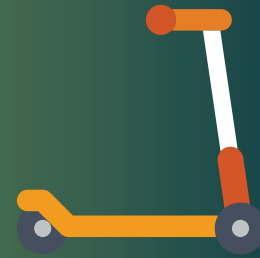




Travelwise

Teacher Handbook





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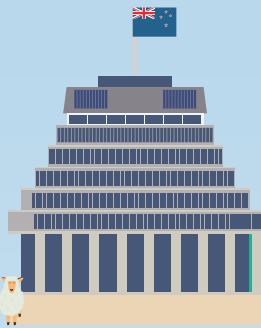
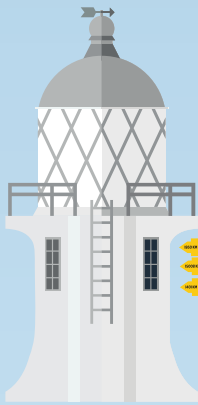
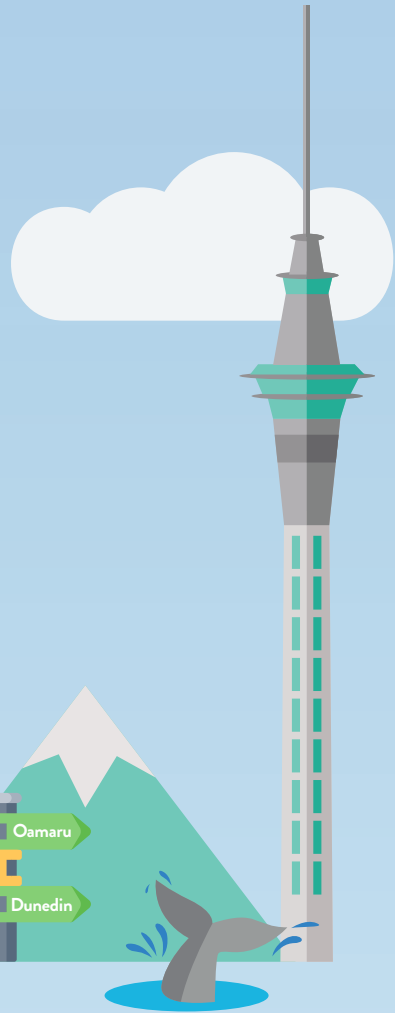
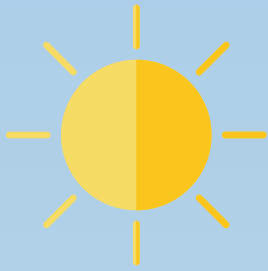
Contents

Travelwise

Welcome and introduction	01
Unit plan	05
Assessment rubric	15
Lesson Plan 1 – The benefits of active travel	16
1.1 Activity sheet – What do you know about active travel? (Quiz)	19
1.2 Activity sheet – Categorise the facts and benefits of active travel*	23
Lesson Plan 2 – How far can you go?	25
Take-home flyer/newsletter copy for parents	29
2.1 Activity sheet – My travel goal and travel log	30
Lesson Plan 3 – A safe, active journey to school	34
3.1 Activity sheet – Identify the risks*	39
3.2 Activity sheet – Managing risks to stay safe	40
Lesson Plan 4 – Exercise keeps us fit and healthy	43
4.1 Activity sheet – Your heart	46
4.2 Activity sheet – Your muscles	49
Lesson Plan 5 – Exercise makes us happy	51
5.1 Activity sheet – Exercise makes us happy	54
5.2 Activity sheet – Design a badge or sticker	57
Lesson Plan 6 – Active journeys help the environment	58
6.1 Activity sheet – Transport and the environment	61
6.2 Activity sheet – Make a clean, green community	65
Lesson Plan 7 – Plan a change campaign	66
7.1 Activity sheet – Plan a change campaign	68
Lesson Plan 8 – Wheels Day	72
Lesson Plan 9 – Share your knowledge	75
9.1 Activity sheet – Make a booklet and share your knowledge	78
Lesson Plan 10 – Summative quiz and evaluation	81
10.1 Activity sheet – What do you know about active travel? (Quiz)	83
10.2 Activity sheet – Self-evaluation	87
Appendix: • Jigsaw puzzle illustrations • Take-home flyer • Student certificate	90
• How far can you go? poster map of Aotearoa NZ	

* for schools without access to the puzzle







Welcome & Introduction

Auckland Transport's Travelwise programme has been supporting schools for more than 15 years by promoting active travel (walking, cycling and scootering), providing safer facilities for all road users and reducing the number of vehicles driving to and from schools.

Ready Steady Go! is a term-long curriculum-linked programme developed in consultation with a large number of Auckland schools. It offers a flexible hands-on series of 10 lessons for Year 5 and 6 students.

We surveyed hundreds of Auckland teachers in 2020. The consensus was that linking this programme to health and wellbeing, as well as science and the environment, would offer a more holistic way for students to learn about the benefits of active travel in the context of both their personal health and wellbeing and that of the planet's.

“ Ready Steady Go! is a fun, hands-on curriculum unit for Year 5 & 6 which engages students of all backgrounds and abilities.

Your planning is all done for you and from the giant jigsaw puzzle at the start of the unit, students are engaged and actively involved in all the lessons.

Different learning styles are catered for with a range of practical, visual, written and creative activities, with physical activity incorporated throughout. Teachers can pick and choose lessons to suit their students and the resources are all included and ready to go.

Ready Steady Go! is fantastic and I can't recommend it enough. You and your students will love it. ”

Louise Bradley, Year 5 teacher, Mt Roskill Primary School

Curriculum links

Ready Steady Go! is a cross-curricular programme with connections to the learning areas of Health and Physical Education, Science, Mathematics and Statistics, Social Sciences and The Arts. The programme has a strong emphasis on health and wellbeing, the environment and road safety. It references three of the four walls of Te Whare Tapa Whā (a model of health and wellbeing based on the four walls of a whareniui or meeting house). Each wall represents a different element of health and wellbeing – Taha tinana/physical wellbeing, Taha hinengaro/mental and emotional wellbeing and Taha whānau/social wellbeing.



1





What's included

- + A unit plan listing the learning outcomes and curriculum links for each lesson;
- + 10 lessons, each with a lesson plan and student activity sheets. Extra activities listed for every lesson give you the flexibility to provide extension tasks or homework;
- + Links to videos that support the lessons, including the Ready Steady Go! Ignite video to kickstart your programme;
- + Special resources delivered to your school – a giant jigsaw puzzle, approximately 2.5m x 2m (on loan), a poster map of Aotearoa NZ (for your class to keep) and a printed certificate for every student who takes part;
- + A pre and post programme quiz to track student progress;
- + A student assessment rubric based on the summative quiz, activity sheets and student participation;
- + A take-home flyer/optional newsletter copy to inform and engage parents and caregivers; and
- + Wheels Day (Lesson 8). Please contact your Auckland Transport Community Partnership Coordinator to book this session on a convenient day for your school. They can visit your school and take your students through training to help keep them safe on their wheels. They can also bring equipment such as ramps, cones, mats, and road signage, to support your event.

Key topics

- + Road safety
- + Planning a safe, active journey to and from school (with individual and class goal setting)
- + The importance of exercise for physical health and mental wellbeing
- + How active journeys help the environment and reduce global warming
- + How to make a difference by sharing knowledge and campaigning for change
- + Wheels Day – bike and scooter skills and safety

How to get started

1. Take a look at the Ready Steady Go! teacher handbook – this includes the whole programme from start to finish.
2. All lesson plans, activity sheets, video links and other useful resources are available online to download and print from the Ready Steady Go! homepage at www.AT.govt.nz/readysteadygo



Look for this icon to find the link to a lesson's video resources.

3. Your Community Partnership Coordinator will arrange the delivery to your school of two special resources – the giant, double-sided jigsaw puzzle (Lessons 1 and 3) and the **How far can you go?** poster map of Aotearoa NZ (Lesson 2). They will also supply printed certificates for all students who take part.



Lesson 1



Lesson 3



Lesson 2

4. The lessons are designed to be delivered in sequence and are labelled with the following icons so you can quickly identify the focus of each lesson.



5. Children should know how to ride their bike or scooter safely and be confident in traffic before attempting to ride to school, with or without their parents and caregivers. Book the date for your Wheels Day (Lesson 8) with your Auckland Transport Community Partnership Coordinator who can assist you to plan and run your event.

Parental engagement

We know how important parents and caregivers are in deciding how their children travel to school. They are most often the decision makers, and we want to support schools in communicating the benefits of active travel to the whole community. Lesson 2 includes a take-home flyer for parents and caregivers. If you prefer, you can use the copy from the flyer for an article in your school newsletter to reach parents that way. We hope that they will be involved in their child's active travel goal setting and progress by signing their travel logs.



Auckland Transport support for schools

Community Partnership Coordinators and their partners provide tailored advice and support for schools. This could include working with you on a Safe School Travel Plan, helping start a Walking School Bus, running an assembly or delivering activities to promote active modes of travel.

Contact your Community Partnership Coordinator or email us at travelwise@at.govt.nz

Your feedback is important

Completing the online evaluation at the end of the programme will help us better understand how to support schools with our programmes. Please send us your feedback and suggestions, you'll find the form on the

[Ready Steady Go! homepage](#).

Special thanks

Ready Steady Go! was developed with the help of a number of Auckland schools. Thank you to all the teachers who supported the programme, including our teacher panel, and the students of Mount Roskill Primary School who took part in the Ignite video.

Ready Steady Go! homepage
www.AT.govt.nz/readysteadygo





Unit Plan – Ready, Steady, Go!

Programme Duration – 10 weeks

Programme Level – Year 5 & 6 – Level 3

Key Competencies – Thinking, Managing self, Relating to others, Using language, symbols and texts, Participating and contributing

Values – Ecological sustainability, Inquiry and curiosity, Community and participation, Integrity

Assessment – Written pre-test, written post-test, student self-assessment and reflection, assessment rubric

LESSON and KEY CONCEPTS	CURRICULUM Learning areas	ACHIEVEMENT OBJECTIVES Level 3	LEARNING OUTCOMES Students will:	HAUORA/WELLBEING MODEL Te Whare Tapa Whā *
1. The benefits of active travel Active travel benefits our personal health/wellbeing as well as our environment.	Health and PE	A2 Regular physical activity Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of wellbeing.	Develop communication skills to work as a team to complete a giant jigsaw puzzle.	Taha tinana Physical wellbeing The physical body, its growth, development, and ability to move, and ways of caring for it.
	Science	Nature of science – Participating and contributing Use their growing science knowledge when considering issues of concern to them.	Identify facts and benefits of active travel and classify them as health/wellbeing or environmental.	Taha hinengaro Mental and emotional wellbeing Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.

* A model of health and wellbeing based on the four walls of a whareniui or meeting house – each wall represents a different element of health and wellbeing. For more information see the Ministry of Education website.





Unit plan

Travelwise

LESSON and KEY CONCEPTS	CURRICULUM Learning areas	ACHIEVEMENT OBJECTIVES Level 3	LEARNING OUTCOMES Students will:	HAUORA/WELLBEING MODEL Te Whare Tapā Whā
<p>2. How far can you go? Setting realistic short-term and long-term goals helps us to stay motivated to achieve a specific outcome.</p>	<p>Health and PE</p>	<p>B4 Challenges and social and cultural factors Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.</p>	<p>Set individual (and class) weekly and term-long goals for active travel kilometres.</p>	
	<p>Mathematics</p>	<p>Geometry and measurement Position and orientation Use a coordinate system or the language of direction and distance to specify locations and describe paths.</p>	<p>Use Google Maps to work out a practical, active travel route from their home to school.</p>	
		<p>Geometry and measurement Measurement Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature and time.</p>	<p>Calculate their daily and weekly active travel distance to and from school.</p>	
		<p>Statistics Statistical Investigation Conduct investigations using the statistical enquiry cycle: gathering, sorting, and displaying multivariate category and whole-number data and simple time-series data to answer questions.</p>	<p>Calculate the distance between Aotearoa NZ towns and cities and set a class destination goal, using their active travel kilometers.</p>	





Unit plan

Travelwise

LESSON and KEY CONCEPTS	CURRICULUM Learning areas	ACHIEVEMENT OBJECTIVES Level 3	LEARNING OUTCOMES Students will:	HAUORA/WELLBEING MODEL Te Whare Tapa Whā
<p>3. A safe, active journey to school It is important to identify risky behaviours, road hazards and areas of potential risk and how to reduce these risks to keep ourselves safe travelling to and from school.</p>	<p>Health and PE</p>	<p>A3 Safety management Identify risks and their causes and describe safe practices to manage these.</p>	<p>Develop communication skills to work as a team to complete a giant jigsaw puzzle.</p> <p>Study a busy scene and work together to identify 12 specific risky behaviours and explain the risks they see.</p> <p>Identify possible hazards and risks on their journey to and from school and list what they need to do to keep themselves safe.</p>	





Unit plan

Travelwise

LESSON and KEY CONCEPTS	CURRICULUM Learning areas	ACHIEVEMENT OBJECTIVES Level 3	LEARNING OUTCOMES Students will:	HAUORA/WELLBEING MODEL Te Whare Tapa Whā
<p>4. Exercise keeps us fit and healthy Exercise is important for our physical health as it keeps our heart healthy, and our muscles fit and strong.</p>	<p>Health and PE</p>	<p>B3 Science and technology Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments.</p>	<p>Identify the muscle groups that are used when walking and cycling.</p> <p>Understand that the heart is a muscle too and it needs regular exercise to stay strong.</p> <p>Learn how to measure and record their own heart rates after a period of: resting, walking, running and cooling down.</p> <p>Record their heart rates on a bar graph and then interpret the information to make valid conclusions.</p>	<p>Taha tinana Physical wellbeing The physical body, its growth, development and movement, and ways to care for it.</p>
	<p>Mathematics</p>	<p>Statistics – Statistical investigation Conduct investigations using the statistical enquiry cycle: gathering, sorting and displaying multivariate category and whole-number data and simple time-series data to answer questions.</p>		





Unit plan

Travelwise

LESSON and KEY CONCEPTS	CURRICULUM Learning areas	ACHIEVEMENT OBJECTIVES Level 3	LEARNING OUTCOMES Students will:	HAUORA/WELLBEING MODEL Te Whare Tapa Whā
5. Exercise makes us happy Exercise is important for mental and emotional wellbeing.	Health and PE	A2 Regular physical activity Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of wellbeing.	Make links between physical activity and healthy sleep patterns, improved learning and general happiness. Take part in fun, active outdoor games, identifying and recording how they and feel (both physically and emotionally), before and after the exercise and then make comparisons.	Taha hinengaro Mental and emotional wellbeing Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.
	English	Speaking, writing, and presenting – Processes and strategies Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.	Create a slogan based on the concept that exercise is vital for happiness and design an inspirational badge or sticker using language effectively.	





Unit plan

Travelwise

LESSON and KEY CONCEPTS	CURRICULUM Learning areas	ACHIEVEMENT OBJECTIVES Level 3	LEARNING OUTCOMES Students will:	HAUORA/WELLBEING MODEL Te Whare Tapa Whā
6. Active journeys help the environment Most forms of transport release harmful gases that increase air pollution and contribute to global warming.	Science	Nature of Science – Participating and contributing Use their growing science knowledge when considering issues of concern to them.	Make links between the burning of fossil fuels, exhaust emissions, air pollution and global warming.	
	The Arts	L3 Visual Arts Communicating and interpreting Describe the ideas that their own and others' objects and images communicate. Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.	Create a drawing or multimedia collage that shows their understanding of how good choices impact the environment to make it a healthy and happy place to live.	
	English	Listening, reading, and viewing – Ideas Show a developing understanding of ideas within, across, and beyond texts.		





Unit plan

Travelwise

LESSON and KEY CONCEPTS	CURRICULUM Learning areas	ACHIEVEMENT OBJECTIVES Level 3	LEARNING OUTCOMES Students will:	HAUORA/WELLBEING MODEL Te Whare Tapa Whā
7. Plan a change campaign Active travel reduces the impact on the environment.	Science	Nature of Science – Participating and contributing Explore various aspects of an issue and make decisions about possible actions.	Research sustainable travel behaviours that are good for the environment.	
	Social Sciences	Place and environment Understand how people make decisions about access to and use of resources.	Plan a campaign to communicate the importance of making travel choices that help the environment. Students will choose an effective method of communication for their campaign.	
	English	Speaking, writing and presenting – Purposes and audiences Show a developing understanding of how to shape texts for different purposes and audiences.	Use language effectively to communicate to and educate an audience.	





