

Rārangī Hīkoi Walkability Checklist



Lesson 1: How walkable is your school neighbourhood?

What teachers need to know

This resource contains three lessons. You will need these documents (download on [Walkability page](#)):

- Walkability Checklist – student resource
- Letter to parents – join Walkability activity

The Walkability Checklist series also connects with other activities such as:

- [Movin' March](#)
- [Walking School Bus](#)
- [Park and Stride](#)
- [Walking Pou](#)

The activities in this resource involves taking your ākonga (students) on a hīkoi (walk) in your neighbourhood and using the [Walkability Checklist – student resource](#) to assess how suitable it is for them to walk to kura (school) safely.

For a description of 'walkability' see [Meanings of Terms and Concepts](#) below.



What teachers need to know

Lesson overview

Using the Walkability Checklist, your ākonga will answer closed questions and rate these sections:

- Footpaths
- Safe crossings
- Drivers and traffic
- Safety skills
- Mauri (life force/energy)

Lesson	Description	Where	Time (approx)
Lesson 1 – Introduction	Discuss walking to kura, read checklist, plan walk.	In class	45-60 mins
Lesson 2 – Teacher prep	See “Teacher Preparation” below for tasks to do about a week before the walk.	Teacher time	30 mins
Lesson 2 – Hīkoi	Take ākonga on a walk, using the checklist to rate the walkability of your neighbourhood.	In neighbourhood	45-60 mins
Lesson 3 – Take action	Address issues raised to improve your neighbourhood for safer walking to kura.	In class	45-60mins



30 mins

Teacher preparation:

- Complete a RAMS form or activity plan that facilitates good decision-making.
- Send home a letter to parents or whānau to request permission to take ākonga out of school on a walk (see [Walkability Checklist ‘Suggested Letter to whānau’ supplementary resource](#)).
- Encourage whānau to come along on the hīkoi.
- Ensure you have the correct adult to student ratio for your hīkoi.
- Print a [Walkability Checklist](#) per ākonga/pair/small group.

Learning intention – students will:

- Find out how [walkable](#) and safe their neighbourhood is and to encourage safe walking to kura.

Success criteria – students can:

- Use the checklist to rate their neighbourhood and identify issues, then take action to make change.

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.

Level 2 – Healthy communities and environments – D:

- D2 Community resources: Identify and use local community resources and explain how these contribute to a healthy community.

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.

Level 3 – Healthy communities and environments – D:

- D4 People and the environment: Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

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.

Level 4 – Healthy communities and environments – D:

- D3 Rights, responsibilities, and laws; D4 People and the environment: Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

Social Sciences and Social Studies from the New Zealand Curriculum:

Level 2 – Place and environment strand:

- Understand how people make choices to meet their needs and wants.
- Understand how places influence people and people influence places.

Level 3 – Place and environment strand:

- Understand how people make decisions about access to and use of resources.

Level 4 – Place and environment strand:

- Understand how people participate individually and collectively in response to community challenges.

Key competencies:

- Managing Self.

Meanings of terms and concepts

Walkability and walkable:

Walkability is how an area supports or encourages walking, by providing pedestrians with a level of comfort and safety. There are many aspects that contribute to 'walkability' such as the walk being pleasant, safe, connected or within a reasonable distance. People can experience walkability in different ways depending on a wide range of factors that might include: outlook, age, gender, ability, or a sense of belonging.

The kerb drill:

- » Find a safe place to cross.
- STOP – one step back from the kerb.
- LOOK and LISTEN – for traffic coming from all directions.
- WAIT – if there is traffic coming and then look again.
- » If there is no traffic coming:
 - WALK – quickly, straight across the road.
 - While crossing, LOOK and LISTEN for traffic, wherever it may come from.

Sneaky driveways:

These are driveways that are difficult to see down, and it is hard for pedestrians to see cars coming out. Perhaps there are buildings, trees, or fences in the way. Remember that drivers may also have limited visibility of pedestrians. Discuss with your ākonga how to check these and remind them to stop, look and listen, before crossing.

