

Exploring the local environment through the seasons

Investigating and exploring

Gathering information

Planning project action

Working with others

Reflecting, evaluating

TERM 1

Summer/Autumn

Explore your local natural environment. Get to know your local special places using DOC's [In the environment resources](#).

What are the Māori names for plants, places and animal life?

Choose a learning focus about your local natural environment.

Record your experiences outside.

What did you see? Hear? Smell? Sense?

Write about it, talk about it, draw it, mime it, dance it, sing it ...

Take photos of learning experiences and project starting points. For specific sites choose a photo point that all measuring photos will be taken from, for easy comparisons later.

Start talking and sharing ideas.

- ◇ What experiences and knowledge do you already have?
- ◇ What questions do you have?
- ◇ What do you wonder about?

Where are the areas in your local environment that feel as though they have a strong/weak mauri?

- ◇ Why do you think this is?

Who in your community knows about the history of your local places?

- ◇ Who used to live here?
- ◇ How did they live?

Who looks after and makes decisions about your local places?

- ◇ Parks, reserves and forests
- ◇ Lakes
- ◇ Streams and river corridors
- ◇ Estuaries and wetlands
- ◇ Coastal and marine areas
- ◇ Mountains

What did you learn?

How did you learn it?

What do you now think?

What are the next learning steps?

What do you still wonder about?

TERM 2

Autumn / Winter

What do you already know?
What questions do you have?
What do you wonder about?

Collect data – what calls your local environment home?

- ◇ Biodiversity mapping
- ◇ Bird counts
- ◇ Tracking tunnels

What funding options are available to help carry out the action?

- ◇ This year?
- ◇ Next year?

What are other schools and groups doing that we could learn from?

- ◇ Network with schools in other places.
- ◇ Share your ideas and opportunities.

Collect your local information and share it in a New Zealand-wide survey

- ◇ Annual Garden Bird Survey.
- ◇ [Experiencing Birds resource](#).

Analyse your data. What does it tell you?

- ◇ How many is too many or not enough?
- ◇ Good or bad?
- ◇ Endangered or threatened?

Plan for action

- ◇ What issue/opportunity do we want to address?
- ◇ How can we use our new skills and knowledge to take action?
- ◇ 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?

Take action!

- ◇ Don't forget to think about and implement good health and safety practices.
- ◇ Invite others to join you and share the learning and the fun!

Who else in your community has information or collects data that you could use about your local places?

- ◇ Who would be interested in sharing the data you collect?

What are other kindergartens and schools doing?

- ◇ Can you explore together and share the learning?
- ◇ Are there places you have in common?
- ◇ What could they teach you?
- ◇ What could you teach them?

Who can help us to take action?

What do you know?

What don't you know?

What do you need to find out?

What information do you need?

Take photos of action learning and progress made. Save them somewhere safe!

Get back outside and explore.

- ◇ What's different in the winter?
- ◇ Why is it different? The same?

Get back outside and explore.

- ◇ What's different in the Spring?
- ◇ Why is it different? Same?
- ◇ What needs maintaining?

Teach others and share your outdoor skills.

Celebrate your year of learning in your special outdoor place.

Measuring progress/success

- ◇ What have you achieved?
- ◇ Collect and record the data.
- ◇ How many? How much?
- ◇ Compare the data from the beginning ... What's different?

What are your recommendations for next steps?

- ◇ Who could you share this with to hand over knowledge and opportunities for future action?
- ◇ Who can continue this project next year?

Reflect and evaluate your action project success

- ◇ What worked well?
- ◇ What didn't work?
- ◇ What would you do differently next time?
- ◇ Were you successful?
- ◇ How do you know?
- ◇ Who helped you? Why? How?
- ◇ What advice would you have for people doing a similar project?
- ◇ What still needs to happen?
- ◇ What maintenance needs to be done?
- ◇ Who will do it?
- ◇ How did you share with others?

TERM 3

Winter/Spring

Share your planning, progress and action – go on, tell others about it!

- ◇ Local paper
- ◇ School newsletter/website
- ◇ Programme blog

Take photos of action and progress made.

Label them clearly and save them somewhere safe!

Use photos to measure your progress and achievements this year. Use them to share your achievements with others.

Don't forget to celebrate!

TERM 4

Spring/Summer

Don't forget to say thank you!

People loved 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'.

- ◇ Thumbs up! In the local paper.
- ◇ Acknowledgment in school newsletter/blog/website.
- ◇ Thank you letters/cards.
- ◇ Invite them back to celebrate.

Who will / could / might continue this work next year?

- ◇ Talk to them now and get them interested.
- ◇ Hand over the knowledge and ideas that you have.

What needs to be looked after over the summer holidays?

- ◇ Who will do what?
- ◇ When?
- ◇ How?

Watering roster (if necessary) for new plants close by a reliable water source.

HOLIDAYS

Summer