

# Primary Schools Programme

## Water, Wheels, Fun!

The TriNZ Primary Schools Programme (PSP) aims to support positive triathlon-related experiences for Year 5 & 6 primary school students that focus on creativity, cooperation, participation and fun.

This *Water, Wheels, Fun!* resource has been designed to provide both structure and flexibility to easily incorporate activities into classroom and outdoor learning to suit your school context.

## What's the aim?

The aim of this session is for a group of young people to work together to design and create a 'triathlon inspired' course at their school with a water component, a wheels component, and a fun finish! Following a multi-step process, students will need to communicate, cooperate, and collaborate to bring their course to life. You may need more than one session to complete the three phases below. There is a focus on all students feeling seen, heard, valued, and excited to participate in their own unique way.

## What will we do?



### PHASE 1: Preparation

For this session you will need:

- a quiet space
- A3 paper or a digital equivalent for group collaboration
- coloured pens or a digital equivalent for writing
- aerial map of the school grounds
- list of available triathlon-related equipment/resources



### PHASE 2: Course Design

Once you have everything prepared:

- explain to class the aim of the session (Water, Wheels, Fun!)
- display the aerial map of school, and the list of equipment
- divide class evenly into groups of 3-5 students
- each group has 30-60 minutes to design their course
- each group presents their course to the rest of the class
- class decides how they will select the best course design (e.g anonymous vote, random selection, combine designs)



### PHASE 3: Course Creation + School Event

The design the class decides on = your triathlon course! Now:

- allocate each student an event-related responsibility\*
- decide on the date for the triathlon and gain approval
- ensure adequate staff/guardian support and RAMS

You're now ready for a *Water, Wheels, Fun!* event at your school.

## TIMELINE

### TERM 3 – Preparation + Design

- Classroom-based creative process
- Consensus on course design

### TERM 4 – School Event

- School-based event planning
- Allocation of roles and responsibilities\*
- School event participation

### TERM 4 (OR 1) – Community Event

- Community triathlon participation
- Share experience highlights

### REFLECT + REFINE FOR NEXT YEAR

- What worked?
- What didn't?
- Considerations for next year's cohort
- Equipment additions/subtractions

### \*Event Roles and Responsibilities

Every student has the ability to add value to your event. As well as allocating roles related to setting up the course and participating in the triathlon, recognize that some students may hold strengths in other areas such as photography, signage, music, transitions, litter. Allow students to express their preferences, and provide options for how students can participate in the event (also consider teams!).

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## ACHIEVEMENT OBJECTIVES

TriNZ *Water, Wheels, Fun!* provides a structure and process to meet various achievement objectives of the NZ Curriculum. This page highlights the various Learning Areas the programme best aligns with for Level 3 students.

### English – Listening, reading and viewing

#### Processes and strategies

- recognises and understands the connections between oral, written, and visual language

#### Structure

- understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect text meaning

### English – Speaking, writing and presenting

#### Processes and strategies

- uses a developing understanding of the connections between oral, written, and visual language when creating texts creates a range of texts by integrating sources of information and processing strategies with developing confidence

#### Purposes and audiences

- constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form
- conveys and sustains personal voice where appropriate

#### Language features

- uses oral, written, and visual language features to create meaning and effect and engage interest

### Health and Physical Education

#### A. PERSONAL HEALTH AND PHYSICAL DEVELOPMENT

- A2 Regular physical activity
- A3 Safety management

#### B. MOVEMENT CONCEPTS AND MOTOR SKILLS

- B1 Movement skills
- B2 Positive attitudes
- B4 Challenges and socio-cultural factors

#### C. RELATIONSHIPS WITH OTHER PEOPLE

- C2 Identity, sensitivity, and respect
- C3 Interpersonal skills

#### D. HEALTHY COMMUNITIES AND ENVIRONMENTS

- D1 Societal attitudes and values
- D2 Community resources
- D3 Rights, responsibilities and laws
- D4 People and the environment

### Mathematics and Statistics

#### Geometry and Measurement

- Measurement - Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time.
- Shape - Represent objects with drawings and models.
- Position and orientation - Use a co-ordinate system or the language of direction and distance to specify locations and describe paths.

### Social Studies

- Understand how people view and use places differently
- Understand how people make decisions about access to and use of resources

**Student Leadership** through roles and responsibilities