Unit plan

Travelwise

LESSON and KEY CONCEPTS	CURRICULUM Learning areas	ACHIEVEMENT OBJECTIVES Level 3	LEARNING OUTCOMES Students will:	HAUORA/WELLBEING MODEL Te Whare Tapa Whā
<p>8. Wheels Day</p> <p>It's important to master basic bike/scooter skills, practice bike/scooter maintenance and identify and manage potential hazards and risks to ensure safe, active travel.</p>	<p>Health and PE</p>	<p>A3 Safety management</p> <p>Identify risks and their causes and describe safe practices to manage these.</p>	<p>Identify clothing, equipment and behaviour that will make them a safe scooter/bike rider.</p> <p>Identify safety features of a scooter/bike and learn a basic safety check to perform before scooting/cycling.</p> <p>Identify the scooting and cycling hazards they may encounter both in the school grounds and in environments outside the school grounds.</p> <p>Explain the causes (physical and behavioural) and the effects of risks they may face and understand how to minimise or prevent them.</p> <p>Describe how scooter/bike users should behave around pedestrians and other scooter/bike users to ensure everyone's safety.</p> <p>Compare and contrast the risks they face with the risks they can create as a scooter/bike user.</p>	<p>Taha tinana</p> <p>Physical wellbeing</p> <p>The physical body, its growth, development and ability to move and ways to care for it.</p>
		<p>B2 Positive attitudes</p> <p>Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.</p>		





Unit plan

Travelwise

LESSON and KEY CONCEPTS	CURRICULUM Learning areas	ACHIEVEMENT OBJECTIVES Level 3	LEARNING OUTCOMES Students will:	HAUORA/WELLBEING MODEL Te Whare Tapa Whā
8. Wheels Day	Health and PE	B1 Movement skills Develop more complex movement sequences and strategies in a range of situations.	Practice the motor skills involved in balancing, steering, stopping, and negotiating hazards.	
			Demonstrate safe scootering/cycling in controlled situations in school grounds.	
9. Share your knowledge We have a responsibility to share important knowledge with younger children to help keep them safe and healthy.	English	Speaking, writing and presenting – Purposes and audiences Show a developing understanding of how to shape texts for different purposes and audiences. Language features Use language features appropriately, showing a developing understanding of their effects.	Develop techniques to read out loud to young children to create meaning and effect and engage their audience.	Taha whānau Social wellbeing Family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.
			D4 People and the environment Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.	





Unit plan

Travelwise

LESSON and KEY CONCEPTS	CURRICULUM Learning areas	ACHIEVEMENT OBJECTIVES Level 3	LEARNING OUTCOMES Students will:	HAUORA/WELLBEING MODEL Te Whare Tapa Whā
<p>10. Quiz and evaluation</p> <p>It is important to understand and remember that safe, active travel benefits both our personal health/wellbeing as well as our environment.</p> <p>We can share this knowledge with others to help keep them safe and healthy too.</p>	<p>Health and PE</p>	<p>A3 Safety management</p> <p>Identify risks and their causes and describe safe practices to manage these.</p> <p>A2 Regular physical activity</p> <p>Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of wellbeing.</p>	<p>Complete a summative quiz about the benefits of safe, active travel.</p> <p>Reflect on the Ready Steady Go! programme and identify personal strengths/areas for development.</p> <p>Set realistic goals for future active school journeys.</p>	<p>Taha tinana Physical wellbeing</p> <p>The physical body, its growth, development, and ability to move, and ways of caring for it.</p> <p>Taha hinengaro Mental and emotional wellbeing</p> <p>Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.</p> <p>Taha whānau Social wellbeing</p> <p>Family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.</p>
	<p>Science</p>	<p>Nature of Science – Participating and contributing</p> <p>Explore various aspects of an issue and make decisions about possible actions.</p> <p>Nature of Science – Participating and contributing</p> <p>Use their growing science knowledge when considering issues of concern to them.</p>	<p>Set realistic goals for future active school journeys.</p>	





Assessment Rubric

Travelwise

Student Name:

Date:

Learning outcome Student:	Assessment material	Achievement measure Student:	Rating
Set individual goals for active travel journeys to and from school and worked hard to achieve them.	Lesson 2 Activity sheet 2.1 My travel goal and travel log	Set weekly and term-long goals and achieved them. Set weekly and term-long goals and got very close to achieving them. Set weekly and term-long goals and did not get close to achieving them.	Great Satisfactory Needs practice
Can accurately record their heart rate on a bar graph and interpret the information.	Lesson 4 Activity sheet 4.1 Your heart	Interpreted their bar graph to accurately answer the 9 questions .	7 or more = great 5-7 = satisfactory 1-4 = needs practice
Understands how an urban community can become a healthy and happy place to live.	Lesson 6 Activity sheet 6.2 Make a clean, green community	Created a drawing showing changes to the urban scene which could result in a cleaner, greener environment.	5 or more = great 4 = satisfactory 1-3 = needs practice
Used a range of techniques to read out loud to younger children to create meaning and effect and engage the audience.	Lesson 9 Activity sheet 9.1 Make a booklet and share your knowledge	Confidently read the book out loud with a clear voice, used appropriate expression and involved the audience using a variety of techniques. Read most of the book out loud with a clear voice, used some expression and sometimes involved the audience. Read the book out loud to an audience.	Great Satisfactory Needs practice

Learning outcome Student:	LESSON 10 Summative Quiz	Achievement measure Student:	Rating
Understands the meaning of active travel.	Question 1	Named a number of active modes of travel.	3 = great 2 = satisfactory 0-1 = needs practice
Can identify risky behaviours and areas of potential risk and knows how to manage these risks to stay safe when travelling to and from school.	Question 3	Chose the correct missing words to complete the safety message.	7 or more = great 5-6 = satisfactory 0-4 = needs practice
Understands how active travel benefits mental health/wellbeing.	Question 4	Identified the benefits of active travel for mental health/wellbeing.	4 = great 3 = satisfactory 0-2 = needs practice
Understands how active travel benefits physical health/wellbeing.	Question 5	Identified the benefits of active travel for physical health/wellbeing.	4 = great 3 = satisfactory 0-2 = needs practice
Understands how active travel benefits the environment.	Question 6	Identified the benefits of active travel on the environment.	4 = great 3 = satisfactory 0-2 = needs practice
Can identify the muscle groups used when walking, cycling and scootering.	Question 9	Named and accurately located the major muscle groups used when walking, cycling and scootering.	4 = great 3 = satisfactory 2 = needs practice





The benefits of active travel



AGE **Level 3**
Years 5 & 6

Length of lesson
90 minutes

Learning style
Guided/groups/
independent



Resources

- + **Activity Sheet 1.1 – What do you know about active travel?**
- + **Ready Steady Go! Ignite video**
- + **Special resource** – Giant jigsaw puzzle (approximately 2.5m x 2m) with flags and stands
- + **Activity Sheet 1.2 – Categorise the facts and benefits** (printable illustration for classes without access to the puzzle)



WALT

Recognise the ways that active travel benefits our personal health/wellbeing (taha hinengaro, taha tinana) as well as our environment.



Learning Outcomes

Students will:

- + Develop communication skills to work as a team to complete a giant jigsaw puzzle;
- + Identify facts and benefits of active travel and classify them as health/wellbeing or environmental.



Vocabulary

Active travel, public transport, benefit, health/wellbeing, environmental

Note

New vocabulary and terminology are introduced throughout the Ready Steady Go! programme. You may wish to create a vocabulary tree for the class so that students can add new words to it after each lesson and watch it grow as they learn.



Lesson Plan 1

The benefits of active travel




Learning Activities

1. Provide students with **Activity Sheet 1.1 – What do you know about active travel?** Ask students to complete the quiz to see what they know about active travel and how it benefits both our personal health/wellbeing and our environment. Students will repeat this quiz at the end of the programme to track their progress.
2. Ask students what they think active travel means. Discuss as a class and talk about examples of active travel.

What is active travel?

Active travel is a journey that involves physical activity such as walking, cycling, and scootering. Public transport counts as active travel as it involves travellers having to walk, cycle or scooter to the pick-up and drop-off points.

3.  Go to the [Ready Steady Go! homepage](#) and play the 3-minute **Ignite video** to students – this will kick-start your programme.
4. Find a large clear space, for example the school hall. Provide the class with the giant jigsaw puzzle, the green and yellow flags, 12 of each, and the stands. The jigsaw puzzle is double-sided. Ask students to work together to complete the graffiti wall side of the puzzle as shown in **Activity Sheet 1.2 – Categorise the facts and benefits of active travel**. You could split the class into groups: see the note below.
5. Once the puzzle is completed, ask students to read out the statements that they can see – some statements are facts and some are benefits of active travel.
6. The statements are either health/wellbeing or environmental facts and benefits (of active travel). Ask students to identify and stand green flags on the environmental statements and yellow flags on the health/wellbeing statements. Discuss and decide together as a class or in small groups.

Note

If your school does not have access to a puzzle, use **Activity Sheet 1.2 – Categorise the facts and benefits of active travel** which is a printable version of the puzzle illustration.

This activity sheet can also be used if you prefer to divide the class into two groups and have a smaller group of students completing the puzzle. One group can work on the activity sheet while the other group completes the puzzle and then swap over.



Extra activity

Students create a poster advertising the environmental and/or health/wellbeing benefits of active travel to display around the school.



Lesson Plan 1

The benefits of active travel

Answers

Activity Sheet 1.1 – What do you know about active travel? (Quiz)

- | | | |
|--|---------------------|--|
| 1. Walking, cycling, scootering, skateboarding, roller skating | 4. B, D, F, H | 9. See image on Activity Sheet 4.2 – Your muscles |
| 2. Bus, train, ferry, tram | 5. A, C, F, H | 10. C |
| 3. Leave, helmet, stopped, either, cars, walk, road, look, reversing, stop, driver | 6. B, D, F, H | 11. B |
| | 7. Beats Per Minute | 12. C |
| | 8. Oxygen | |

Answers

Facts and benefits of active travel to be identified on the puzzle.

YELLOW Flags – health and wellbeing

1. The heart is the hardest working muscle in your body.
2. Your heart beats about 100,000 times per day.
3. Your heart is the size of your clenched fist.
4. We each have more than 600 muscles in our body.
5. People who are fit have stronger immunity.
6. Aerobic activity helps boost memory.
7. You sleep better at night with regular exercise.
8. Exercise is a stress buster!
9. Muscles, bones, and joints grow stronger with exercise.
10. Walking to school with a friend is fun – friendship is good for mental wellbeing.
11. 20 minutes of exercise before school helps you concentrate and learn better...for the whole day!
12. Physical activity produces 'feel good' chemicals called endorphins.

GREEN Flags – environmental

1. One bus only takes up the same space of three cars on the road.
2. 10 to 20 bikes can park in one car space.
3. About half a million Kiwi students drive or are driven to school each day.
4. Transport produces one quarter of global carbon dioxide (CO₂) emissions.
5. Car pollution contributes to global warming, which is the gradual increase of Earth's temperature.
6. Most cars burn fossil fuels.
7. An estimated 7 million people worldwide die from air pollution related illnesses every year.
8. A third of all car trips in NZ are less than 2km – that's walking or cycling distance!
9. Active travel is the best way to reduce road congestion.
10. Walking to school doesn't cost you or the environment a thing!
11. Active travel helps the environment.
12. Fewer cars on the road means less traffic danger around schools.



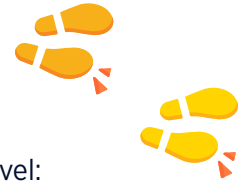


Activity Sheet

Lesson 1

Travelwise

Activity 1.1 – What do you know about active travel?



Complete the following quiz:

1 Active travel is a journey that involves physical activity. List **three** types of active travel:

1. 2. 3.

2 Public transport counts as active travel because you have to walk, cycle or scooter to the pick-up and drop-off points. Name **three** types of public transport:

1. 2. 3.

3 Fill in the missing word to complete these important safety rules or advice:

+ Always wait for the bus to **l**..... the bus stop before crossing the road. Stop, Look, Listen, be alert.

+ Always wear your **h**..... when cycling or scootering and make sure it is correctly fitted.

+ Stay alert when crossing railway tracks. Trains move very fast. You can't hear them until it's too late.

Only cross at the barriers or level crossing when the lights and bells have **s**.....

Look both ways, trains can come from **e**..... direction.

+ Car parks can be busy and dangerous. Stop, Look and Listen for moving **c**..... and watch for reversing lights. **W**..... your bike or scooter in car parks.

+ At the bus stop, stay as far back from the **r**..... as possible.

+ Stay alert. Stop, **L**....., Listen before crossing a driveway. Watch for **r**..... lights.

+ Stop, Look, Listen before crossing a road. At a pedestrian crossing, wait until cars come to a complete **s**..... and then make eye contact with the **d**..... so they know you are about to cross.



4 Circle four of the statements below that describe how active travel benefits our mental health:

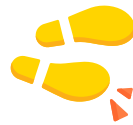
- A. 10 to 20 bikes can park in one car space
- B. Being active can improve concentration and learning
- C. Earth's temperature has risen 1°C over 200 years
- D. You sleep better at night with regular exercise
- E. Transport produces a quarter of global carbon dioxide (CO₂) emissions
- F. Exercise is a stress buster!
- G. Your knee is the largest and most complex body joint
- H. Active people feel good and are happier

5 Circle four of the statements below that describe how active travel benefits our physical health:

- A. Being active makes your heart healthier
- B. Your heart is the size of your clenched fist
- C. Muscles grow stronger with exercise
- D. We each have more than 600 muscles in our body
- E. A third of all car trips in NZ are less than 2km
- F. Physical activity builds healthy bones
- G. Most cars burn fossil fuels which are all non-renewable
- H. Regular exercise helps your joints stay healthy

6 Circle four of the statements below that describe how active travel benefits our environment:

- A. Exercise is a stress buster!
- B. Active travel uses less fossil fuel
- C. People who are fit have stronger immunity
- D. Active travel reduces road congestion
- E. The heart beats about 100,000 times per day
- F. Walking, cycling and scootering don't use any fossil fuels
- G. Petrol and diesel cars contribute to global warming
- H. Active travel produces less air pollution



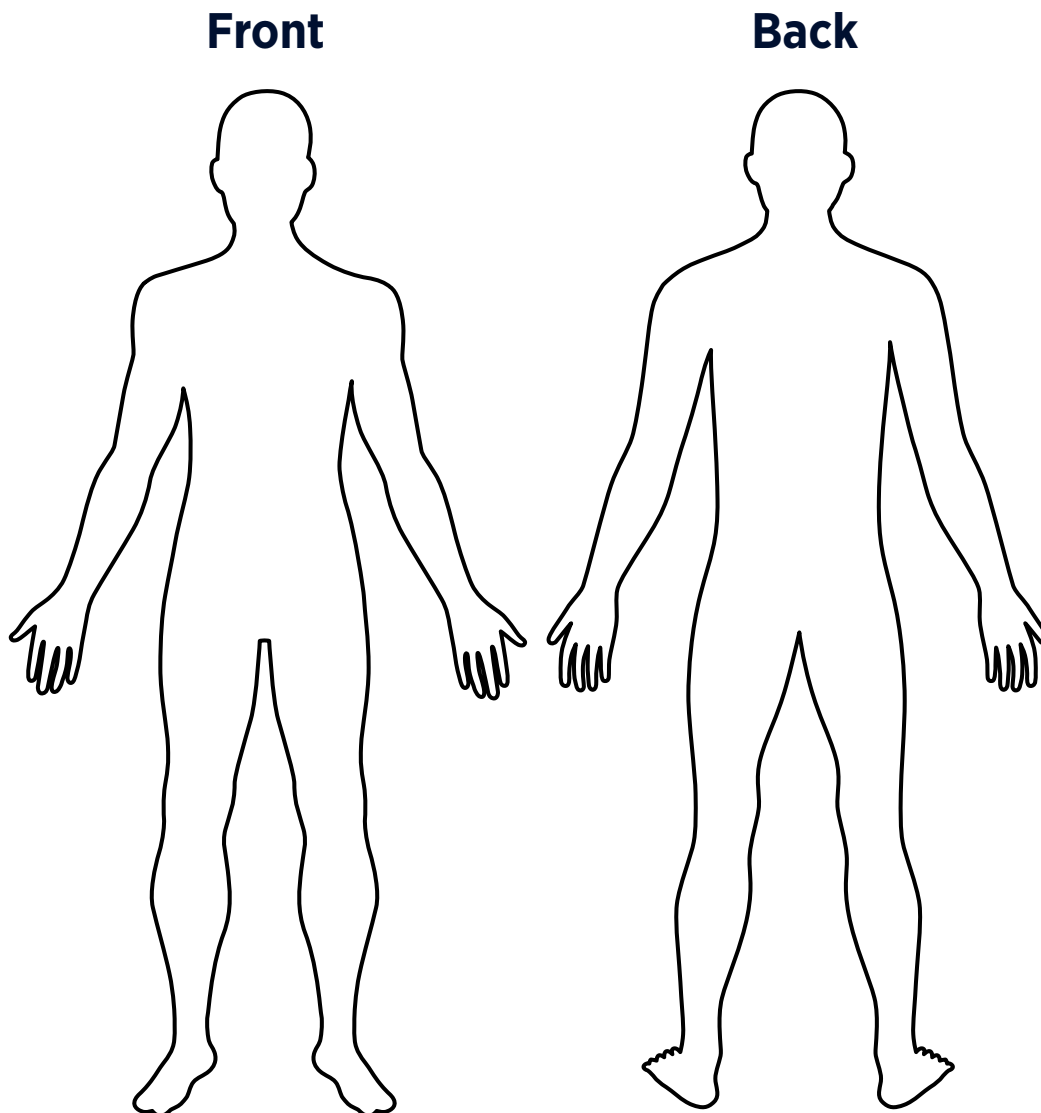
- 7 When we exercise, we can feel our pulse getting stronger and faster. It tells us how fast our heart is pumping. This is called our heart rate. When we measure our heart rate, we measure the BPM.

