





Exploring the local environment through the seasons



Term 1	Investigating and exploring	Gathering information	Planning project action	Working with others	Reflecting, evaluating
	<p>Get outside and explore your local nature!</p> <p>Get to know your special places using DOC's teaching and learning resources.</p> <p>What are the Māori names for the plants, places and animals in your local neighbourhood?</p> <p>Starter activity – Near, there and far on page 9 or Museum of nature on page 10 of 'Exploring your local environment' resource.</p> <p>What's the inquiry question?</p>	<p>Make your own nature journal and record your experiences outside.</p> <p>What did you see? Hear? Smell? Sense?</p> <p>Take photos of learning experiences and project starting points.</p> <ul style="list-style-type: none"> For specific sites, choose a photo point that all future measuring or progress photos will be taken from. This makes for easy comparisons. 	<p>Start talking and sharing ideas.</p> <ul style="list-style-type: none"> What experiences and knowledge do you already have? What questions do you have? What do you wonder about? <p>What areas in your local environment feel as though they have a strong mauri? What about the areas where it feels weak?</p> <ul style="list-style-type: none"> Why do you think this is? <p>See DOC's Enhancing biodiversity and Tools for environmental action resources for supporting activities</p>	<p>Who in your community knows about the early history of your local places?</p> <ul style="list-style-type: none"> Who used to live here? How they live with nature? <p>Who looks after and makes decisions about your local natural places?</p> <ul style="list-style-type: none"> Parks, reserves and forests? Streams and river corridors? Estuaries and wetlands? Coast and marine areas? Mountains? 	<p>What did you learn?</p> <p>How did you learn it?</p> <p>What do you now think?</p> <p>What are the next learning steps?</p> <p>What do you still wonder about?</p>

Term 2	Investigating and exploring	Gathering information	Planning project action	Working with others	Reflecting, evaluating
	<p>Get back outside and explore!</p> <ul style="list-style-type: none"> What's different in autumn? What's the same? Why? <p>Choose a learning focus in your local nature.</p> <ul style="list-style-type: none"> What do you already know? What questions do you have? What do you wonder about? <p>Starter activity – Map your local nature or Photo story of your green space (page 10 of 'Exploring your local environment' resource).</p> <ul style="list-style-type: none"> What's the inquiry question? 	<p>Collect data – what calls your local nature home?</p> <ul style="list-style-type: none"> Biodiversity mapping Bird counts Tracking tunnels <p>Collect local information and share it in a New Zealand-wide survey</p> <ul style="list-style-type: none"> Annual Garden Bird Survey. See DOC's Experiencing birds in your green space resource <p>What are other schools and groups doing that we could learn from in our local nature?</p> <ul style="list-style-type: none"> Network with schools in other places Share your ideas and learn from their experiences <p>What funding opportunities are available to help carry out an action project?</p>	<p>Analyse your data. What does it tell you?</p> <ul style="list-style-type: none"> How many is too many or not enough? Endangered or threatened? Introduced or native? <p>Plan for action</p> <ul style="list-style-type: none"> What issue/opportunity do we want to address? How can we use our new knowledge and skills to take action for our nature? What is the outcome we want to achieve? What does success look like? How much will it cost? What equipment do we need? Do we need permission? From who? <p>See DOC's Enhancing biodiversity in your green space and Tools for environmental action resources for supporting activities.</p>	<p>Who else in your community has information or collects data you could use?</p> <p>Who would be interested in sharing the data you collect?</p> <p>Who can help us to take action?</p>	<p>What do you now know?</p> <p>What don't you know?</p> <p>What do you need to still find out?</p> <p>What information do you need?</p> <p>Take photos of action learning and progress made. Label them carefully and save them somewhere safe!</p> <p>See DOC's Enhancing biodiversity in your green space and Tools for environmental action resources for supporting activities.</p>

