

Resources

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[Resources \[1\]](#)

Teachers, did you make your own unit or activity or lesson plan for this field trip? If so please email it to us and we will add it to this section.

Other activity answers

Easy background pages

- Ō Tū Wharekai - [Word](#) [2] (39k) | [PDF](#) [3] (56k)
- Wetland Treasures - [Word](#) [4] (40k) | [PDF](#) [5] (118k)
- Ephemeral Tarns - [Word](#) [6] (336k) | [PDF](#) [7] (345k)
- Life on a Braided River - [Word](#) [8] (841k) | [PDF](#) [9] (293k)
- Importance of Wetlands - [Word](#) [10] (41k) | [PDF](#) [11] (15k)
- Risks - [Word](#) [12] (47k) | [PDF](#) [13] (61k)

Standard background pages

- Ō Tū Wharekai - [Word](#) [14] (40k) | [PDF](#) [15] (56k)
- Ephemeral Tarns - [Word](#) [16] (335k) | [PDF](#) [17] (378k)
- Importance of Wetlands - [Word](#) [18] (43k) | [PDF](#) [19] (17k)
- Risks - [Word](#) [20] (48k) | [PDF](#) [21] (63k)

More things to try

- Word Search, Level 1-2 - [Word](#) [22] (31k) | [PDF](#) [23] (80k)
- Word Search, Level 3-4 - [Word](#) [24] (32k) | [PDF](#) [25] (81k)

Web Conference resources

- **Wetland Biodiversity web conference activity:** Students can work on this activity while they listen to live or recorded web conferences - [Word](#) [26] (31k) | [PDF](#) [27] (217k) | [Google Doc](#) [28]. Notes from these pages could be shared to help put together the class web conference summary
- **Web Conference summary sheet:** The class web conference summary can be done in a format of your own choosing, but feel free to use the web conference summary sheet - [Word](#) [29] (36k) | [PDF](#) [30] (201k) | [Google Doc](#) [31]. We'd love to share your ideas on the field trip website and help your students feel valued for their efforts. Please send your class summary to andrew.penny@core-ed.org [32].

Contributions

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- **Planning Sequence** example for a virtual field trip - [Word](#) [33] (652k) | [PDF](#) [34] (311k) | [Google Doc](#) [35].
- **Video question sheet** - [Word](#) [36] (31k) | [PDF](#) [37] (217k) | [Google Doc](#) [38]. [39] To use for each video (based on SOLO Taxonomy).
- **EPIC:** Through EPIC The Ministry of Education has paid a subscription on behalf of all registered New Zealand schools to access a range of quality, educational e-resources. For information about how to register with EPIC go to <http://www.epic.org.nz/> [40]. More information is at <https://www.tki.org.nz/epic2> [41]. If you are unsure if your school is registered ask your librarian or principal.
- **Cheryl Dunick's wetland task** - Cheryl from Spring Creek School created a [Google doc wetlands task](#) [42] her students completed in buddies so even her non readers could access and put their ideas forward.
- **Spring Creek School visit to local wetland** - Thanks again to Cheryl Dunick for sharing the following photos:
[Photo 1](#) [43] | [photo 2](#) [44] | [photo 3](#) [45] | [photo 4](#) [46] | [photo 5](#) [47] | [photo 6](#) [48] | [photo 7](#) [49] | [photo 8](#) [50]

• **Wetland Biodiversity on Pond** [51] - do a search for "wetlands" or "biodiversity" at <https://www.pond.co.nz/search> [51] for further resources and information related to the field trip topic.

Links and downloads

- [DOC](#) [52] - The Department of Conservation site has information about the protection of New Zealand's natural and historic heritage, how and where you can enjoy public conservation places and how to get involved in conservation.
- [DOC: Get Involved](#) [53] - Join in volunteering, training, teaching, events and projects, have your say on issues, and apply for permits and funding.
- [Education for Sustainability Kete](#) [54] - This community is designed to help teachers engage students in relevant learning about sustainability, and encourage them to act sustainably and contribute to the well-being of New Zealand - includes curriculum resources and teaching tools.
- [CREST](#) [55]
 - CREST is an international awards scheme designed to encourage years 0-13 students to be innovative, creative, and to problem solve in science, technology and environmental studies.
 - CREST in the classroom: CREST projects can also help provide the evidence for NCEA assessment and be used as entries to regional science and technology fairs and other such competitions.
 - LEARNZ with CREST: Using the Nature of Technology and/or the Nature of Science strands, use the *Wetland Biodiversity* field trip as an immersive or reflective context, or as background research for a CREST investigation.
- [Fish and Game New Zealand](#) [56] - Fish & Game New Zealand manages, maintains and enhances sports fish and game birds and their habitats in the best long-term interests of present and future generations of anglers and hunters. You may like to check out their [Education Page](#) [57].
- [The National Wetland Trust of New Zealand](#) [58] - a non-profit organisation established in 1999 to increase the appreciation of wetlands and their values by all New Zealanders.
- [Global Freshwater Biodiversity Atlas](#) [59] - The Atlas is a product of

