



## How far can you go?



**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 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 the safest and easiest 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 NZ towns and cities and set a class destination goal using the total class (active travel) kilometres that they aim to achieve.



### Vocabulary

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

## 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 (instructions, setting goals and recording results). Choose a space to display the **poster map of NZ** on your classroom wall, this is for your class to keep.
2. Using Google Maps, students research the distance between their home and school, choosing the safest and easiest route. This could be a homework activity the night before.
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 am and pm 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. The poster map is wipe clean and for use with water-based white board markers only.
7. Discuss the importance of staying motivated in order to work as a team to reach their final destination on the poster map by the end of the term.
8. 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/caregivers. They need to ask their parents/caregivers to sign off on their goal in order to participate in the class challenge.
9. 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.
10. Remind students that they will need to ask their parents/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/caregivers.

## 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 or track 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.



## READY, STEADY, GO!

A fun new programme for schools,  
developed by Auckland Transport  
[www.AT.govt.nz/readysteadygo](http://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 *Cycling and Walking* at [www.AT.govt.nz](http://www.AT.govt.nz) and if you have any queries about Ready, Steady, Go!, please contact your classroom teacher.