Mauri:

In the Walkability Checklist, ākonga will rate the mauri (life force/energy) of your neighbourhood. They will tick the list of things they noticed that made mauri stronger and the walk more pleasant, or that made the mauri weaker, and therefore, less pleasant. Discuss the concept of mauri with your ākonga, so they gain a deeper understanding. Explain that in te ao Māori (the Māori world view) mauri is the essential quality and vitality of a physical object, individual, ecosystem or social group. It is felt, seen, and heard in the health, beauty and strength of a person or place. For example, if a place has many thriving trees and is filled with birdsong and the local stream runs clean, mauri is strong. If the waterways are fed through pipes, the few trees are surrounded by concrete and roads filled with commuting traffic, the mauri is weak.

Kaitiakitanga:

This is guardianship and protection. It is a way of caring for the environment, based on the Māori world view. A kaitiaki is a guardian. A person or group that cares for an area such as a lake or forest is supporting the kaitiakitanga of that area.

Manaakitanga:

This is hospitality, generosity, support, respect and care for others; nurturing people so that they feel valued and looked after; and encouraging a feeling of belonging in this place.

Citizenship:

This is the status of being a citizen. When you have citizenship in a country, you have a right to be there, to do things such as work and vote, to express your thoughts and feelings, and to make a difference there. You also have a responsibility to respect others, to participate, and to contribute. A person exercising citizenship can be defined as someone who contributes to make the group, community, country, or planet a better place to be.

Learning experience

Lesson 1 – Introduction:

45-60 mins

1. Set the scene and create context for discussing and understanding safe school travel.

See [Meanings of terms and concepts](#) above.

Discuss:

- *Who walks to kura?*
- *Who would like to?*
- *What are the benefits of walking to kura?*

2. Ask your ākonga:

- *How walkable is our neighbourhood?*

Think, pair, share.



3. Explain that you will take them on a hīkoi in their neighbourhood. They will find out how suitable it is for them to walk to kura safely, by using the [Walkability Checklist](#). They will rate their neighbourhood and identify any issues. Then they can ‘Take Action’ to make improvements.
4. Decide on a commonly used route to kura and plan the hīkoi.
5. Read the Walkability Checklist with your ākonga. What do they need to notice along the way?
6. You may need to explain the following things in more detail to develop ākonga knowledge and understanding of safety skills and certain concepts (see Meanings of terms and concepts above):
 - [Kerb drill](#)
 - [Sneaky driveways](#)
 - [Mauri](#)
 - Vocabulary, such as ‘location’, that is, providing a street name and number so certain issues can be reported to your local council.
 - Discuss how the words ‘safe’ and ‘unsafe’ are subjective. Find out what these words mean to from their perspective as well as how we can keep ourselves safe while walking.
 - The rating scale:

1	2	3	4	5
Awful	Not so good	Good	Very good	Fantastic
				

Lesson 2 – Hīkoi in your neighbourhood:

1. Remind ākonga of the route to kura that you will take on your hīkoi. Show on a map or explain.
2. Check that ākonga have their Walkability Checklist, a pen, and anything else they need.
3. Take a first aid kit and any other supplies that will help resolve incidents and lead to a good outcome.
4. Walk to the starting point of the route with your ākonga and adult helpers.
5. Walk back to kura along the route, while noticing details and any safety issues along the way.
6. Complete the checklist either during or after the walk.
7. Give each section a rating. Add up to give an overall rating of the route. Share your ratings.
8. Discuss:
 - How walkable was our neighbourhood?
 - How do you feel about walking to kura now?



Community
Learning Resource
Worksheet
Year: 4-8

Rārangi Hīkoi Walkability Checklist

How walkable is your school neighbourhood?

