

# Feet First term 4: walking and helping our planet

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 4.1 English: argument writing

Achievement objectives – see New Zealand Curriculum levels 1-4 speaking, writing and presenting.

### Example learning intentions

Define 'argument writing'.

Describe common features of argument writing.

List contexts when this writing genre will be needed.

Sequence common stages in a piece of argument writing.

Compare and contrast 2 pieces of argument writing.

Analyse the relevant deep and surface features of a piece of argument writing.

Create a piece of argument writing. Use the conventions of argument writing when drafting your writing.

Offer your writing to others for critique. Reflect and act upon the critique offered by others.

Action your argument writing project by testing it with a real audience.

Reflect on the effectiveness of your writing.

## Learning experiences

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

### Can I make a difference by writing?

Define 'argument writing'.

Discuss and collect student ideas about argument.

- What is an argument?
- What do people argue about in the playground?
- What usually happens in an argument?
- How is a written argument different from a spoken argument?
- When have you tried argument to convince someone to do something or let you have something?
- What is an effective strategy when trying to convince someone to agree with you?
- Who tries to argue with you?

List the different things have people tried to persuade you to do since you woke up this morning.

Describe common surface features of argument writing, for example grammatical conventions, spelling.

Describe common deep features of argument writing, for example emotive language, rhetorical questions, inclusive pronouns, repetition and the use of the imperative.

Read exemplars of argument writing. Identify the surface and deep features of argument writing:

[TKI exemplar: argument writing](#)

Collect and read different examples of argument writing in everyday life: letters to the editor, advertising brochures, junk mail and other sources.

Identify features in common to the examples. For example, many arguments start with a clear statement of position, which is followed by three or more reasons in support of the position; each reason is then elaborated and supported with facts, evidence, examples, and the writing finishes with a concluding statement that redefines the original position.

Complete this activity:

[Can you convince me? Developing persuasive writing](#)

Develop an assessment rubric for a piece of argument writing using criteria based on the deep and surface features you have identified.

Identify the different purposes of the argument writing in the exemplars, for example the message conveyed.

Identify the different contexts for argument writing in the exemplars, for example the intended audience.

Compare and contrast two pieces of argument writing. Identify points of similarity and points of difference.

Analyse the relevant deep and surface features of a piece of argument writing. What would happen to the piece of writing if a named feature was missing? What is the function of that feature in argument writing?

Re-define argument writing. Identify how your understanding of the genre has changed since your first definition.

Create a piece of argument writing on a topic of your choice.

- Identify the message you wish to convey and the intended audience for your writing.
- Use the conventions of argument writing when drafting your writing.

- Plan your content ideas using a PMI (plus minus interesting) chart to identify the reasons to support your proposition and to identify objections to your proposition that you will need to refute.
- Elaborate your reasons and objections using the SEE strategy (statement, explanation and example).
- Self-assess your writing using the argument writing rubric you created earlier.
- Offer your writing to others for critique.

Reflect and act upon the critique offered by others to create a new piece of creative writing to communicate how some aspect of walking helps Planet Earth. Identify the message you wish to convey and the intended audience for your writing. Use the conventions of argument writing when drafting your writing.

Where appropriate, share your argument writing with its intended audience. For example, your letter could be published as a comment on a website, posted or emailed.

Possible contexts for argument writing about walking to help our planet:

- Class blog featuring persuasive writing encouraging your local community to walk together.
- Write to your school's Principal and BOT asking them to adopt your "reduce the cars around the school gate" proposal to encourage families to walk their children to school each day.
- Write to the parents in your school community asking them to build relationships by walking to school.
- Write to the staff members at your school asking them to reduce their carbon footprint by parking several blocks away and walking to school.
- Write a letter to your local council asking them to support the environmental learning of students by helping your school monitor the changes in particulate pollutants in the surrounding environment as increasing numbers in your community start walking.

## Assessment

### Learning area: English

	My argument includes a range of objective reasons for or against the proposal, supports these with explanation that includes reliable and valid evidence, and links these reasons and explanations to other ideas.
	My argument includes a range of objective reasons for or against the proposal and supports these with explanation that includes reliable and valid evidence.
	My argument includes objective reasons for or against the proposal and supports these with explanation.
	My argument includes personal reasons for or against the proposal.
	I need help to write argument.

### Key competency: thinking

	I recognise that my point of view is one of many, and that personal bias affects my and others' thinking. I recognise that fact can also be opinion.
	I recognise that my point of view is one of many, and that personal bias affects my and others' thinking. I can distinguish fact from opinion.
	I recognise that my point of view is one of many. I cannot distinguish fact from opinion.
	I need help to distinguish other points of view.
	I distrust the opinions of others.

### Internet resources

[Persuasion \(English online\)](#)

[TKI exemplar: argument writing](#)

[Writing an argument – Learning intention guide \(ARBs NZCER\)](#)

[Can you convince me? Developing persuasive writing](#)

[Battle bars: The Edible argument lesson plan](#)

[Dear Librarian: writing a persuasive letter](#)

### Thinking resources

Complete a PMI on reducing traffic around the school gate.

