

# Te Haerenga o ngā Tamariki

## The Children's Journey



### Teaching Resource

Year: 0-8

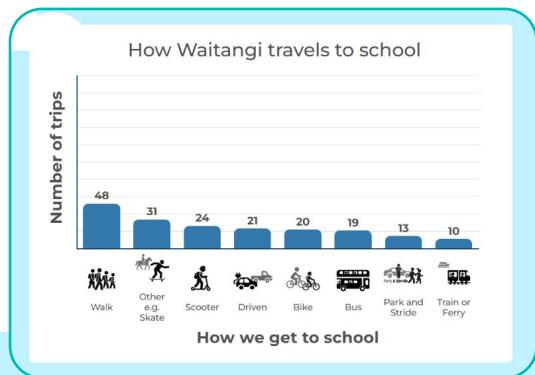
Class time: 60 mins

Prep time: 10 mins

## What teachers need to know

- You can use your Kura Kete [login](#) to access [Te Haerenga o ngā Tamariki](#) or sign up [here](#).
- Get set up with our [Quick start](#) guide.
- See our [User Guide](#) for instructions on how to use the tool and manage data.
- Data is completely anonymous and secure and doesn't identify individual children.

10 mins



WHERE I STAY



## Learning experience

30-60 mins

### Māehe Manawa Ora | Movin'March

Compare results and see trends from *before, during and after Movin'March*:

- Collect travel data for a few days in February, as a baseline to compare with data during Movin'March.
- Introduce the concept of active travel using the [He aha rā a Māehe Manawa Ora \(What is Movin'March?\)](#) teaching resource.
- Or explore other [Active Travel Benefits resources](#) to highlight the benefits of active travel.
- Collect travel data during Movin'March as many times as you like. Create graphs that show the difference in how your ākonga (students) travel to kura (school). Looking at the data can lead to further discussions such as:
  - Are more ākonga walking or wheeling to kura?
  - How does the way we travel affect us?
  - How does it affect our taiao (environment)?
  - How does it make us feel?
  - Is it possible to keep travelling the way we do in March at other times of the year?
  - What makes this easy or hard?
- Collect data in April to compare results from before and during Movin'March.

## Maths (use anytime of year)

Use Te Haerenga o ngā Tamariki in a maths lesson as part of a statistical investigation.

Adapt as required for Levels 1 – 4 of the NZ Curriculum maths achievement objectives.

Conduct investigations using the statistical enquiry cycle:

- Pose the question – how do we travel to kura?
- Collect and display data.
- Discuss the results. Ask questions to guide investigation.
- Compare data. Identify patterns and communicate findings.



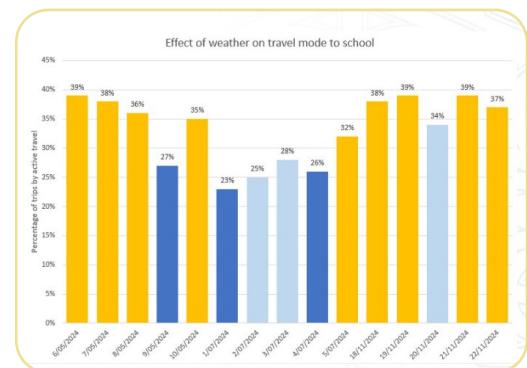
### Questions to guide investigation

Scaffold questions as appropriate for your students' level of learning:

- What can we tell by looking at our graph today?
- How do most people in our class travel to school? Is there one way that is most/least common?
- How many different ways do we travel to school? What is the range?
- Is there a combination of ways that some people get to school?
- Is there a pattern or a trend? Why do you think some people choose to travel by...?
- Would you rather travel to school a different way?
- What do you think was the most interesting thing about these results?
- Can you predict the results for tomorrow? The following week, or month?

### Ideas for comparing data:

- Day to day
- Week to week
- Bad weather vs good weather
- Feb vs March (before and during Movin'March)
- March vs April (during Movin'March and afterwards)
- Your class vs another class
- To school vs from school



### Questions to guide comparative data:

- How have our results changed compared to, for example, yesterday/last week? Why?
- Compared with your last bar graph, what are the differences? For example:
  - Have more people walked or biked since last week?
  - Have more people travelled by bus?
  - Is there a mode of travel that has been used more or less?
- Over time, what are the trends? Are they the same or different?
- Work out the mean (the average value in a dataset), the median (the middle value in a dataset) and the mode (the most frequently occurring value in a dataset) if possible, to compare data.
- Can we turn these results into percentages?



## Further activities, resources, and links

### What could we do next to increase sustainable travel at our school?

- Go to Greater Wellington's [school travel website](#) for inspiration from around the region.
- Visit NZTA Waka Kotahi – Primary School [Curriculum Resources](#) for further ideas.

### Active Travel Action

For a more in-depth inquiry about active travel, use the [Active Travel Action curriculum resource](#), in particular, Lesson 4.1.

### Movin'March topics

Explore these other Movin'March topics on [Active Travel Benefits learning resources](#):

- [Toiora \(Wellbeing\)](#)
- [Hono \(Connecting\)](#)
- [Te Taiao \(Environment\)](#)
- [Māia \(Confidence\)](#)
- [Mahi Mātātoa \(Adventure\)](#)

### Other Making it Count topics

Explore these other Making it Count topics on Kura Kete:

- [ReCycle Rack](#)
- [Bike Mentors](#)

Or visit the [Getting to School](#) theme.

