



# Ngā Hua Ara Ōkiko

## Active Travel Benefits

### Teaching Resource

Lesson 6 of 6

Year: 4-8

Class time: 60 mins

Prep time: 5 mins

## What teachers need to know

This is Lesson 6 from a series of six lessons about connecting with our environment and people. See [Te Hono Atu – Overview](#).

The purpose of this activity is to explore the benefits of active travel (walking or wheeling).

Your ākonga (students) will need the learning resource, [Interview Prompts – What are the Benefits of Active Travel? \(Ngā Whāngai Kupu Uiuinga – He aha ngā hua o te Haere Whakakorikori?\)](#).

### Teacher preparation:

- Read through this resource.
- Print out the [Interview Prompts](#) for each pair of ākonga.
- Refer to or print out [Benefits of Active Travel \(Ngā hua o te Haere Whakakorikori\)](#) table.

 5 mins

### Learning intentions – students will:

- Know the benefits of active travel (walking or wheeling).

### Success criteria – students can:

- Use oral language to explain the benefits of active travel.



## **New Zealand Curriculum Achievement Objectives:**

### **English – from Te Mātaiaho – The Refreshed New Zealand Curriculum:**

#### **Know, Understand, Do:**

**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.

**Years 7-8 – Progress outcome for English by the end of year 8.**

D – Te whakamahi rautaki ki te whai māramatanga (Comprehending and creating texts):

- I can use the codes and conventions of different modes and text types for effect in the texts I compose.

### **Social Sciences and Social Studies – from the New Zealand Curriculum:**

#### **Level 2 – Students will:**

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

#### **Level 3 – Students will:**

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

#### **Level 4 – Students will:**


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

### **Education for sustainability concepts:**

- Connectedness.
- Participation for change.
- See [Education for sustainability](#).



## Learning experience

 60 mins

1. In pairs discuss the benefits of active travel (walking or wheeling) using the interview questions from the [Interview Prompts – What are the Benefits of Active Travel? \(Ngā Whāngai Kupu Uiuinga – He aha ngā hua o te Haere Whakakorikori?\)](#) template. Record the answers for both of you.
2. One ākonga will be the interviewer/host and the other one the guest on the “show”. The interview could be done informally or set up a role play as if you were on a TV game show. If possible, use a digital device to record the interview.
3. Share the interviews with another group or the whole class.
4. Collate the benefits for each question to put on display. Use [Benefits of Active Travel \(Ngā hua o te Haere Whakakorikori\)](#) template.

## Further activities, resources, and links

- See the list of [pukapuka \(picture books\)](#) and [links to pūrakau \(stories\)](#) about atua (Māori gods) that you could use in your classroom.
- [Te haerenga ki te kura | Getting to school \(community\)](#)

