



## Lesson 1: What is your safest route to school?

### What teachers need to know

Ākonga (students) will map their route to kura (school), identifying safe and unsafe places in their neighbourhood. This resource can either be a stand-alone activity to connect with health, wellbeing and climate action or could be part of a deeper enquiry.

Note: you may need to adapt this resource to suit their road environment; this resource mainly focuses on kura in urban areas. Ākonga will need adult support to complete the tasks. Use the [Map My Journey student resource](#) in class or send home to complete with a parent, caregiver or whānau member.

### Lesson overview

Lesson	Description	How/When	Time (approx)
Lesson 1	This resource – <b>What is your safest route to school?:</b> Ākonga will <b>use a map</b> to show their route to kura.	This could take 1- 4 sessions, depending on your students' age/ ability.	45-60 mins
Lesson 2	<b>Awareness:</b> Ākonga <b>draw their own map</b> of their route to kura.	You could do this before Lesson 1 instead, to prime your students for mapping and visualisation.	30 mins



# What teachers need to know

You could implement this as a maths lesson, such as measurement, direction and statistics, or as an inquiry topic at the start of the year, when focussing on communities and sense of belonging.

This activity is useful when used in a larger context, for example:

- To encourage ākongā to walk to kura
- Creating a [Walking School Bus](#)
- Creating a [Park and Stride](#) or [Walking Pou](#)
- Using the [Active Travel Action](#) resource
- Before or during [Movin' March](#) or alongside [Movin' March resources](#)

Ākongā who have been driven to kura:

- Draw the route they would use if they could walk or wheel to kura.
- If their street isn't on the map, ask them to choose a different starting point, eg, a safe drop-off point where they can walk or wheel from.

## Teacher preparation:

 5 mins

- Print a street map of the area around your kura.  
Download and print maps from: [www.google.com/mymaps](http://www.google.com/mymaps).
- Photocopy one map per ākongā (enlarge to A3 if possible).
- Print/photocopy a [Map My Journey student resource](#) sheet per ākongā.

## Learning intention – students will:

- Identify a route on a map for walking or wheeling to kura that is safe and enhances their hauora (health and wellbeing).

## Success criteria – students can:

- Identify and use their safest route to walk or wheel to kura.

### Privacy and family considerations:

Kaiako (teachers) - please be aware of any risks and legal responsibilities when using private data/ personal information, such as identifying where students live or showing their home address.

This information should not be shared or available to anyone outside the kura staff and student's family. For example, do not display maps where other people may see them. If in doubt, ākongā could use a fictional address or a local landmark, such as a park, shop or community centre.

Respecting diverse whānau living arrangements will ensure ākongā feel included in discussions. Please also consider ākongā who may live at two addresses.

## **New Zealand Curriculum Achievement Objectives:**

### **Health and Physical Education:**

#### **Level 2 – Personal health and physical development – A:**

- A2 Regular physical activity: Students will experience creative, regular, and enjoyable physical activities and describe the benefits to wellbeing.
- A3 Safety Management: Identify risk and use safe practices in a range of contexts.

#### **Level 3 – Personal health and physical development – A:**

- A2 Regular physical activity: Students will maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of wellbeing.
- A3 Safety Management: Identify risks and their causes and describe safe practices to manage these.

#### **Level 4 – Personal health and physical development – A:**

- A2 Regular physical activity: Students will demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance wellbeing.
- A3 Safety Management: Access and use information to make and action safe choices in a range of contexts.

### **Mathematics:**

#### **Level 2 – Geometry and measurement: position and orientation:**

- Create and use simple maps to show position and direction.
- Describe different views and pathways from locations on a map.

#### **Level 3 – Geometry and measurement: position and orientation:**

- Use a coordinate system or the language of direction and distance to specify locations and describe paths.

#### **Level 4 – Geometry and measurement: position and orientation:**

- Communicate and interpret locations and directions, using compass directions, distances and grid references.

### **Social Sciences:**

**Level 2** – Understand how people make choices to meet their needs and wants.


**Level 3** – Understand how people make decisions about access to and use of resources.

**Level 4** – Students will gain knowledge and experience to understand how formal and informal groups make decisions that impact on communities.






### **Key Competencies:**

Managing Self.

