

Feet First term 2: walking and exploring

Updated 2023



Key understanding: Walking benefits people, places and our planet.

Driving question: Walking – what difference can I make?

- Define walking.
- Explain the benefits of walking.
- Predict how using sustainable transport such as walking might improve people, places and the planet.

Activity 2.5 Social Science: exploring people and places

Achievement objectives – refer New Zealand Curriculum levels 1-4 social studies.

Example learning intentions

Level One

Define 'place'.

Identify a place in your local area that you walk past each day on your way to school.

Describe this place and its significance to you and your local community.

Sequence the significance of this place to people over a day.

Compare the significance of this local place to different people.

Generalise about the significance of places to people.

Predict the significance of this local place to people in the future.

Level Two

Describe a place you walk past in your local area that influences you.

Explain how it influences you and your life.

Explain how it influences others and their lives.

Sequence the way that people have viewed and used a place over time. Explain how people have influenced an identified place in your local area in the past.

Explain how people influence an identified place in your local area in the present.

Generalise about the way people view and use places.

Level Three

Describe a place you walk past in your local area that is useful to you.

Explain how this place is useful to you and to others.

Compare and contrast how different people view and use this place.

Sequence how different people have used this place over time.

Explain how this identified place was useful to others in the past.

Compare and contrast how different people have viewed and used this place in the past and the present.

Predict how different people might view and use this place in the future.

Level Four

Define exploration and innovation.

Describe a place you walk past in your local area in terms of its earliest discovery.

Describe this place in terms of its development.

Describe the early developers of this place.

Describe this place in terms of its use since discovery and describe the people who have used it.

Sequence the changes in a place and the way people have used a place since its discovery.

Classify the different uses of a place since its discovery.

Compare and contrast the different uses of a place in the past with the present.

Explain how discovery and subsequent changes to a place have provided opportunities and challenges for people.

Compare and contrast the challenges and opportunities provided by the exploration and development of a place.

Predict the challenges and opportunities a place might provide for people, places and environments in the future.

Learning experiences

Select the learning experiences that best match the abilities of your student and that support your learning intentions.

Level One

Define 'place'.

Identify a place in your local area that you walk past each day on your way to school. Photograph and draw this place. Locate this place on a local map of the area.

Explore a place in your local area that you walk past each day on your way to school.

An average person can walk 2 kilometres in half an hour. Identify all the different places you can get to in a half an hour walk from your school or your classroom.

Photograph, video, sketch and draw a place in your local area that you walk past each day on your way to school, or that you can walk to in half an hour. Describe this place.

Create a map of “Half hour places”. Mark each location on a Google Map with a photograph and a description of why it is worth visiting.

Describe the significance of this local place to you and your local community.

Interview people in your local community to find out the significance of this place to different groups.

Invite a local historian or long-time resident to share stories about this identified local place. Capture their stories about local places.

Invite a town planner to share stories about the present of an identified local place.

Sequence the significance of this place to people over a day, e.g. how it is used by people over 24 hours.

Compare the significance of this local place to different people, e.g. how important a local park is to young families, teenagers, the elderly etc.

Generalise about the significance of places to people.

Predict the significance of this local place to people in the future.

Create an online resource where you can share an identified place (a natural or man-made feature) you walk past in your local area. Use digital images, video, drawings, local history, stories, interviews, links to articles in local media latitude and longitude etc, to bring in information that captures the identified place.

Level Two

Explore a place that you walk past each day on your way to school that influences you.

Photograph, video, sketch and draw this place. Describe it.

Explain how an identified place in your local area influences you and your life.

Survey your local community to find out how this place influences others.

Collect stories about this place from others in the local community.

Explain how an identified place in a local area influences others and their lives.

Sequence the way that people have viewed and used this place over time.

Explain how people influence an identified place in your local area in the present.

Generalise about the way people view and use places.

Create an online resource where you can share “stories about the influence of a place we walk past” and encourage others to add comments, responses and stories of their own. Use digital images, video, drawings, local history, stories, interviews, links to articles in local media, latitude and longitude etc, to bring in information that captures the identified place.

Level Three

Explore a place you walk past in your local area that is useful to you.

Photograph, video, sketch and draw this place. Describe it.

Explain how this identified place is useful to you.

Survey your local community to find out how this place is useful to others.

Collect stories about the usefulness of this place from others in the local community.

Invite a local historian, long-time resident, and town planner to share stories about the ways people have used an identified local place.

Compare and contrast how different people view and use this place.

On a timeline sequence how different people have used this place over time, e.g. use over a 24 hour period.

Compare and contrast how different people view and use this place in the present.

Predict how different people might view and use this place in the future.

Create an online resource where you can share “stories about the uses of a place we walk past” and encourage others to add comments, responses and stories of their own. Use digital images, video, drawings, local history, stories, interviews, links to articles in local media, latitude and longitude etc, to bring in information that captures the identified place.

