



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.

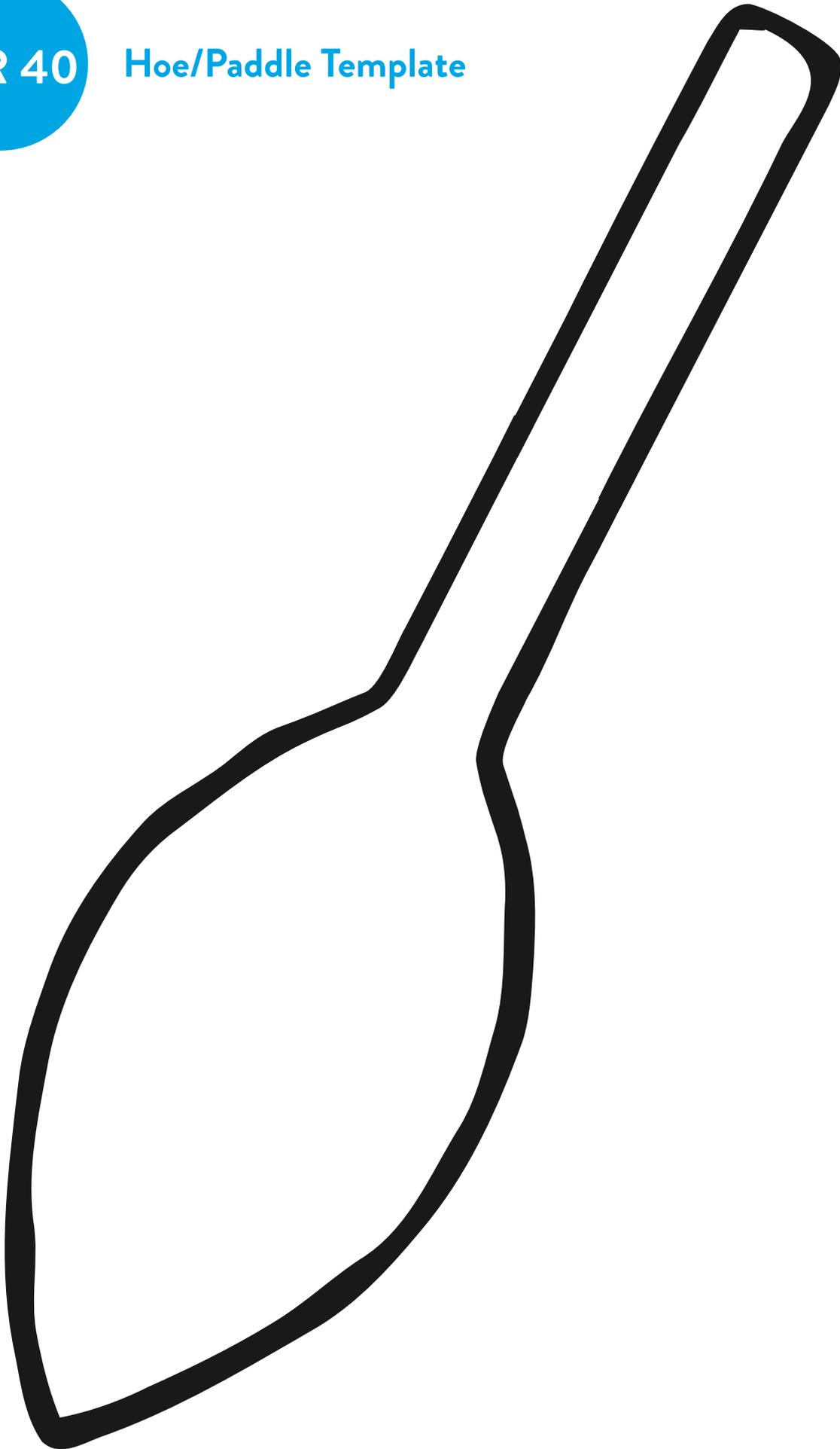
How I can...

