

## 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.

## Teacher PLD

- Take part in the free for teachers' [PLD webinar](#) [2] for this term's field trips.

## Student self assessments

Your students can complete the online [pre-test](#) [3] and [post-test](#) [4] student self-assessment forms for this field trip. Once completed you can email [barrie.matthews@core-ed.org](mailto:barrie.matthews@core-ed.org) [5] to have your class submissions extracted and emailed to you. It's OK if just some of your students have filled them in or if they have submitted either self assessment rather than both.

## Web Conference resources

- **Explore Outdoors web conference activity:** Students can work on this activity while they listen to live or recorded web conferences - [Word](#) [6] (31k) | [PDF](#) [7] (217k) | [Google Doc](#) [8]. 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](#) [9] (36k) | [PDF](#) [10] (201k) | [Google Doc](#) [11]. 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 [teanau.tuiono@core-ed.org](mailto:teanau.tuiono@core-ed.org) [12].

## Contributions

- **Planning Sequence** example for a virtual field trip - [Word](#) [13] (652k) | [PDF](#) [14] (311k) | [Google Doc](#) [15].
- **Video question sheet** - [Word](#) [16] (31k) | [PDF](#) [17] (217k) | [Google Doc](#) [18]. [19] 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/> [20]. More information is at <https://www.tki.org.nz/epic2> [21]. If you are unsure if your school is registered ask your librarian or principal.

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### Links and downloads

- Use [Find My Adventure](#) [22] at [Walking Access - Ara Hikoī Aotearoa](#) [23] for tracks and trails in your area
- Visit [QEII National Trust - Ngā Kairauhi Papa Forever Protected](#) [24] to find protected places to visit near you
- Find out more about all of [New Zealand's Great Walks](#) [25].
- Go to the [Department of Conservation](#) [26] site to find out about tracks and trails near you.
- Look at the [weather for popular parks and trails](#) [27] when planning your trip.
- Find out more about [exploring Mount Aspiring National Park](#) [28] and the [East Matukituki Valley](#) [29] that includes Mount Aspiring Station's old homestead.
- The Ministry of Education [EOTC Guidelines 'Bringing the Curriculum Alive' \(2009, updated 2014-2016\)](#) [30] should be used to review and develop school EOTC policies and procedures.
- Go to [Education Outdoors New Zealand](#) [31] (EONZ) for up-to-date information on EOTC.
- Take a look at the resources on safety in the outdoors provided by the [Mountain Safety Council](#) [32].
- Learn about what's happening in the mountains, mountaineering courses, alpine huts and opportunities through the [New Zealand Alpine Club](#) [33].
- Find out about the [Duke of Edinburgh's Hillary Award](#) [34].
- Discover more about [New Zealand Land Search and Rescue](#) [35] (LandSAR)
- Try the student friendly version of the iNaturalist app known as [Seek by iNaturalist](#) [36]
- Use the [iNaturalist NZ Mātaki Taiao](#) [37] website or app to identify plants and animals
- Explore the [New Zealand Birds Online](#) [38] website
- [DOC](#) [39] - 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](#) [40] - Join in volunteering, training, teaching, events and projects, have your say on issues, and apply for permits and funding.
- [Education for Sustainability Kete](#) [41] - 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](#) [42]
  - 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 *Explore Outdoors* field trip as an immersive or

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reflective context, or as background research for a CREST investigation.

- [Fish and Game New Zealand](#) [43] - 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](#) [44].
- [Halo Project](#) [45] - helping to protect our native species by trapping in urban areas.
- [Manufacturing nesting boxes](#) [46]: Year 13 students connect with a community-wide project as they work to help tieke live and thrive in Whakatāne.  
[Values](#) [47]: Trident College students make stoat traps for a community project and deepen their understandings around values.  
[Key competencies](#) [48]: The Halo project in Whākatane provides wonderful opportunities for growing key.

