

Our Region



Our World



Greenmeadows Kindergarten exploring the rocky shore at Ahuriri as part of Seaweeek 2016. (read more on page 2)



Our Region Our World

Term 1 2016 – The Enviroschools Hawke's Bay team spent three days in February attending the NZAEE Conference in Auckland. This is a big deal on the Environmental Education calendar and only happens every two years. Auckland did an awesome job pulling together an extensive programme of experts and guest speakers. We were overwhelmed with information and ideas which I am sure will filter through into our everyday work lives.

Speaking of hui, we are looking forward to our Empowered Students Leadership Camp now planned for 12 and 13 May, early in term 2 at Pukemokimoki Marae. Please register your students as soon as you can.

We value your feedback so please don't hesitate to send in any comments or questions.

Noho ora mai
Sally Chandler
Enviroschools Regional Coordinator



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Mohaka Kura

A big welcome to Mohaka Kura to the Enviroschools programme. They are already swinging into their exploration of Me in My Environment, and preparing to launch into caring for their awa with riparian planting, setting up a shade house, and learning how to be scientific with water testing protocols. They also participated in the inaugural Māra Kai Master Chef competition held at Te Mira Marae, near Frasertown, Wairoa, on 30 March. Their team looked very professional and they worked efficiently to produce a fine meal! And their māra kai is exemplary.

Māra Kai Master Chef

Enthusiastic Competitors in Northern HB schools

Te Mahia School held their own Māra Kai Master Chef competition on 22 March at Ruawharo Marae, before the regional event. The difference factor was the amazing contribution from tangata whenua to enable the students to practice a traditional approach to cooking kai moana. They made cooking bags with bull kelp, loaded them with vegies and placed them in sand to cook. They used old electric frypans to immerse the bags in sand. The vegies were delicious! They were also provided with lemon fish, moki, cod, eel and minced paua. The students learned how to wrap their kaimoana, some with fresh herbs and a slice of lemon, in banana palm leaves. The kaimoana was placed into kelp bags also, to cook for about 20 minutes.



The Enviroschools Northern Hawke's Bay Māra Kai Master Chef competition took place at Whetu Marama Marae, Frasertown, Wairoa. On Wednesday 30 March six schools competed for the grand Master Chef Team title. Chef Sean provided a pasta recipe to be served with a fresh salad of māra kai produce, a tasty dressing, and a nutritious drink. The pre competition excitement and thorough preparation was wonderful. Empowered students representing their schools, with food they had helped to grow in their Sustainable Communities, Learning for Sustainability, working in teams with Respect for Diversity of People and Cultures on display. Māori Perspectives was in evidence during the powhiri and observance of tikanga of Ngati Kahaungunu, and specifically Ngati Makoro. Tino pae rewa e tamariki! Ka mau te wehi!



T1 Goodie Bag

At the NZAEE conference Jenni Scothern-King discovered what constructive and diverse work is being done by EMR – Experiencing Marine Reserves. This year the wananga will be held at Whangara, Gisborne from 29th April – 1st May, with the Theme: “Storytelling - Korero paki” for marine and freshwater conservation action and/or education”

To find out more visit www.emr.org.nz and click on events.

Waipawa Kindergarten Garden Project

At last ! ...we are making a start on our 'Garden Project'.



This project has been in the pipeline since the teachers proposed the concept to our Kindergarten Committee in 2014. We envisaged a small area of unused land at the rear of the kindergarten and owned by the neighbouring St John's Church, could be transformed into a garden for the enjoyment of the kindergarten and church communities. After negotiation with the Church a concept plan was drawn up and grants applied for. Unfortunately we had limited success, however our Association recognised the learning and teaching opportunities the development, planting and caring for this garden will provide and

has approved use of our own funds to make this plan become a reality. The teachers are excited about the opportunity to engage the children in hands-on experiences in their environment and create a garden that will provide enjoyment for people and other living things for the future.

An email to local businesses has resulted in donations of wool carpet for weed matting, with parents and community volunteering their time recently to roll it out. The children were then taken into the paddock to experience the space, to mihi to the Atua and discuss what we would like it to be like. Native plantings for 'rongoā', as learned in the story 'Koro's Medicine' were discussed, trees such as kowhai –to provide a food source and attract Tui and other native birds were some of their ideas.

We are excitedly awaiting the next stages of building walkways and planting!

Ann Drinkrow. (Head Teacher).