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

-
-
-
-
-



Hoe/Paddle Template

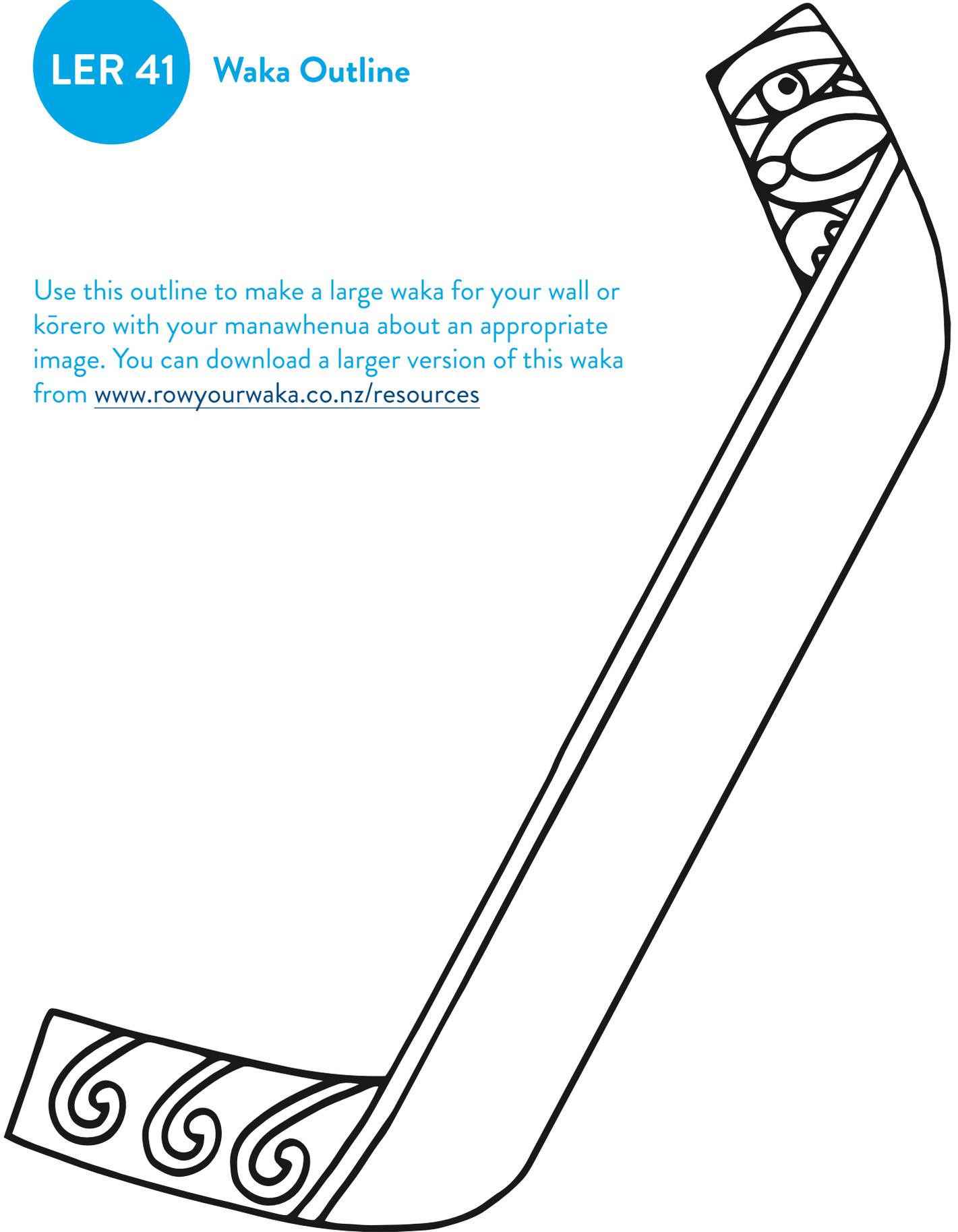


Source: Rebecca Larsen, www.rowyourwaka.co.nz/resources



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



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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?	

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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>

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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