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collaboration by numerous scientists, organisations and projects active in freshwater biodiversity research and conservation.

- [Halo Project](#) [60] - helping to protect our native species by trapping in urban areas.

[Manufacturing nesting boxes](#) [61]: Year 13 students connect with a community-wide project as they work to help tieke live and thrive in Whakatāne.

[Values](#) [62]: Trident College students make stoat traps for a community project and deepen their understandings around values.

[Key competencies](#) [63]: The Halo project in Whākatane provides wonderful opportunities for growing key competencies.



Department of
Conservation
Te Papa Atawhai

[52] [64]

[52]

Source URL: <http://www.learnz.org.nz/wetlandbiodiversity181/resources>

Links

[1] <http://www.learnz.org.nz/wetlandbiodiversity181/resources>

[2] http://www.learnz.org.nz/sites/learnz.org.nz/files/o-tu-wharekai-level1-2-answers_0.doc

[3] http://www.learnz.org.nz/sites/learnz.org.nz/files/o-tu-wharekai-level1-2-answers_0.pdf

[4] <http://www.learnz.org.nz/sites/learnz.org.nz/files/wetland-treasures-level1-2-answers.doc>

[5] <http://www.learnz.org.nz/sites/learnz.org.nz/files/wetland-treasures-level1-2-answers.pdf>

[6]

<http://www.learnz.org.nz/sites/learnz.org.nz/files/ephemeral-tarns-1-2-answers.doc>

[7]

<http://www.learnz.org.nz/sites/learnz.org.nz/files/ephemeral-tarns-1-2-answers.pdf>

[8] <http://www.learnz.org.nz/sites/learnz.org.nz/files/life-on-a%20braided-river-level1-2-answers.doc>

[9] <http://www.learnz.org.nz/sites/learnz.org.nz/files/life-on-a%20braided-river-level1-2.pdf>

[10] <http://www.learnz.org.nz/sites/learnz.org.nz/files/importance-of-wetlands-level1-2-answers.doc>

[11] <http://www.learnz.org.nz/sites/learnz.org.nz/files/importance-of-wetlands-level1-2-answers.pdf>

[12] <http://www.learnz.org.nz/sites/learnz.org.nz/files/risks-level1-2-answers.doc>

