ACTIVE TRAVEL - THINKING KEYS
Getting us on the waka to creative thinking and solutions

ACTIVE TRAVEL > ACTION

BIG IDEA

Active travel is good for us, our community, and our planet.

Every person can make a difference by taking action either individually or implementing a change for many.

ACTIVITY OUTCOME

- Students will be prompted to start thinking about active and low carbon travel.

- Creative thinking will be sparked to help with developing some solutions to encourage active or low carbon travel.

NOTES

Thinker's Keys developed by Tony Ryan are a set of twenty prompts that can act as task starters. They are designed to spark critical and creative thinking and encourage flexible problem solving.

This set has been designed to motivate students to think about active and low carbon travel and possible issues to investigate - or it may prompt problems they want to solve.

BACKGROUND INFORMATION

- **Active travel** is an approach to travel and transport that focuses on physical activity (eg. walking and cycling) as opposed to motorised means.

- **Low carbon travel** is using transport with low carbon emissions per person (such as public transport) rather than travel options with higher carbon emissions per person such as cars or trucks.

- **Independent travel** is when students are able to travel to school independently of their parents / caregivers.

- **Community building** occurs when students travel in groups or with friends eg. walking school buses, scooting with friends.

ACTIVITY - ACTION - PROVOCATION

Share the Thinker's Keys with students to work through independently - or as a group bus-stop activity - or choose four of them to complete as a class that might be relevant to your inquiry.

The Alphabet Key

Make a list of words from A to Z that have something to do with: travelling to school, whanaungatanga (building community relationships), the environment or climate change.

The Question Key

Write a list of five questions that could have the answer "walking".

The Invention Key

Invent something made out of empty milk bottles, string and two bicycle wheels. Draw a diagram of your invention. Remember a diagram has a title, a picture, labels and an explanation.

The Disadvantages Key

List the disadvantages of being driven to school.

The 'What If...' Key

Write a paragraph explaining what would it be like if vehicles were not allowed on the roads during daylight hours? Or what would it be like if nobody cared about the Atua (Ranginui, Papatūānuku) and the Taiao (natural environment)?

The Forced Relationships Key

Children can find it hard to get out of bed in the morning in time to walk or cycle to school. Solve this problem with a ball, a tambourine and a pair of sunglasses.

The Commonality Key

Use a Venn Diagram to find the things that are the same and different about a bicycle and a car.

The Reverse Key

List the things you would never be able to change about travelling to school i.e the time school starts, the distance to school etc.

The Alternative Key

List three ways of marking out a school drop off area without road markings. Or list three ways of showing your parents you are responsible enough to get yourself safely to school.

The Interpretation Key

Imagine there are no cars on the road on Monday morning. Think of three possible reasons why this might be.

The Brainstorming Key

Brainstorm a list of ways to encourage people to use active travel (walking, cycling, scootering) to get around their community.

The Combination Key

List the characteristics of a wheelbarrow and a computer. Put them together to make a new product that would help you get to school. Draw a diagram of this. Remember a diagram has a title, a picture, labels and an explanation.

The Prediction Key

Predict how the roads will look in 100 years' time. Think about the vehicles, the footpaths, the people using them (whānau and other groups) and the mauri of your area.

The Different Uses Key

Using your imagination list the different uses for an old car or bus tyre.

The Dispute Key

Think about this statement: "We must make sure children are kept away from dangers." Come up with an argument that says this is not true.