

# Ko taku Whakahihi Kotanga mō te Haere Whakakori My Motivation for Using Active Travel



## What teachers need to know

This is Lesson 2 of two lessons on Motivation. View [Lesson 1](#).

The purpose of this lesson is to identify what influences decision making, specifically the reasons or motivators of why we do, or do not, use active travel (walking or wheeling) to kura (school).

Your ākonga (students) will need the Learning Resource [Motivators for Active Travel Actions](#).

### Teacher preparation:

- Read through this resource.
- Print and copy [Motivators for Active Travel Actions](#) for each ākonga.
- You will need post-it notes.



5 mins

### Learning intentions – students will:

- Identify the reasons or motivators for why we do or do not use active travel to school.

### Success criteria – students can:

- Know what some of the reasons or motivators are that help them to decide whether to use active travel or not.



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

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

**Level 2** – Students will gain knowledge, skills, and experience to:

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

**Level 3** – Students will gain knowledge, skills, and experience to:

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

**Level 4** – Students will gain knowledge, skills, and experience to:

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

### **Health and Physical Education:**

**Level 2** – Personal health and physical development:

- A1 Personal growth and development – Students will describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.

**Level 3** – Personal health and physical development:

- A1 Personal growth and development – Students will identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.

**Level 4** – Personal health and physical development:

- A2 Regular physical activity – Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance wellbeing

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

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

## Learning experience

1. Ask your ākonga to recall what they learnt about intrinsic and extrinsic motivation.
2. Recap the different ways to active travel (walk or wheel).
3. Put up these two headings on the board or on a chart:
  - Reasons why I use active travel to kura.
  - Reasons why I don't use active travel to kura.
4. Give out post-it notes to your ākonga and ask them to write their reasons or motivators for why they do or do not use active travel to kura. Encourage them to identify whether it is an intrinsic or extrinsic motivator.
5. When they are done, ask them to put their post-it notes on the board in the correct column.
6. Read aloud and group them by reason and if possible, by intrinsic or extrinsic motivation.
7. Discuss:
  - Which reason is the most common for active travel?
  - Are these reasons intrinsically or extrinsically motivated or a mixture of both?
  - Which reason is the most common for not active travelling?
  - Are these reasons intrinsically or extrinsically motivated or a mixture of both?
  - What reasons might there be for different age groups, eg, 5–6-year-olds or 12–13-year-olds
  - What are some actions you could put in place to encourage active travel?
8. Give out the [Motivators for Active Travel](#) learning resource sheet to each ākonga, and explain that there are some ideas on this sheet to encourage active travel. They will need to think about what would motivate themselves and other people to do these activities. They could sit with a friend to discuss and write their answers on the worksheet.
9. Encourage ākonga to share some answers with the class and identify whether it was an intrinsic or extrinsic motivator.
10. Ask ākonga to consider if there are any of these activities they could do, to encourage active travel.



## Further activities, resources and links

- [Lesson 1: Intrinsic and Extrinsic Motivation.](#)
- Implement an action or student-led project to encourage active travel such as:
  - [Walking Pou](#)
  - [Walking School Bus](#)