



Mā raro, mā wira rānei nā te mea...ka hono ahau!

I walk or wheel because it makes me feel connected!

What teachers need to know

Teacher preparation:

- Read through this resource.

 2 mins

Learning intention – students will:

- Understand that by walking and wheeling to school they can feel better connected with their friends, family, neighbours, community, animals, and nature.

Success criteria – students can:

- Give examples of how they feel connected to their environment.



New Zealand Curriculum Achievement Objectives

Health and Physical Education

Level 1 – Personal health and physical development – A:

- A2 Regular physical activity: Students will participate in creative and regular physical activities and identify enjoyable experiences.
- A4 Personal identity: Students will describe themselves in relation to a range of contexts.

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.
- A4 Personal identity: Students will identify personal qualities that contribute to a sense of self-worth.

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.
- A4 Personal identity: Students will describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

English – from Te Mātaiaho – The Refreshed New Zealand Curriculum

Know, Understand, Do:

Years 0-3 – Progress outcome for English by the end of year 3.

Do – Te tūhono mā te whakawhiti kōrero (connecting through storytelling):

- I can draw on my imagination and what is familiar to me to craft and share oral, written, visual, and multimodal texts as a way of making sense of my world.

Years 4-6 – Progress outcome for English by the end of year 6.

Do – Te whakamahi rautaki ki te whai māramatanga (comprehending and creating texts):

- I can use writing as a tool to think about, record, and communicate experiences, ideas, and information.

Te Whare Tapa Whā:

Te Whare Tapa Whā is a holistic model of health from a Māori world view. It encompasses more than just physical health as the pinnacle to wellbeing. Based on a whare (house model) the taha (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 Movin' March Learning Experiences.

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

Learning experience

 10 mins

Discussion

Discuss how ‘active journeys’ (walking or wheeling) help you to connect to your neighbourhood, to the people within your community, and create a sense of belonging to the area that you live in.

- Who do you go with?
- Can you walk with friends?
- Who do you see as part of your ‘walking whānau’?
- Do you talk with your friends or whānau (family)?
- Who do you see/meet/greet along the way?
- Do you say hello to your neighbours?
- What do you think about when you’re walking to kura (school)?
- Are there any thoughts or ideas that come to your mind during the walk?
- What is familiar to you on your journey?
- Do you have certain animals that you like to see?
- Do you have trees you like to play in, or gardens you like to admire?
- Do you stop to chat to friends, or pat your friend’s dog, or smell some flowers, along the way?
- Is it important to you to have these connections with friends, whānau, neighbours, animals, and nature?
- How do you feel when you walk or wheel to kura?
- What do you notice around you, and how does it make you feel inside?

Tūhono ki te taiao (connect with nature)

Take your class to a quiet area where they can be surrounded by nature, for example, under some trees. Ask ākonga (students) to find their own space (“sitting spot”) and try to stay silent for 5-10 minutes. Encourage them to take deep breaths and try to focus on what is around them. Ask them to notice:

- E rima ngā mea ka kitea e koe (five things you can see).
- E whā ngā mea ka rongo koe (four things you can hear).
- E toru ngā mea ka taea e koe te whakapā atu (three things you can touch).
- E rua ngā mea ka taea e koe te kakara (two things you can smell).
- Kotahi anō te mea ka taea e koe te whakamātau (one thing you can taste).

Or for a simpler version – what can you see, hear, or smell, both close-up and far away?

 10 mins



Discuss with a friend or in small groups what you noticed. How do you feel now?

Further activities, resources, and links

- Ākonga can create a drawing, a poem, a song, or dance (link to English or the Arts).
- Explore other [Movin' March resources](#) such as:
 - [Toiora \(Wellbeing\)](#)
 - [Te Taiao \(Environment\)](#)
 - [Māia \(Confidence\)](#)
 - [Mahi Mātātoa \(Adventure\)](#)
 - [Te Haerenga o ngā Tamariki \(The Children's Journey\)](#)
- Department of Conservation – [Seasonal Slideshows](#)
- NZAEE – [resources and inspiration](#)
- Te Whare Tapa Whā – [Sparklers: Taha Tinana \(physical/body\), Taha Hinengaro \(mind\)](#).