Level Four

Define ‘exploration’ and ‘innovation’.

Identify a place you walk past in your local area.

Invite a local historian, long-time resident, and town planner to share stories about the ways people discovered and developed an identified local place.

Describe this place in terms of its earliest discovery. Describe the early explorers of this place.

Map the explorers’ journey before and after they discovered an identified local place.

Describe this place in terms of its development.

Describe the early developers of this place.

Describe this place in terms of its use since discovery.

Describe the people who have used this place since its development.

List the changes in development of a place since its discovery.

Sequence the changes in a place and the way people have used a place since its discovery.

Find early maps of your local area and map the changes to an identified place since its discovery.

Classify the different uses of a place since its discovery.

Compare and contrast the different uses of a place in the past with the present.

Explain how discovery and subsequent changes to a place have provided opportunities and challenges for people.

Predict the challenges and opportunities that further exploration of this place might provide for people, places and environments in the future.

Imagine that you are an explorer who has just discovered this place. Create an exploration report, profiling your discovery and the opportunities and challenges it provides, that you can upload to an online “places we walk past” exploration database. Include recommendations for future use of the place.

Discuss the proposition that ‘space’ becomes ‘place’ through walking”.

Assessment

Learning area: social sciences

	I can identify several relevant similarities and differences between uses by different people and explain these similarities and differences and make a generalisation.
	I can identify several relevant similarities and differences between uses of a place by different people and explain these similarities and differences.
	I can identify several relevant similarities and differences between uses of a place by different people.
	I can identify a relevant similarity or difference between uses of a place by different people.
	I need help to compare and contrast the uses of a place by different people.

Key competency: thinking

	I can ask complex questions that go beyond the uses of a place by different people and make links to other places.
	I can ask questions that link information relevant to uses of a place by different people.
	I can ask questions that bring in more than one idea relevant to uses of a place by different people.
	I can ask questions that bring in one idea relevant to the uses of a place by different people.
	I need help to ask a question about the uses of a place by different people.

Internet resources

[Te Ara: Māori Pre European Society](#)

[Te Ara: European exploration](#)

[Living Heritage](#)

[Now we're a tourist city: how Wellington buildings tell our story.](#)

[Search Heritage Maps \(Auckland Libraries\)](#)

[Te Ara Early Map of Auckland 1865](#)

[Digital NZ](#)

[Cartographic Collection \(National Library\)](#)

[New Zealand History Online](#)

[Ngā Taonga Sound and Vision \(Film Archive\)](#)

[Learnz](#)

[Auckland Museum Library](#)

[Archives New Zealand](#)

[PapersPast](#) Digitised New Zealand newspapers and periodicals.

[Dictionary of New Zealand Biography](#)

Thinking resources

Complete a paired photograph exercise. Pair photographs from your local area and elsewhere and give explanations for the connections you make.

Complete a cause and effect and human response chart for an identified local place.

Complete an immediate, short term, medium term and long term effects chart for the discovery of an identified local place.

Complete a PMI for the development of a local place.

Distinguish fact from opinion in a media article or resource on the development of a place in the local area.

What if questions

Use these for class and group discussion or writing.

What if places discovered by explorers were not allowed to be developed for 20 years?

What if we could un-discover places?

What if places we walk past changed to suit who we were?

What if we never stayed in one place for more than a day?

What if we were never able to leave the place where we first attended school?

What if you could sell the influence a place has on people?

Activity 2.6 Technology: exploring walking surfaces

Achievement objectives – refer to New Zealand Curriculum Levels 1-4 technological practice and technological knowledge.

Example learning intentions

Level One

Identify a stakeholder (the elderly, pre-schoolers, parents, students) and discover their walking needs and likes for footpaths.

Develop specifications for footpaths or walkways to meet stakeholders' identified needs and likes.

Outline a general plan to support the development of a recreational or directional footpath or walkway in your school or local area.

Identify appropriate steps and resources to meet the specifications identified from the stakeholders' identified needs and likes.

Describe the footpath or walkway you are developing.

Identify the physical characteristics and attributes of the footpath.

Model your walkway to test potential outcomes against identified needs and wants.

Research and apply knowledge and skills in the creation of a walkway to encourage and support walking for your identified stakeholders.

Level Two

Identify stakeholders (the elderly, pre-schoolers, parents, students).

Discover stakeholders' walking footpath needs and likes.

Develop specifications for footpaths or walkways to meet stakeholders identified needs and likes.

Develop a general plan to support the development of a recreational or directional footpath or walkway in your school or local area.

Identifying key stages and resources to meet the footpath specifications identified from the stakeholders' needs and likes.

Explain the footpath or walkway you are developing and describe the physical characteristics it should have. Take into account the need or opportunity provided by the site and the resources available.

