**Māehe Manawa Ora | Movin'March**

# Māia
# Confidence

**Learning Resource**
Worksheet
**Year:** 0-6
**English**
**Taku ingoa (name):**
_____

## The Kerb Drill for crossing the road:

Always *walk* when crossing roads or driveways. Even if you have a scooter or bike.

Remember: drivers may not see you.

1. **STOP** – one step back from the kerb.
2. **LOOK and LISTEN** – for traffic coming from all directions.
3. **WAIT** – if there is traffic coming and then look again.

   If there is no traffic coming:
4. **WALK** – quickly, straight across the road.
5. While crossing, **LOOK and LISTEN** for traffic, wherever it may come from.

### The crossing song

**Tū, titiro me whakarongo,
i mua i tō whakawhitinga i te tiriti.
Whakamahia ō karu,
whakamahia ō taringa,
i mua i tō whakamahi i ō waewae!**

Stop, look and listen,
before you cross the street.
Use your eyes,
use your ears,
before you use your feet!

"The Crossing Song" performed by Wellington Paranormal scooter safety team:
**Te Reo** (from 2'21) | **English** (from 2'07)

**Kura Kete**
Walk or Wheel

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Te Pane Matua Taiao

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Te Reo
**Taku ingoa (name):**
_____

# Māia
## Confidence

## Te Tukanga Taparori whakawhiti ara:

Mā te whakawhiti haumaru i ngā huarahi tātou e āwhina ki te karo i ngā aituā me te noho haumaru.

Kāore tātou e hiahia ana kia whara i ngā waka.

1. Kia kotahi tāwhai whakamuri mai i te tapa rori.
2. Titiro, whakarongo hoki mō ngā waka e ahu mai ana i ngā taha katoa.
3. Mēnā he waka e haere mai ana, tāria kia pahure, kātahi ka titiro, ka whakarongo anō.
4. Mēnā kāore he waka e haere mai ana, kia tere te hīkoi hei whiti i te huarahi.
5. I a koe e whakawhiti ana, titiro, whakarongo hoki mō ngā waka, ahakoa.

## The crossing song

**Tū, titiro me whakarongo,
i mua i tō whakawhitinga i te tiriti.
Whakamahia ō karu,
whakamahia ō taringa,
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**KWL (Know, Want to know, Learn) Chart:**

Taku ingoa (name): _____

| What do you know about road safety? | What do you want to know about road safety? | What did you learn about road safety? |
| --- | --- | --- |
| | | |