**Source URL:** <https://www.learnz.org.nz/outdoors201/resources>

## Links

- [1] <https://www.learnz.org.nz/outdoors201/resources>
- [2] <http://www.learnz.org.nz/support/pld-and-webinars>
- [3] <https://docs.google.com/forms/d/e/1FAIpQLSd80wkiUQ2If4cU5S1i2XxGBkPgsI9xA tINTCOBjOjR27Qea7Q/viewform>
- [4] [https://docs.google.com/forms/d/e/1FAIpQLScDgEnCZIM4\\_FpTi34\\_ZpmCRF3jsIKQ ioQcNwNzl2VFKMGc4A/viewform](https://docs.google.com/forms/d/e/1FAIpQLScDgEnCZIM4_FpTi34_ZpmCRF3jsIKQ ioQcNwNzl2VFKMGc4A/viewform)
- [5] <mailto:barrie.matthews@core-ed.org>
- [6] [https://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-activity\\_7.doc](https://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-activity_7.doc)
- [7] [https://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-activity\\_6.pdf](https://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-activity_6.pdf)
- [8] <https://docs.google.com/document/d/17P4Y7tdFu8rf5q5CiAkwGoNktt-gQdTMYNq AChAO-JY/view#>
- [9] [https://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-summary\\_3.doc](https://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-summary_3.doc)
- [10] [https://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-summary\\_3.pdf](https://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-summary_3.pdf)
- [11] <https://docs.google.com/document/d/1uX6uXI9kBrUKF8NblivXTUxAc9KDF7YKFIx tUGwZdNw/view>
- [12] <mailto:teanau.tuiono@core-ed.org>
- [13] [https://www.learnz.org.nz/sites/learnz.org.nz/files/planning-sequence\\_6.doc](https://www.learnz.org.nz/sites/learnz.org.nz/files/planning-sequence_6.doc)
- [14] [https://www.learnz.org.nz/sites/learnz.org.nz/files/planning-sequence\\_6.pdf](https://www.learnz.org.nz/sites/learnz.org.nz/files/planning-sequence_6.pdf)
- [15] [https://docs.google.com/document/d/1fj2hWReFEY6yQLHA6svalsNwX39Ed-rsI6 o\\_4ZBr9MI/view](https://docs.google.com/document/d/1fj2hWReFEY6yQLHA6svalsNwX39Ed-rsI6 o_4ZBr9MI/view)
- [16] [https://www.learnz.org.nz/sites/learnz.org.nz/files/video-questions\\_2.doc](https://www.learnz.org.nz/sites/learnz.org.nz/files/video-questions_2.doc)
- [17] [https://www.learnz.org.nz/sites/learnz.org.nz/files/video-questions\\_3.pdf](https://www.learnz.org.nz/sites/learnz.org.nz/files/video-questions_3.pdf)
- [18] <https://docs.google.com/document/d/1zOvOTfTI7PYcjEDCqSIEbMH1PvOyxONA1j PtHXP4Tk4/view>
- [19] <https://drive.google.com/a/core-ed.ac.nz/file/d/0Byt3x4i96-MUY1A1WnRyTmZQ SFE/view>

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- [20] <http://www.epic.org.nz/>
- [21] <https://www.tki.org.nz/epic2>
- [22] <https://www.walkingaccess.govt.nz/find-my-adventure/#/>
- [23] <https://www.walkingaccess.govt.nz/>
- [24] <https://qeiiinternationaltrust.org.nz/>
- [25] <http://www.greatwalks.co.nz/>
- [26] <https://www.doc.govt.nz/parks-and-recreation/things-to-do/walking-and-tramping>
- [27] <https://www.doc.govt.nz/parks-and-recreation/know-before-you-go/weather/>
- [28] <https://www.doc.govt.nz/parks-and-recreation/places-to-go/otago/places/mount-aspiring-national-park/>
- [29] <https://www.doc.govt.nz/parks-and-recreation/places-to-go/otago/places/mount-aspiring-national-park/things-to-do/tracks/east-matukituki-valley-tracks/>
- [30] <http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>
- [31] <http://www.eonz.org.nz/>
- [32] <http://www.mountainsafety.org.nz/>
- [33] <http://alpineclub.org.nz/>
- [34] <http://www.dofehillary.org.nz/>
- [35] <http://www.landsar.org.nz/front/front.aspx?ID=996>
- [36] [https://www.inaturalist.org/pages/seek\\_app](https://www.inaturalist.org/pages/seek_app)
- [37] <https://inaturalist.nz/>
- [38] <http://nzbirdsonline.org.nz/>
- [39] <http://www.doc.govt.nz/>
- [40] <http://www.doc.govt.nz/get-involved/>
- [41] <http://efs.tki.org.nz/>
- [42] <http://www.royalsociety.org.nz/teaching-learning/crest/crest-connections/learnz-with-crest/>
- [43] <http://www.fishandgame.org.nz/>
- [44] <http://www.fishandgame.org.nz/education>
- [45] <http://halo.org.nz/>
- [46] <http://technology.tki.org.nz/Videos/Sustainability/Manufacturing-nesting-boxes-Halo-project>
- [47] <http://technology.tki.org.nz/Videos/Sustainability/Values-Halo-project>
- [48] <http://technology.tki.org.nz/Videos/Sustainability/Key-Competences-Halo-Project>