# Learning experience

 45-60 mins

1. Give each ākonga:
  - A [Map My Journey student resource](#) sheet.
  - A map of your local neighbourhood (A3 if possible)
2. Read through the student resource sheet together to ensure their understanding of the tasks. Ākonga will most likely need adult assistance or support to complete the tasks. Scaffold and set pace accordingly.
3. You may need to demonstrate map-reading skills, such as reading the scale and how to use a key.
  - Demonstrate how to complete a key/legend on a map, eg:

<i>My route to school today (dark blue/black)</i>	
<i>Safe places (green circle or line)</i>	
<i>Unsafe places (red triangle or line)</i>	
<i>Safe route from home to school (blue/purple)</i>	
<i>Safe route from home to other places (yellow)</i>	

4. Things you will need to discuss with your class:
  - You may need to acknowledge diverse whānau dynamics and living arrangements, to ensure all ākonga feel included. Some may need to choose their primary residence, or for simplicity, focus on where they stayed last night and how they got to school today. Ākonga who have been driven to school, can draw the route they would use if they could walk or wheel to school.
  - If their street isn't on the map, ask them to choose a different starting point, for example, a safe drop-off point where they can walk or wheel from.
  - The benefits of walking or wheeling to kura such as enhancing hauora.
  - Discuss how the words 'safe', 'unsafe' and 'busy', are subjective, and can be ambiguous. Encourage 'Think, pair, share' or small group discussions to find out what these words mean to them. It is important to understand their perspective, opinions and feelings in this context.
  - 'Safe places': What do ākonga regard as safe? Discuss how feeling safe applies to both road safety and personal safety. Some safe places regarding road safety are pedestrian (zebra) crossings, quiet or slow streets, and traffic lights. For personal safety, this might include their whānau or friend's houses or other local places their parents have said they can go to for help. Perhaps a local dairy? There may also be cultural safety considerations, eg, walking past urupā/cemeteries. Are there any other places or people that are safe or feel safe to them?
  - 'Unsafe places': What do ākonga regard as unsafe? Again, discuss how feeling unsafe applies to both road safety and personal safety. Some unsafe places regarding road safety, might be busy streets with lots of cars, streets with fast cars, busy intersections, 'sneaky driveways' and streets with no footpath. Are there any other places or people that they feel are unsafe?
  - Explain how to colour code symbols, such as GREEN circles and RED triangles to correspond to the safe and unsafe places in their neighbourhood. Simplify as necessary.
  - Display an enlarged map and demonstrate an example "safe route" on a map, that makes use of safe places and avoids unsafe places and put these symbols on the map where appropriate.



5. Ākonga will:

- Mark their house, school, and other significant places on their map (taking into account their privacy).
  - Mark their route they took to school that day and create the key (legend) for their map.
  - Discuss 'safe' and 'unsafe' traffic places in their neighbourhood, and then mark them on the map.
  - Draw a safe route from their home/start point to school, using another colour.
  - Extension: Draw a safe route from their home/start point to another place in their neighbourhood that is relevant to them, such as where they do sports training, or dancing. Use another colour. Make sure they include this in their key (legend) for their map. Ask them if there are different routes that they can walk or wheel to these places? Discuss how the safest route might not be the fastest. What do they notice?
- **Refer to [Lesson 2](#) as an extension to this resource.**



## Further activities, resources, and links

- Encourage ākongā to discuss and plan with their whānau/parents/caregivers. Is there a safer route that will further enhance their hauora?
- Ask your class:
  - What has been the most enjoyable part of getting to kura?
  - How has walking or wheeling to kura affected your hinengaro (mood) or wairua (energy)?
  - What challenges have you faced while walking or wheeling to kura and how did you overcome them?
  - Have you noticed any changes in your taha tinana (physical fitness) or overall hauora (health and wellbeing), since starting to walk or wheel to kura?
  - Who is walking or wheeling to school more often, now that they know their safest route?
  - Who is feeling more confident and empowered to walk or wheel to school?
  - Is anyone being dropped off somewhere they can walk or scooter from?
- See [Māia \(Confidence\) learning resource](#) to explore road safety skills.
- Consider laminating maps and/or adding magnets for those ākongā who want to display them on their fridge or wall at home as a reminder to walk or wheel.
- Use other Greater Wellington Regional Council resources which connect with this, such as:
  - [Walkability Checklist](#)
  - [Walking School Bus](#)
  - [Park and Stride](#)
  - [Walking Pou](#)
- Contact your local [Police School Community Officer](#) or a local community representative that is appropriate and relatable for your tamariki, for road safety advice.
- Contact your local [Enviroschools' facilitator](#) for support.
- Visit Greater Wellington Regional Council's [School Travel website](#) for other safety related resources: to explore with ākongā and whānau more ways to develop safe and active ways to get to school.
- Sign up for safety skills sessions with Greater Wellington Regional Council's programmes such as [Pedal Ready](#) or [Scooter Ready](#).