What does BPM stand for?

- 8 Our heart pumps blood around our body. What does the blood carry to the muscles to help them work well?

.....

- 9 The main muscles used when walking and cycling are our gluteals, hamstrings, quadriceps, and calf muscles. Label these muscles on this diagram.



10 What are fossil fuels? Circle the best answer:

- A. Trees, firewood, paper
- B. Ice, snow, rain
- C. Oil, coal, natural gas
- D. Rock, gravel, sand

11 What produces a quarter of global carbon dioxide (CO₂) emissions? Circle the best answer:

- A. Forests
- B. Transport
- C. Rivers
- D. Farming

12 Most cars currently use refined fossil fuels to power them, releasing carbon dioxide (CO₂) and other harmful gases into the air. What are the names of these refined fossil fuels? Circle the best answer:

- A. Water and oxygen
- B. Carbon dioxide
- C. Petrol and diesel
- D. Electricity



Activity 1.2 – Categorise the facts and benefits of active travel

Read the statements below, then on the picture:

- + Highlight the health/wellbeing facts and benefits of active travel in yellow;
- + Highlight the environmental facts and benefits of active travel in green.

Health/wellbeing facts and benefits of active travel

1. The heart is the hardest working muscle in your body.
2. Your heart beats about 100,000 times per day.
3. Your heart is the size of your clenched fist.
4. We each have more than 600 muscles in our body.
5. People who are fit have stronger immunity.
6. Aerobic activity helps boost memory.
7. You sleep better at night with regular exercise.
8. Exercise is a stress buster!
9. Muscles, bones, and joints grow stronger with exercise.
10. Walking to school with a friend is fun – friendship is good for mental wellbeing.
11. 20 minutes of exercise before school helps you concentrate and learn better... for the whole day!
12. Physical activity produces feel-good chemicals called endorphins.

Environmental facts and benefits of active travel

1. One bus only takes up the same space of three cars on the road.
2. 10 to 20 bikes can park in one car space.
3. About half a million Kiwi students drive or are driven to school each day.
4. Transport produces one quarter of global CO₂ emissions.
5. Car pollution contributes to global warming, which is the gradual increase of Earth's temperature.
6. Most cars burn fossil fuels.
7. An estimated 7 million people die worldwide from air pollution-related illnesses every year.
8. A third of all car trips in NZ are less than 2km – that's walking or cycling distance!
9. Active travel helps the environment.
10. Walking to school doesn't cost you or the environment a thing!
11. Active travel helps the environment.
12. Fewer cars on the road means less traffic danger around schools.





How far can you go?



AGE **Level 3**
Years 5 & 6

Length of lesson
90 minutes

Learning style
Guided/independent



Resources

- + **Special resource – How far can you go? poster map of Aotearoa NZ**
- + **Activity Sheet 2.1 – My travel goal and travel log**
- + **Take-home flyer** and school newsletter copy (optional)
- + Students will need access to computers and calculators



WALT

Set realistic short-term and long-term goals to help us stay motivated to achieve a specific outcome.



Learning Outcomes

Students will:

- + Use Google Maps to work out a practical, active travel route from their home to school;
- + Calculate their daily and weekly active travel distance to and from school;
- + Set individual weekly and term-long goals for active travel kilometres;
- + Set a weekly class goal for active travel kilometres;
- + Calculate the distance between Aotearoa NZ towns and cities and set a class destination goal using their active travel kilometres.



Vocabulary

Active travel, benefit, health/wellbeing, environmental, travel log, realistic, destination, realistic



Lesson Plan 2

How far can you go?



Learning Activities

1. Introduce the class challenge – How far can you go? Read the **take-home flyer** to students about the details of the challenge (on the last page of this lesson plan). Choose a space to display the **poster map of Aotearoa NZ** on your classroom wall, this is for your class to keep. The poster map is wipe clean and for use with water-based white board markers only.
2. Using Google Maps, students research the distance of a practical, active travel route between their home and school.
3. Provide students with **Activity Sheet 2.1 – My travel goal and travel log**. Read through the travel log with the class. Students then follow the instructions to set individual daily, weekly, and term-long goals for active travel to and from school in kilometres.

The goals need to be realistic, taking into account students' after school activities, travel arrangements for different days of the week, different morning and afternoon journeys or different weekly arrangements e.g. for those students who are members of two-household families. Discuss the meaning of 'realistic'.

4. Students calculate the total (active travel) kilometres that the class is aiming to achieve each week and by the end of the term. Each student could write their name and individual weekly and term goal on a whiteboard so that everyone can calculate the class weekly and term totals (using a calculator) and check with each other for accuracy.
5. Using the poster map and checking the distances between destinations, students work out how far they can go with the class (active travel) kilometres. Could they reach Wellington? Is it possible to travel all the way to Bluff?
6. The class destination goal is decided and written on the poster map. Discuss the importance of staying motivated in order to work as a team to reach this goal by the end of the term.
7. Ask students to take home their completed **Activity Sheet 2.1 – My travel goal and travel log** and discuss the How far can you go? challenge with their parents and caregivers. They need to ask their parents and caregivers to sign off on their goal in order to participate in the class challenge.
8. Every week (Mondays maybe?) the class calculates the actual (active travel) kilometres they achieved and tracks progress on the poster map towards the class destination goal.
9. Remind students that they will need to ask their parents and caregivers to sign their travel log at the end of each week. Also give students a copy of the **take-home flyer** to give to their parents and caregivers. If you prefer, you can use the copy from the flyer for an article in your school newsletter to reach parents that way.



Lesson Plan 2

How far can you go?

Note

It is important that all students are involved in this class challenge. Students who are unable to participate in active travel to and from school could alternatively record the active travel kilometres that they accumulate travelling to and from after-school activities and/or the active travel distance they clock up during the weekends.

If there are students in the class with disabilities or medical issues, who are unable to participate easily, work together to come up with different ways for them to be able to contribute and be part of the challenge. Perhaps they could encourage a sibling, parent, caregiver or friend to change to an active travel journey to school or work and record their (active travel) kilometres to add to the class total.

Extra activity

Students create a roster for the class. Each week a team of three students calculate the total (active travel) kilometres that the class achieved. This is checked for accuracy by another team of three students.

The students also work out a realistic destination goal for the class to aim for during the following week and inform the class. Ensure you include every member of the class on the roster.

Lesson Plan 2

How far can you go?

Extra activity – Māori place names

Write the Māori place names on the map and practice saying them with students. The place names in brackets are some alternative names for these places that you may be familiar with.

North Island Te Ika-a-Māui (Te Ikaroa-a-Māui or Te Ikaroa)	
Cape Reinga	Te Reinga (Te Rerenga-Wairua)
Waitangi	Waitangi
Whangārei	(Whangārei-terenga-parāoa)
Auckland	Tāmaki Makaurau (Tāmaki-makau-rau or Tāmaki Makau Rau or Tāmakimakaurau)
Paeroa	Paeroa
Matamata	Matamata
Rotorua	(Te Rotorua-nui-a- Kahumatamomoe)
Te Araroa	Te Araroa
Taupō	(Taupō-nui-a-Tia)
New Plymouth	Ngāmotu
Gisborne	Tūranga-nui-a-Kiwa
Napier	Ahuriri
Hastings	Heretaunga
Dannevirke	Tāmaki-nui-a-Rua
Palmerston North	Pāmutana ki Te Ika
Masterton	Whakaoriori
Wellington	Te Whanganui-a-Tara

South Island Te Waipounamu (Te Waka-o-Aoraki or Te Waka-o-Māui)	
Picton	Waitohi
Nelson	Whakatū
Blenheim	Te Waiharakeke (Ōpawa)
Westport	Kawatiri
Kaikōura	Kaikōura
Hanmer Springs	Te Whakatakaka-o-te-ngārahu- o-te-ahi-o-Tamatea
Greymouth	Māwhera
Christchurch	Ōtautahi
Ashburton	Hakatere
Fox Glacier	Te Moeka o Tūawe
Timaru	Te Tihi-o-Maru
Mount Cook	Aoraki (Aorangi)
Oamaru	Oamaru (Te Oha-a-Maru)
Queenstown	Tāhuna
Te Anau	Te Anau
Dunedin	Ōtepoti
Balclutha	Iwikatea
Gore	Maruawai
Invercargill	Waihōpai
Bluff	Motu-pōhue
Stewart Island	Rakiura



READY, STEADY, GO!

A fun new programme for schools,
developed by Auckland Transport
www.AT.govt.nz/readysteadygo

The Travelwise team has been supporting schools for more than 15 years by promoting active travel (walking, cycling, and scootering), providing safer facilities for all road users and reducing the number of vehicles driving to and from schools.

Ready Steady Go! is a series of lessons for Year 5 and 6 students that teaches the health and environmental benefits of active travel. It covers safe walking and cycling skills and offers a Wheels Day to give your child the practical skills and confidence to ride a bike or scooter safely. We want to support all Auckland students to become safe, responsible, and independent pedestrians and cyclists.

HOW YOU CAN SUPPORT YOUR CHILD

The **How far can you go?** challenge is an important part of this programme. Students will plan a safe active travel journey to and from school and set an active travel goal for the term. They will track their progress in a travel log that they will share with you and ask you to sign. We hope that you will support them to reach their goal.

We know it's not always possible to avoid using the car on the school run, but more than half of NZ students travel to school by car which has a huge environmental impact. Even if you cut your car journeys to school by a few times a month, you're making a significant reduction in congestion and emissions. Walking and cycling is healthier, greener, cheaper, and often quicker. Or consider a car/walk option for the school run.

For more information including advice, support, and bike courses for you and your whānau, go to www.AT.govt.nz/readysteadygo and if you have any queries about Ready Steady Go!, please contact your classroom teacher.





Activity Sheet

Lesson 2

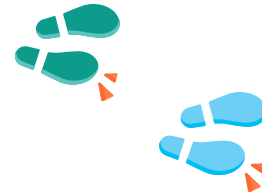
Travelwise

Activity 2.1 – My travel goal and travel log



- 1 How far is it from your home to school? (You can use Google Maps www.google.com/maps or another method.)

The distance from my home to school is km.



- 2 How many times do you aim to walk/cycle/scooter to and from school each week?

I aim to walk/cycle/scooter
TO school
trips per week

I aim to walk/cycle/scooter
FROM school
trips per week

Total number of trips per week
.....

- 3 How far are you travelling each week?

The distance from my
home to school is
..... km

Total number of trips to and
from school per week is
..... trips

Total distance per week
..... km

- 4 How far are you travelling this term?

TOTAL distance per week
..... km

x

..... weeks*

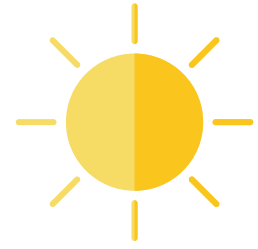
=

TOTAL distance for the term
..... km

* This is the number of weeks left this term.



5 Goal setting



Each week I aim to walk/cycle/scooter a total of km

This term I aim to walk/cycle/scooter a total of km

Parent or caregiver permission

Show your parents and caregivers your goals and discuss the class challenge.
 Ask your parents and caregivers to sign off your goals so that you can take part in the challenge.
 They will need to check and sign your travel log at the end of each week.

Parent or caregiver signature



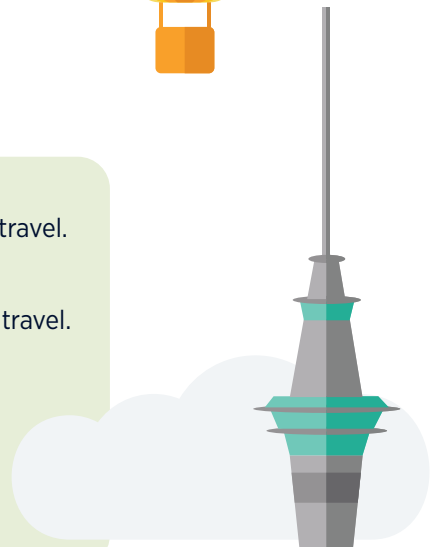
6 Class goal setting

Each week our class aims to achieve a total of km of active travel.

This term our class aims to achieve a total of km of active travel.

By the end of the term our class aims to reach the destination of

..... on the poster map of Aotearoa NZ.



My travel log



		Monday	Tuesday	Wednesday	Thursday	Friday	Weekly TOTAL km	Parent or caregiver initials
WEEK 1	km to school							
	km from school							
	TOTAL km							
WEEK 2	km to school							
	km from school							
	TOTAL km							
WEEK 3	km to school							
	km from school							
	TOTAL km							
WEEK 4	km to school							
	km from school							
	TOTAL km							
WEEK 5	km to school							
	km from school							
	TOTAL km							
WEEK 6	km to school							
	km from school							
	TOTAL km							
WEEK 7	km to school							
	km from school							
	TOTAL km							
WEEK 8	km to school							
	km from school							
	TOTAL km							
WEEK 9	km to school							
	km from school							
	TOTAL km							

+ This term I walked/cycled/scootered km

+ This term our class achieved km of active travel

+ We reached



HOW FAR CAN YOU GO?

OUR CLASS GOALS

Each WEEK our class aims to achieve a total ofkm of active travel.

This TERM our class aims to achieve a total ofkm of active travel.

By the end of TERM our class aims to reach the destination of

HOW DO YOU GET TO SCHOOL?



HOW FAR IS..?

The Sky Tower to Wellington is 845km

The Sky Tower to Bluff is 1975km

	WEEKLY GOAL What is the class goal for TOTAL km travelled?	DESTINATION GOAL Where do you want to be by the end of the week?	ACTUAL KM ACHIEVED What was the TOTAL km travelled this week?	ACTUAL DESTINATION Where are you now on the map?
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				





A safe, active journey to school



AGE **Level 3**
Years 5 & 6

Length of lesson
90 minutes

Learning style
Guided/groups/
independent



Resources

- + **Special resource** – Giant jigsaw puzzle (approximately 2.5m x 2m) with flags and stands
- + **Activity Sheet 3.1 – Identify the risks** (printable illustration for classes without access to a puzzle)
- + **Activity Sheet 3.2 – Managing risks to stay safe**



WALT

Identify areas of potential risk as a road user and know how to manage these risks to keep ourselves safe when travelling to and from school.



Learning Outcomes

Students will:

- + Develop communication skills by working as a team to complete a giant jigsaw puzzle;
- + Study a busy road scene, work together to identify 12 specific risky behaviours and explain the risks they see;
- + Identify hazards and potential risks on their journey to and from school and list what they need to do to keep themselves safe.



