a 5 question quiz for another team to answer on Climate Change. Use the [Climate Change Team Challenge Quiz Template \(LER 30\)](#) to record your questions and the answers. Keep your copy and remove the answers from another copy to give to the other teams.
 - Teams mark and give answers to the ones that were incorrect or missed.

Kia Mau! Extract the Essence

- Summarise what you have learned about climate change and global warming.
- What are your personal thoughts on it?

Learning Intentions:

Students will...

- Practice using the drama convention 'hot seating' to investigate how others may feel about an issue.

Success Criteria:

- Explain how elements and living things of the natural world are affected by carbon emissions locally and globally.

Education for Sustainability Concepts:

- Interdependence / Whanaungatanga
- Responsibility for action / Kaitiakitanga

Resources:

- [LER 4: Atua and Pūrākau](#)

3:3 Atua I Te Taiao - Using Storytelling and Metaphor to Examine the Issues

Teacher Notes

The purpose of this activity is to think about the effect of carbon emissions from an environmental perspective using Te Ao Māori as a context for visualising the natural environment.

This activity does presume prior knowledge of Te Ao Māori Atua and their whānau. [The Atua \(LER 4\)](#) can be seen as elements of our natural environment.

Drama Convention - Hot Seating on TKI

Hot Seating: a process convention in which class members question or interview someone who is in role (for example, as a character from a play, a person from history) to bring out additional information, ideas and attitudes about the role. The class members may or may not be in role.

Background Knowledge

To access the creation stories and understanding of the Atua talk to your local **Mana Whenua**.

Further links

- [Atua and Pūrākau \(LER 4\)](#)
- [Rangi and Papa pūrākau - Wikipedia](#)
- [Story of Tawhirimātea - TKI](#)
- [Māori-creation-traditions/page-1 - Te Ara - Encyclopedia NZ](#)
- [Tales from the mythologies of Creation, Māui and Aoraki - YouTube](#)

Books

- In the Beginning - Peter Gossage (Scholastic NZ Ltd - 2001)
- Ngā Atua - Robyn Kahukiwa (Mauri Tū 2012)
- Children of Earth and Sky - Retold by Pita Graham (Māori 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 Māori myths.



Learning Experience:

Hot Seating with Atua i te Taiao

- Allocate character roles of the following elements - Ranginui the sky, Papatūānuku the Earth, Tāwhirimātea - the wind / air, Tāne mahuta - the forest, Tangaroa - the waterways and oceans, specific birds, insects, animals that the students would see or relate to.
- Role play or discuss when we travel to school in cars - ask the above characters to respond to how they feel or would react to the carbon emissions put out by cars.
- Role play or discuss when we walk, bike, skateboard or scoot to school - ask the characters to respond to how they feel or would react to the lack of carbon emissions from cars.
- Using the drama technique **Hot Seating** interview one of the elemental Atua or animals to investigate how carbon emissions affect them - how it affects what they do. These could be direct effects like polluting the air locally or indirect effects of global warming like the polar bears losing their habitat.
- Discuss how the choices we make about travelling to school affect the natural world. How is this connected to how it affects people locally and globally.

Kia Mau! Extract the Essence

- Summarise the effects of carbon emissions on the natural world.
- Record other groups / people that might be affected by lots of cars at the school gate.

Learning Intentions:

Students will...

- Understand how motivation can affect a person's behaviour.

Success Criteria:

- Describe the difference between intrinsic and extrinsic motivation using a personal example.

Education for Sustainability Concepts:

- Manaakitanga

Resources:

[LER 31: Student 1 - Intrinsic Motivation](#)

[LER 32: Student 2 - Extrinsic Motivation](#)

3:4 Motivation - Intrinsic vs Extrinsic

Teacher Notes

The purpose of this activity is to learn the difference between intrinsic motivation and extrinsic motivation. The students will start reflecting on what motivates them and others in decision making.

Background Knowledge

Extrinsic motivation

Extrinsic motivation is motivation that comes from outside a person. The person is motivated to learn or do something for external rewards or to avoid negative consequences.

