



Mā raro, mā wira rānei nā te mea he pai mō tōku toiora!
I walk or wheel because it's great for my wellbeing!

What teachers need to know

 5 mins

Teacher preparation:

- Print [Toiora Wellbeing Worksheet](#) to use in Learning Experience 3.
- There are three versions of the worksheet. Choose the version that suits students' year level, or their understanding of Te Reo Māori.

Learning intention – students will:

- Increase their awareness of how their body feels when they do physical activities, and how it can improve their mood.

Success criteria – students can:

- Rate how they feel (mentally and physically) before and after physical activity.



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.

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 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.

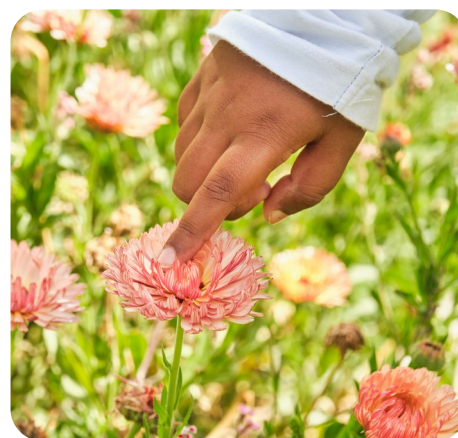
Level 4 – Personal health and physical development – A:

- 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.

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.



Inclusive activities with the STEP Model

2-20 mins  Ads: 

The Halberg Foundation has [training videos](#) to increase your understanding on how to make your activities inclusive and fun for all students. Watch video 5 “STEP” or all of them. They demonstrate how to adapt activities and include all ākonga using the STEP Model. This breaks down how to modify activities, while encouraging all ākonga to take part to their fullest. It is a strengths-based model, and focuses on adapting: space, tasks, equipment and people.

Learning experience

Discuss and self-evaluate feelings in both tinana (body) and hinengaro (mind):

 5 mins

1. Ask your ākongā (students) how their tinana (bodies) are feeling right now, having sat still for a while. Are their bodies feeling calm, relaxed, restless, tight, sore, fidgety, not sure, fine? Think, pair, share.
2. Now ask your ākongā how their hinengaro (minds) are feeling. Do they feel happy, content, worried, anxious, angry, annoyed, surprised, shocked, bored, restless, not sure, fine? Think, pair, share.
3. Ask students to rate how they are feeling. Give them the [Toiora Wellbeing Worksheet](#) to complete the first part. Allow time to discuss answers with a friend. Alternatively, if you want to save on printing a worksheet per ākongā, you could:
 - Ask ākongā to hold up the number of fingers that shows their 1-5 rating of how they feel, or;
 - Enlarge the five 'smiley faces' and place them in a continuum around the classroom. Ask your ākongā to move to the smiley face that shows how their body or mind is feeling.

Exercise/movement:

 5 mins

4. Take your class out into the playground to do a physical activity, for at least 5 minutes. For example: play a running tākaro (game) such as tag, or allow them free time to hīkoi (walk), oma (run), peke (skip), kutarere (scooter) or paihikara (bike) around. Encourage ākongā with health or disability issues to join in, in a way that is appropriate to their ability, so that they can also increase their heart rate.

Self-evaluation and discussion:

 5 mins

5. Now ask them to rate how they are feeling, after some physical activity. Ask them to complete the worksheet from earlier (or alternative option). Allow time to discuss their answers with a friend.
6. Discuss how 'active journeys' such as walking, biking and scootering, help improve mental and physical health. They can lift your mood, improve your fitness, and make you feel good.

Further activities, resources, and links

- Explain the importance of oxygen flowing through the body, and how movement can help with coping with stress.
- To extend older ākonga, you could go into more in depth information about anatomy or biology.
- Invite a parent who cycles to work to come and talk to ākonga. They can explain the difference between how they feel when they come home from work after a bike ride compared to sitting in a car or bus. Ākonga can see that these feelings are felt by both children and adults.

Explore other [Movin'March Resources](#) such as:

- [Hono \(Connecting\)](#)
- [Te Taiao \(Environment\)](#)
- [Māia \(Confidence\)](#)
- [Mahi Mātātoa \(Adventure\)](#)
- [Te Haerenga o ngā Tamariki \(The Children's Journey\)](#)
- Sparklers: Identity and Culture activity – [Fill my...Whare Tapa Whā](#)
- Ready Steady Go! – [Active Travel resource from Auckland Transport](#)