Vocabulary

Risk, sneaky driveway, signalised crossing, pedestrian crossing (road), pedestrian level crossing (rail), rail track barriers, high-vis (high visibility), distracted, eye contact, hazard, blind spot, intersection



Lesson Plan 3

A safe, active journey to school

Learning Activities

1. Find a large clear space. Provide the class with the jigsaw puzzle and the red and blue flags (12 of each and stands). Ask students to work together to complete the busy road scene side shown in **Activity Sheet 3.1 – Identify the risks**. Then as a class, study the whole scene and identify the 12 risky behaviours. Place a RED flag on each one. Discuss the risks caused by these behaviours, ask students; What risks do you see? What are these boys and girls at risk of? What could happen?
2. They then choose the correct safety message (BLUE flag) for each case. Discuss and decide together on the best safety message that would reduce the risks in each case.
3. Give each student **Activity Sheet 3.2 – Managing risks to stay safe**. Students work independently to carry out the first two tasks:

Task 1 – Choose the best safety message for each of the 12 risky behaviours – this time on the activity sheet.

Task 2 – Answer a series of safety questions.

Task 3 – To prepare students for this task, read the following to them and discuss:

What is a hazard?

A hazard is any object or situation that could be dangerous. Hazards include:

- + Sneaky driveways
- + Intersections
- + Curves or bends in the road

Students then complete the task, they think about their own journey to and from school, any hazards and potential risks they may face. They write out the safety messages that will reduce the risks and keep them safe.

Acknowledge that some students may have different journeys or modes of travel in the morning and afternoon. Also, some students may have different travel arrangements each week e.g. as members of two-household families with different custody arrangements.

Note

If your school does not have access to the jigsaw puzzle, provide students with **Activity sheet 3.1 – Identify the risks** (illustration from the puzzle). Ask them to work together in small groups to identify all 12 risky behaviours and to circle them in red. Ask students to discuss the risks and to choose the best safety message to reduce the risks in each case. The safety messages are on **Activity sheet 3.2 – Managing risks to stay safe**.

 **Extra activity**

- + Students draw a map of their personal journey to school;
- + They draw a red flag where there is a hazard, such as a sneaky driveway, and any potential risk to their safety;
- + They then label each flag with the safety message that will reduce the risk and keep them safe.

 **Extra activity – rural schools**

If you are a rural school, go to the [Ready Steady Go! homepage](#) for our Travel Ninja videos which are fun and full of tips for students travelling to rural schools.

[The walking ninjas](#)

[The truck ninjas](#)

[The car park ninjas](#)

[The bus safety ninjas](#)

Lesson Plan 3

Answers

Activity Sheet 3.2 – Managing risks to stay safe

Task 1

Below are the 12 risky behaviours to be identified on the completed jigsaw puzzle, and the corresponding safety messages. They are also the answers for task 1 on **Activity sheet 3.1 – Managing risks to stay safe**.

Risky behaviour (red flag)	Safety message (blue flag)
A cyclist is riding their bike without a helmet.	Always wear a helmet when cycling or scootering and make sure it is correctly fitted.
A boy is distracted with his football whilst crossing a sneaky driveway.	Stop, Look, Listen before crossing a driveway. Stay alert.
A cyclist is passing on the left side of a truck, where the driver can't see them.	Never cycle on the left side of a large vehicle like a truck or bus. This is the driver's blind spot and they can't see you.
A student walks out in front of the bus to cross the road.	Always wait for the bus to leave before crossing the road. Stop, Look, Listen and stay alert.
A boy is scootering across a school car park.	Walk your bike or scooter in car parks. Car parks can be busy and dangerous. Stop, Look, Listen for moving cars and watch for reversing lights.
A student is getting into a car from the road side of the car.	Always get into a car or vehicle from the footpath side.
A girl runs onto a pedestrian crossing without waiting for cars to stop.	Stop, Look, Listen before crossing a road. At a pedestrian crossing wait until cars come to a complete stop and then make eye contact with the driver so they know you are about to cross.
A boy is crossing train tracks with earphones on and looking at his phone.	Stay alert when crossing railway tracks. Trains move very fast. You can't hear them until it's too late. Only cross at the barriers or level crossing when the lights and bells have stopped. Look both ways; trains can come from either direction.
Students in a crowded group at a bus stop, overhanging the road.	At the bus stop, wait as far back from the road as possible and stay alert.
A cyclist is riding his bike on a road in dark clothing.	Be bright and be seen. Wear bright coloured clothes or a high-vis vest when cycling so that drivers can see you.
A girl is crossing the road near a corner to join her mother who is waving to her.	Always have a good line of sight when crossing the road and don't cross near corners. Most pedestrian injuries happen when people cross the road.
Students walking on a signalised crossing when the red man is lit.	Only cross when you see that the green man is lit and always check that the traffic has stopped before you cross.



Lesson Plan 3

Answers

Activity Sheet 3.2 – Managing risks to stay safe

Task 2

1. When walking your bike or scooter through a car park, what do you need to look out for?
Moving cars and reversing lights.
2. When you cross a road at a signalised crossing, you must only ever cross when you see that the **green** man is lit.
3. When crossing a railway track you must stay alert. Only cross at the barrier or level crossing when the lights and bells have **stopped**. Look both **ways**; trains can come from either direction.
4. What should you do before you cross the road at a pedestrian crossing?
Stop, Look, Listen before crossing a road. Wait until cars come to a complete stop and then make eye contact with the driver so they know you are about to cross.
5. What correctly fitted item should you always wear to protect your brain when you are scootering or cycling?
A helmet.
6. When you get off a bus, what should you always do before crossing the road?
Always wait for the bus to leave, then Stop, Look, Listen before crossing the road.





Activity Sheet

Lesson 3

Travelwise

Activity 3.2 – Managing risks to stay safe

1 The safety messages for these risky behaviours have been mixed up. Find the correct safety message for each one from the right-hand column. The first one has been done for you.

Risky behaviour (red flag)	Safety message (blue flag)
A cyclist is riding their bike without a helmet.	Always wait for the bus to leave before crossing the road. Stop, Look, Listen and stay alert.
A boy is distracted with his football whilst crossing a sneaky driveway.	Stop, Look, Listen before crossing a road. At a pedestrian crossing wait until cars come to a complete stop and then make eye contact with the driver so they know you are about to cross.
A cyclist is passing on the left side of a truck, where the driver can't see them.	Always get into a car or vehicle from the footpath side.
A student walks out in front of the bus to cross the road.	Stay alert when crossing railway tracks. Trains move very fast. You can't hear them until it's too late. Only cross at the barriers or level crossing when the lights and bells have stopped. Look both ways; trains can come from either direction.
A boy is scootering across a school car park.	Be bright and be seen. Wear bright coloured clothes or a high-vis vest when cycling so that drivers can see you.
A student is getting into a car from the road side of the car.	Only cross when you see that the green man is lit and always check that the traffic has stopped before you cross.
A girl runs onto a pedestrian crossing without waiting for cars to stop.	Always have a good line of sight when crossing the road and don't cross near corners. Most pedestrian injuries happen when people cross the road.
A boy is crossing train tracks with earphones on and looking at his phone.	At the bus stop, wait as far back from the road as possible and stay alert.
Students in a crowded group at a bus stop, overhanging the road.	Always wear a helmet when cycling or scootering and make sure it is correctly fitted.
A cyclist is riding his bike on a road in dark clothing.	Never cycle on the left side of a large vehicle like a truck or bus. This is the driver's blind spot and they can't see you.
A girl is crossing the road near a corner to join her mother who is waving to her.	Walk your bike or scooter in car parks. Car parks can be busy and dangerous. Stop, Look, Listen for moving cars and watch for reversing lights.
Students walking on a signalised crossing when the red man is lit.	Stop, Look, Listen before crossing a driveway. Stay alert.



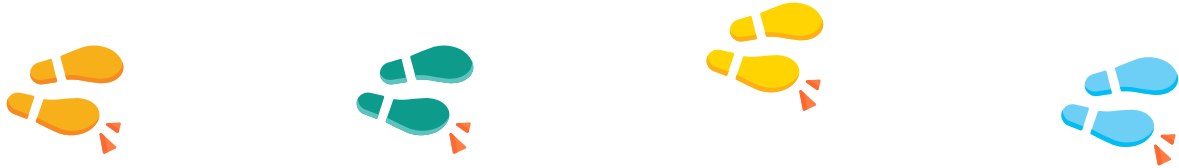
2 Answer the following questions:



1. When walking your bike or scooter through a car park, what do you need to look out for?
.....
2. When you cross a road at a signalised crossing, you must only ever cross when you see that the **g** man is lit.
3. When crossing a railway track you must stay alert. Only cross at the barrier or level crossing when the lights and bells have **s**..... Look both **w**..... ; trains can come from either direction.

4. What should you do before you cross the road at a pedestrian crossing?
.....
5. What correctly fitted item should you always wear to protect your brain when you are scootering or cycling?
.....

6. When you get off a bus, what should you always do before crossing the road?
.....
.....



3 Think about your own journey to and from school. What are the hazards and potential risks you face?

Are there sneaky driveways on your journey? Do you cross any roads? What other risks do you have to manage to get to and from school safely?

In the boxes below, write any hazards and potential risks and the safety messages you need to follow to stay safe.

What hazards and potential risks are there on my journey to and from school?	How can I stay safe?





Exercise keeps us fit and healthy



AGE **Level 3**
Years 5 & 6

Length of lesson
90 minutes

Learning style
Guided/groups/
independent/outdoor



Resources

- + **Activity Sheet 4.1 – Your heart**
- + **Activity Sheet 4.2 – Your muscles**
- + Stopwatch or phone (timer)
- + Coloured pencils



WALT

Recognise that exercise is important for our physical health because it keeps our heart healthy, and our muscles fit and strong (Taha tinana).



Learning Outcomes

Students will:

- + Learn how to measure and record their own heart rates after a period of resting, walking, running and cooling down;
- + Record their heart rates on a bar graph and interpret the information to make valid conclusions;
- + Understand that the heart is a muscle too and it needs regular exercise to stay strong;
- + Identify the muscle groups that are used when walking and cycling.



Vocabulary

Heart, heart rate, pulse, beats per minute (BPM), muscle, oxygenated blood, pump, low impact, briskly, gluteals, hamstrings, quadriceps, calf muscles, abdominals, deltoids, biceps, triceps



Lesson Plan 4

Exercise keeps us fit and healthy



Learning Activities

1. Begin a class discussion about the heart by asking students the following questions:
 - + Where do you think your heart is located?
 - + What do you think is the main function of the heart?
 - + What do you need to do to keep your heart healthy?
2. Provide students with the **Activity Sheet 4.1 – Your heart**. As a guided reading activity, read the information about the heart and look at the image as a class - discuss.
3. Take the students outside (if possible) and use the heart rate tracking instructions that follow. Demonstrate the steps with students first to enable them to complete the activity successfully.
4. Students then follow the instructions and record their heart rate at rest, walking briskly, running and cooling down. They plot this data on their heart rate tracker (on **Activity Sheet 4.1 – Your heart**).
5. Students then answer the questions in **task 3** by interpreting the information from their heart rate tracker which highlights what happens to the heart rate during exercise.
6. Provide students with **Activity Sheet 4.2 – Your muscles**. As a guided reading activity, read the information about muscles as a class.
7. Students then independently colour in the muscles that are used when walking and cycling on the diagram provided (**task 2**). They choose a different colour for each muscle group and colour the key to match.



Extra activity

Students work independently or in pairs to create a working model of a heart.



Go to the [Ready Steady Go! homepage](#) for a video of how to make a working heart model. Students share their working models with the class/school.

Lesson Plan 4

Exercise keeps us fit and healthy

Heart rate tracking instructions

Remind students that taking their pulse is a way to measure their heart rate and teach them how to do this with two fingers (not thumbs), either on their wrist or their neck.

1. When seated and rested, ask students to take their pulse counting from zero. Time them for 6 seconds and ask them to write the number of beats in box 1 on the heart rate tracker. Students then multiply this number by 10 to calculate beats per minute (BPM) which they plot in the first column on the tracker – this is their normal resting heart rate.
2. Next, ask students to walk around briskly for 2–3 minutes, swinging their arms, or they can march on the spot if that's easier. Ask students to take their pulse again in the same way, timing them for 6 seconds. They record the number of beats in box 2 and multiply this by 10 to calculate their BPM. They plot their BPM in the second column on the tracker.
3. Next, ask students to run around for 2–3 minutes. As soon as you say stop, students take their pulse again counting from zero. Time them for 6 seconds, they record the number of beats in box 3 and again multiply it by 10 to get their BPM, which they plot on the tracker.
4. Finally, ask students to cool down by walking slowly for 2 minutes. Time them taking their pulse for the last time, they calculate their BPM in the same way and plot it in the fourth column.

Answers

Activity Sheet 4.1 – Your heart

Task 3

Question 9 – The **faster** your heart rate returns to your normal **resting** heart rate after exercise, the fitter you are.



Activity Sheet

Lesson 4

Travelwise

Activity 4.1 – Your heart

1 Read the following:

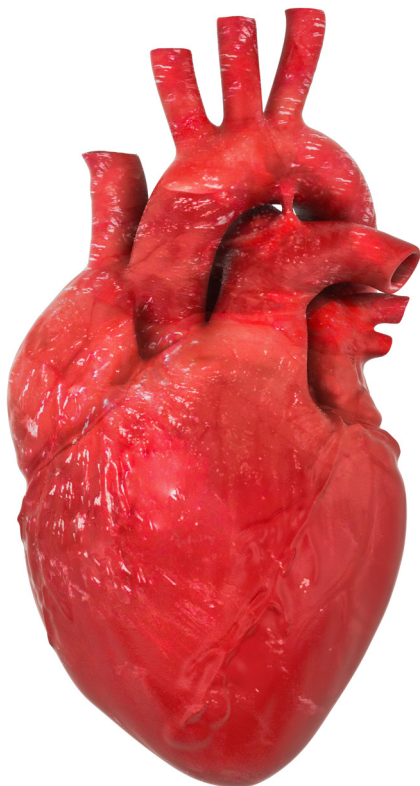
Your heart plays an important part in being healthy. Your heart is a muscle and like other muscles in the body, if you want it to be strong, you need to exercise it. When you exercise, you use many muscles which all need oxygen to work well.

When you breathe in oxygen, it is your blood that carries the oxygen around your body. Your heart has the job of pumping this oxygenated blood around your body and then bringing it back to the lungs to become oxygenated again.

Your heart is in the centre of your chest, slightly to the left, and it is about the same size as your clenched fist. The heart beats about 100,000 times a day and about three billion times during an average lifetime.

Taking your pulse is a way of measuring how fast your heart is beating and pumping – this is called your heart rate and it is measured in beats per minute (BPM). You can feel your pulse on your wrist or on your neck where your blood vessels are close to the skin.

When you exercise, your heart rate increases, and you can feel your pulse getting faster and stronger. Increasing your heart rate by exercising strengthens your heart muscle. The faster your heart rate returns to your normal resting heart rate after exercise, the fitter you are.



Did you know?

Taking your pulse is a way of measuring how fast your heart is beating.