Children discussing plans for their new garden project

Greenmeadows Kindergarten

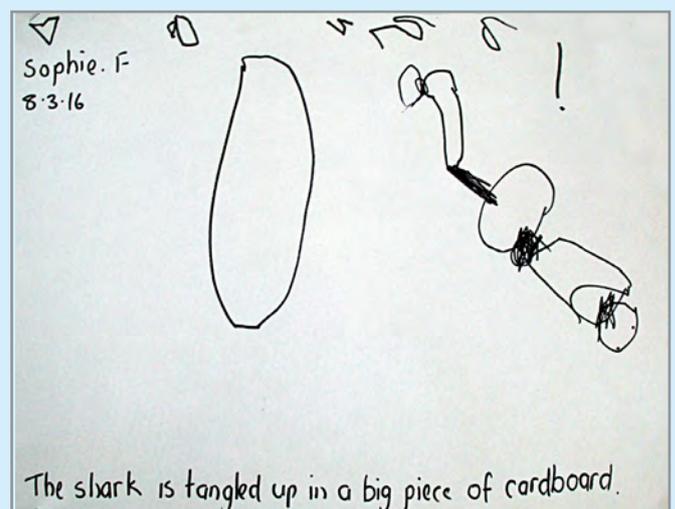
Taking Responsibility for a Healthy Ocean



Around the same time every year we visit the rock pools at Ahuriri. We start preparing for the outing a month in advance. We want to make sure that by the time we go we understand the importance of a healthy ocean, and know how to act responsibly when we get there. This year we used the Sea Week theme 'Toiora te moana, toiora te tāngata: Healthy sea, healthy people' as the conservation message for this learning.

This year our excursion was planned for the low tide of Monday 7 March. We were well prepared. The Sea Week Roadshow had been to visit, and we had participated in the Beach Clean-Up at Awatoto. We had learnt many ways that we could look after the animals of the sea, and their habitat. Now it was time to put our learning in to practice, and share it with our families. On a hot, sunny, morning (after exploring the beauty of Sturm's Gully) we clambered over rocks to reach the water's edge. We were careful not to disturb the habitat, and wet our hands before gently touching wildlife. We picked up rubbish we found lying around, and took our litter home. Our awareness and appreciation had once again been ignited. We truly were ... responsible, explorers of the ocean!

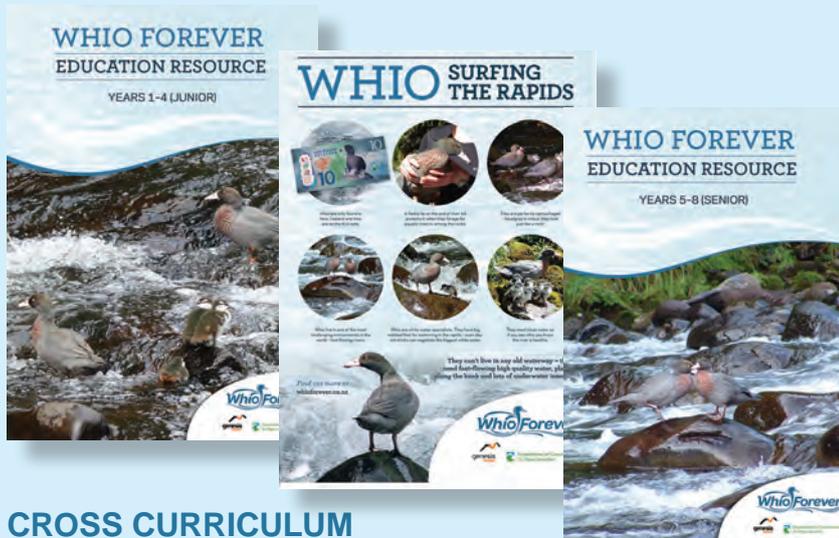
Nā Teresa Redington.



THE WHIO – A LEARNING JOURNEY

The whio/blue duck lives in fast flowing rivers, surfing the rapids and is found only in New Zealand. A taonga, the whio is an indicator of healthy clean waterways making it a very special bird.

The new **Whio Forever** education resource gives you the opportunity to take your students on an amazing journey as they discover why the whio is so important to New Zealand.



CROSS CURRICULUM

This integrated curriculum resource uses the whio as the 'real life' context for learning. Grounded in Environmental Education for Sustainability themes and including aspects of Te Ao Māori (a Māori world view), the resource covers multiple areas of the curriculum.

CLASSROOM READY

The new resource is classroom ready with step-by-step teaching notes and a term plan. There is both a junior and senior primary resource and both resources are based on the enquiry learning approach.

RECEIVE FREE POSTERS

The first 50 downloads of the resource will receive a set of full colour posters to supplement the teaching and learning in the classroom.

WHIO FOREVER CLASSROOM RESOURCE FEATURES

- Junior and Senior Primary resources
- Step-by-step teaching notes and term plan
- Integrated across multiple areas of the curriculum
- Inquiry learning approach
- Real life context
- Classroom ready
- Free set of colour whio posters for first 50 resource downloads



Download your free copy of the resource at:
www.doc.govt.nz/education-whio

FREE CLASSROOM RESOURCE

- Step by step teaching notes/term plan
- Inquiry learning approach
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To book or for more information

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Department of Conservation
Te Papa Atawhai



What's for lunch? – Curriculum in context

At Flemington School it was quiche with vegetables from the school's prolific garden.

