

# Nature treasures

## He taonga taiao



Learning  
in Nature

Activity  
Card

**Acknowledgment to those, I lead with presence, my presence lives, my presences is calm.**

*E ngā ihi, e ngā wehi tēnei ka tākina ake te mauri, e ora ai te mauri, e tau ai te mauri. Whano, whano tū mai te mauri, haumie, hui taiki e.*



*This karakia acknowledges the atua that have provided these taonga for us to take and create treasures for ourselves and others.*

## GATHER NATURE TREASURES TO CREATE, SHARE AND GIVE



1 Go outside and gather a range of nature treasures - leaves, stones, sticks, nuts, seeds and flowers.

- Take a container to collect treasures in.
- You could also carry a rubbish bag to collect any litter you find along the way.
- Maybe try collecting based on a theme (e.g. autumn), number (e.g. only 10 items), size (e.g. only tiny or only long items), weight (only heavy or only light items), texture etc.



2 Make your creation

- Create a picture, sculpture, mandala, or a treasure selection.
- Depending on what it is, you could gift your creation to someone special, or display it in class.



Department of  
Conservation  
*Te Papa Atawhai*

New Zealand Government



SPORT  
NEW ZEALAND  
IHI AOTEAROA



Healthy Nature  
Healthy People

# CURRICULUM LINKS

## The Arts

- Create art with treasures you have found.
- Create musical instruments using your treasures and make music.

## Mathematics - Geometry and measurement

- Sort your treasures by size, colour, shape, texture, weight.
- Measure the smallest and largest, lightest and heaviest treasures. What units of measure are best to use?



## Health and Physical Education

- Go on a hikoi and explore your local community for different nature treasures.
- Working with some friends, use your bodies to replicate one of your nature treasures.
- Can you organise your bodies to look like a leaf or flower?

## English

- Which one word best describes each of your treasures. Collate all of your nature words into a class word bank.
- Write descriptive sentences and/or stories to describe the treasures and where you found them. Use your senses to describe how they feel, smell and sound.
- Write similes and metaphors to describe your treasures.
- Create signs to display alongside your treasures. Include common, Māori and Scientific names for your treasures.

## Science - Living World

Examine your classmate's treasures.

- What can the treasures tell you about the biodiversity (variety of life) in your school grounds?
- How many different leaves/insects/birds/plants/trees have you found?
- Discuss what you know about your school grounds from the collection of objects (e.g. Which plants are native/food/Rongoā/introduced? What animals/birds/insects live in or use these plants? Which trees are deciduous or evergreen?).

Sketch and label pictures of your treasures.

- Categorise your treasures according to characteristics (e.g. natural or man-made; living and non-living). This could lead onto class discussions about what things are made from, what comes from nature, natural resources.
- Watch The Big Picture with Ruud Kleinpaste video to prompt these discussions and further research.

## FIVE WAYS TO WELLBEING