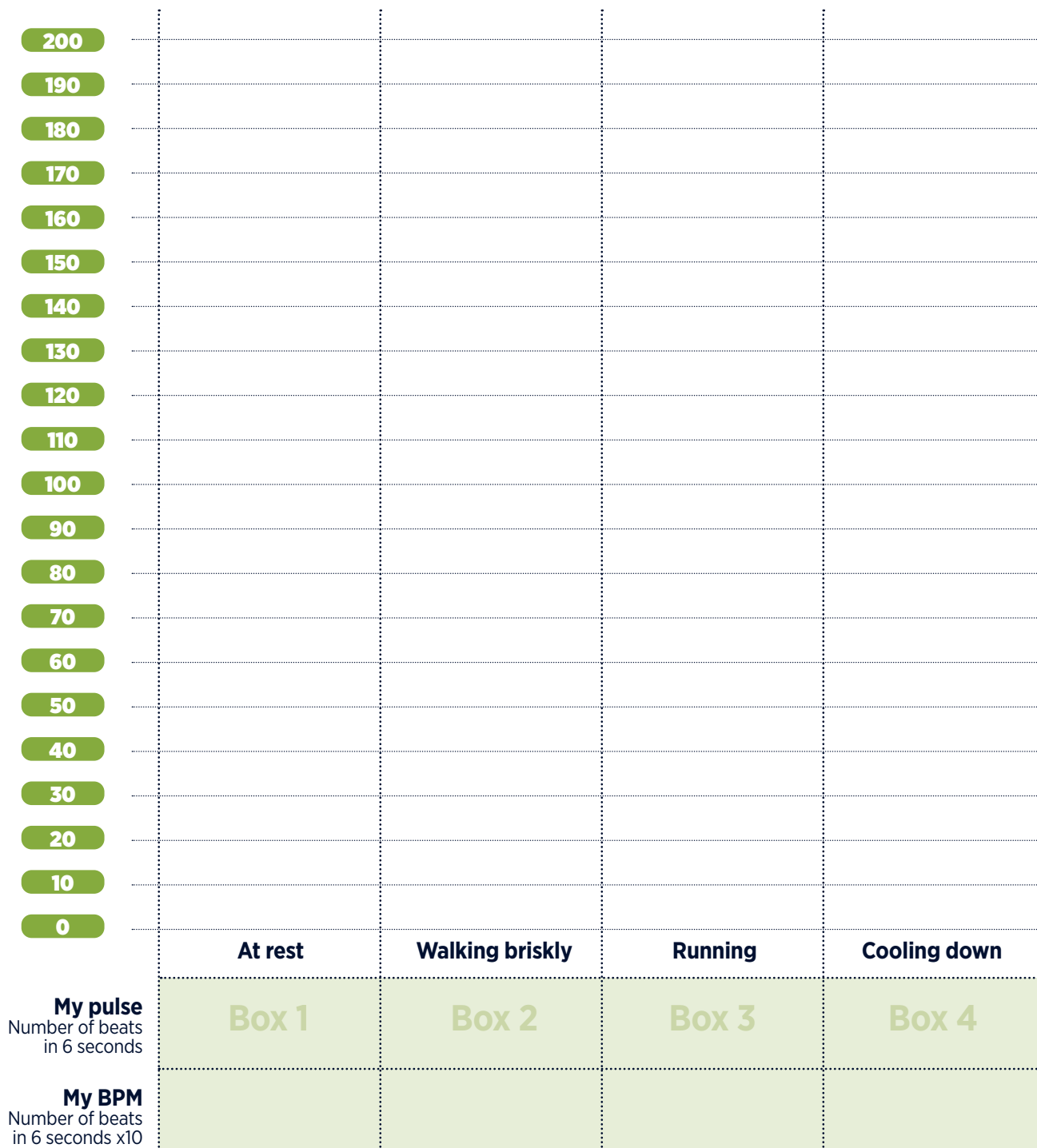


2 Learn to take your pulse. Your teacher will time you for six seconds as you measure your heart rate:

1. At rest whilst sitting down - your resting heart rate
2. After walking briskly for two minutes
3. After running for two minutes and
4. After cooling down for two minutes.

Record and plot your heart rate as BPM (beats per minute) in the correct column on the heart rate tracker.

Heart rate tracker



3 Looking at your heart rate tracker, answer the following questions.

1. What was your heart rate (BPM) at its highest?
2. What activity were you doing?
3. Why do you think it was at its highest then?.....
4. When was your heart rate at its lowest?.....
5. What was your heart rate (BPM) at this time?.....
6. Why do you think it was at its lowest then?.....
7. Don't forget that the heart is a muscle. If you want strong muscles, what do you need to do to make them stronger?
8. Did your heart rate return to your normal resting heart rate during the cooling down period?
.....
9. Complete this sentence: The **f**..... your heart rate returns to your normal
r..... heart rate after exercise, the fitter you are.

 **Extra activity**

Can you make a working model of a heart? Watch this video and give it a go!

 Go to the [Ready Steady Go! homepage](#) for a video of how to make a working heart model.



Activity 4.2 – Your muscles

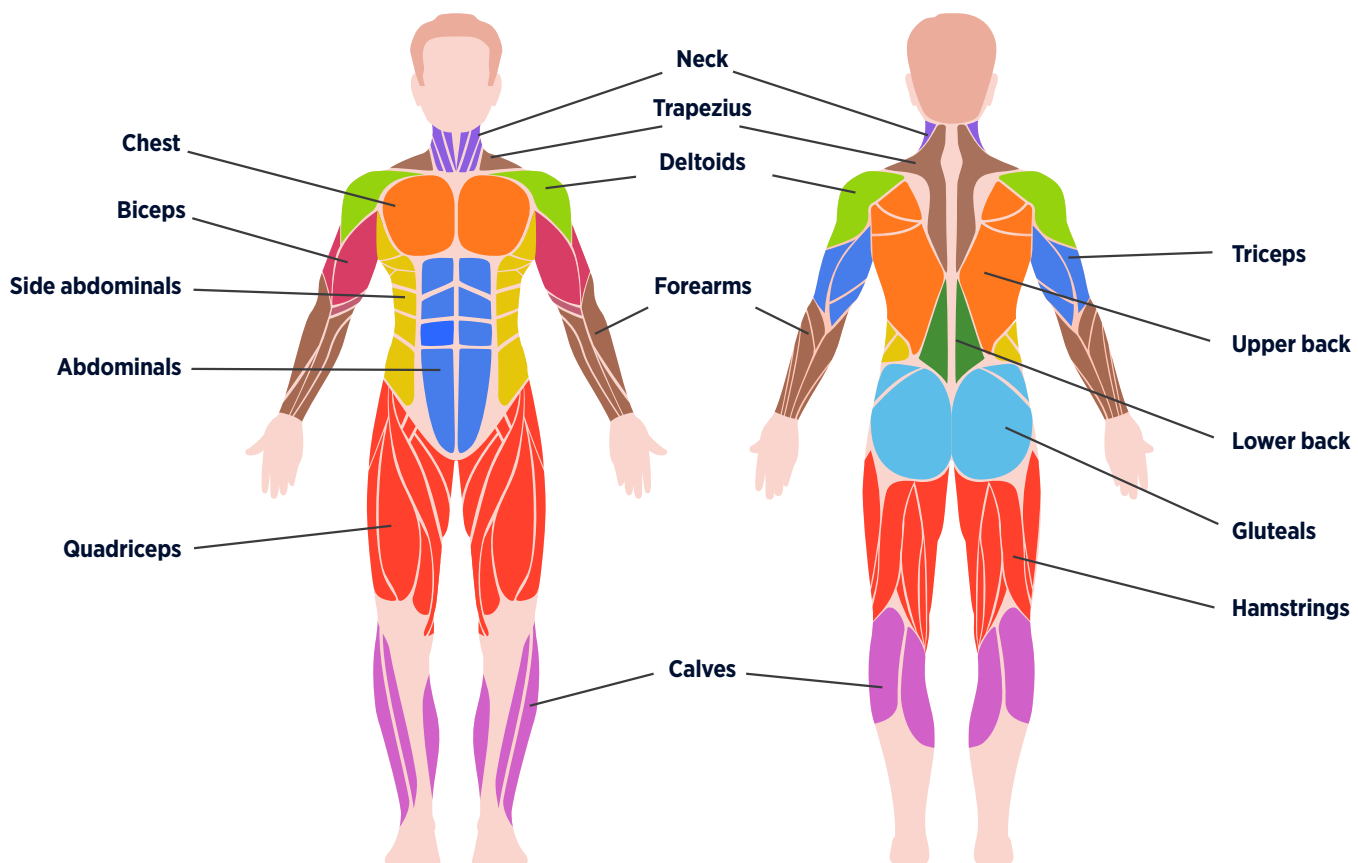
1 Read the following:

To be fit and healthy, you need to be physically active. When you use your muscles, they become stronger. Strong muscles are important because they help your body move better, they support your joints and help prevent injuries. Walking and cycling are healthy, low-impact (easy on your joints) exercises that can be enjoyed at any age. The main muscle groups that get a good workout when you walk, or cycle are the muscles in your legs and bottom. Your upper body also has to work without you even realising it. The abdominal muscles (that cover your stomach) act as ‘stabilisers’ for the body and work constantly while walking and cycling to keep your body balanced. The muscles in your arms are also working as you swing your arms or lean on your handlebars.

Did you know?

Sitting for too long each day increases your risk of health problems such as heart disease and diabetes. So, get moving! Get off the sofa and get out of the car. Walk or cycle to school if you can.

These are the main muscle groups of the human body:



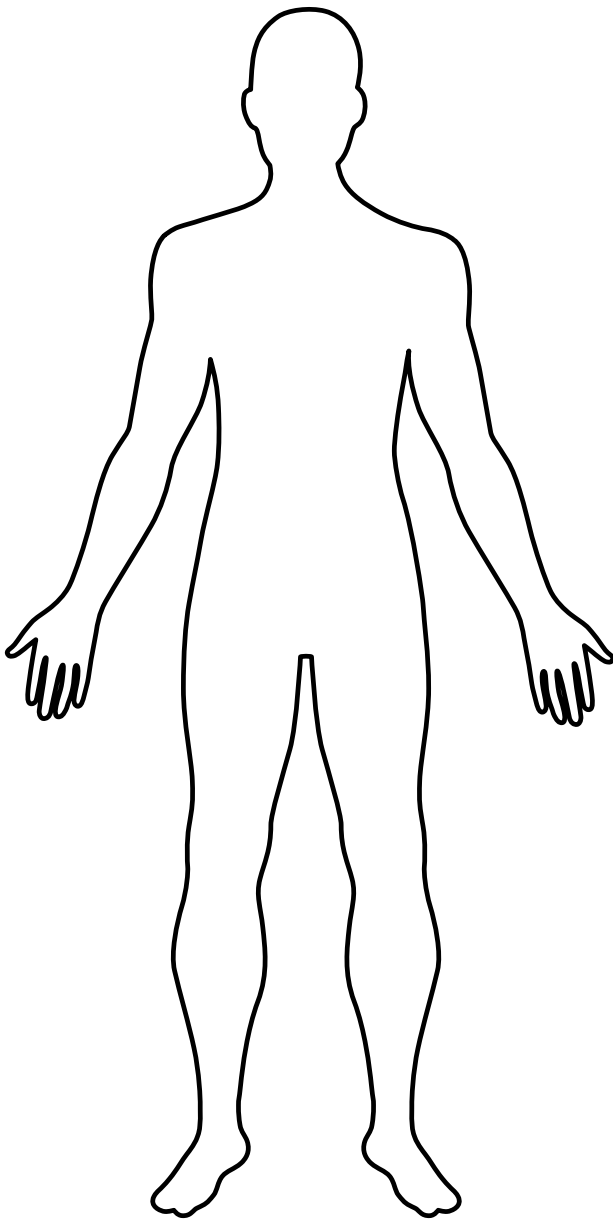
2 On the diagram below, draw and colour in the four muscle groups that are used when walking and cycling.

Choose a different colour for each muscle group, and then colour in the key so that it matches.

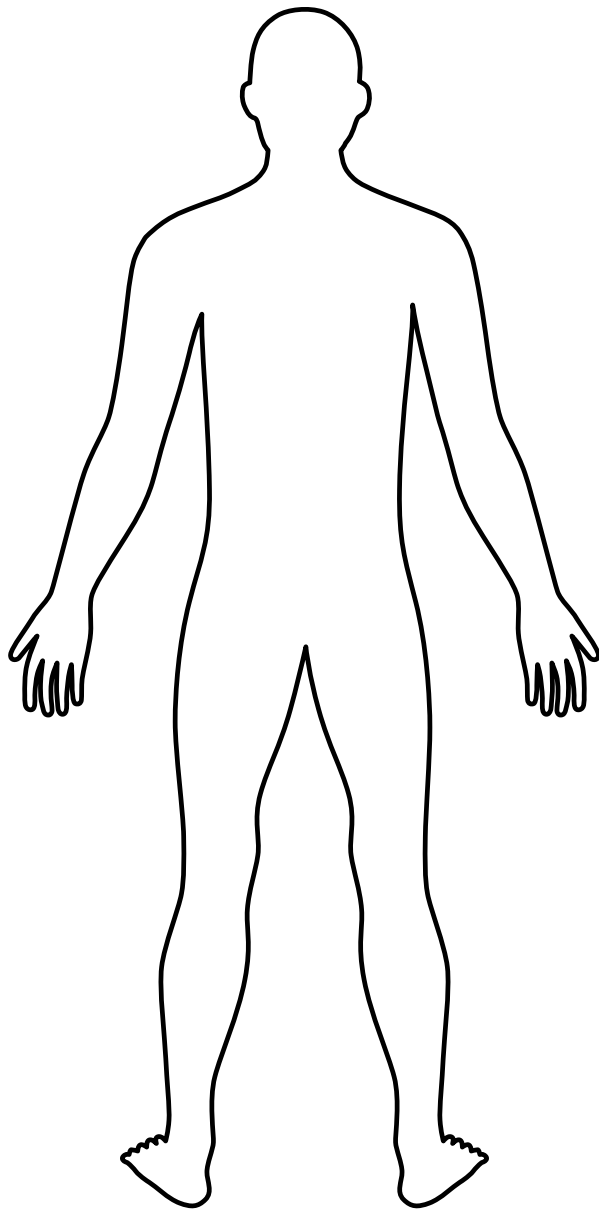
Key:

Gluteals	Hamstrings	Quadriceps	Calf muscles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Front



Back





Exercise makes us happy



AGE **Level 3**
Years 5 & 6

Length of lesson
90 minutes

Learning style
Guided/group/
independent/outdoor



Resources

- + **5.1 Activity Sheet – Exercise makes us happy**
- + **5.2 Activity Sheet – Design a badge or sticker**
- + Whiteboard or poster paper and pens, coloured pencils



WALT

Investigate how exercise is important for mental and emotional wellbeing (Taha hinengaro).



Learning Outcomes

Students will:

- + Make links between physical activity and improved sleep patterns, learning and general happiness;
- + Take part in fun, active outdoor games, identifying and recording how they feel (both physically and emotionally), before and after the exercise and then make comparisons;
- + Create a slogan based on the concept that exercise is vital for happiness and design an inspirational badge or sticker using language effectively.



Vocabulary

Mental wellbeing, emotional wellbeing, circadian rhythm, hippocampus, endorphins, aerobic, resilience, slogan



Lesson Plan 5

Exercise makes us happy



Learning Activities

1. Introduce the lesson by asking the class, What is mental and emotional wellbeing and what are the signs of good mental health? Examples might include how mental health affects learning, emotions, relationships and our ability to face challenges. In small groups or as a whole class, brainstorm for two minutes and record students' ideas. Discuss.
2. Provide each student with **Activity Sheet 5.1 – Exercise makes us happy**. Students read about exercise and mental and emotional wellbeing then complete the summary by filling in the missing words. Alternatively, students could work in small groups to discuss word meaning first and then fill in the missing words on a single activity sheet as a group (you could provide A3 activity sheets to facilitate this). For students who would benefit from extra support, this could be a guided activity to reinforce the key words and support the comprehension of this text.
3. Using the word bank on the activity sheet, students record how they are feeling now, before they exercise.
4. Take the class outside for fun, high energy games for 20 minutes. Games could include tag, relay, obstacle courses, dodgeball, capture the flag etc.
5. Students return to class to complete the activity sheet, recording how they now feel i.e. after exercise. They compare their feelings before and after exercise.
6. Using **Activity Sheet 5.2 – Design a badge or sticker**, students create an inspirational slogan promoting the importance of exercise for happiness. Students can refer to the information on the **Activity Sheet 5.1 – Exercise makes us happy** to prompt them. Students then design a badge or sticker on the template, ensuring their design complements their slogan. Create a wall display of their completed work.



Extra activity

Create a crossword puzzle using the words you chose to complete the summary in **task 2**. Provide clues that are clear. Give it to a friend or take it home for your family to solve!



Tip: Use quad paper that you find in a maths exercise book.

Lesson Plan 5

Answers

Activity Sheet 5.1 – Exercise makes us happy

Task 2

The four main benefits of exercise for mental wellbeing include high-quality night-time **SLEEP**, a boost in **BRAINPOWER**, which helps with our learning, and an opportunity to connect with people and make **FRIENDS**. Exercise is also a great **STRESS** buster.

Exercise helps our internal clock stay regular ensuring that we sleep soundly at night and feel energised during the day. This process is called the **CIRCADIAN RHYTHM**. Sleep is extremely important for our mental **WELLBEING** because it makes us feel more **CONFIDENT**, positive and more **RESILIENT**.

Scientists have proved that aerobic exercise, which increases the **HEART RATE**, helps make new **BRAIN** cells and improves brain performance. Exercise also helps strengthen the **HIPPOCAMPUS** which is the part of the brain that is responsible for **MEMORY** and learning.

Making connections with people and having good friendships increases our sense of **BELONGING** and it improves our **SELF-CONFIDENCE**. Walking, **CYCLING** or **SCOOTERING** to school is a great **OPPORTUNITY** to **CONNECT** with friends.

Exercise stimulates the production of feel-good chemicals called **ENDORPHINS**. These chemicals improve our **MOOD** and help us to think **CLEARLY** to solve **PROBLEMS**. Exercise is good for our wellbeing, and it helps put the **SMILE** on your dial and the **PEP** in your step.