For example when training for cross country Jeff runs because he wants to earn the most points for his house.

Intrinsic motivation

Intrinsic motivation is motivation that comes from inside a person. The person is motivated to learn or do something for the pure enjoyment of it.

For example when training for cross country Aniwa runs because she likes the way it makes her feel; strong and fast.



Learning Experience:

Investigating Motivations

- Brainstorm the word **motivation** and co-construct a class definition.
- In pairs using the Intrinsic and Extrinsic Motivation Definition Sheets:
 - Part 1- Learn about each type and share examples with each other.
 - Part 2 - Record some activities you do in a day and identify what the motivators are and whether they are intrinsic or extrinsic.
- Write on post it notes all the things that motivate you collected from the second part of the task above. Eg. Grandma giving me cash, getting to hang out with my friends, mum yelling at me.
- Share the post it notes with the class and collate onto a class page.
- Think pair share the following questions and record the answers (to use for later on.)
 - How are we motivated differently from each other?
 - How could we motivate others to do what we want them to do?
 - What challenges do you think there might be to motivate others to change their behaviours?

Kia Mau! Extract the Essence

- Summarise the difference between intrinsic and extrinsic motivation.
- Give an example of an effective motivator for you.

Learning Intentions:

Students will...

- Identify the reasons or motivators for why we do or do not use active travel to school.

Success Criteria:

- Know what some of the reasons and / or motivators are that help me to decide whether to use active travel or not.

Education for Sustainability Concepts:

- Manaakitanga

Resources:

[LER 33: Motivators For Active Travel Actions](#)

3:5 My Motivation for Using Active Travel

Teacher Notes

The purpose of this activity is to identify the reasons or motivators of why we do, or do not, use active travel to school. It is giving the students an opportunity to start thinking about what is influencing their decision making.

Learning Experience:

Motivators for Active Travel

- Individually or in pairs fill out the [Motivators for Active Travel Actions \(LER 33\)](#)
- Choose one motivator to share with the class that appealed to you the most. Identify whether it was an intrinsic motivator or an extrinsic motivator.
- Put up two headings - Reasons why I don't use active travel to school. Reasons why I do use active travel to school. Write on your own post it notes why you do or do not use active travel. There can be lots of different reasons for each. On each post it note, identify whether it is an intrinsic or an extrinsic motivator. These notes could be grouped into which were the most common.
- Discuss
 - What different reasons might there be for different age groups? e.g. 5+6 year olds or 12+13 year olds.
 - What are some actions you could put in place to encourage you to use active travel?

Kia Mau! Extract the Essence

Summarise what are the key reasons or motivators of why you do or do not use active travel.

SECTION THREE

Learning Experience

Resources 23-33

Te Rā - the sun - is the primary heat and energy source for the Earth. Almost every living thing relies on it to survive in one way or another.

Millions of years ago, when the dinosaurs (including our own Tuatara) roamed the Earth, the climate was much warmer than it is today.

However, a few thousand years ago, the climate was much colder. Large parts of the world were covered by ice. But these changes happened very slowly, over many millions of years.

Over the past 100 years the temperature on Earth has gone up very quickly - which means the climate is changing quickly. This is a problem as it will be a challenge to adapt to the new conditions and even harder to try and slow the warming down. But we can do it - we love a challenge! And we need to do it as so many people, animals and plants around the world will be affected if the temperatures continue to increase so quickly.

So what is climate change and global warming?

The Earth is wrapped in a blanket of air called the atmosphere. The atmosphere is made up of layers of gases. Sunlight passes through these layers of gas and warms everything on Earth. These gases are called greenhouse gases because they act just like a greenhouse, helping to keep our planet warm. We need them otherwise we would be living on a planet that has an average of 18 degrees C.

What does all this have to do with us?

There are more and more of us in the world and we are producing more and more carbon dioxide. Carbon dioxide is an invisible gas that is all around us. It is one of the most damaging of the greenhouse gases. Unfortunately, we are releasing far too much carbon dioxide into Earth's atmosphere. These gases are getting trapped in Earth's blanket of air, and they are making the Earth hotter. This is known as global warming.

