

# INCORPORATING REGULAR PHYSICAL ACTIVITY INTO DAILY ROUTINES TO ENHANCE COLLECTIVE WELLBEING. COLLABORATING WITH OUR WHANAU AND SCHOOL COMMUNITY TO ACHIEVE A GOAL.

## ESSENTIAL QUESTION: IS IT POSSIBLE TO WALK THE LENGTH OF NEW ZEALAND IN ONLY ONE DAY?

### WHAT ARE WE LEARNING?

- Participating in communal events and describe how such events enhance community wellbeing.
- Converting between metric units (and steps) using whole numbers and commonly used decimals.
- Transforming seemingly unachievable health goals into smaller more achievable steps.

### TRY THIS WITH

- Year 5-6
- Students who love hatching a plan.
- Students who struggle to self start.

## find

## apply

## produce

**Why**  
**When**  
**Where**

**Show**  
**Who**  
**Quote**

Cut string to match the individual step length of each student in the class.  
Support students to convert 10 metres into an equivalent number of their own steps.  
Measure a range of objects and distances around the school in the same manner.  
Use Quickapp to reframe school measurements into individual student step statements  
Overlay Quickapp statements such as “The tennis court is 15m wide or 28 Claudia Steps”.  
Design a way to measure physical activity through the day that doesn’t use technology.  
Collate the individual and class data every day.  
Brainstorm 1, 2, 5 and 10 minute activities that students can fit into their day.  
Think about how individuals could change behaviour to increase the overall class activity rate.  
Reflect on the activity measurement system that the class chose. How accurate was it?  
Ask: Could we use technology to more accurately track our individual activity levels?

**Interpret**  
**Connect**  
**Question**

**Analyse**  
**Classify**  
**Translate**

Challenge students to source as many free pedometer apps as they can.  
Use information gained from the previous ‘10m step’ conversions to design a Fair App Test.  
Prompt students to convert their own steps to distance in 10, 100, and 1000 metre distances.  
Find a ‘nontech’ method to check the accuracy of your distances, e.g. a 50m measuring tape.  
Trial the pedometer apps under the class’s fair test conditions.  
Challenge students to “trick” any of the apps.  
Ask: Why do pedometer apps give different totals for the same distance?  
Rank the pedometer apps according to accuracy and recommend a Class Top 5.  
Use the best apps to measure the total daily number of steps for the class.  
Focus on converting overall steps to overall distance.  
Investigate average distance per student.  
Using the class avg steps/student/day, calculate how far down SH1 the class could get on its own.

**Measure**  
**Model**  
**Design**

**Persuade**  
**Value**  
**Give reasons**

Challenge the class to walk the length of NZ in one day.  
Explain that each student must find people willing to ‘donate’ steps to the class for one day.  
Calculate how many people the class will need to succeed in their goal.  
Set a challenge date and establish a class blog to share updates.  
Use the Fact Sheet to work out details including the number of steps and total kms needed.  
Use evite to create an invitation explaining the project (include the blog address) to participants.  
Approach whanau and friends to ‘donate’ their daily steps to the class goal.  
Track the total number of people who have confirmed they will donate to the class target.  
Invite participants to use a pedometer app from the Class Top 5.  
On the day load photographs of people’s pedometer counts as proof of steps taken.  
Count steps taken and convert into kilometres track progress on a google map.



## success criteria

### Students can check they have successfully completed the task by:

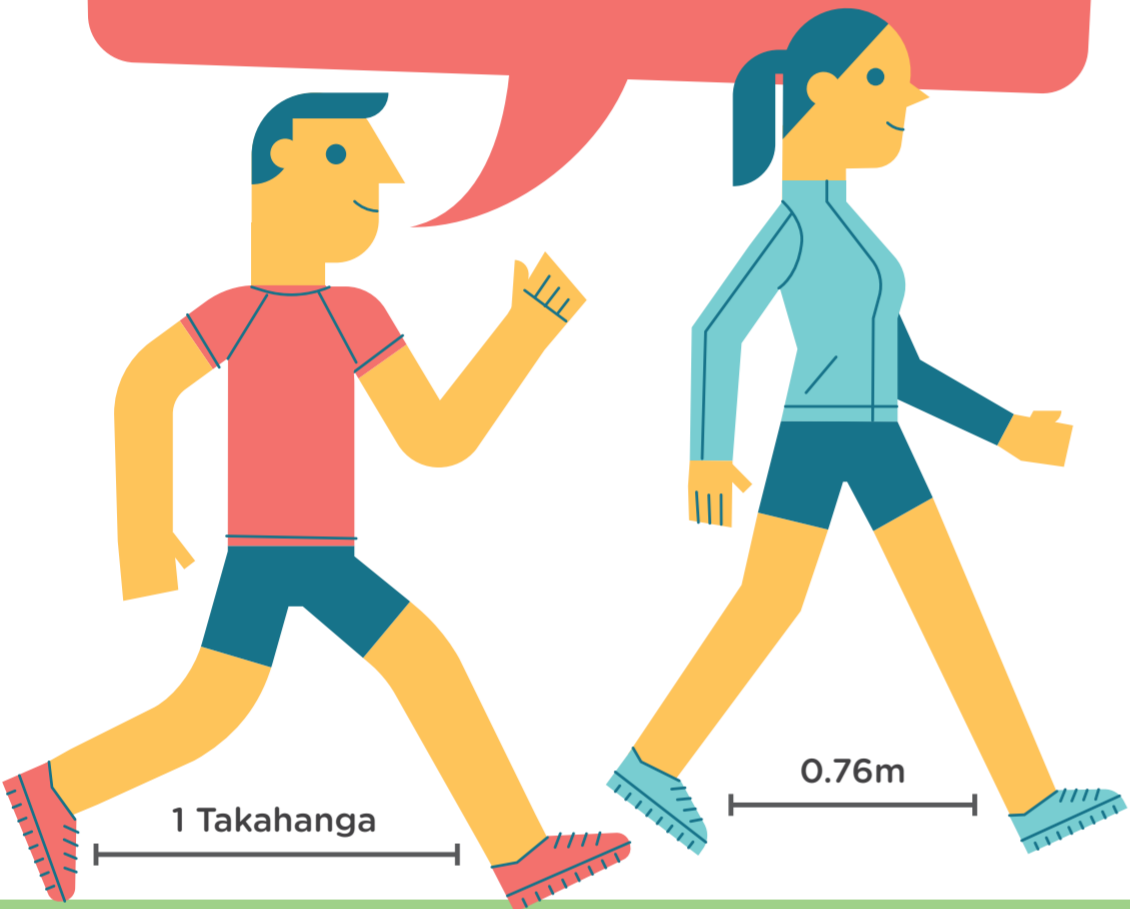
- Categorising personal activities into sedentary, moderate and vigorous.
- Developing a fair test for a pedometer app that results in a Class Top 5.
- Convincing enough people to ‘donate’ their steps to achieve the class goal.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	KEY CONCEPTS
Community engagement Future focus	Community and participation Respect	Managing self Participating and contributing Using language, symbols and text	Health and Physical Education Mathematics	Moderate Participant Accuracy Calibrate	Conversion Fair Test Daily Activity Formal Writing



