

Lesson 1 — Identify what climate change is and why the climate is changing.

Tick, circle or highlight the box in each row that best matches your learning today.

What I am reflecting on	Emerging I am just starting to learn this and need some support or practice.	Progressing I can do this independently and am on the right track.	Extending I understand this deeply and can apply it or help others.
The greenhouse effect	I can identify what the greenhouse effect is with some help.	I can explain how the greenhouse effect works.	I can thoroughly explain the greenhouse effect, and why it is important.
Fossil fuels and climate change	I can recognise key words about climate change and identify a few everyday uses of fossil fuels.	I can explain the ways in which we use fossil fuels every day and the role of fossil fuels in climate change.	I can clearly explain the link between the types of fossil fuels that are used in the world, CO ₂ emissions and global warming and why it is contributing to climate change.
Level of engagement	I completed parts of the tasks and needed a few reminders to stay focused.	I stayed focused and completed the tasks independently. I shared some of my ideas in the class discussions.	I engaged deeply with the lesson information and actively contributed to class discussions. I completed all the lesson tasks on time.
Quiz score	3 or less correct	4 or 5 correct	6 correct

Your thoughts / next steps:

What is one thing you learned about yourself as a learner today, or something you want to improve on next time?

Student reflection rubric

Lesson 2 — Identify some key impacts of climate change on the world.

Tick, circle or highlight the box in each row that best matches your learning today.

What I am reflecting on	Emerging I am just starting to learn this and need some support or practice.	Progressing I can do this independently and am on the right track.	Extending I understand this deeply and can apply it or help others.
Interpreting climate data graphs	I understand basic information from graphs showing Earth's temperature increase.	I can interpret graphs showing Earth's temperature increase and make simple, accurate conclusions from the data.	I can confidently analyse temperature graphs, make conclusions, and directly relate the data trends to real-world climate impacts.
Impacts of climate change on the world	I understand some of the words and sentences about the effects of climate change on the world.	I can explain the general effects of climate change and why they have a negative impact on our world.	I can accurately explain the key impacts of climate change on the world and show how one problem causes another.
Impacts on Aotearoa New Zealand	I can name a basic effect of climate change on our environment.	I can give some examples of how Aotearoa New Zealand will be affected by climate change.	I can describe how and why specific changes will occur across Aotearoa New Zealand, using detailed explanations to back up my thinking.
Level of engagement	I worked through most of the information and tasks with guidance to keep myself on track.	I focused well, read the information and questions carefully, and completed all of the tasks.	I engaged with all the material, managed my time effectively, and actively reflected on what I read. I completed all of the tasks independently and accurately.
Quiz score	3 or less correct	4 or 5 correct	6 correct

Your thoughts / next steps:

What is one thing you learned about yourself as a learner today, or something you want to improve on next time?

Student reflection rubric

Lesson 3 — Understand the personal impact an individual has on climate change.

Tick, circle or highlight the box in each row that best matches your learning today.

What I am reflecting on	Emerging I am just starting to learn this and need some support or practice.	Progressing I can do this independently and am on the right track.	Extending I understand this deeply and can apply it or help others.
Calculating CO ₂ emissions	With support, I can use maths to calculate the CO ₂ emitted from Maia's car journey to school during our class activity.	I participated in the class activity using maths to calculate the CO ₂ emitted from Maia's car journey to school.	I actively contributed to the class activity using maths to calculate the CO ₂ emitted from Maia's car journey to school. I can guide or explain the process to a classmate, including the carpooling calculation.
Carbon footprint	I can define a carbon footprint.	I can explain what a carbon footprint is and identify practical choices I can make to reduce my own footprint.	I can confidently explain the concept and importance of a carbon footprint, and share specific, meaningful choices to reduce personal and community emissions.
Level of engagement	I understood and completed most of the tasks during the lesson with some support.	I stayed focused and completed my work on time.	I contributed to class discussions, carefully read and listened to the information and focused to complete all the tasks on time.
Quiz score	3 or less correct	4 or 5 correct	6 correct

Your thoughts / next steps:

What is one thing you learned about yourself as a learner today, or something you want to improve on next time?

Student reflection rubric

Lesson 4 — Identify road safety rules for pedestrians, bikes and scooters and their importance.

Tick, circle or highlight the box in each row that best matches your learning today.