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- [13] <http://www.learnz.org.nz/sites/learnz.org.nz/files/risks-level1-2-answers.pdf>
- [14] <http://www.learnz.org.nz/sites/learnz.org.nz/files/o-tu-wharekai-level3-4-answers.doc>
- [15] <http://www.learnz.org.nz/sites/learnz.org.nz/files/o-tu-wharekai-level3-4-answers.pdf>
- [16] <http://www.learnz.org.nz/sites/learnz.org.nz/files/ephemeral-tarns-3-4-answers.doc>
- [17] <http://www.learnz.org.nz/sites/learnz.org.nz/files/ephemeral-tarns-3-4-answers.pdf>
- [18] <http://www.learnz.org.nz/sites/learnz.org.nz/files/importance-of-wetlands-level3-4-answers.doc>
- [19] <http://www.learnz.org.nz/sites/learnz.org.nz/files/importance-of-wetlands-level3-4-answers.pdf>
- [20] <http://www.learnz.org.nz/sites/learnz.org.nz/files/risks-level3-4-answers.doc>
- [21] <http://www.learnz.org.nz/sites/learnz.org.nz/files/risks-level3-4-answers.pdf>
- [22] <http://www.learnz.org.nz/sites/learnz.org.nz/files/word-search-level-1-2-answers.doc>
- [23] <http://www.learnz.org.nz/sites/learnz.org.nz/files/word-search-level-1-2-answers.pdf>
- [24] <http://www.learnz.org.nz/sites/learnz.org.nz/files/word-search-level-3-4-answers.doc>
- [25] <http://www.learnz.org.nz/sites/learnz.org.nz/files/word-search-level-3-4-answers.pdf>
- [26] http://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-activity_7.doc
- [27] http://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-activity_6.pdf
- [28] <https://docs.google.com/document/d/17P4Y7tdFu8rf5q5CiAkwGoNktt-gQdTMYNqAChAO-JY/edit?usp=sharing>
- [29] http://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-summary_3.doc
- [30] http://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-summary_3.pdf
- [31] <https://docs.google.com/document/d/1uX6uXl9kBrUKF8NblivXTUxAc9KDF7YKFlxtUGwZdNw/edit?usp=sharing>
- [32] <mailto:andrew.penny@core-ed.org>
- [33] http://www.learnz.org.nz/sites/learnz.org.nz/files/planning-sequence_6.doc
- [34] http://www.learnz.org.nz/sites/learnz.org.nz/files/planning-sequence_6.pdf
- [35] https://docs.google.com/document/d/1fj2hWReFEY6yQLHA6svalsNwX39Ed-rs16o_4ZBr9MI/edit
- [36] http://www.learnz.org.nz/sites/learnz.org.nz/files/video-questions_2.doc
- [37] http://www.learnz.org.nz/sites/learnz.org.nz/files/video-questions_3.pdf
- [38] <https://drive.google.com/open?id=1zOvOTfTI7PYcjEDCqSIEbMH1PvOyxONA1jPtHXP4Tk4>
- [39] <https://drive.google.com/a/core-ed.ac.nz/file/d/0Byt3x4i96-MUY1A1WnRyTmZQSFE/view>
- [40] <http://www.epic.org.nz/>
- [41] <https://www.tki.org.nz/epic2>
- [42] https://docs.google.com/forms/d/11smwQwPHrfURZjtZB_JD_wmaJk714lazNQ0Q5IXUy38/viewform?c=0&w=1&usp=mail_form_link
- [43] <https://drive.google.com/file/d/0B8SbU3K3wLQ2UFVaTERKYThwZTQ/view?usp=>

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drive_web

[44] https://drive.google.com/file/d/0B8SbU3K3wLQ2eTlzdjA5Unk4WjQ/view?usp=drive_web

[45] https://drive.google.com/file/d/0B8SbU3K3wLQ2cWFSY2tFT3luTkU/view?usp=drive_web

[46] https://drive.google.com/file/d/0B8SbU3K3wLQ2WEdfaHZKOVY3bm8/view?usp=drive_web

[47] https://drive.google.com/file/d/0B8SbU3K3wLQ2ejY5MDR2UXMtLXc/view?usp=drive_web

[48] https://drive.google.com/file/d/0B8SbU3K3wLQ2TIV6OGJ4UjN3MEU/view?usp=drive_web

[49] https://drive.google.com/file/d/0B8SbU3K3wLQ2cndIS3Q30Eg4VWs/view?usp=drive_web

[50] https://drive.google.com/a/core-ed.ac.nz/file/d/0B8SbU3K3wLQ2bVNUWFIKc2piWTA/view?usp=sharing_eid&ts=570781aa

[51] <https://www.pond.co.nz/search>

[52] <http://www.doc.govt.nz/>

[53] <http://www.doc.govt.nz/get-involved/>

[54] <http://efs.tki.org.nz/>

[55] <http://www.royalsociety.org.nz/teaching-learning/crest/crest-connections/learnz-with-crest/>

[56] <http://www.fishandgame.org.nz/>

[57] <http://www.fishandgame.org.nz/education>

[58] http://www.wetlandtrust.org.nz/Site/Why_Wetlands.ashx

[59] <http://atlas.freshwaterbiodiversity.eu/>

[60] <http://halo.org.nz/>

[61] <http://technology.tki.org.nz/Videos/Sustainability/Manufacturing-nesting-boxes-Halo-project>

[62] <http://technology.tki.org.nz/Videos/Sustainability/Values-Halo-project>

[63]

<http://technology.tki.org.nz/Videos/Sustainability/Key-Competences-Halo-Project>

[64] <http://www.doc.govt.nz/getting-involved/for-teachers/education-projects-and-programmes/the-big-picture/>