



## 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 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.

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#### 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

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#### 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 Ikarooa-a-Māui or Te Ikarooa)	
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](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 [www.AT.govt.nz/readysteadygo](http://www.AT.govt.nz/readysteadygo) and if you have any queries about Ready Steady Go!, please contact your classroom teacher.



*Let's go there*