Carbon dioxide is pumped into the atmosphere every day by vehicle traffic on our roads. Most cars, buses and trucks run on fossil fuels, petrol or diesel, and this produces tons of carbon dioxide. Vehicles are the second biggest source of carbon dioxide emissions worldwide. In NZ it is the biggest source of carbon dioxide, so it is the one where we can make the most difference. We can do this by reducing our use of fossil fuelled vehicles.

Carbon dioxide is also made when we burn fuels like coal, gas, oil and wood. Power plants burn fuels to make electricity. In NZ we are really fortunate that about 75% of our electricity is made by renewable sources such as hydro, solar and wind. However it still means that one quarter, 25%, of NZ's power is made from fossil fuels like gas, oil and coal.

So every time we leave lights or appliances on, that we are not using, we are adding to the carbon dioxide that's caught in the blanket of gases that surrounds our planet.

Another problem is that all around the world, forests are being destroyed. We need the forests because they soak up carbon dioxide. Unfortunately, the trees are cut down to make way for farms that produce products we want to buy and also to make room for towns and cities.

What effect is global warming having?

As the Earth is heating up, climates are changing all around the world. We can expect more storms, hurricanes, floods, frosts and heat waves.

In some areas, like the West Coast of NZ, rainfall will increase and cause flooding. In other areas, like the East Coast of NZ, rainfall will decrease and cause droughts. People in many different parts of the world will be short of water. Countries around the equator will be badly affected. The ice at the North and South Poles is melting and sea levels are rising due to this, and the warming of the oceans. This will cause severe flooding in some parts of the world.

Kiribati is an example of this in our own Pacific Ocean. It is an island nation and it looks like the people will not be able to live there by the end of the century.

Many species of animals are also endangered as a result of global warming due to habitats changing so quickly. They may not have time to adapt. Polar bears are a great example.

What can we do to help?

Fortunately, there are lots of things that we can do to decrease the release of carbon dioxide in the atmosphere.

For example:

- Leave the car at home. Walk or cycle or use public transport.
- Switch the television off rather than leave it on stand-by.
- Put on a jersey rather than turn up the heater.
- Replace light bulbs with LED bulbs.
- Take a shower instead of a bath.
- Plant a tree or 10.
- Reduce the amount of stuff you buy, reuse stuff and recycle it.
- Avoiding single use plastic eg. plastic bags, plastic water bottles

So you see, that although global warming is changing our climate and it will have consequences for all of us, there is a lot that we can do to make a difference individually and as a community. There are two aspects to it.

Firstly, by developing good habits today we can help keep our communities and our precious planet a good place to live, for everyone.

Secondly, by understanding how our planet operates, we can learn how to adapt, and be part of creating innovative solutions to cope with our changing climate.

Both are very important roles we can play.



Climate Change and Global Warming KWL Chart

<u>L</u>earn What I learned	
<u>W</u>onder What I want to know	
<u>K</u>now What I think I know	



Climate Change - Note Taking Sheet

Our questions	Information to help us answer the question. Key words, sentences or pictures



Climate Change - Note Taking Sheet

Other Interesting Information

LER 27

Blowing Up Balloons With CO₂

Carbon dioxide is invisible. It comes out of your mouth every time you breathe. You can make it and capture it in this simple experiment.

Contain the carbon dioxide given off by the baking soda and lemon juice reaction by funnelling the gas through a soft drink bottle and into your awaiting balloon!

What you'll need:

- Balloon
- About 40 ml of water (about 2 ½ tablespoons)
- Soft drink bottle
- Drinking straw
- Juice from a lemon
- 1 teaspoon of baking soda

Instructions:

1. Before you begin, make sure that you stretch out the balloon to make it as easy as possible to inflate.
2. Pour the 40 ml of water into the soft drink bottle.
3. Add the teaspoon of baking soda and stir it around with the straw until it has dissolved.
4. Pour the lemon juice in and quickly put the stretched balloon over the mouth of the bottle.



What's happening?

