



# Paraia Taku Ara

## Map My Journey

## Lesson 2: Awareness

### What teachers need to know

This is Lesson 2 of the Map my Journey teaching resource. This lesson can either be done after Lesson 1 as a follow-up activity, or before Lesson 1 to prime students for mapping and visualisation.

#### Lesson overview

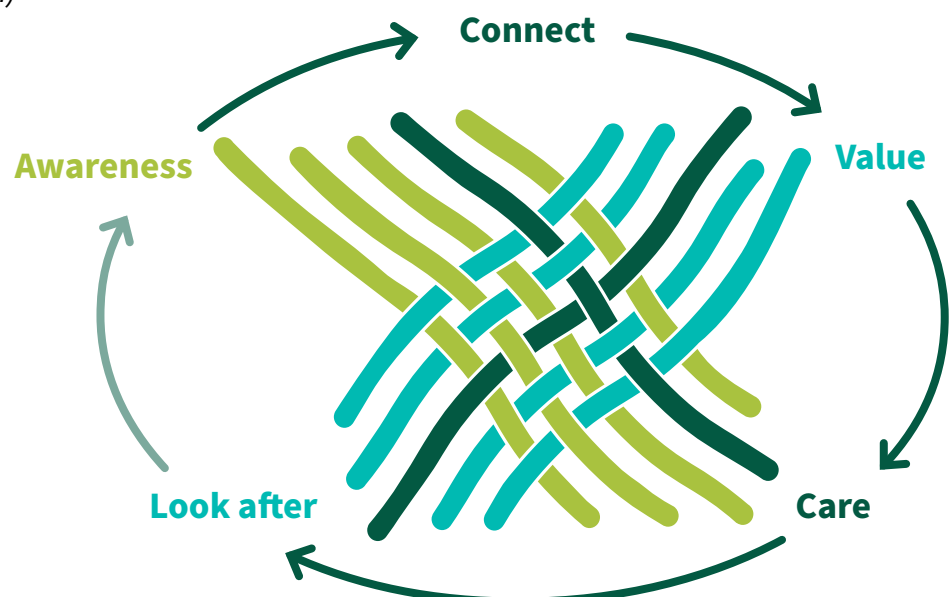
Lesson	Description	Notes	Time (approx)
Lesson 1	<p><b>What is your safest route to school?</b></p> <p>Ākonga (students) will <b>use a map</b> to show their route to kura (school).</p>	This could take 1-4 sessions, depending on your students' age/ability.	45-60 mins
Lesson 2	<p>This resource – <b>Awareness:</b></p> <p>Ākonga <b>draw their own map</b> of their route to kura.</p>	Use <b>before</b> Lesson 1 as a lead-in, or <b>after</b> Lesson 1 as an extension.	30 mins

You can use other Greater Wellington Regional Council resources which connect with this, such as:

- [Walkability checklist](#)
- [Walking School Bus](#)
- [Park and Stride](#) (coming soon)
- [Walking Pou](#) (coming soon)

#### Awareness cycle

Awareness of nature and your neighbourhood leads to a better connection with it, which leads to valuing it more, which leads to caring about it and looking after it.



## Teacher preparation:

- Give each student an A3 sized sheet of blank paper for them to draw their own map.
- Provide colouring pencils/felts, etc.

## Learning intention – students will:

- Increase their awareness of what they see on their way to kura.

## Success criteria – students can:

- Draw their route to kura, showing the things they notice along the way.

### 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.

## Te Whare Tapa Whā:

Te Whare Tapa Whā is a holistic model of health, that stems from a Māori world view on wellbeing which encompasses more than just physical health as the pinnacle to wellbeing. Based on a whare (house model) - the taha (or 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 Kura Kete learning experiences.

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

### New Zealand Curriculum Achievement Objectives:

#### The Arts:

##### Level 2 – Visual Arts, Communicating and interpreting:

Share the ideas, feelings, and stories communicated by their own and others' objects and images.

##### Level 3 – Visual Arts, Communicating and interpreting:

Describe the ideas their own and others' objects and images communicate.

##### Level 4 – Visual Arts, Communicating and interpreting:

Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.

# Learning experience

45-60 mins

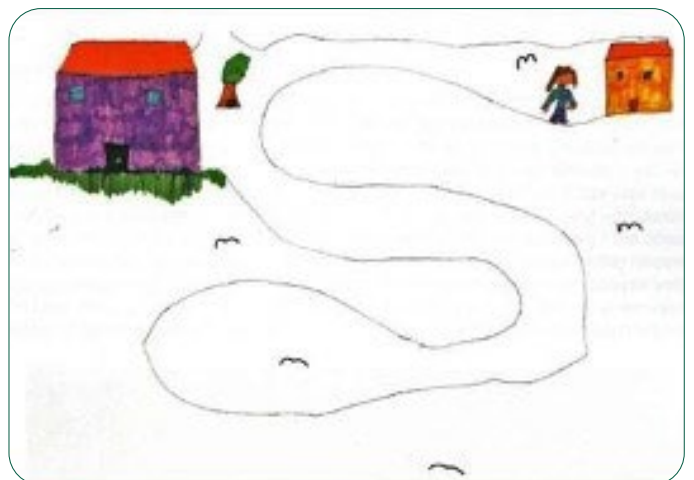
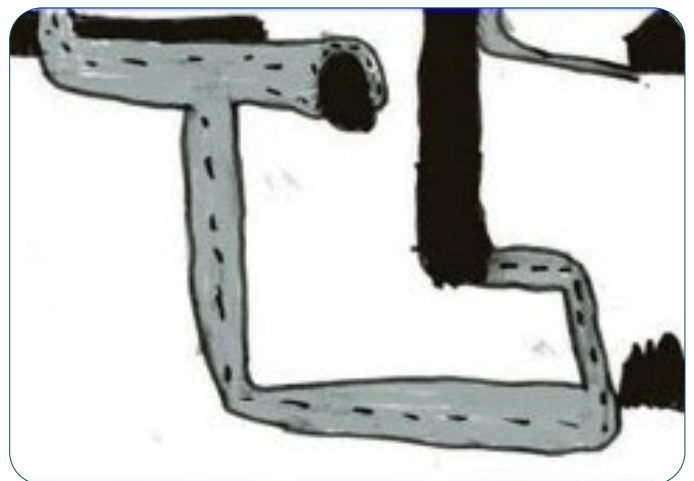
1. Ask students to draw their own map of their journey to kura. They can take a bird's eye view, drawing a simple map with basic landmarks, and what they noticed on their journey.
2. Ask them:
  - *What did you notice on your way to kura?*
  - *What did you connect with?*
  - *Who did you see and who did you connect with?*
3. Display students' drawings, and encourage them to discuss their ideas, feelings, and stories communicated by their own and others' drawings.

Below are examples of artwork from children (aged 7-10) who walk to school (left) compared to children who were driven (right).

## Children who walk:



## Children who were driven:



Source: Sauter, D. (2011) Walking the Social Space.

## Further activities, resources, and links

- See [Māia \(Confidence\) learning resource](#) to explore road safety skills.
- Consider laminating maps and/or adding magnets for those ākonga who want to display them on their fridge or wall at home as a reminder to walk or wheel.
- 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 ākonga 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](#).

