Māehe Manawa Ora | Movin'March

Te Haerenga o ngā Tamariki
The Children's Journey

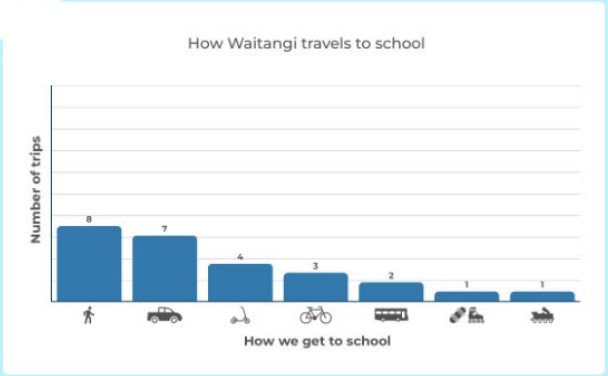
Teaching Resource
Year: 0-8
Class time: 60 mins
Prep time: 10 mins

Data collection tool - guide

What teachers need to know

10 mins

- Set up an account and familiarise yourself with this tool before you use it in class: Te Haerenga o ngā Tamariki.
- You can use one or multiple devices, or an interactive whiteboard.
  - To set up multiple devices, use the link sharing function on the 'Dashboard' page.
  - Enter your class size for that day, before students start entering their data.
- Students can enter their own data. It is quick, easy, interactive and fun. This is more meaningful for them, and less work for you.
- You can use this tool:
  - As a whole-class activity.
  - Many times to collect data over weeks/months and compare results.
  - Before, during and after Movin'March.
  - In a statistical maths lesson.
- See the Learning experience section (pages 3-4).

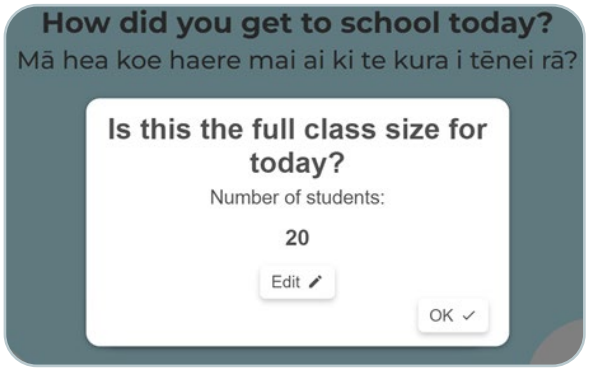


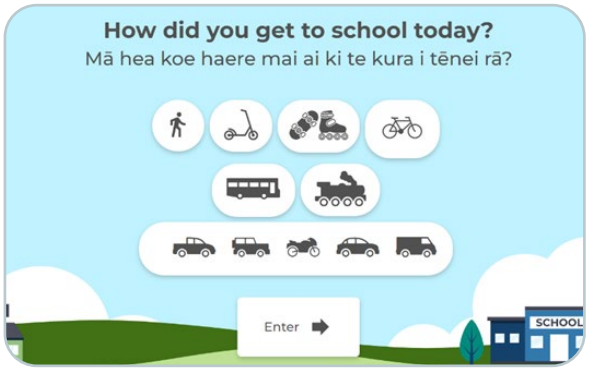
Useful data for your school

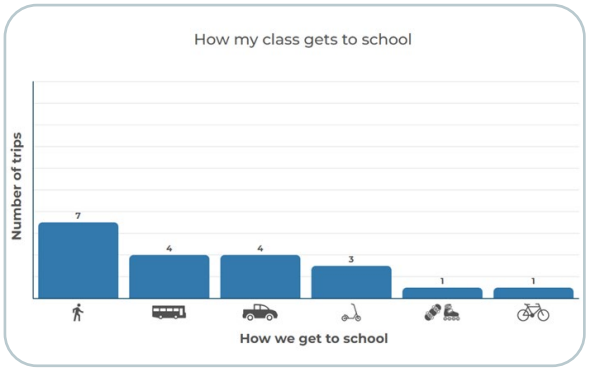
Once you have collected the travel data, you can view bar graphs on screen or download a .CSV file for more detailed analysis. You can use the data for teaching in the classroom, or to help your school understand travel behaviour. The data also helps local authorities and Waka Kotahi understand travel behaviour around schools.

What to do:

1. Enter teacher log-in. Click on your class data set, ready to collect new data for today.
2. Enter the number of ākonga (students) present for the day (accounting for absences).
3. Display your screen on an interactive whiteboard or device.
4. Invite ākonga to enter their own data (either one at a time on the interactive whiteboard or independently on their own devices). They need to:
    - Press the icon of their mode of travel used that morning (select multiple modes if applicable, e.g., walk to the bus stop).
    - Press 'Enter'.
    - Press 'Next person' or students can press 'See graph' first, to see it in progress. Then touch the back arrow for the next person's turn.
5. Display and discuss the results of the finished graph. Note:
    - Multiple modes will show as decimals, e.g. for one student who walks and buses, the graph will show "walk: 0.5 and Bus: 0.5".
    - If an entry was made incorrectly, it can be changed. To edit, go to dashboard/options/ settings/select and delete the entry. Return to the graph to re-enter data.
6. Print out the graph and display it or use the link sharing function on the 'Dashboard' page to share the results with your ākonga and their whānau (families).
7. To see graphs from previous days, click on the calendar. These dates are marked by a blue dot:
    - Select a single date to see the graph from that day.
    - Select a range of dates to see the combined results for those days.
    - To enter data for missed days, select the date and 'create' backdated edits.







Learning experience

30-60 mins

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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 **Movin'March 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 NZ Transport Agency 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.

Other Movin'March topics

Explore these other Movin'March topics on **Movin'March learning resources**:

- **Toiora (Wellbeing)**
- **Hono (Connecting)**
- **Te Taiao (Environment)**
- **Māia (Confidence)**
- **Mahi Mātātoa (Adventure)**