Model your walkway to test potential outcomes against stakeholders' identified needs and wants.

Research and apply knowledge and skills in the creation of a walkway to encourage and support walking for your identified stakeholders.

Justify the choice of materials used and their performance properties in relation to the identified stakeholder requirements.

Level Three

Identify stakeholder/s (the elderly, pre-schoolers, parents, students).

Discover stakeholders' walking needs and likes for footpaths.

Develop specifications for footpaths or walkways to meet stakeholders' identified needs and likes.

Develop a general plan to support the development of a recreational or directional footpath or walkway in your school or local area.

Identify key stages and resources to meet the footpath specifications identified from the stakeholders' identified needs and likes.

Describe the footpath or walkway you are developing.

Explain how the footpath's physical and aesthetic characteristics address stakeholders' needs and the opportunities provided by the site and resources available.

Describe the key attributes used to develop the pathway.

Develop criteria to evaluate the outcome of the footpath design project.

Model your path to trial and evaluate potential outcomes against key attributes to select a suitable pathway for development.

Review progress against your plan and identify implications for the outcome development from analysis of strengths, weaknesses opportunities and threats in your plan.

Research and apply knowledge and skills in the creation of the path to encourage and support walking for your identified stakeholders.

Justify the choice of materials used and their performance properties in relation to the identified stakeholder requirements, site requirements and resources available.

Level Four

Identify stakeholder/s (the elderly, pre-schoolers, parents, students).

Discover stakeholders' walking needs and likes for footpaths.

Review how past footpath or walkway developments and resourcing have met stakeholder feedback on likes and needs.

Develop specifications for footpaths or walkways to meet stakeholders' identified needs and likes.

Undertake planning to support the development of a path in your school or local area.

Identify key stages and resources to meet the specifications identified from the stakeholders' identified needs and likes and the effectiveness of past actions and resourcing.

Justify the nature of the path you are planning to develop.

Explain how the footpath's physical and aesthetic characteristics address stakeholders' needs and the opportunities provided by the site and resources available.

Describe the key attributes in stakeholder feedback used to develop the path.

Develop criteria to evaluate the outcome of the footpath project.

Undertake functional modelling of your path to trial and evaluate potential outcomes against key attributes to select a suitable pathway for development.

Evaluate the functional model in terms of how well it addresses stakeholder needs and the opportunities provided by the site.

Review progress against your plan and identify implications for the outcome development from analysis of strengths, weaknesses opportunities and threats in your plan.

Research and apply knowledge and skills in the creation of the path to encourage and support walking for your identified stakeholders.

Justify any modifications of materials chosen and their performance properties in relation to their fitness for purpose to the identified stakeholder requirements, site requirements and resources available.

Learning experiences

Select the learning experiences that best match the abilities of your student and that support your learning intentions.

Exploring Foot Paths and Walkways: Design a footpath to support walking for an identified group.

Investigate a context to develop ideas for feasible outcomes. For example, the context of the challenge “encouraging exploration through walking” is to make walking an attractive option. It has a focus on transforming walkways.

Develop an issue or subset to identify needs and opportunities. For example, the issue in “encouraging exploration through walking” is designing walkways or walking surfaces that invite exploration.

The following tasks will help to further develop the context and issue.

- Photograph, video, sketch different walking surfaces in your local area.
- Photograph, video, sketch different landscape and cityscape views from the different walking surfaces in your local area.
- Describe the physical composition, colours, textures, length, width, visibility from the road, straight or winding path taken, materials used, incline, visible features, connectedness to other walkways, proximity to traffic, seating available, street art, planting and vegetation, presence of steps etc of local walkways.

Invite a local concrete contractor, landscape architect, town planner, or landscape designer to talk about the walkways in your local area.

Identify a group of stakeholders in your community (pre-schoolers, young people, the elderly etc).

Interview or survey people in your community to find out:

- what they like and dislike about existing walkways
- what would make them want to walk on a pavement or walkway
- what would support them when they went walking
- what frightens them when they are walking on a footpath or walkway
- what makes them feel safe.

View past and present pedestrian walkways, pavements and walking surfaces from your local community and around the world.

From your stakeholder group interviews, identify a recreational or directional walking need for your design process. To help you do this, categorise the results from the stakeholder interviews and surveys. Use a tree diagram and sticky notes to help you classify.

Review how past footpath and walkway developments and resourcing have met stakeholder feedback on likes and needs.

Develop attributes and specifications for footpaths and walkways to meet stakeholders' identified needs and likes for recreational or directional walking. For example, include attributes for portability, ergonomics, durability, adaptability, reliability, aesthetics and practicality, measurements in terms of length, width, incline, bendiness, depth, visibility between reference points, seating per unit of distance walked etc.