Activity 5.1 – Exercise makes us happy

1 Read the following:

Our brain releases endorphins, sometimes known as ‘feel-good’ chemicals, during physical exercise which improve our energy levels, mood and help us to sleep better. When we feel energised, happy and have had plenty of sleep our self-confidence increases and our resilience improves when faced with challenges.

Super snoozing

Regular exercise is important for high-quality night-time **sleep**. Exercise also helps keep your **circadian rhythm** regular. This is our body clock - an internal process that recognises night and day and determines when you feel tired and awake. When your circadian rhythm is regular, you’ll sleep soundly. Good sleep is extremely important for our mental **wellbeing**, making us feel more **confident**, positive, and **resilient**.

Awesome friendships

Exercise can help you develop friendships, which are crucial for mental wellbeing. Having good connections with people increases our sense of **belonging** and improves **self-confidence**. Physical exercise is far more fun with friends - whether it is sports, walking or cycling to school with your buddies or any active game outdoors. Belonging to a sports team is not only good for your physical health, but also your mental wellbeing. Teamwork helps us connect with each other and develop lasting friendships. Walking, **cycling** or **scootering** to school is a great **opportunity** to **connect** with **friends**. It’s a fun way to start your school day and gets your brain ready for learning.

Brain boost for learning

Exercise boosts our **brainpower**. It helps build our intelligence and strengthens our memory. Scientists have proven that aerobic exercise (exercise that increases the **heart rate**) helps to create new **brain** cells and improves overall brain performance. They also found that exercise strengthens the brain’s **hippocampus** which is responsible for **memory** and learning. Exercise also improves your motor skills such as hand-eye coordination, problem-solving skills, and concentration. Studies show that children who play active games outside with their friends perform better when they sit tests and school assignments.

Stress busting

Exercise can put the ‘**smile on your dial**’ and the ‘**pep in your step!**’ When your heart rate increases, it stimulates the production of feel-good chemicals called **endorphins**, which not only improve a bad **mood**, but also help you to think **clearly** to solve **problems** that you previously found challenging. This is why exercise is a great **stress** buster. It is healthy for both the mind and body to go for a run or a bike ride or play outdoors with friends.



2 Complete the summary by filling in the missing words:

The four main benefits of exercise for mental wellbeing include high-quality night-time **s**....., a boost in **b**..... which helps our learning, an opportunity to connect with people and make **f**..... and it is a great **s**..... buster.

Exercise helps our internal 'clock' stay regular ensuring that we sleep soundly at night and feel energised during the day. This process is called the **c**..... **r**..... Sleep is extremely important for our mental **w**..... because it makes us feel more **c**....., positive and more **r**.....

Making connections with people and having good friendships increases our sense of **b**..... and it improves our **s**..... - **c**..... Walking, **c**..... or **s**..... to school is a great **o**..... to **c**..... with friends.

Scientists have proven that (aerobic) exercise which increases the **h**..... **r**..... helps make new **b**..... cells and improves brain performance.

Exercise also helps strengthen the **h**..... which is the part of the brain that is responsible for **m**..... and learning.

Exercise stimulates the production of feel-good chemicals called **e**..... These chemicals improve our **m**..... and help us to think **c**..... to solve **p**.....

Exercise is good for our wellbeing and it helps put the '**s**..... **on your dial**' and the '**p**..... **in your step**'.



3 Using a BLUE pen, circle the words that best describe your current feelings and emotions BEFORE you do some exercise and a RED pen to describe how you feel AFTER exercise.

accepting manawanui	chilly makariri	elated ihiihi	jolly uruhau	sad pōuri
active mākā	comfortable hāneanea	excited hiamō	joyful manahau	shy whakamā
amazed whakamīharo atu ana	confident ngākau titikaha	focussed arotahi ana	lazy māngere	sleepy hiamoe
angry pukuriri	contented māoriori	free wātea	lively ngangahau	stressed pōkaikaha
awful māuiui rawa atu	cool makariri	glad kurekure	mad riri	tearful waiwai ana ngā kamo
blissful matakuikui	delightful āhumehume	glum poururu	merry harakoa	terrible wehi ana
bold māia	depressed pāpōuri	grumpy pukukino	miserable tūreikura	tense maniore
bored hongehongeā	distracted manawarau	happy hari	moody haumaruru	tired ngenge
brave mātātoa	distressed raupeka	indifferent hūkore	nervous āmaimai	upbeat whitawhita
calm mauri tau	dreadful whakarihariha	intelligent ihumanea	optimistic ngākau rorotu	warm mahana
cautious tūpato	easy-going ngāwari	interested pīrangī ana ki te whai	pessimistic hākerekere	weak hauaitu/ māioio
cheerful tūrangahakoa	energetic hihiko	irritated hōhā	proud karatete	wonderful tau kē

Did you feel differently after exercise? Explain your answer.

.....

.....

.....



Activity 5.2 – Design a badge or sticker

Design a badge or sticker with a catchy slogan. Think of a slogan that persuades people to exercise for mental wellbeing. Think about the benefits of exercise for mental wellbeing:

- + Happier moods
- + Stress buster
- + Friendships
- + Better learning
- + Improved memory
- + Better problem-solving skills
- + High-quality sleep

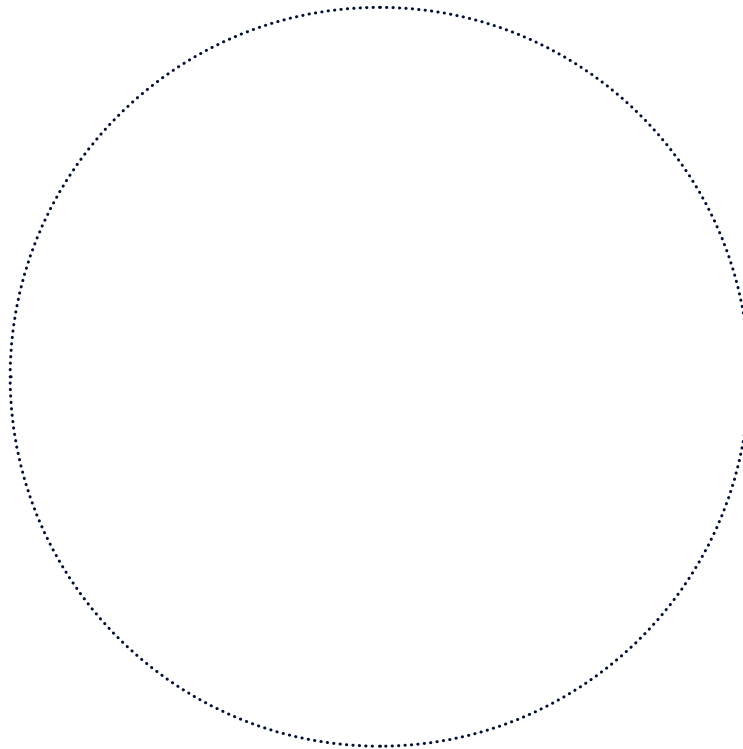
Example slogans:

Fitter, Healthier, Happier.

Don't just sit – it's time to get fit!

Get active, go green, think safe!

Use the template below to design your badge or sticker:



Extra activity

Create a crossword puzzle using the words you chose to complete the summary in **task 2**. Provide clues that are clear. Give it to a friend or take it home for your family to solve!



Tip: Use quad paper that you find in a maths exercise book.



Active journeys help the environment



AGE **Level 3**
Years 5 & 6

Length of lesson
90 minutes

Learning style
Guided/groups/
independent



Resources

- + **Activity Sheet 6.1 – Transport and the environment**
- + **Activity Sheet 6.2 – Make a clean, green community**
- + A3 poster paper for each student
- + Colouring pens/pencils
- + Magazines/flyers, scissors, glue stick



WALT

Recognise the forms of transportation that release harmful gases which increase air pollution and contribute to global warming.



Learning Outcomes

Students will:

- + Make links between fossil fuels, exhaust emissions, air pollution and global warming;
- + Create a drawing or multimedia collage that shows their understanding of how good choices impact the environment to make it a healthy and happy place to live.



Vocabulary

Fossil fuels, exhaust emissions, air pollution, greenhouse gases, global warming, polar ice, electrical appliances, cause and effect, carbon dioxide (CO₂)





Lesson Plan 6

Active journeys help the environment



Learning Activities

1. Write each of the following topic words on a separate piece of poster paper: fossil fuels, exhaust emissions, air pollution, greenhouse gases and global warming. Introduce the lesson by asking the class to brainstorm the meaning of each one. This can be done in five smaller groups where each group brainstorms one topic word or as a whole class. Brainstorm for three minutes and discuss.
2. Provide each student with the **Activity Sheet 6.1 – Transport and the environment**. As a guided reading activity, read the information about fossil fuels, exhaust emissions, air pollution, greenhouse gases and global warming. Students answer the comprehension questions on the activity sheet.
3. Go to the [Ready Steady Go! homepage](#) and show students the following videos:
 -  [Nasa Climate Kids 2 minute video](#) ‘What is the difference between weather and climate?’
 -  [Nasa Climate Kids 3 minute video](#) ‘What is the greenhouse effect?’
4. Provide students with **Activity Sheet 6.2 – Make a clean, green community**. As a class, examine and identify what the illustration is showing. Discuss the reasons why these problems have occurred and the direct outcomes pictured - cause and effect. Ask students how they could help prevent and change the effects of this type of environmental damage. Sample questions may include:
 - + Do you think the air quality is healthy in this scene and how do you know? What can we do differently to change the air quality for the better?
 - + Describe the water in this illustration – what has caused it to look this way?
 - + What do you see in the sky? What can we do to change it?
 - + Why is plant life dying? How can you get the plants to grow again?
 - + Do you see anyone walking or cycling? Can you see any public transport? If more people used active modes of travel, how would it change this whole scene?
 - + Why do you think the people look so unhappy? What would make them happier?



Lesson Plan 6

Active journeys help the environment

5. Provide students with A3 poster paper, colouring pens/pencils and collage materials. Using their drawing or collage skills, students recreate and transform this scene into a picture that shows a happy, healthy, clean and green community.

Students will include details in their pictures that show their understanding of how to improve the air quality of an urban community by reducing the number of private vehicles on the roads, creating green spaces, making it a healthy and happy place to live in. Prompt students, sample questions may include:

- + How would people travel, what mode of transport would they use?
 - + How would the sky look without air pollution?
 - + How would the community manage waste?
 - + How would people use public spaces?
 - + Do you think the community would be happier?
6. Share completed artwork and make a wall display of the students' scenes of a healthy, thriving, natural environment.

Extra activity

Students write slogans that communicate good practical tips, choices and ideas to protect our environment. eg. **Get on your bike! Walk, don't drive! Get active, go green, think safe! Reuse, Reduce, Recycle!**

They use a large font and then cut each statement out and add them to the wall display of completed scenes of a healthy, thriving environment.

Answers

Activity Sheet 6.1 – Transport and the environment

1. Gases, smoke, dust and odours
2. Volcanic eruptions, dust storms, wildfires
3. Fossil fuels
4. Carbon dioxide (CO₂) and other harmful gases
5. Petrol and diesel
6. Exhaust pipe
7. Greenhouse gases
8. Global warming
9. Heatwaves, bigger and more dangerous wildfires and storms, melting polar ice, rising sea levels, more floods, more droughts
10. Carbon dioxide (CO₂)
11. Spread awareness about the effects of burning fossil fuels, limit the use of cars, walk, cycle or scooter instead of driving, choose public transport, carpool, plant a tree/s



Activity Sheet

Lesson 6

Travelwise

Activity 6.1 – Transport and the environment

Read the information below and answer the questions.



What is air pollution?

Air pollution occurs when harmful gases, smoke, dust and odours get into the air, making it dirty and unhealthy to breathe.

1 Name four types of air pollution

- 1. 2.
- 3. 4.

Where does air pollution come from?

Some air pollution comes from natural sources such as volcanic eruptions, dust storms and wildfires. However, most of the world’s air pollution is caused by human activities that involve burning fossil fuels such as coal, oil and natural gas. These are mainly used to fuel transport, factories and power stations (places where electricity is made). When we burn fossil fuels, carbon dioxide (CO₂) and other harmful gases are released into the air.

2 Name three natural sources of air pollution

- 1. 2. 3.

3 Coal, oil and natural gas are commonly called

4 What is released by burning fossil fuels?



Transport and air pollution

Transport (mainly road and air) produces a quarter of global carbon dioxide emissions and is the biggest single air polluter. Most forms of transport, including cars, burn petrol or diesel, made from fossil fuels, to power their engines and make them move. When burned in an engine, petrol and diesel create air pollution. A range of toxic carbons and other poisonous gases are released from the vehicle's exhaust pipe into the air around it. These exhaust emissions are harmful to humans and to the environment. In some cities around the world where there is a lot of traffic, the air pollution is so bad that it is difficult to see through it and it is even difficult to breathe!

5 What powers most car engines and is made from a fossil fuel?

.....

6 Cars that use petrol and diesel release toxic carbons and other harmful gases. Which part of the car releases these gases?

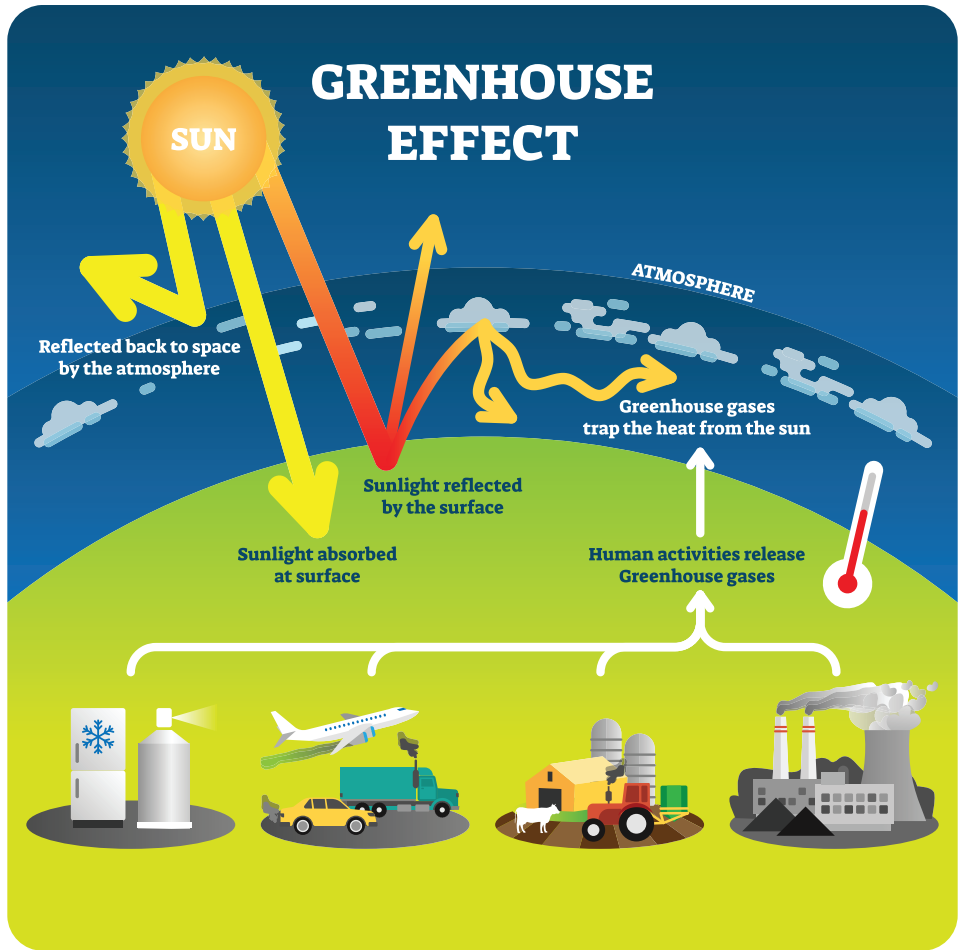
.....

How does pollution from transport affect global warming?

Some gases in the air make our planet warmer. This happens because of the greenhouse effect. A few types of gas, called greenhouse gases, cause this effect by trapping heat from the sun close to the Earth. Carbon dioxide (also known by its chemical symbol CO_2) is the most important greenhouse gas.

They are called greenhouse gases because like in an actual greenhouse, the glass lets in sunlight, warming up the inside. The glass then stops most of the heat escaping, keeping the inside warm so plants can grow better. The same thing happens to Earth where the greenhouse gases act like glass in a greenhouse. They trap the heat in the Earth's atmosphere so it can't escape, making it a planet where people, plants and animals can live comfortably. Without this effect, Earth would be covered in ice and be a chilly -18°C !

