



# 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 *
<b>1. The benefits of active travel</b> Active travel benefits our personal health/wellbeing as well as our environment.	<b>Health and PE</b>	<b>A2 Regular physical activity</b> 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.	<b>Taha tinana Physical wellbeing</b> The physical body, its growth, development, and ability to move, and ways of caring for it.
	<b>Science</b>	<b>Nature of science – Participating and contributing</b> 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.	<b>Taha hinengaro Mental and emotional wellbeing</b> 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

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<p><b>2. How far can you go?</b></p> <p>Setting realistic short-term and long-term goals helps us to stay motivated to achieve a specific outcome.</p>	<p><b>Health and PE</b></p>	<p><b>B4 Challenges and social and cultural factors</b></p> <p>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><b>Mathematics</b></p>	<p><b>Geometry and measurement</b></p> <p><b>Position and orientation</b></p> <p>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><b>Geometry and measurement</b></p> <p><b>Measurement</b></p> <p>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><b>Statistics</b></p> <p><b>Statistical Investigation</b></p> <p>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>	



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<b>3. A safe, active journey to school</b> 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.	<b>Health and PE</b>	<b>A3 Safety management</b> Identify risks and their causes and describe safe practices to manage these.	Develop communication skills to work as a team to complete a giant jigsaw puzzle.	
			Study a busy scene and work together to identify 12 specific risky behaviours and explain the risks they see.	
				Identify possible hazards and risks on their journey to and from school and list what they need to do to keep themselves safe.



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<b>4. Exercise keeps us fit and healthy</b> Exercise is important for our physical health as it keeps our heart healthy, and our muscles fit and strong.	<b>Health and PE</b>	<b>B3 Science and technology</b> Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments.	Identify the muscle groups that are used when walking and cycling.	<b>Taha tinana Physical wellbeing</b> The physical body, its growth, development and movement, and ways to care for it.
			Understand that the heart is a muscle too and it needs regular exercise to stay strong.	
	<b>Mathematics</b>	<b>Statistics – Statistical investigation</b> 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.	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 then interpret the information to make valid conclusions.	



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<b>5. Exercise makes us happy</b> Exercise is important for mental and emotional wellbeing.	<b>Health and PE</b>	<b>A2 Regular physical activity</b> 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.	<b>Taha hinengaro Mental and emotional wellbeing</b> Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.
			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.	
	<b>English</b>	<b>Speaking, writing, and presenting – Processes and strategies</b> 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.	



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<p><b>6. Active journeys help the environment</b></p> <p>Most forms of transport release harmful gases that increase air pollution and contribute to global warming.</p>	<p><b>Science</b></p>	<p><b>Nature of Science – Participating and contributing</b></p> <p>Use their growing science knowledge when considering issues of concern to them.</p>	<p>Make links between the burning of fossil fuels, exhaust emissions, air pollution and global warming.</p> <p>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.</p>	
	<p><b>The Arts</b></p>	<p><b>L3 Visual Arts Communicating and interpreting</b></p> <p>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.</p>		
	<p><b>English</b></p>	<p><b>Listening, reading, and viewing – Ideas</b></p> <p>Show a developing understanding of ideas within, across, and beyond texts.</p>		



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<b>7. Plan a change campaign</b> Active travel reduces the impact on the environment.	<b>Science</b>	<b>Nature of Science – Participating and contributing</b> Explore various aspects of an issue and make decisions about possible actions.	Research sustainable travel behaviours that are good for the environment.	
	<b>Social Sciences</b>	<b>Place and environment</b> 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.	
	<b>English</b>	<b>Speaking, writing and presenting – Purposes and audiences</b> Show a developing understanding of how to shape texts for different purposes and audiences.	Use language effectively to communicate to and educate an audience.	



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<p><b>8. Wheels Day</b></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><b>Health and PE</b></p>	<p><b>A3 Safety management</b> 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><b>Taha tinana Physical wellbeing</b> The physical body, its growth, development and ability to move and ways to care for it.</p>
			<p>Identify safety features of a scooter/bike and learn a basic safety check to perform before scootering/cycling.</p>	
			<p>Identify the scootering 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><b>B2 Positive attitudes</b> Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.</p>	<p>Compare and contrast the risks they face with the risks they can create as a scooter/bike user.</p>	



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<b>8. Wheels Day</b>	<b>Health and PE</b>	<b>B1 Movement skills</b> 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.	
<b>9. Share your knowledge</b> We have a responsibility to share important knowledge with younger children to help keep them safe and healthy.	<b>English</b>	<b>Speaking, writing and presenting – Purposes and audiences</b> Show a developing understanding of how to shape texts for different purposes and audiences.	Develop techniques to read out loud to young children to create meaning and effect and engage their audience.	<b>Taha whānau Social wellbeing</b> Family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.
		<b>Language features</b> Use language features appropriately, showing a developing understanding of their effects.		
	<b>Health and PE</b>	<b>D4 People and the environment</b> Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.	Develop leadership skills by sharing their knowledge about the benefits of safe, active travel with younger children.	



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<p><b>10. Quiz and evaluation</b></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><b>Health and PE</b></p>	<p><b>A3 Safety management</b> Identify risks and their causes and describe safe practices to manage these.</p>	<p>Complete a summative quiz about the benefits of safe, active travel.</p>	<p><b>Taha tinana Physical wellbeing</b> The physical body, its growth, development, and ability to move, and ways of caring for it.</p>
		<p><b>A2 Regular physical activity</b> Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of wellbeing.</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><b>Taha hinengaro Mental and emotional wellbeing</b> Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.</p> <p><b>Taha whānau Social wellbeing</b> Family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.</p>
	<p><b>Science</b></p>	<p><b>Nature of Science – Participating and contributing</b> Explore various aspects of an issue and make decisions about possible actions.</p>	<p>Set realistic goals for future active school journeys.</p>	
		<p><b>Nature of Science – Participating and contributing</b> Use their growing science knowledge when considering issues of concern to them.</p>		