

Mapping near, there and far Konei, konā, kora



Learning
in Nature

Activity
Card

Ranginui stands above, Papatuānuku lays below. The winds of Tawhirimātea blows around us. Tis it is done, it is complete

Ko Ranginui e tū iho nei, Ko Papatuānuku e takoto nei.

Ko ngā hau ora o Tāwhirimātea e pupuhi nei. Haumie Hui e ... Taiki e



*Explore outside with your senses and map your nature
When taking time to look around us, we acknowledge the sky father, the earth mother.
We take time to acknowledge the breeze and winds of Tāwhirimātea.*

GET ACTIVE AND MAP OUTSIDE



- Draw a spot in the middle of a page. This represents where you are.
- Draw three concentric circles around the dot and mark them with near, there and far.
- Choose a sense to focus on – hearing, smelling, seeing, or all three.



Head outside and find a comfy place to sit or stand quietly



- Practice a body scan to help tamariki centre themselves to the land.
- Focusing on their chosen sense(s), ask tamariki to notice what is ‘near’.
- Repeat for ‘there’ and ‘far’.
- Record what you see/hear/smell in words or drawings in the first circle.
- Count the steps to your ‘there’ spot and run back again.



Department of
Conservation
Te Papa Atawhai

New Zealand Government



SPORT
NEW ZEALAND
IHI AOTEAROA



Healthy Nature
Healthy People

CURRICULUM LINKS

The Arts

- What sounds did you hear outside? Use instruments and/or natural objects to recreate the sounds you heard.
- Compose your own musical piece and/or write a waiata/song to describe your outdoor space.
- Perform your song for your class, whānau or friends.

Health and Physical Education

- Get active with a game like go home, stay home, in your mapping area.
- Map your wellbeing - <https://sparklers.org.nz/activities/how-am-i-doing/>
- How many skips, jumps or hops to your 'there' space?
- Run to your 'far' place in the school grounds. How long does it take to run there and back?



Mathematics and Statistics

Measure/estimate the distance to your 'there' and 'far' places. What unit of measure is best to use?

Draw a map of your 'near', 'there' and 'far' environment and show the position of your listed items.

- Create a sound map as a class.
- Use a coordinate system.
- Write directions to the location of your 'far' place from your classroom. Test your directions with a buddy.

Carry out a statistical investigation with your classmates.

- How many people noticed the same things?
- What senses were used most? What senses would your classmates like to use more?
- What sounds were the most familiar? What sound did you like best? Why?

English

- Make lists of the nature you can see, touch, hear and smell.
- If you were to give an animal or plant you saw a name, what would it be, and why?
- Create similes and metaphors to describe your outdoor space (e.g. a flower as yellow as the sun).
- Create a sensory poem to describe your outdoor space.
- Create a listening poem about what you hear in your outdoor space.
- Write a poem or story about an animal or plant you saw. What do you admire about it?

FIVE WAYS TO WELLBEING

