

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 ‘notech’ 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:

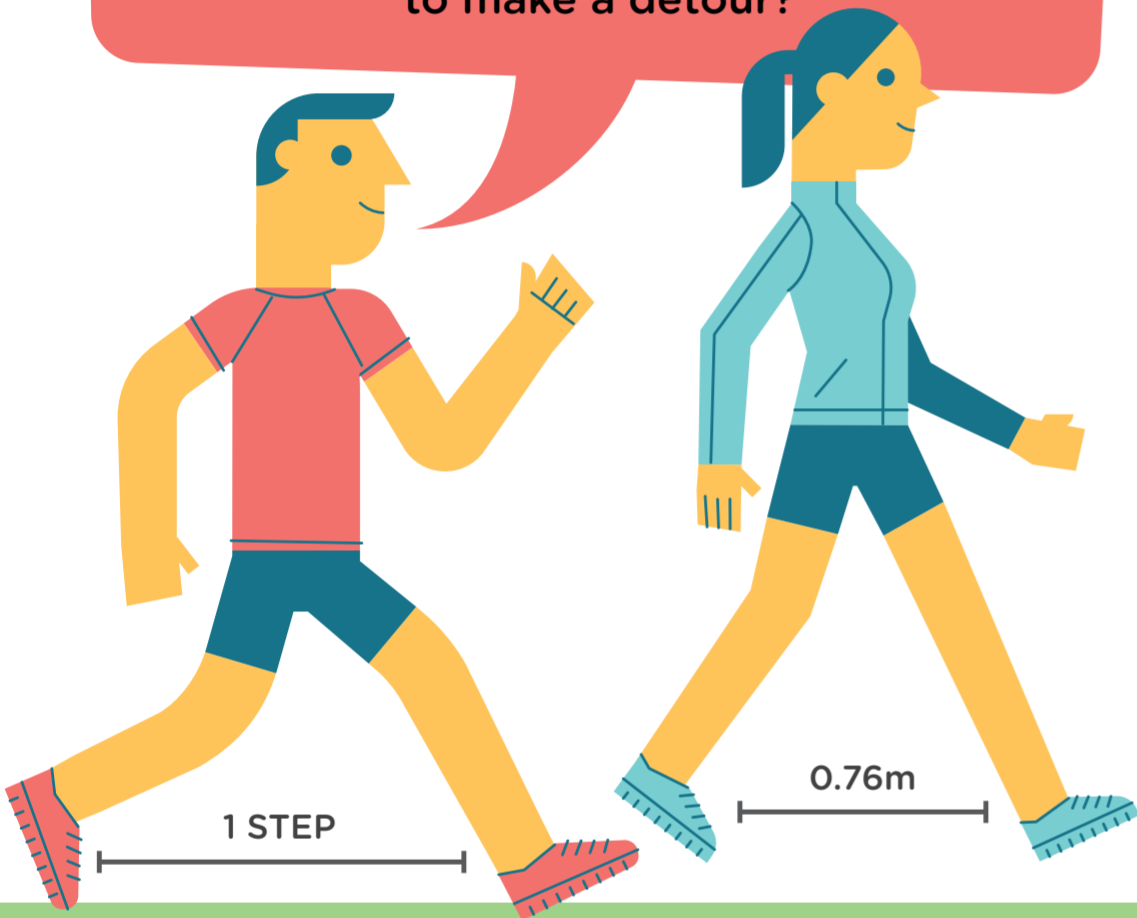
- Categorising personal activities into sedentary, moderate and vigorous.
- Developing a fair test for a pedometer app that results in a Class Top 5.
- Convincing enough people to ‘donate’ their steps to achieve the class goal.

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



ARE WE THERE YET?

How many steps does it take to walk the length of New Zealand? How many additional steps would be needed to make a detour?



IT WOULD TAKE
278 PEOPLE

to walk the length of New Zealand in one day, if they each take the recommended 10,000 steps a day.

1,000m = 1km
0.76m = Average Step Length
therefore
 $1,000m \div 0.76m = 1316$ Steps



THE TOTAL LENGTH OF NEW ZEALAND FROM CAPE REINGA TO BLUFF IS 2,777,985 STEPS AND 2,102km

567,105 STEPS

164,500 STEPS

198,716 STEPS

292,152 STEPS

196,084 STEPS

339,528 STEPS

238,196 STEPS

475,076 STEPS

306,628 STEPS

0km

CAPE REINGA

422km

AUCKLAND

125km

HAMILTON

151km

698km

TAUPO

222km

920km

BULLS

149km

1069km

WELLINGTON

258km

1327km

KAIKOURA

181km

1508km

CHRISTCHURCH

361km

DUNEDIN

205km

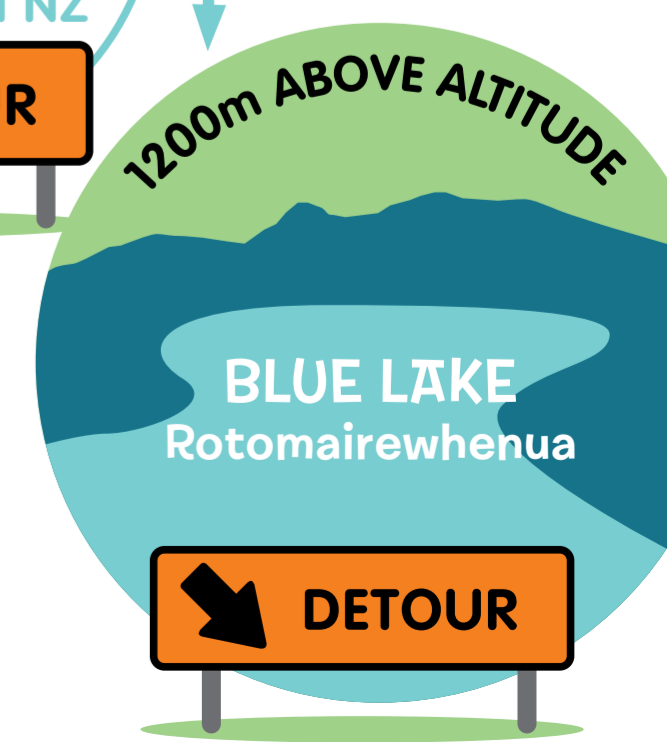
INVERCARGILL

28km

BLUFF

2074km

2102km



If each student takes 1,316 steps per km, they will take 196,084 steps to walk 149km.

$$1316 \times 149 = 196,084$$