Term 3	Investigating and exploring	Gathering information	Planning project action	Working with others	Reflecting, evaluating
	<p>Get back outside and explore!</p> <ul style="list-style-type: none"> What's different? What's the same? Why? <p>Starter activity – Animal observations or Observing the role of trees, then Making sense of observations (pages 7 and 8 of 'Enhancing biodiversity in your green space' resource).</p> <ul style="list-style-type: none"> What's the inquiry question? 	<p>Get ready to vote! Which bird will be crowned Bird of the Year this year?</p> <p>Gathering tools and resources</p> <ul style="list-style-type: none"> Do you have everything you need to take action? 	<p>It's time to TAKE ACTION!</p> <p>Don't forget to think about and implement good health and safety practices.</p> <ul style="list-style-type: none"> Students can also plan and participate in this mahi. <p>Invite others to join you and share the learning and the fun!</p> <p>See DOC's Tools for environmental action resource for supporting activities.</p>	<p>Share your planning, progress and action – go on, tell others about it!</p> <ul style="list-style-type: none"> Think about what they could do to help? School newsletter / webpage / Face Book Local paper Blog Local decision-makers. 	<p>Reflect and evaluate your action project success</p> <ul style="list-style-type: none"> What worked well? What didn't? What would you do differently next time? Where you successful? How do you know? Who helped you? Why? How? What advice do you have for people doing a similar project? What still needs to happen? What maintenance needs to be planned and carried out? Who will help to maintain your project? What's next? <p>See DOC's Tools for environmental action resource for supporting activities.</p>

Term 4	Investigating and exploring	Gathering information	Planning project action	Working with others	Reflecting, evaluating
	<p>Get back outside and explore!</p> <ul style="list-style-type: none"> What's different in spring? What's the same? Why? <p>Starter activity – Photo competition. Get outside and take the most interesting photo of nature. Write a sentence to describe it.</p> <p>What's the inquiry question?</p>	<p>Measuring progress / success</p> <ul style="list-style-type: none"> What have you achieved? Collect and record the data How many? How much? Compare the data from the beginning. What's different? 	<p>What are your recommendations for next steps?</p> <ul style="list-style-type: none"> Who could you share this with to hand over knowledge and opportunities for future action? Who can continue this project next year? Grow it or develop it? <p>See DOC's Tools for environmental action resource for supporting material</p>	<p>Don't forget to say 'thank you!' People love to be recognised for their contribution... and they'll be more likely to want to help next time if you remember to say thank you.</p> <ul style="list-style-type: none"> Thumbs up! In the local paper. Acknowledgment in school newsletter/website/blog. Thank you letters and cards. Invite them back to celebrate. <p>Share your skills and nature knowledge.</p> <p>Teach others what you know.</p> <p>Celebrate your year of learning in nature.</p>	<p>Who will / could / might continue this work next year?</p> <ul style="list-style-type: none"> Talk to them now and get them interested. Handover the knowledge and ideas you have built up. <p>What needs to be looked after over the summer holidays?</p> <ul style="list-style-type: none"> Who will do that? When? How? <p>See DOC's Tools for environmental action resource for supporting activities</p>

Restoration through the seasons

Summer/Autumn Term 1

- Water plants
- Collect seed
- Explore local places – what lives there?
- Collect real and useful data about your place:
 - map your biodiversity – what native plants live in your place?
 - which insects and birds are interacting with your plants (eg bees pollinating flowers)?
 - track local animals in tracking tunnels – who lives in your backyard?
 - count bird calls



Winter/Spring Term 3

- Plant while the ground is wet and digging is easy. The new plants will also have plenty of water to help them settle in
- Mulch around your plants to give them some space from weeds that may grow too close and block out the sun
- Plan a pest animal trapping programme
- Build traps and/or tracking tunnels
- Build insect shelters
- Join The Great Kereru Count! (End of September)
- Weed around new plants



Autumn/Winter Term 2

- Draw a planting plan – what/where are you going to plant? How big do things grow? Are some plants better suited to wet/dry/windy places than others? Consider sunlight and soil conditions
- Tell people what you're going to do. Ask for parent helpers. Book your planting days into the school calendar and newsletters
- Plan /prepare a new planting site
- Propagate new plants – take cuttings, sow seed
- Use your school compost/worm wees to feed your new plants
- Clean and prepare tools
- Keep exploring your local places – what's happening out there?
- Garden Bird Survey (usually end of June)

Spring/Summer Term 4

- Weed – release the plants from surrounding weeds
- Mulch new plantings and water if it is a very dry season
- Animals and insects are also on the move and enjoying the warmer weather, monitor their movements
- Trap pest animals
- Think ahead to next year... what kind of planting do you want plants for?
 - weaving plants
 - habitat and food for birds, invertebrates and lizards
 - plants to prevent erosion
 - medicinal plants
 - amenities planting
- Order plants for next year so they have time to grow to a good size

