









K Example unit plan for the IN the environment resources (1-8)



MAIN IDEAS	CURRICULUM AREAS	LEVELS/YEARS
<p>Connecting with and experiencing your local environment.</p> <p>Investigating biodiversity in a green space.</p> <p>Enhancing biodiversity.</p>	<p>Science, Social Science, Health, English, Mathematics, Technology</p>	<p>LEVELS: 1-4</p> <p>YEARS: 1-8</p>
OVERARCHING LEARNING OUTCOMES		
<p>Appreciate that people are part of the natural world</p> <p>Build knowledge and understanding of ecosystems</p> <p>Investigate what is living in a green space</p> <p>Understand how birds, invertebrates and other native and endemic animals and plants are part of a healthy ecosystem</p> <p>Contribute to increasing biodiversity in a green space</p>		
VALUES	<p>Ecological sustainability, respect, innovation, inquiry and curiosity, diversity, community and participation, aroha, tapu, manaaki, wairua, mauri, mana</p>	
KEY COMPETENCIES	<p>Ecological sustainability, respect, innovation, inquiry and curiosity, diversity, community and participation, aroha, tapu, manaaki, wairua, mauri, mana</p>	
PRINCIPLES	<p>Learning to learn</p> <p>Cultural diversity</p> <p>Community engagement</p> <p>Coherence</p> <p>Future focus</p>	

PART 1	Connecting to nature			Experiential teaching and learning in the outdoors. Resource 1: Exploring the local environment	
Learning sequence	Inquiry stage/s	Curriculum links	Key concepts	Description	Suggested timing
1. Exploring your local environment 	1. Dive in 2. Ask	Science: Nature of Science Health: Healthy communities and environments	Students connect to their local environment Experience green spaces in their school and local environment	An overview- introducing key concepts. Students start to form an inquiry plan and ask questions. Identifying a green space and beginning to explore it.	1 week
PART 2	A learning inquiry in your green space Additional key concepts will depend on inquiry questions			Students can start and work through their own learning inquiries using these resources and other relevant additional resources. Schools can use their own inquiry model and resources or use the ones provided.	
PART 3	Investigating birds, invertebrates, other animals, plants and pests in your green space			Resources 2-6. Gathering data about what is living in the green space	
2. Experiencing birds in your green space 	3. Investigate: 4. Extending thinking	Science: Living World, NoS English: Listening, reading and viewing Mathematics: Statistics	Biodiversity Common NZ birds Gathering data and information about what is living in the local environment	Collecting data about birds in the green space. Reflecting on and critiquing data. Continuing their inquiry. Finding out more information.	2-3 weeks
3. Experiencing invertebrates in your green space 	3. Investigate: 4. Extending thinking	Science: Living World, Nature of Science:	Biodiversity Common NZ invertebrates and classification. Gathering information about what is living in the local environment	Collecting data about NZ invertebrates in the green space. Reflecting on and critiquing data. Continuing their inquiry. Finding out more information about invertebrates.	2-3 weeks

4. Experiencing native trees in your green space 	3. Investigate 4. Extending thinking		Common NZ plants and foods for birds and invertebrates	Collecting information about native and endemic plants in the green space.	2-3 weeks
5. Investigating animal pests in your green space 	3. Investigate 4. Extending thinking	Living World, Plant Earth and Beyond Social Sciences	Common NZ animal pests and their effects on native plants, birds and invertebrates	Collecting data and information about animal pests in the green space. Reflecting on and critiquing data. Continuing their inquiry.	2-3 weeks
6. Investigating plant pests in your green space 	3. Investigate 4. Extending thinking	Science: Nature of science, Living world Planet Earth and Beyond	Common NZ plant pests and their effects on native plants, birds and invertebrates	Collecting data and information about plant pests in the green space. Reflecting on and critiquing data. Continuing their inquiry.	2-3 weeks
PART 4	PLANNING TO ENHANCE BIODIVERSITY IN A GREEN SPACE			Using tools in resource 7 students plan how they will enhance biodiversity in their local environment	
7. Enhancing biodiversity in your local environment 	5. Coming to conclusions 6. Sharing our findings, 7. Planning for action	Science: Living world, Nature of Science. Health, English	Planning to enhance endemic and native biodiversity in their local green space	Coming to conclusions about life in the green space. Establishing whether it is a healthy ecosystem. Choosing a focus issue and identifying possible actions to tackle the issue and enhance biodiversity	2-3 weeks
PART 5	ACTION TO ENHANCE BIODIVERSITY			Using tools in resource 6 students plan to enhance biodiversity in their green space	
8. Tools for action 	8. Implementing action 9. Review and reflect	Technology: Technological practice Science: Nature of science Health	Forming an action plan to target a local conservation issue	Collaborating with your local community to target an environmental issue. Measuring success and environmental outcomes. Effective planning for environmental action. Monitoring, reflecting on action and creating a sustainable project.	3-8 weeks, depending on your action