The problem is that burning too many fossil fuels is causing greenhouse gas levels to rise too quickly. Exhaust emissions from vehicles are releasing too much carbon dioxide and other greenhouse gases into the atmosphere, trapping the heat and causing a rise in global temperature. This global warming affects the environment in many ways. It causes extreme weather such as heat waves and tropical storms. It also creates rising sea levels by melting glaciers and polar ice. Some places around the world will get more rain and floods, while other places will have less rain and droughts. This will affect animal and plant life, farming and our food chain.



7 What acts like glass in a greenhouse and helps keep the planet warm?

.....

8 Burning fossil fuels is causing the amount of greenhouse gases to increase too rapidly causing a rise in global temperature.

This is called

9 Global warming is causing higher temperatures around the planet. List four other problems that result from global warming.

- 1.
- 2.
- 3.
- 4.



What can we do to reduce air pollution and slow down global warming?

We don't have any control over the pollution caused by natural sources, but we DO have control over the human activities that create most of the world's air pollution. There is a lot we can do.

We can talk to our friends and whānau about the problems caused by burning fossil fuels for transport and how the active travel choices we all make can help the planet. Walking, cycling, scootering, or choosing public transport such as buses, trains, trams and ferries, or carpooling when it is too far to walk or cycle, are the best choices to make.

Be kind to our planet and plant a tree! Did you know that trees absorb about 25% of the carbon dioxide produced in the world by the burning of fossil fuels?

Also, switching off lights and electrical appliances when not in use also uses less fossil fuels.

Little by little, step by step we will start to see the difference and Planet Earth will go on being a happy, healthy place to live in.

10 Trees are important for our environment because they absorb which greenhouse gas?

.....

11 List four things you could do to reduce air pollution and slow down global warming.

1. 2.

3. 4.



Activity 6.2 – Make a clean, green community

1. This is an illustration of a community with challenges. Look carefully at the scene below. Discuss with your classmates how this scene could be changed to become a thriving, healthy and happy environment to live in. What choices need to be made by the people living in this community, and what behaviours do they need to change?
2. Recreate this scene by creating a collage or a drawing which shows what this urban community could look like if the people in this community changed their behaviours and made good choices in terms of caring for the environment they live in. Think about transport choices, safe walking and cycling paths, public transport opportunities, management of litter and waste, factories, wildlife, and parks.





Plan a change campaign



AGE **Level 3**
Years 5 & 6

Length of lesson
90 minutes

Learning style
Guided/groups/
independent



Resources

- + **Activity Sheet 7.1 – Plan a change campaign**



WALT

Investigate how active and sustainable travel reduces the impact on the environment.



Learning Outcomes

Students will:

- + Research sustainable travel behaviours that are best for our environment;
- + Plan a campaign to communicate the importance of making sustainable travel choices. Students will choose an effective method of communication for their campaign;
- + Use language effectively to both communicate and educate an audience.



Vocabulary

Persuasive, campaign, awareness, attitude, sustainable, native species, encourage, waste recycling



Lesson Plan 7

Plan a change campaign



Learning Activities

This is a planning task to help embed the learning about sustainable travel choices that are good for our environment. See 'Extra activities' for a possible campaign launch task.

1. Lead a discussion about the concept of a campaign and discuss well-known, age-appropriate campaigns that have been run e.g. The World Wildlife Fund (WWF) NZ campaigns to protect native species including dolphins, fur seals, and land birds such as kiwis. The 'Be a Tidy Kiwi' campaign is another example; aimed at reducing littering and encouraging recycling.

What is the aim of a campaign?

- + To raise awareness of an issue or to inform
- + To change attitudes
- + To change behaviour

2. Provide students with **Activity Sheet 7.1 – Plan a change campaign**. Ask students to complete **task 1** to remind them of the definition of active travel (as discussed in Lesson Plan 1). Then, as a class, read the information about sustainable transport and discuss how this can help the environment (**task 2**).
3. As a class discuss the 'Plan a change campaign' template in **task 3**. Examine each stage of the planning process to spark ideas to enable students to create a campaign plan of their own.
4. Students work in groups or pairs to complete the activity sheet.
5. Students share their campaign plans with the class. After each group shares their campaign, the class can vote on one campaign plan that they like the best.



Extra activities

- + Using the winning campaign plan, students work together to create and then launch the campaign to the school or community. This could be a homework project or a class project later in the year.
- + Some students may want to extend this lesson and research their carbon footprint.

What is a carbon footprint?

A carbon footprint is an estimate of the impact of your lifestyle on the environment. It is the total amount of greenhouse gases (mainly CO₂) released into the atmosphere during your daily activities, such as the transport you use, how you power your home, the food you eat, and what you buy. When you add up the emissions that all these activities produce you have an idea of the impact you have on the planet - small changes can have a big impact in reducing your carbon footprint.



Go to the [Ready Steady Go! homepage](#) for links to a carbon footprint calculator and the changes that you can make to reduce your carbon footprint.





Activity Sheet

Lesson 7

Travelwise

Activity 7.1 – Plan a change campaign

1 Write the following words in the correct spaces to complete the definition of active travel below:

BUS CYCLING TRAIN FERRY JOURNEY PUBLIC

Active travel is a **j**..... which involves physical activity, such as walking,

c..... and scootering. It also includes using **p**..... transport as this usually

involves physical activity to get to and from the **b**..... stop, **t**..... station

or **f**..... terminal.

2 Read the information below – Sustainable transport ideas and tips. Then choose one idea and use it to plan a campaign that could be used to communicate this idea to your school and/or community.

Sustainable transport ideas and tips

Sustainable transport can save you money, improve your health and help the environment. Globally, transport produces about a quarter of carbon dioxide emissions and creates air pollution. The following ideas and tips can help reduce the environmental impact caused by transport:

- + Walk for short trips
- + Cycle or scooter instead of driving
- + Use public transport
- + Consider carpooling
- + Think ahead – bundle a number of small trips into one trip to save fuel



Plan a change campaign

3 Fill in these boxes to create your campaign plan.

What is your key message?

Who is your target audience? Students, drivers or both?

Create a slogan for your message e.g. *'It's cool to bike to school'* or *'Carpool to reduce fuel.'*

What method will you use to communicate your message? What format will you use? Will you create a video, perform a short skit, song/rap for assembly or write a persuasive advertisement for the school newsletter, website, or notice board? Will you use any visual symbols?

Plan a change campaign

Fill in these boxes to create your campaign plan.

How do you get your message heard by your community? What method or channel will you use? For example, you could invite people in your community to an assembly, put your advertisements in local newspapers, make placards and take your message to the streets of your local area.

What resources do you need to create your campaign? What equipment do you need? Who do you need to help you deliver this campaign? Maybe your principal or school community support officer?

How will you know if your campaign was successful? How will you know if your audience understood your message?



4 Write your slogan from your campaign plan on a large piece of paper.

Use bold and colourful lettering. Display your poster in a public area of your school.

Did you know?

In 2017 Auckland Transport held the Guinness World Record for the largest human image of a bike – 1,799 people. Students and teachers from Glen Eden Intermediate, Konini Primary, Oratia Primary and Kaurilands Primary schools joined together to make the bike. This is an example of a successful campaign that created publicity and got people talking!




 Go to the [Ready Steady Go! homepage](#) for the video and news story of the event.

Extra activities

1. Using your plan to guide you, create the campaign and launch it at your school or in your community.
2. Research your carbon footprint.

What is a carbon footprint?

A carbon footprint is an estimate of the impact of your lifestyle on the environment. It is the total amount of greenhouse gases (mainly CO₂) released into the atmosphere during your daily activities, such as the transport you use, how you power your home, the food you eat, and what you buy. When you add up the emissions that all these activities produce you have an idea of the impact you have on the planet – small changes can have a big impact in reducing your carbon footprint.

 Go to the [Ready Steady Go! homepage](#) for links to a carbon footprint calculator and the changes that you can make to reduce your carbon footprint.



Wheels Day



AGE **Level 3**
Years 5 & 6

Length of lesson
School choice

Learning style
Guided/groups/
independent



Resources

- + Your Auckland Transport Community Transport Coordinator can assist you to plan and run an event that works for your school. They can also provide some of the equipment (e.g. ramps, cones, mats and road signage) to support your event.
- + Students will need access to bikes/scooters and helmets
- + Wheels Day promotional poster



WALT

Master basic bike/scooter skills, practise bike/scooter maintenance and identify and manage potential road hazards and risks to ensure safe active travel.



Learning Outcomes

Students will:

- + Identify clothing, equipment and behaviours that help make them a safe scooter and bike rider;
- + Identify safety features of a scooter/bike and learn a basic safety check to perform before scootering/cycling;
- + Identify the scootering and cycling hazards they may encounter both in the school grounds and in environments outside of the school grounds;
- + Describe how scooter/bike users should behave around pedestrians and other scooter/bike users to ensure everyone's safety;
- + Compare and contrast the risks they face and the risks they create as a scooter/bike user;
- + Explain the causes (physical and behavioural) and the effects of each of these risks and understand how to minimise or prevent them;
- + Demonstrate safe scootering/cycling in controlled situations on school grounds;
- + Practise motor skills involved in balancing, steering, stopping, and negotiating hazards.



Lesson Plan 8

Wheels Day



Learning Activities

1. Students take part in a fun event on school grounds (usually on concrete courts), organised and run by the teacher(s) with support from the Community Transport Coordinator and possibly student leaders. This is a flexible, fun session to encourage students to travel actively by wheels to school and to promote health and fitness. The session could include:
 - + Helmet checks
 - + Fitting a helmet correctly
 - + Bike skills and safety
 - + Cycling games (How slow can you go?/time trials)
 - + Obstacle courses (cones, jumps, ramps)
 - + Combination relays (teams made up of each mode of wheel transport)
 - + Bike maintenance checks
 - + Road safety training course – with traffic lights, stop signs, crossings
 - + Spot prizes



Go to the [Ready Steady Go! homepage](#) for 'Kids learn to ride' videos.

Lesson Plan 8

Wheels Day

Fitting a bike helmet correctly (2-4-1 rule)

Did you know?

The law requires all cyclists to wear a bicycle helmet when riding a bicycle.



Two fingers above your eyebrows to the bottom of your helmet.



Adjust the straps so the sliding clips sit right underneath the ear lobe, and the straps form a 'Y' shape.



The chin strap should not be able to be pulled up and over your chin.



1. Unclip the buckle.
2. Ensure the helmet is the right way around.
3. Place the helmet on your head so that it sits flat with a two-finger width gap between the eyebrows and the helmet rim.
4. If the helmet has an adjustable cage at the back, tighten it so that the helmet is snug.
5. Adjust the side straps, checking that there is no fraying or twists. On each side there is a clip which should sit right beneath the earlobe, forming a 'Y' shape on each side.
6. Tighten up the chin strap and clip the buckle. You should be able to fit one finger between your chin and strap (2-4-1).

The ABCD Quick check

Check your bike every time you go for a ride, but especially if you haven't ridden it for a while. It's simple – every time you ride you just have to remember your **ABCD Quick check**.

- A. Air** Check that you have air in your tyres.
- B. Brakes** Check each brake by wheeling the bike forward and squeezing the brakes one at a time.
- C. Controls** Check the chain, pedals and handlebars. The chain should be black or silver, not rusty. The pedals should spin freely. The headset should be tight so that the handlebars do not move independently of the wheel.
- D. Drop** Drop the bike gently from a height of about 10cm and listen for any unusual rattles or creaks.
- Quick** Check that the quick release levers are all closed securely.



Share your knowledge



AGE **Level 3**
Years 5 & 6

Length of lesson
60 minutes
plus sharing time

Learning style
Groups/independent



Resources

- + **Activity Sheet 9.1 – Make a booklet and share your knowledge**
- + Plain paper, coloured pencils, stapler, glue, scissors



WALT

Share important knowledge with younger children to help keep them safe and healthy (Taha whānau).



Learning Outcomes

Students will:

- + Develop techniques to read aloud to younger children to create meaning and engage their audience;
- + Develop leadership skills by sharing their knowledge about the benefits of safe, active travel with younger children.



Vocabulary

Reading techniques, expression, engage, author, illustrator, character




Lesson Plan 9

Share your knowledge



Learning Activities

1. Read a short paragraph from a picture book of your choice to the class. Firstly, read it in a quiet voice that lacks expression, without showing students the pictures. Ask students what they thought about your reading and why it wasn't engaging.
2. Read the paragraph again after introducing the book to the class. Use a strong voice, expression, a good pace, show the illustrations, and ask questions about the text/illustrations. Discuss with the class the different reading techniques you used the second time and identify what engages your audience. (See 10 tips for reading to children).
3. Provide the students with **Activity Sheet 9.1 – Make a booklet and share your knowledge**. Students design and create a booklet that they will read to juniors. They will select and cut out (road safety, health/wellbeing and environmental) statements provided in their activity sheet, glue them on to paper to make a booklet and illustrate each page. Alternatively, they could write out the statements. Students can make a booklet using A4 paper and a stapler or tape.
4.  Go to the [Ready Steady Go! homepage](#) for a video of how to make three different booklets.
5. Schedule a time for students to read their booklets and share their knowledge with junior students.
6. Display the booklets in the school library so that all students in the school can enjoy reading the important information that helps keep them safe and healthy.



Extra activity

Students research some interesting facts about the effects of transport on the environment and personal health and add these facts and/or illustrations to their booklet.

Lesson Plan 9

Share your knowledge



10 tips for reading to young children

- 1. Preview the book:** Read the book at least once beforehand to make sure that there are no surprises that might trip you up as you read.
- 2. Prepare a comfy and roomy read-aloud area:** It's important that your area is large enough for everyone to see and sit comfortably.
- 3. Introduce the book:** Look at the book cover together and ask children to guess what they think the book might be about. Name the author and illustrator to reinforce the concept that people write books and draw images to illustrate the story.
- 4. Notice how you hold the book:** Children need to see the illustrations, so be sure that the book is wide open and held to your side so that you can read the story and share it at the same time.
- 5. Give it all you've got!** Dramatic and fun sound effects, hand motions, facial expressions, and changes in tone bring the story to life for the audience.
- 6. Involve your listeners:** If it suits the content of the book, give children a line to repeat, a hand motion, or a sound effect that they can add at the appropriate time.
- 7. Help children see the story:** Point out details in illustrations and characters to help children become keen observers and discuss what they notice.
- 8. Invite children to use their senses:** Help children imagine sounds, smells, tastes, physical sensations, emotions and sights. Every so often, stop and ask children to pretend to use their senses to explore a part of the story: "What do you think you could hear on a busy road? What do you think you would feel when you cycled fast down a hill?"
- 9. Develop ways to respond to questions:** Children love to ask questions while you are reading. Some questions are important and need to be answered right away to understand the story. Other questions will be answered in the story itself. Stopping too often will break up the flow of the story.
- 10. Make time for discussion:** Children love to talk about a book that you've just read. Ask the children questions to start a discussion.



Activity Sheet


Lesson 9

Travelwise

Activity 9.1 – Make a booklet and share your knowledge

1 Make a booklet.

Share your knowledge about the benefits of safe, active travel by creating a booklet that you will read to juniors.

- + Read through the messages provided on road safety and the health/wellbeing and environmental benefits of active travel. Choose the number of messages and pages you would like to include in your booklet. You can have one or more messages per page; it is up to you!
- +  Go to the [Ready, Steady, Go! homepage](#) for a video of how to make three different booklets.
- + Cut out each of the messages you choose and glue them onto the pages of your booklet.
- + Illustrate each page. Remember to use lots of colour and detail. You will need to design a cover with a title and don't forget to write the author's name!

Road safety messages for active travel

Always wear your helmet when cycling or scootering and make sure it is correctly fitted.

If there is one, always use the pedestrian crossing (zebra, kea or signalised) to get safely across the road.

When you are waiting at the bus stop, wait as far back from the road as possible and stay alert.



Stop, Look, Listen before crossing a driveway. Stay alert. Look and listen for cars driving out of a driveway.

Be bright, be seen, wear bright-coloured clothes or a high-vis (high visibility) vest when cycling or scootering so that traffic can see you.

Car parks can be busy and dangerous. Stop, Look, Listen for moving cars and look out for white reversing lights. Walk, don't ride, your bike or scooter in car parks.



See the next page for the other statements.
Cut these out and use to make your booklet.



