



Lesson plan 4

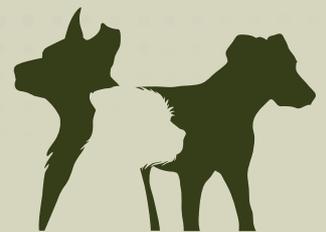
# Paws on Patrol

Peg and Duke the kiwi detection dogs



Department of  
Conservation  
*Te Papa Atawhai*

Kiwi  
bank.



CONSERVATION  
**DOGS**  
NEW ZEALAND

## KEY

 = links to videos    = links to websites    = links to pages within this resource

## Learning intentions

This lesson plan has been developed to support learning about the Conservation Dogs Programme and how Conservation Dogs help protect our special native species such as brown kiwi. It should be completed after viewing  [Paws on Patrol episode 4: James, Peg and Duke](#) in the *Fanimals* series.

To learn more about Conservation Dogs, Predator Free 2050, biosecurity and how to take conservation action in your local community, visit  [www.doc.govt.nz/education-conservation-dogs](http://www.doc.govt.nz/education-conservation-dogs).

Upon completion of this lesson plan, students will:

- ▶ understand the important role Conservation Dogs play in protecting New Zealand's unique biodiversity
- ▶ have an increased knowledge and understanding about kiwi
- ▶ begin to understand the role that reserves/ecosanctuaries such as Rotokare Scenic Reserve play in protecting our unique biodiversity.



## Curriculum links

### Achievement objectives

LEVELS 1-4 SCIENCE

**Nature of Science:** Investigating in science, Communicating in science, Understanding about science, Participating and contributing.

**Living World:** Ecology. Recognise (and explain) how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

**Science capabilities:** Engage with science.

### Key competencies

- ▶ Thinking.
- ▶ Using language.
- ▶ Relating to others.
- ▶ Participating and contributing.

## Key vocabulary

**Biodiversity:** The variety of living things in a place. The greater the number of living things, the more 'biodiverse' the place is.

**Biosecurity:** Actions to keep New Zealand free of unwanted organisms (introduced predators, weeds and diseases such as kauri dieback and myrtle rust) and to control, manage or remove them if they arrive in the country.

**Introduced pest/predator:** An animal or plant species that has come from another country and is threatening New Zealand's living things and environment. Introduced predators were brought to New Zealand by people via ships and through the transportation of goods.

**Native species:** A species that arrived in New Zealand by itself and is also found in other countries.

**Predator-proof fence:** Fencing that isolates a defined area on the mainland to protect and restore habitats through the intensive management of introduced pests/predators.

**Mainland island/reserve/ecosanctuary:** A protected area that is isolated by fencing, geographical features or, more commonly, the intensive management of introduced pests/predators to keep wildlife safe.

**Transmitter:** A tracking device to help monitor wildlife.

## Activity ideas

**Activity 1:** ▶ [Paws on Patrol episode 4](#) and have a class discussion to summarise the story. Then watch the video a second time and ask students to think about the three key points in the story. They can then share these points with a buddy and compare ideas. You could ask students the following questions to support the discussion.

- ▶ What characteristics or qualities do Peg and Duke have that make them suited to detecting kiwi?
- ▶ How do trained Conservation Dogs benefit the environment and conservation?
- ▶ What can you do at school or in your own backyard to protect and restore nature?

**Activity 2:** Find out about Rotokare Scenic Reserve (featured in the video) or any nature reserves/ecosanctuaries/mainland islands that are close to you. Consider the following questions

- ▶ Why do we need nature reserves/ecosanctuaries?
- ▶ What are the benefits of them?
- ▶ If you were to create a nature reserve/ecosanctuary near to you, where would it be and why?
- ▶ What actions should people take before visiting a nature reserve/ecosanctuary or pest-free island?



Rotokare Scenic Reserve. Photo: *Kiwis for Kiwi*

**Activity 3:** Learn more about kiwi using the [Kiwi-Forever](#) education resource.



Rowi/Okarito brown kiwi on Mana Island. Photo: *Leon Berard*  
[www.leonberardphotography.co.nz](http://www.leonberardphotography.co.nz) (CC BY-NC 4.0)

**Activity 4:** Imagine a country without introduced predators. What would it be like? How would our native species benefit? Students could brainstorm and/or draw pictures of what they think a 'predator-free' environment would look like.

**Activity 5:** Investigate introduced predators in a local environment (eg school grounds, local park, backyard). Students can use DOC's [Investigating introduced predators in your green space](#) resource to help them to:

- ▶ gather and interpret data about introduced predators living in a local environment
- ▶ identify and learn about introduced predators and how they affect native plants and animals
- ▶ understand how introduced predators affect the environment and the wider ecosystem.

**Activity 6:** Take an environmental action!

- ▶ Once students have identified which introduced predators are living in their green space, they can use DOC's [Enhancing biodiversity in your green space](#) resource to form a plan for eliminating them and enhancing the native animal and plant life in their environment.
- ▶ Students can then use DOC's [Tools for environmental action](#) resource to support the action they are taking to eliminate pests and increase biodiversity in their environment. This resource includes tips for carrying out environmental action and case studies of effective environmental actions that schools have undertaken to date.

**Activity 7:** Using the [DOC website](#) and your own research, find out about volunteers and community groups in your area that are involved in environmental action. Could your school support them in any way? Or could they help with your school's environmental action projects?

# Supporting resources

## Useful links

### Reserves/ecosanctuaries and mainland islands

- ▶ Mainland islands: [www.doc.govt.nz/our-work/mainland-islands](https://www.doc.govt.nz/our-work/mainland-islands)
- ▶ Rotokare Scenic Reserve Trust: [www.rotokare.org.nz](https://www.rotokare.org.nz)

### Kiwi

- ▶ Kiwi Forever education resource: [Kiwi-Forever](https://www.kiwi-forever.org.nz)
- ▶ Kiwis for Kiwi website: [www.kiwisforkiwi.org](https://www.kiwisforkiwi.org)
- ▶ Brown kiwi: [www.doc.govt.nz/birds/brown-kiwi](https://www.doc.govt.nz/birds/brown-kiwi)

## Further information

For additional resources to support teaching and learning in nature, visit DOC's conservation education webpage: [www.doc.govt.nz/education](https://www.doc.govt.nz/education).

To learn more about our amazing Conservation Dogs, check out DOC's Conservation Dogs Programme education resource: [www.doc.govt.nz/education-conservation-dogs](https://www.doc.govt.nz/education-conservation-dogs).

For further information on the Conservation Dogs Programme, visit [www.doc.govt.nz/conservation-dogs](https://www.doc.govt.nz/conservation-dogs).