If all goes well then your balloon should inflate! Adding the lemon juice to the baking soda creates a chemical reaction. The baking soda is a base, while the lemon juice is an acid, when the two combine they create carbon dioxide (CO₂). The gas rises up and escapes through the soft drink bottle, it doesn't however escape the balloon, pushing it outwards and blowing it up. If you don't have any lemons then you can substitute the lemon juice for vinegar.

The Greenhouse Effect

Materials:

Tall plastic bottle with lid - label removed

2 x glass jars the same size - small enough to fit one inside the bottle - label Jar 1 and Jar 2

2 x scissors

2 x thermometers

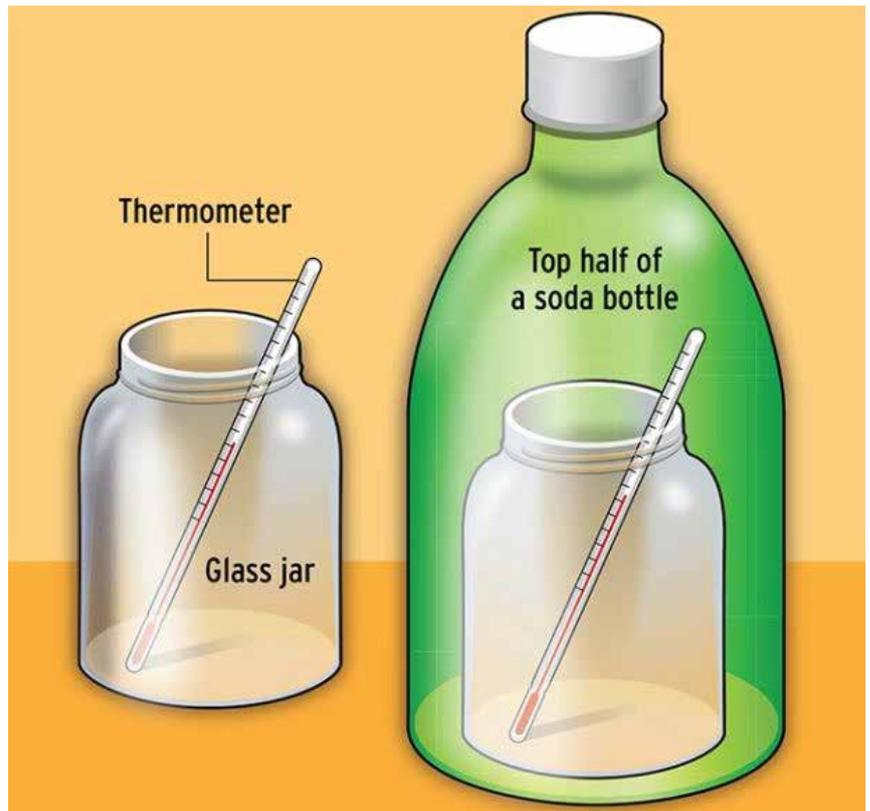
Procedure:

Use the scissors to cut the bottom of the plastic bottle. Leave the lid on.

Stand the thermometer inside Jar 1 and place in a sunny spot.

Stand the other thermometer in Jar 2 and put under the plastic bottle. Place in the same sunny spot.

Check the thermometers after an hour and compare the temperatures.



Variations to try:

Repeat the experiment 5 times to see if the results are the same each time.

Do the experiment for different lengths of time eg. Compare after 10, 20, 30, 40, 50, 60, 70, 80, 90 minutes. Graph and see if there are any trends.

Note:

Monitor as you do the experiment to check the thermometer does not overheat and break.

Conclusion:

The temperature in Jar 2 is warmer than Jar 1. This is because the sun's solar energy passing into the plastic bottle has been turned into heat energy and can't escape. The Earth's atmosphere serves a similar function as the bottle. It allows the sun's solar energy to pass through, then keeps the heat energy from escaping into space.

Image Source: <https://boyslife.org/hobbies-projects/funstuff/2859/weather-experiments/>



Blowing Up Balloons With CO₂

Experiment:

Purpose: I wonder...