Instructions

1. Choose a common route to get to school, and walk it with your teacher and classmates, or with a trusted whānau member, using this checklist.
2. Read this checklist, so you know what to notice, then complete it either during or after the walk.
3. Rate the five sections, then add up your ratings to find out how walkable your neighbourhood is.

Taku ingoa (name):

Date:

Location (map or description) of your hīkoi (walk):

	1	2	3	4	5
Rating scale description	Awful	Not so good	Okay	Good	Fantastic
	☹️	😞	😐	😊	😄

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Checklist

Footpaths	Yes	No	Comments/ Location of issues
Were there footpaths for you to walk on?	<input type="checkbox"/>	<input type="checkbox"/>	
Was the footpath surface safe for you to walk on?	<input type="checkbox"/>	<input type="checkbox"/>	
Were there any things blocking your way on the footpath (eg. cars, trees or rubbish)?	<input type="checkbox"/>	<input type="checkbox"/>	
Were there any 'sneaky driveways' (when it is hard to see cars coming out of driveways)?	<input type="checkbox"/>	<input type="checkbox"/>	
Were signs needed along the route to show you shortcuts (eg. alleyways or parks)?	<input type="checkbox"/>	<input type="checkbox"/>	
Something else:	<input type="checkbox"/>	<input type="checkbox"/>	
RATING:			1 2 3 4 5

Safe crossing	Yes	No	Comments/ Location of issues
Did you feel safe crossing the road?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you use a traffic island or a pedestrian crossing?	<input type="checkbox"/>	<input type="checkbox"/>	
Were any of the roads too wide for you to cross safely?	<input type="checkbox"/>	<input type="checkbox"/>	
Was there too much traffic for you to feel safe?	<input type="checkbox"/>	<input type="checkbox"/>	
Could you see far enough down the road to cross safely?	<input type="checkbox"/>	<input type="checkbox"/>	
Was it difficult for you to get up and down the kerbs?	<input type="checkbox"/>	<input type="checkbox"/>	
Something else:	<input type="checkbox"/>	<input type="checkbox"/>	
RATING:			1 2 3 4 5

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Lesson 3 – Take action:

 45-60 mins

1. Read through the completed Walkability Checklists and discuss any issues that were discovered.
2. Highlight the issues that your ākonga think could be fixed or resolved. Discuss:
 - *How can we make a difference?*
 - *What can we do to help improve the walkability of our school neighbourhood?*
3. Encourage your ākonga to be kaitiaki of their school neighbourhood, show manaakitanga, and develop their citizenship skills (see Meanings of terms and concepts above).

Do some of the following activities:

- Report obvious problems to the Infrastructure Services team at your local district council (eg: broken services or overgrown vegetation).
- Use **Fixit** to report issues, if you live in the Wellington City Council area, or your local Council contact form.
- Contact your local Road Safety Coordinator or School Travel Planner. See **Getting in Touch** to contact the appropriate council authority.
- Write or create a presentation for your council (this could be your elected local or regional councillor or for a council meeting).
- Try other routes with your whānau, that may be more suitable for you to use.



Further activities, resources, and links

- Use other Kura Kete resources that connect with or complement the Walkability Checklist such as:
 - [Map my Journey](#)
 - [Walking School Bus](#)
 - [Park and Stride](#)
 - [Walking Pou](#)
 - [Kaitiakitanga](#), Manaakitanga and Citizenship (*coming soon*)
 - [Hono Atu | Connecting In](#) (*coming soon*)
 - Link to [Carbon Kete](#) (*coming soon*)
- If your neighbourhood rates poorly in your Walkability Checklist, ākonga may benefit from learning further safety skills:
 - Contact your local [Police School Community Officer](#) or a local community representative that is appropriate and relatable for your tamariki, for road safety advice.
 - Visit the [Waka Kotahi NZTA education portal](#) for a range of road safety curriculum resources.
- Talk to your [local Council or Road Safety Council](#) to find out how things might be improved.
- 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](#).