Tuakana / teina groups from the senior class and new entrant class get together regularly to cook, garden and read. Teina love working with the “big kids” and tūākana get to practice leadership.

On this day, three different recipes were made with broccoli, spinach and silverbeet, and cavalo nero. The children read, identified, harvested, chopped, measured, mixed, negotiated, took turns, cooked and finally got to eat the results – except one boy who broke his foot while the quiche was cooking and went to hospital instead!



Whakataka te hau

A traditional karakia, this was originally used at sea in the face of an impending storm. It is now used widely in education to begin the day or a learning session. Its use of figurative language makes it useful as a literacy text, with the opportunity to explore occasions that figurative language is used in English and Māori. It can be recited or sung, with two tunes to choose from! There are multiple websites with information, translations and sound files. The following website has a range of karakia for different occasions with a sound file for each to assist with pronunciation, <http://maori.otago.ac.nz> keyword: Karakia

Karakia

A number of schools have asked about karakia to begin the day and for other occasions. The EnviroSchools Kit has a number of mihi or greetings to the atua that can also be used, (pages 109-110 of the “Identify” section of the Kit). A “Karakia and Waiata for Different Occasions” resource is being finalised and will be available electronically next term. In the meantime, here is a taste.

Whakataka te hau ki te uru
Cease the winds from the West
Whakataka te hau ki te tonga
Cease the winds from the South
Kia mākinakina ki uta, kia mātaratara ki tai
Let the gentle breezes blow over the land
E hī ake ana te atākura
Let the red tipped dawn come
He tio, he huka, he hauhū
With a sharpened air, a touch of frost
Tihei mauriora!
A promise of a glorious day!

When introducing this karakia to children, ask them what is distinctive about the westerly – it is often very strong and with some local variation is our prevailing wind, and the southerly – it is rather cold. (There are wonderful opportunities to veer off into weather and compass directions.) Talk about sea and land breezes – “ki uta” means on to the land, and “ki tai” means towards the sea or offshore. Depending on the age of children, investigate how land and sea breezes are created by temperature changes of land and sea between day and night. Children share experiences of watching the sun come up from the horizon at dawn and what it feels like at that time of the morning, especially in autumn or winter – a fantastic camp activity. This discussion allows children to connect with the metaphor in the karakia. Metaphorically they are trampling or dissipating any negative forces that might impact their focus or learning for the day, instead inviting gentle forces to support and encourage them. They are inviting the discovery and learning that a new day brings, with the feeling of anticipation, excitement and feeling alive that you get at dawn on a cold morning.

The Journey of Kuaka

Following on from Alaskan visitors, a class from Haumoana School has been exploring the world of the Kuaka. The Kuaka (bar-tailed godwit) migrates twice a year, between Alaska, Aotearoa and China.

Learning was shaped around creative exploration. The children listened to the call of the Kuaka, about whakapapa, Kuaka is the son of Tangaroa and experienced flying around their school grounds, feeling the wind, Tāwhirimātea guiding their flight. They listened to the story of E3 Call Home by Janet Hunt.



Te kuaka marangaranga, kotahi manu i tau ki te tahuna: tau atu, tau ra

The godwit flock has arisen; one bird has come to rest on the beach: others will follow.

The Whakataukī above teaches tikanga and whanaungatanga in maintaining whānau connections. We rise together and follow established patterns/tikanga. Make the patterns worth following.

The class plan to welcome the Kuaka back to Ahuriri estuary in September.



Kuaka image courtesy of Gary Clode



The Story of Waste

Recycling and reducing is important

Pakipaki Kura, is a new Enviroschool. Their first action was to host a Litter Education presentation from the Environment Centre. Pictured below is Andrea Leadbetter explaining a litter challenge to the class. Their community recently celebrated the centenary of

Houngarea Marae and recycling was onsite for the celebration. A great start to raise awareness of why recycling and reducing is so important. Plastic that ends up in waterways effects the life cycle and mauri of fish in the rivers and ocean.

Lunches are a key contributor to school waste. With some thought and planning, you and your school could be saving

serious money - and helping the environment too. Let your sustainable community and students know that waste in lunch boxes, goes home in the lunch box. Have one day a week as a Waste Free Day.

A target of “Zero Waste” should be included in the school’s policy document by the Board of Trustees. This will ensure that everyone knows the school’s direction and goal is Zero Waste and makes it official for teachers and students to work towards. The school’s policy document should state a timeframe that the school is aiming for a target of Zero Waste. This ensures buy-in from the whole school community.

The vision should include keeping records, monitoring progress and sticking to goals to reach targets within relevant time frames. Ongoing waste audits give all important base-line data. Embed ‘Practices/Tikanga’ around waste by using the activities on the Enviroschools “Theme Areas” DVD.



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