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All LEARNZ field trips targeting primary and secondary schools are closely linked to the New Zealand curriculum, in particular health and physical education, science and social studies. They can also be used by other subject teachers.

Key concepts

Community involvement, disasters, earthquakes, emergencies, emergency management, extreme natural events, future focus, hazards, infrastructure, landslides, leadership, management, perspectives, planning for earthquakes, publicity, resilience, risk management, story telling, values, viewpoints.

The New Zealand Curriculum - NZC

Key Competencies

LEARNZ virtual field trips contribute to the development of all five key competencies:

Key Competencies	Examples of Related Field Trip Components
Thinking	Constructing questions to put to experts during web conferences [2].
Using language, symbols and texts	Interpreting and making meaning of a variety of language and symbols in the Background Pages [3] and throughout the web site.
Managing self	Numerous content-related Activities [4] provide students with chances to engage with the material and create their own interpretation of the content.
Relating to others	Videos [5] connect students with a range

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	of expert opinions. Students listen actively when seeking answers to video questions.
Participating and contributing	LEARNZ Virtual Field Trips are an ideal medium for group-based topic inquiry. They also enable students to transfer new learning into the context of their own communities where they are encouraged to take action.

(See page 12-13 NZC 2007)

Values

The *Adapting After Emergencies* field trip encourages, models and explores these values:

- innovation, inquiry and curiosity
- ecological sustainability
- community and participation

(see page 10 NZC 2007).

E-learning and pedagogy

The *Adapting After Emergencies* field trip directly involves learning that is supported by information and communication technology (ICT).

In particular, the trip will:

- Assist the making of connections by enabling students to enter and explore new learning environments, overcoming barriers of distance and time.
- Facilitate shared learning by enabling students to join or create communities of learners that extend well beyond the classroom.
- Enhance opportunities to learn by offering students virtual experiences and tools that save them time, allowing them to take their learning further (Page 36 NZC 2007).

Health and Physical Education

Strand	Achievement A
Personal health and physical development - A	A2 Regular physical activity L2: Experience of



describe the be

L3: Maintain reg
range of environ
well-being.

L4: Demonstrat
regular and enjo
enhance well-be

L5: Experience a
describe how va
balance.

A3 Safety man

L2: Identify risk

L3: Identify risks
these.

L4: Access and
of contexts.

L5: Investigate a
risk situations.

A4 Personal id

L2: Identify pers

L3: Describe how
other people, co

L4: Describe how
media, can affe

L5: Investigate a
own identity and
which they desc

Healthy communities and environments - D

D1 Societal at

L2: Explore how
healthy physical
community reso
community.

L3: Identify how



by community a

L4: Investigate a
contribute to the

L5: Investigate s
communities.

D2 Community


L2: Identify and
contribute to a l

L3: Participate i
enhance the we

L4: Investigate a
support well-bei
well-being of co

L5: Investigate c
well-being and t

Social Science

Strand	Achievement
<p>Identity, Culture and Organisation</p> <p>Continuity and Change</p> <p>Place and Environment</p> 	<p>Level 2: Unders places.</p> <p>Level 3: Unders of resources.</p> <p>Level 4: Unders</p> <p>Level 5: Unders environmental a</p>

Science

Strand	Achievement
<p>Planet Earth and Beyond</p>	<p>Earth systems</p>




- L2: Expl
- L3: Appr
up our p
- L4: Deve
life form
Earth's r
- L5: Inve
geosphe

Interacting Sy

- L2: Desc
affected
- L7: Deve
their int

English

The selected processes and strategies indicators used in the table below are from Level three of the NZC, but aim to cover indicators from levels two to four.

Strand	Processes and Strategies Indicators	Example of Related Field Trip Component
<p>Speaking, Writing and Presenting</p> 	<ol style="list-style-type: none"> 1. uses an increasing understanding of the connections between oral, written, and visual language when creating texts 2. creates a range of texts by integrating sources of information and processing strategies with increasing confidence 	<ol style="list-style-type: none"> 1. making the connection between Web conferences [2], Background Pages [3], Videos [5], and own discussion when generating written responses 2. assimilate information from Web conferences [2], Background Pages [3] and Videos [5] to create a range of texts
<p>Listening, Reading and Viewing</p>	<ol style="list-style-type: none"> 1. selects and reads for enjoyment and personal fulfilment 2. recognises connections between oral, written, and visual language 3. integrates sources 	<ol style="list-style-type: none"> 1. printed copies of Background Pages [3] could be part of classroom library 2. making links between Web conferences [2], Background Pages [3], and Videos [5]

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- of information and prior knowledge confidently to make sense of increasingly varied and complex texts
4. thinks critically about texts with increasing understanding and confidence

3. [web conferences](#) [2], [Videos](#) [5] and [Diaries](#) [6] can be used to make sense of Background Pages and generate questions to put to experts for further clarification

Source URL: <https://www.learnz.org.nz/redcross182/curriculum>

Links

- [1] <https://www.learnz.org.nz/redcross182/curriculum>
- [2] <http://www.learnz.org.nz/redcross182/webconferences>
- [3] <http://www.learnz.org.nz/redcross182/bg-standard>
- [4] <http://www.learnz.org.nz/redcross182/activities>
- [5] <http://www.learnz.org.nz/redcross182/videos>
- [6] <http://www.learnz.org.nz/redcross182/diaries>