Use the Y strategy to describe what you see think and feel about the traffic around the school gate.

Classify the consequences of traffic build up outside the school gate into short-term, medium-term and long-term.

Use a fish bone organiser to explore the causes of traffic build-up around the school gates.

Complete a Venn diagram comparing traffic flow outside the school gate and traffic outside another institution where people are dropped off by vehicle.

### What if questions

*Use these for class and group discussion or writing.*

What if your personal experience was not supported by expert opinion?

What if only people in authority were listened to?

What if you never learned how to argue for yourself?

What if people reading your argument couldn't decide on your point of view?

What if having an opinion was considered disrespectful?

## Activity 4.2 Health and PE walking and communities

Achievement objectives – see New Zealand Curriculum Health and PE levels 1-4 healthy communities and environments.

### Example learning intentions

#### Level One

Identify an environment that can be enjoyed by all.

Take an individual action to contribute positively to this shared environment.

Sequence the steps you took in taking this action.

#### Level Two

Define 'healthy community' and 'resource'.

Describe a local community resource.

Explain how this resource contributes to a healthy community.

Collaborate to create a piece of artwork that shows your community enjoying a local community resource.

Identify guidelines and practices that promote healthy environments.

Explain the purpose for an identified set of guidelines and practices.

Analyse the strengths and weaknesses in a set of guidelines and practices.

Contribute to improving a set of guidelines and practices.

#### Level Three

Define 'event', 'community' and 'individual'.

Compare and contrast a communal event with an individual action.

Explain how communal events enhance the wellbeing of a community.

Participate in a communal event.

Describe a social or physical aspect of an environment.

Analyse the strengths and weaknesses of the social or physical environment.

Create a programme to enhance a social or physical environment.

Plan and implement a programme to enhance a social or physical environment.

#### Level Four

Define 'community resources'.

Describe community members.

Describe a range of community resources that support well-being.

Analyse and evaluate the contribution community resources make to the wellbeing of community members.

Define 'individual', 'collective' and 'responsibility'.

Analyse the care and needs of people in an identified environment.

Plan a programme to meet the care and needs of people in an identified environment.

Implement a collective action to take meet the care and needs of people in an identified environment.

## Learning experiences

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

### **How do communities who walk together help our planet?**

Define 'community', e.g. a group of individuals with shared interests who also feel like they belong, work together to meet the needs of the community, feel rewarded for their community work, have a shared history, and care about each other.

Describe a healthy community. Use images, voice and text.

Invite a local community worker to come and talk about the different groups in your local area.

Classify the community groups in your local area.

Explain the function of a community group in your local area. Who does the group help? What need does it answer?

Compare and contrast 2 community groups in your local area.

Compare and contrast an individual with a group and with a community.

Sequence the things that happen in a classroom that change it from a group of students at the start of the year into a learning community.

Compare and contrast the behaviour of an individual alone with the behaviour of an individual in a community.

Analyse (part-whole) the important parts of a (healthy) community, what happens when a part is missing and what role each part plays in a community.

Explain how individuals can contribute to a family, classroom or local community. How do you know what people in the community need? What can you do to help them?

Create a register of community groups that are available to primary school age children in your local area. Include photographs, contact information and a description of the reasons school children might want to belong.

Create a healthy community survey to answer the question "how healthy are we?" To measure the healthiness of your community, you will need to ask questions that measure feelings of membership, influence, reinforcement of needs, and shared emotional connection.

With younger students design questions that assess a feeling of belonging, that community members matter to one another, a sense that their needs will be met by working together.

- Does anyone care about you?
- Who cares about you?
- Why do they care about you?
- Do you feel like you belong?
- Do you feel that people listen to you and act on your opinions?
- Do you know the shared stories of the community?

Use the results from your questionnaire to evaluate the strengths and weaknesses of your community.

Identify the areas where you could improve people's sense of belonging in your community.

Create a strategy to strengthen your community to better meet the needs and care of its members.  
Implement the strategies remedying the community weaknesses identified in the audit.

### **Community resources**

Define 'community resource'.

Describe a local community resource, e.g. walking paths and tracks that encourage access to clean air, local parks, bus stop shelters, public toilets, local playgrounds, libraries, zebra crossings, pedestrian walkways.

Contact your local council. Find out about local community resources in your area.

Take a photo walk around your community, identifying and describing community resources. Evaluate the ease of their accessibility to groups within the local community.

Make a list of the community resources that are important to you. Explain why.

Invite people with responsibility for your local community including council workers and town planners to come and talk about their role and the community resources they use and value.

Explain how different groups in your community use and value a community resource.

Compare and contrast two community resources.

Explain how an identified community resource contributes to a healthy community: for example, walking school bus and clean air.

Conduct a strengths, weaknesses, opportunities and threats audit on a local community resource.