What I am reflecting on	Emerging I am just starting to learn this and need some support or practice.	Progressing I can do this independently and am on the right track.	Extending I understand this deeply and can apply it or help others.
Road safety	I can explain one reason why we have road safety rules.	I can explain why road safety rules are important and give some possible consequences of not following them.	I can explain the importance of road safety rules and give examples of unsafe behaviour for each of these road users: pedestrians, cyclists and scooter riders and the possible consequences.
Road safety rules for pedestrians, cyclists and scooter riders	With support, I can identify basic safety rules, signs or risky behaviours for either pedestrians, cyclists or scooter riders.	I can identify some safety rules, signs and risky behaviours specifically for pedestrians, cyclists and bike riders.	I can identify key rules, signs, and the risky behaviours (from the interactive road scene task) that apply to pedestrians, cyclists, and scooter riders.
Manaakitanga in practice	I know what the word manaakitanga means when I am travelling.	I understand how manaakitanga applies to both me and other road users when walking or riding a bike or a scooter.	I show manaakitanga (respect) when walking, cycling, or scooting by behaving safely and showing consideration to everyone else sharing our transport spaces.
Level of engagement	I completed most of the tasks with some reminders to stay focused.	I focused well, read the tasks carefully and completed everything in the lesson.	I contributed to class discussions, thought critically about the tasks and stayed focused while completing the lesson on time.
Quiz score	3 or less correct	4 or 5 correct	6 correct

Your thoughts / next steps:

What is one thing you learned about yourself as a learner today, or something you want to improve on next time?

Student reflection rubric

Lesson 5 — Recognise actions that are polite and safe when using public transport.

Tick, circle or highlight the box in each row that best matches your learning today.

What I am reflecting on	Emerging I am just starting to learn this and need some support or practice.	Progressing I can do this independently and am on the right track.	Extending I understand this deeply and can apply it or help others.
My public transport behaviours	I can identify some safety messages and polite behaviours to use when travelling by public transport.	I can identify key safety messages, polite behaviours and some safe choices to make when using public transport.	I can explain key safety messages, and appropriate behaviour to use when travelling by public transport, including the safe choices to make from the lesson scenarios.
Steps for using public transport	I can identify some of the steps involved in making a journey using public transport.	I can identify most of the steps involved in making a successful public transport journey.	I can sequence and explain all the necessary steps in planning and completing a public transport journey smoothly from start to finish.
Manaakitanga on public transport	I know what the word manaakitanga means when travelling.	I understand manaakitanga and can explain how respect, courtesy and safety apply specifically when travelling on public transport.	I shared my ideas about manaakitanga and explained how respecting others and keeping people safe makes public transport a better experience for everyone.
Level of engagement	I completed most of the tasks with some reminders to stay focused.	I focused well, read information and questions carefully and completed all the tasks.	I contributed to class discussions, thought critically about the tasks and completed everything in the lesson on time.
Quiz score	3 or less correct	4 or 5 correct	6 correct

Your thoughts / next steps:

What is one thing you learned about yourself as a learner today, or something you want to improve on next time?

Student reflection rubric

Lesson 6 — Plan journeys using the AT Journey Planner.

Tick, circle or highlight the box in each row that best matches your learning today.

What I am reflecting on	Emerging I am just starting to learn this and need some support or practice.	Progressing I can do this independently and am on the right track.	Extending I understand this deeply and can apply it or help others.
Using the AT Journey Planner to plan a journey to school	With support, I can use the AT Journey Planner to plan a journey to school.	I can use the AT Journey Planner to plan a journey to school.	I can plan a journey to school, using the AT Journey Planner detailing any important steps, connections and timings and could explain it to a classmate.
Using the AT Journey Planner to plan journeys across Auckland	With support, I can use the AT Journey Planner to plan straight forward journeys using public transport to places in Auckland.	I can use the AT Journey Planner to plan journeys to places in Auckland – by ferry, bus or rail or any combination of these types of public transport.	I can use the AT Journey Planner to plan journeys to places in Auckland requiring different combinations of ferry, bus or rail travel and problem-solve route challenges for the easiest journey and the best travel times.
Level of engagement	With support, I learned how to use the AT Journey Planner and answered some of the questions in the class exercise.	I focused and listened carefully to the instructional video, used the AT Journey Planner to find routes and answered most of the questions in the class exercise while working well with a classmate.	I independently navigated the AT Journey Planner, problem-solved route challenges, and completed all tasks with a high level of detail and accuracy. I worked well with a classmate to solve problems and support each other.
Quiz score	3 or less correct	4 or 5 correct	6 correct

Your thoughts / next steps:

What is one thing you learned about yourself as a learner today, or something you want to improve on next time?
