

Movin' March Learning Resource



Teacher Notes
Suitable Yrs 0-8

Introduction

This resource suggests activities you could do as a **lead-in to Movin' March** to help support students to participate in walking or wheeling to school. This can be followed by the five learning resources on our [Resources and Activities](#) webpage for teachers to explore the benefits of active travel during March.

Fridge prompts for whānau to celebrate the benefits of active travel with weekly themes that match these classroom resources. The themes are: well-being, connecting, environment, confidence and adventure. Bookmarks and calendars will be in your school's Walk or Wheel pack in February, but if you want to download more see [Resources and Activities](#). [Check Movin' March Facebook](#) to direct families to take part in the [Whānau Photo Competition](#).

Introduce the concept of Active Travel

It is about travelling in a physically active way, eg walking, scootering, or cycling, rather than travelling by motorised means which cause congestion and carbon emissions.

Videos from Aotearoa New Zealand and around to world to introduce Movin' March:

[Yellow School Boats](#): See how children who live in a remote fishing village in the Philippines travel to school

[On The Way to School Documentary Trailer](#): See how children travel to school from Kenya to Morocco

Compare the past, present and future:

Discuss all the different ways you could travel to school - ways from the past, ways from the present, ways from the future and different ways from around the world. Make a visual display, such as a chart, mind-map, collage, or poster.

Tamariki Tool – compare February data with March in your class:

Teachers can sign up so students can enter on a classroom device how they travelled to school that morning – it's quick, easy and fun for tamariki to use. The data does not identify children and is completely anonymous and secure: <https://tamariki.nzta.govt.nz>.

Collect data for one week in February and then again in March to create graphs that show the difference in how families travel. Looking at the data can lead to further discussions in class such as, is it possible to keep travelling the way we do in March at other times of the year? What makes this easy or hard? How does the way we travel affect our school entrances and what are the consequences of this?

See [Active Travel Action](#) Lesson 4:1 "How are we travelling to school" (p99) for more learning resources to complement use of the Tamariki Tool.