Materials:

Hypothesis: I think...

Procedure:

Results:

Conclusion: I learned that...



Climate Change Team Challenge Quiz Template

Climate Change Team Challenge Quiz	Score:
Question 1:	
	Comment:
Question 2:	
	Comment:
Question 3:	
	Comment:
Question 4:	
	Comment:
Question 5:	
	Comment:

What Motivates You?

Your Task	To explain and give an example of what intrinsic motivation is.
Instructions	<ul style="list-style-type: none"> • Read the text. • Think of a way of explaining what intrinsic motivation is. • Think of an example of someone doing something for this kind of motivation. • Think of a time when you were intrinsically motivated. • Share with your buddy and make sure they understand what it means. • Learn what extrinsic motivation means and record your understanding.
Definition	<p>Intrinsic motivation</p> <p>Intrinsic motivation is motivation that comes from inside a person. The person is motivated to learn or do something for the pure enjoyment of it.</p> <p>For example when training for cross country Aniwa runs because she likes the way it makes her feel; strong and fast.</p>
My understanding of intrinsic motivation.	
An example of intrinsic motivation.	
My personal example of intrinsic motivation.	
Share and make sure your buddy knows what it means.	
My understanding of extrinsic motivation.	

What Motivates You?

1. Discuss together and write down at least three activities you do in a day eg. get up, eat a healthy lunch, brush my hair, carry out my learning tasks, play with my little sister, help with chores at home, go to the skate park, play video games.
2. Think about the things that motivate you to do these activities and list them under one of the headings.

Activities	Intrinsic Motivators	Extrinsic Motivators
Eg. Getting up	Seeing my friends at school	Parent coming to get me up



Extrinsic Motivation - Student 2 (Part 1)

What Motivates You?

Your Task	To explain and give an example of what extrinsic motivation is.
Instructions	<ul style="list-style-type: none">• Read the text.• Think of a way of explaining what extrinsic motivation is.• Think of an example of someone doing something for this kind of motivation.• Think of a time when you were extrinsically motivated.• Share with your buddy and make sure they understand what it means.• Learn what intrinsic motivation means and record your understanding.
Definition	Extrinsic motivation Extrinsic motivation is motivation that comes from outside a person. The person is motivated to learn or do something for external rewards or to avoid negative consequences . For example when training for cross country Jeff runs because he wants to earn the most points for his house.
My understanding of extrinsic motivation.	
An example of extrinsic motivation.	
My personal example of extrinsic motivation.	
Share and make sure your buddy knows what it means.	
My understanding of intrinsic motivation.	



Extrinsic Motivation - Student 2 (Part 2)

What Motivates You?

- 1. Discuss together and write down at least three activities you do in a day eg. get up, eat a healthy lunch, brush my hair, carry out my learning tasks, play with my little sister, help with chores at home, go to the skate park, play video games.
- 2. Think about the things that motivate you to do these activities and list them under one of the headings.

Activities	Intrinsic Motivators	Extrinsic Motivators
Eg. Getting up	Seeing my friends at school	Parent coming to get me up



Motivators for Active Travel Actions

What would motivate you and others to take part in these active travel actions?

Note are **your** motivations more intrinsic or extrinsic?

There are no right or wrong answers.

Active Travel Action	What would motivate me to do this?	What might motivate others to do this?
1. Belong to a walking / biking / skateboarding group of friends. Most days you meet and walk / bike / skateboard together.		
2. Participate in an event like a biker's breakfast. Have one day where everyone who comes to school using wheels gets to have a yummy breakfast.		
3. Write and illustrate a picture book for younger children, to teach them skills to walk to school safely.		
4. Participate in a competition between classes to see who can get the most people using active travel over a week.		
5. Develop a fitness regime that includes using active travel to get to school. There is a fitness goal that would be achieved.		
6. Being the leader of a walking group where you look after the younger students.		
7. Being allowed to walk / bike / skateboard / scoot to school by myself.		
8. Designing a pou or a waka to mark our designated walking or riding meeting places.		