Evaluate the contribution this resource makes to the well-being of your community.

Create a proposal to develop this resource to strengthen the healthiness of your community.

Contact groups who may be able to provide advice or expertise to improve your proposal, e.g. local authorities (regional, district and city councils), central government agencies, Māori and iwi groups, community and non-government organisations, the private sector (i.e. business and industry).

Action this proposal to create or strengthen a community resource.

Share the improved community resource with your local community.

Collaborate to create a piece of artwork that shows your community enjoying the local community resource, e.g. your local community enjoying clean air as a result of revamped information about the walking routes used for walking to and from school.

### **Community environments**

Define 'environment'.

Identify an environment that can be enjoyed by all, for example, clean air, clean water, parks, safe roads, pavements and walking tracks, a friendly neighbourhood.

Identify how environments have been shared with communities in the past, for example the right to graze animals, the right to fish, to take gravel, to collect fallen branches for firewood.

Create a map of local environments that can be enjoyed by all. For example, create an online environment resource locator using Google Maps.

Explain how this environment is enjoyed by others.

Explain the consequences of sharing an environment with others, for example increasing opportunities to socialise with others, to belong, increasing neighbourliness, reduction in feelings of isolation and loneliness.



Identify the factors that help build healthy community environments.

Analyse the important features and factors that contribute to the value of this shared environment. For example, list all the parts and factors and describe what the environment would be like if one part was missing.

Complete a SWOT analysis (strengths, weaknesses, opportunities and threats) on your school neighbourhood as an environment that can be enjoyed by all. Identify a weakness or a threat that individual action could reduce. For example, loneliness in your local neighbourhood can be reduced if more people choose walking for travel.

Take *individual* action to contribute positively to your school neighbourhood shared environment, e.g. walk rather than drive. Take note of the people and families living around the school. Take action to invite people living around the school to a school neighbours event. Banish loneliness and isolation by building a school neighbourhood through walking.

Sequence the steps you took in taking this action. Take photographs of your actions in walking to school. Sequence these images and add annotations to explain what was happening on each stage of the walk to school.

Keep a journal or blog recording the sequence of your individual action.

Explain your short, medium and long-term advantage to take this action. Create a class table listing these individual advantages in walking to school.

Take *collective* action to contribute positively to this shared environment. For example, arrange with others to walk in order to meet and get to know the people who walk to school each day and the people whose homes you walk past.

Create a walking map to encourage walking by showing your community how long it will take them to walk to school by different routes.

Sequence the steps the collective action took. Take photographs of your collaboration. Sequence these images and add annotations to explain what was happening on each stage of the event.

Keep a journal to record the sequence of the collective action.

Explain the short, medium and long-term advantages to the group to take this action. Create a class table listing these group advantages in walking to school.

Compare the collected individual advantages with the group advantages.



## Assessment

### Learning area: Health and PE

	I can identify effects of the Walking School Bus on the community, explain why they have this effect on the community, and generalise why community resources influence communities.
	I can identify several effects of the Walking School Bus on the community, and explain why they have this effect on the community.
	I can identify several effects of the Walking School Bus on the community.
	I can identify one effect of the Walking School Bus on the community.
	I need help to explain how The Walking School Bus contributes to a healthy community.

### Key Competency: participating and contributing

	I share the values and vision of the people working on the project and feel a commitment to the success of the project to develop a community resource. For example, I help others, make suggestions, take responsibility for my actions and the actions of others, and evaluate how to improve the outcome when participating in developing a community resource.
	I trust the people working on the project to develop a community resource and share decision making.  For example, I help others, make suggestions, and take responsibility for my actions when participating in developing a community resource.
	I collaborate with the people in the project to develop a community resource. For example, I follow the actions of others when participating in developing a community resource.
	I know and understand about the people in the project to develop a community resource. For example,  I cooperate and do what I am directed to when participating in developing a community resource.
	I know about the project to develop a community resource. For example, I need to be asked to participate in developing a community resource.

## Internet resources

[Community-led development – tools and resources \(Inspiring Communities\)](#)

[Walking \(Waka Kotahi\)](#)

[Physical activity – examples of good practice](#)

[TKI Exemplar: Health and Physical Education](#)

[Community Net Aotearoa](#)

[Air pollution exposure in walking school bus routes: a New Zealand case study](#)

## Thinking resources

Complete a PMI on a local community resource.

Brainstorm all the ways your community uses a local community resource.

Make an analogy between clean air and state schooling.

Compare and contrast access to clean air and access to motorised vehicles.

Complete “see>think> wonder” on a photograph of a local community resource.

## What if questions

*Use these for class and group discussion or writing.*

What if access to clean air was not a community resource, but something you had to pay for?

What if everyone had to walk to and from school to protect a community resource?

What if your class owned the air in your community?

What if everybody wanted to use a community resource but nobody wanted to work with others to take care of it?

What if there was a monitor in your parent’s car that reported how far they travelled before stopping and they had to pay to travel short distances?