Environmental facts and benefits of active travel

About half a million Kiwi students drive or are driven to school each day. That's a lot of cars on the road!

Walking, cycling or scootering to school helps to make the roads safer and less busy.

Cars create air pollution which is not good for our health or the health of the planet.



Fewer cars on the road means less traffic danger around schools.

Choose to cycle short distances rather than take a car. Cycling doesn't create air pollution and you don't have to look for car parks. Did you know that 10 to 20 bikes can park in just one car space?

Walking to school doesn't cost you or the environment a thing!



Health/wellbeing facts and benefits of active travel

Did you know that the heart is the hardest working muscle in your body and is the size of your clenched fist?

Did you know that you have more than 600 muscles in your body?

Muscles, bones and joints grow stronger with exercise.



Walking to school with a friend is fun – friendship is good for keeping you healthy and happy.

Walking, cycling or scootering to school helps you concentrate and learn better... for the whole day!

You sleep better at night with regular exercise.



- 2 Read 10 tips for reading to young children below. Practice reading your booklet aloud to your classmates. You're now ready to read your booklet to junior students.



- 1. Preview the book:** Read the book at least once beforehand to make sure that there are no surprises that might trip you up as you read.
- 2. Prepare a comfy and roomy read-aloud area:** It's important that your area is large enough for everyone to see and sit comfortably.
- 3. Introduce the book:** Look at the book cover together and ask children to guess what they think the book might be about. Name the author and illustrator to reinforce the concept that people write books and draw images to illustrate the story.
- 4. Notice how you hold the book:** Children need to see the illustrations, so be sure that the book is wide open and held to your side so that you can read the story and share it at the same time.
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- 6. Involve your listeners:** If it suits the content of the book, give children a line to repeat, a hand motion, or a sound effect that they can add at the appropriate time.
- 7. Help children see the story:** Point out details in illustrations and characters to help children become keen observers and discuss what they notice.
- 8. Invite children to use their senses:** Help children imagine sounds, smells, tastes, physical sensations, emotions and sights. Every so often, stop and ask children to pretend to use their senses to explore a part of the story: "What do you think you could hear on a busy road? What do you think you would feel when you cycled fast down a hill?"
- 9. Develop ways to respond to questions:** Children love to ask questions while you are reading. Some questions are important and need to be answered right away to understand the story. Other questions will be answered in the story itself. Stopping too often will break up the flow of the story.
- 10. Make time for discussion:** Children love to talk about a book that you've just read. Ask the children questions to start a discussion.



Summative quiz and evaluation



AGE **Level 3**
Years 5 & 6

Length of lesson
60 minutes

Learning style
Independent



Resources

- + **Activity Sheet 10.1 – What do you know about active travel?**
- + **Activity Sheet 10.2 – Self-evaluation**
- + Online teacher evaluation
- + Student certificates



WALT

Understand and remember that safe, active travel benefits both our personal health/wellbeing, as well as our environment. We can share this knowledge with others to help keep them safe and healthy too (Taha hinengaro, Taha tinana, Taha whānau).



Learning Outcomes

Students will:

- + Complete a summative quiz about the benefits of safe, active travel;
- + Reflect on the Ready Steady Go! programme and identify personal strengths and areas for development;
- + Set realistic goals for future active journeys to and from school.



Vocabulary

Summative quiz, self-evaluation, reflection



Online teacher evaluation

Your feedback is important to us. Go to the [Ready Steady Go! homepage](#) to complete the short teacher evaluation form.



Lesson Plan 10

Summative quiz and evaluation



Learning Activities

1. Provide students with **Activity Sheet 10.1 – What do you know about active travel?** quiz and **Activity Sheet 10.2 – Self-evaluation**. Students work independently to complete the quiz and self-evaluation. It should take about 30 minutes to complete.
2. Afterwards, guide a class discussion about the Ready Steady Go! programme. What activities did the students enjoy? What did they find difficult? What is something the students found interesting that they didn't know before? What did they like about sharing their knowledge with the junior students?
3. Ask each student to share with the class their individual goals for future active school journeys.
4. Complete and award the students with a Travelwise certificate for taking part in the Ready Steady Go! programme.

Answers

Activity Sheet 1.1 – What do you know about active travel? (Quiz)

- | | |
|--|--|
| 1. Walking, cycling, scootering, skateboarding, roller skating | 7. Beats Per Minute |
| 2. Bus, train, ferry, tram | 8. Oxygen |
| 3. Leave, helmet, stopped, either, cars, walk, road, look, reversing, stop, driver | 9. See image on Activity Sheet 4.2 – Your muscles |
| 4. B, D, F, H | 10. C |
| 5. A, C, F, H | 11. B |
| 6. B, D, F, H | 12. C |



Extra activity

Students create a graffiti-style wall of their personal goals for future active school journeys. This could be done on large poster paper.





Activity Sheet

Lesson 10

Travelwise

Activity 10.1 – What do you know about active travel?

Complete the following quiz:

1 Active travel is a journey that involves physical activity. List **three** types of active travel:

1. 2. 3.

2 Public transport counts as active travel because you have to walk or cycle to the pick-up and drop-off points. Name **three** types of public transport:

1. 2. 3.

3 Fill in the missing word to complete these important safety rules or advice:

+ Always wait for the bus to **l**..... the bus stop before crossing the road. Stop, Look, Listen, be alert.

+ Always wear your **h**..... when cycling or scootering and make sure it is correctly fitted.

+ Stay alert when crossing railway tracks. Trains move very fast. You can't hear them until it's too late.

Only cross at the barriers or level crossing when the lights and bells have **s**.....

Look both ways, trains can come from **e**..... direction.

+ Car parks can be busy and dangerous. Stop, Look and Listen for moving **c**..... and watch for reversing lights. **W**..... your bike or scooter in car parks.

+ At the bus stop, stay as far back from the **r**..... as possible.

+ Stay alert. Stop, **L**....., Listen before crossing a driveway. Watch for **r**..... lights.

+ Stop, Look, Listen before crossing a road. At a pedestrian crossing, wait until cars come to a complete

s..... and then make eye contact with the **d**..... so they know you are about to cross.



4 Circle four of the statements below that describe how active travel benefits our mental health:

- A. 10 to 20 bikes can park in one car space
- B. Being active can improve concentration and learning
- C. Earth's temperature has risen 1°C over 200 years
- D. You sleep better at night with regular exercise
- E. Transport produces a quarter of global carbon dioxide (CO₂) emissions
- F. Exercise is a stress buster!
- G. Your knee is the largest and most complex body joint
- H. Active people feel good and are happier

5 Circle four of the statements below that describe how active travel benefits our physical health:

- A. Being active makes your heart healthier
- B. Your heart is the size of your clenched fist
- C. Muscles grow stronger with exercise
- D. We each have more than 600 muscles in our body
- E. A third of all car trips in NZ are less than 2km
- F. Physical activity builds healthy bones
- G. Most cars burn fossil fuels which are all non-renewable
- H. Regular exercise helps your joints stay healthy

6 Circle four of the statements below that describe how active travel benefits our environment:

- A. Exercise is a stress buster!
- B. Active travel uses less fossil fuel
- C. People who are fit have stronger immunity
- D. Active travel reduces road congestion
- E. The heart beats about 100,000 times per day
- F. Walking, cycling and scootering don't use any fossil fuels
- G. Petrol and diesel cars contribute to global warming
- H. Active travel produces less air pollution

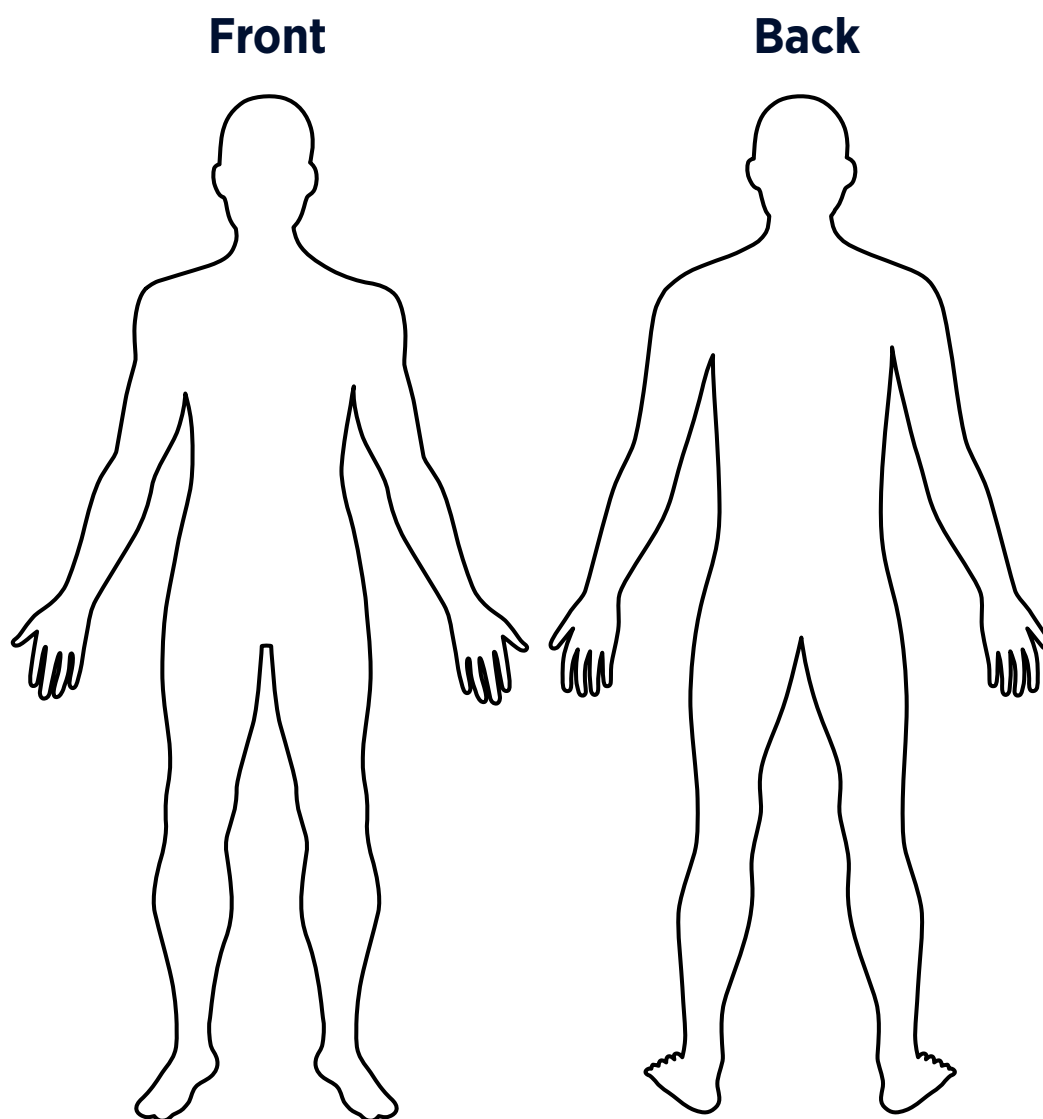


- 7 When we exercise, we can feel our pulse getting stronger and faster. It tells us how fast our heart is pumping. This is called our heart rate. When we measure our heart rate, we measure the BPM.

What does BPM stand for?

- 8 Our heart pumps blood around our body. What does the blood carry to the muscles to help them work well?

- 9 The main muscles used when walking and cycling are our gluteals, hamstrings, quadriceps, and calf muscles. Label these muscles on this diagram.



10 What are fossil fuels? Circle the best answer:

- A. Trees, firewood, paper
- B. Ice, snow, rain
- C. Oil, coal, natural gas
- D. Rock, gravel, sand

11 What produces a quarter of global carbon dioxide (CO₂) emissions? Circle the best answer:

- A. Forests
- B. Transport
- C. Rivers
- D. Farming

12 Most cars currently use refined fossil fuels to power them, releasing carbon dioxide (CO₂) and other harmful gases into the air. What are the names of these refined fossil fuels? Circle the best answer:

- A. Water and oxygen
- B. Carbon dioxide
- C. Petrol and diesel
- D. Electricity



Activity 10.2 – Self-evaluation

Complete this reflection and self-evaluation:

- 1 Rate your enjoyment of the following activities by circling a face for each activity.



I really enjoyed it



It was OK



I didn't enjoy it

Giant jigsaw puzzle



Ready Steady Go! challenge



Outdoor games



Wheels Day



Sharing booklets with juniors



- 2 How well did I do?

I worked well in a team



I listened carefully to instructions



I focused on my work when I worked on my own



I was patient and encouraging with junior students



I feel more confident walking/cycling/scootering to school





3 What activity in the Ready Steady Go! programme did you MOST enjoy?

.....

Why?.....

.....

4 What activity in the Ready Steady Go! programme did you LEAST enjoy?

.....

Why?.....

.....

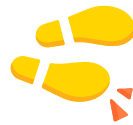
5 Write three benefits of active travel that are most important to you.

1. 2. 3.

6 List two active travel goals that you would like to achieve in the future.

1.

2.





Appendix





WAKA KOTAHI
NZ TRANSPORT
AGENCY

Travelwise
Ready streets
Go!

STOP, LOOK, LISTEN

Train Station

LOOK FOR TRAINS

BUS STOP

Metro

SEAVIEW SCHOOL

SCHOOL

STOP

STOP

FISH AND CHIPS

RFG124

1 REVR5



READY, STEADY, GO!

A fun new programme for schools,
developed by Auckland Transport
www.AT.govt.nz/readysteadygo

The Travelwise team has been supporting schools for more than 15 years by promoting active travel (walking, cycling, and scootering), providing safer facilities for all road users and reducing the number of vehicles driving to and from schools.

Ready Steady Go! is a series of lessons for Year 5 and 6 students that teaches the health and environmental benefits of active travel. It covers safe walking and cycling skills and offers a Wheels Day to give your child the practical skills and confidence to ride a bike or scooter safely. We want to support all Auckland students to become safe, responsible, and independent pedestrians and cyclists.

HOW YOU CAN SUPPORT YOUR CHILD

The **How far can you go?** challenge is an important part of this programme. Students will plan a safe active travel journey to and from school and set an active travel goal for the term. They will track their progress in a travel log that they will share with you and ask you to sign. We hope that you will support them to reach their goal.

We know it's not always possible to avoid using the car on the school run, but more than half of NZ students travel to school by car which has a huge environmental impact. Even if you cut your car journeys to school by a few times a month, you're making a significant reduction in congestion and emissions. Walking and cycling is healthier, greener, cheaper, and often quicker. Or consider a car/walk option for the school run.

For more information including advice, support, and bike courses for you and your whānau, go to www.AT.govt.nz/readysteadygo and if you have any queries about Ready Steady Go!, please contact your classroom teacher.



HOW FAR CAN YOU GO?

OUR CLASS GOALS

Each WEEK our class aims to achieve a total ofkm of active travel.

This TERM our class aims to achieve a total ofkm of active travel.

By the end of TERM our class aims to reach the destination of

HOW DO YOU GET TO SCHOOL?



HOW FAR IS..?

The Sky Tower to Wellington is 845km

The Sky Tower to Bluff is 1975km

	WEEKLY GOAL What is the class goal for TOTAL km travelled?	DESTINATION GOAL Where do you want to be by the end of the week?	ACTUAL KM ACHIEVED What was the TOTAL km travelled this week?	ACTUAL DESTINATION Where are you now on the map?
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				

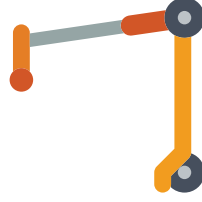
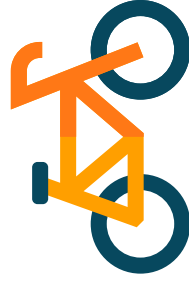




Travelwise

Congratulations

**For working with your class to keep yourself,
your community and the planet healthy and safe!**

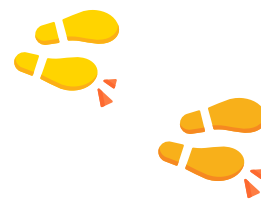


Signed: Date:





Notes

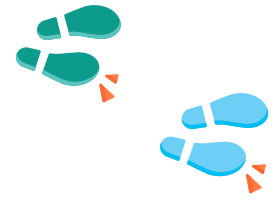


Series of horizontal dotted lines for writing notes.





Notes



Handwriting practice lines consisting of 15 horizontal dotted lines.





Printed by Auckland Council using sustainable Forest Stewardship Council sourced paper.