Create a Google Map showing the route of your proposed pathway. Embed this proposed pathway map in a webpage. Share your design with stakeholders and the wider community and collect suggestions that will allow you to modify your design if necessary.

Outline a general plan to support the development of a recreational or directional footpath or walkway in your school or local area.

Identify and sequence appropriate steps and resources to meet specifications.

Identify and sequence key stages and resources to meet the specifications identified from the stakeholders' identified needs and likes. [Gantt Chart]

Describe the footpath or walkway you are developing and identify the physical characteristics it should have.

Make a series of concept sketches with a range of options in response to the key attributes like size, length, incline, surface construction shape. Include creative or innovative options that answer and extend the key attributes identified in the design brief. Include detail of shape, use, proportion, size, material, direction, movement, grounding, texture, depth, shadow, construction in your sketch. Annotate the sketches to communicate options and explain your choices.

Develop your concept sketches, drawings and ideas to show changes and choices in your walkway. Synthesise all the ideas and options in a summary or final drawing. Justify the choice of detail, proportion, materials, shape, construction method etc.

Explain how the physical and aesthetic characteristics of your planned walkway will address stakeholder needs and the opportunities provided by the site and resources available.

Justify the choice of materials used and their performance properties in relation to the identified stakeholder requirements.

Describe the key attributes used to develop the pathway and criteria used to evaluate the outcome, for example ergonomics, durability, adaptability, safety, reliability, aesthetics, practicality.

Model your pathway to test potential outcomes against the identified needs and wants of your stakeholders.

Research and apply knowledge and skills in the creation of a pathway to encourage and support walking for your identified stakeholders.

Review progress against your plan and identify implications for the outcome development from analysis of strengths, weaknesses opportunities and threats in your plan.

Research and apply knowledge and skills in the creation of the pathway to encourage and support walking for your identified stakeholders. Justify the choice of materials used and their performance properties in relation to the identified stakeholder requirements, site requirements and resources available.

Justify the nature of the footpath you are planning to develop and explain how its physical and aesthetic characteristics address stakeholders' needs and the opportunities provided by the site and resources available.

Undertake functional modelling of your pathway to trial and evaluate potential outcomes against key attributes to select and suitable pathway for development.

Evaluate the functional model in terms of how well it addresses stakeholder needs and the opportunities provided by the site.

Incorporating stakeholder feedback, evaluate the prototype outcome's fitness for purpose in terms of how well it addresses the need or opportunity. For example, use the matrix diagram created against key attributes to evaluate how well the outcome meets measures of safety, energy use, portability, ergonomics, durability, adaptability, reliability, aesthetics, practicality, environmental sustainability.

Review progress against your plan and identify implications for the outcome development from analysis of strengths, weaknesses opportunities and threats in your plan.

Research and apply knowledge and skills in the creation of the pathway to encourage and support walking for your identified stakeholders.

Assessment

Learning area: technology

	I can identify several relevant attributes of a local walkway, link these and make a generalisation.
	I can identify several relevant attributes of a local walkway and link these.
	I can identify several relevant attributes of a local walkway.
	I can identify one relevant attribute of a local walkway.
	I need help to describe a local walkway.

Key competency: participating and contributing

	I can participate and contribute by evaluating the overall progress of the design project and the contributions of individuals, predicting what strategies and steps are needed to progress the design project and co-ordinating the group effort to achieve this.
	I can participate and contribute by watching what others are doing and deciding what I can do to help design a public walkway.
	I can participate and contribute by following what others are doing when designing a public walkway.
	I can participate and contribute with others when told what to do when designing a public walkway.
	I need help to participate and contribute to a group project to design a public walkway.

Internet resources

[Technology \(Revised 2017 NZC learning area\)](#)

[Technology online \(TKI\)](#)

[Science Learning Hub](#)

[Pedestrian network guidance \(Waka Kotahi\)](#) Best practice for planning, designing and creating walkable communities throughout New Zealand.

[Streets for people \(Waka Kotahi\)](#)

[Safe path to Whakarongo School opened \(Stuff\)](#)

[Wainui walking and cycling path makes students safer \(Waka Kotahi\)](#)

[The Coastal Walkway at Hobsonville Point](#) Example of a new walkway during urban development.

[Is this Auckland's worst footpath? \(Greater Auckland\)](#)

[The 6 Best City Walks in the World](#)

[NACTO design guides](#)

Thinking resources

Complete a PMI on a local pathway.

Brainstorm all the attributes of a recreational walkway.

Which should come first: the pathway or the people?

Compare and contrast a recreational pathway with a directional pathway.

If pavement is the answer what is the question?

What if questions

Use these for class and group discussion or writing.

What if pavements and walkways were built for friendship and conversations with others?

What if pavements told stories on their surfaces?

What if pavements were maps with colour coded lines telling you where to go?

What if the surface of walkways changed in colour, texture or incline every few metres like the surfaces on the land?