# KUA TAE TONU TĀTOU?

E hia takahanga rawa e hīkoia ai te hauroa o Aotearoa? E hia takahanga atu anō e haere ai mā te ara autaki?



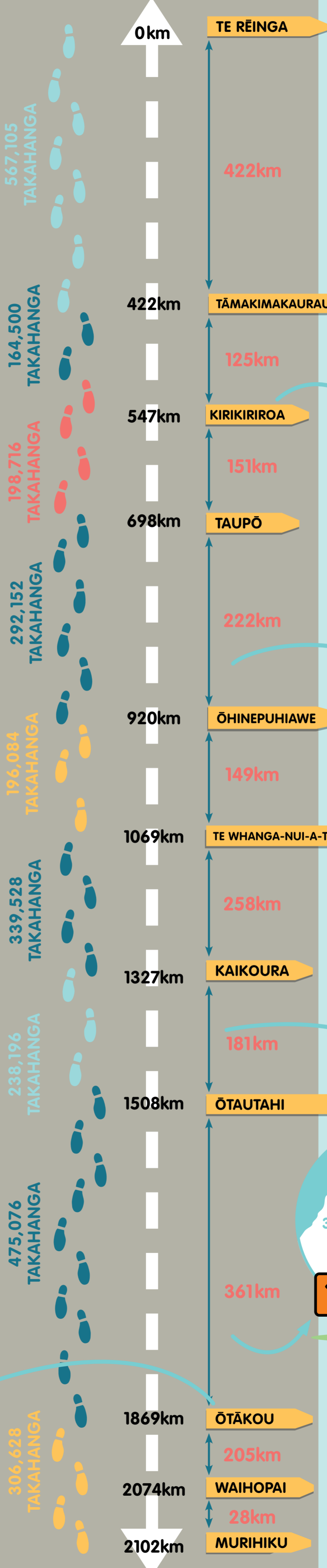
Kia **278** NGĀ TĀNGATA

e hīkoia ai te hauroa o Aotearoa i te rangi kotahi, ki te takahi tēnā me tēnā i te 10,000 e tohua ana mō te rā kotahi.

1,000m = 1km  
0.76m = Roa Wawaenga o te Takahanga  
nō reira kia  $1,000m \div 0.76m = 1316$  Takahanga

ARA REREWE O ŌTĀKOU  
**150km**  
ARA AUTAKI

HUI KATO, E 2,777,985 TAKAHANGA, E 2,102km, TE ROA O AOTEAROA MAI I TE REINGA KI MURIHIKU



KA TAEA E KOE TE PIKI NGĀ TEPE 1103 KATOĀ?

**POUREWA TEITEI**

E 328 TE TEITEI

ARA AUTAKI

E 10,528 TAKAHANGA TE ROA O NGĀ ANA NEI I RARO I TE WHENUA

**ANA O WAITOMO**

Ana o Ruakuri

ARA AUTAKI

19.4KM TE ROA O TE HĪKOI E WHAKAWHITI ANA I TE WHENUA PUĪA

**TONGARIRO**

ARA AUTAKI

3724m, TE MAUNGA TEITEI KATOĀ I AOTEAROA

**AORAKI**

ARA AUTAKI

1200M TE TEITEI AKE I TE TAUMATA MOANA

**ROTOMĀIREWHENUA**

ARA AUTAKI

Ki te 1,316 ngā takahanga a tēnā, a tēnā taurira i te km, ka 196,084 katoa ā rātou takahanga i te 149km.

$1316 \times 149 = 196,084$