

# Field trip activities

## Field trip: *Environmental guardianship in Tamatea Dusky Sound*

The following activities are designed to foster an understanding of ecosystems, biodiversity, and conservation among students in years 4-8, but can be adapted for use across different year levels. They align with the Te Mātaiaho refreshed New Zealand Curriculum's Understand, Know, Do (UDK) framework, supporting learning progressions.

Teachers can maximise their effectiveness by employing the *Environmental guardianship in Tamatea Dusky Sound* field trip materials to ignite discussions and stimulate critical thinking among ākonga, using these activities as a launching point for more in-depth exploration. Furthermore, the Solo taxonomy rubric provided below serves as an assessment tool that can be tailored to meet the specific needs of varying year levels, ensuring its suitability for a wide spectrum of learners.

### Group discussion and presentation

- Divide ākonga into small groups.
- Assign each group a specific aspect of the *Environmental guardianship in Tamatea Dusky Sound* field trip, such as marine ecosystems, forest ecosystems, their interconnectedness, biodiversity, or conservation efforts.
- Have each group discuss their assigned topic and prepare a short presentation.

### Understanding a local ecosystem

- Use the [Investigation: local ecosystem](#) (downloadable pdf) to support ākonga to record their thinking and ideas about a local ecosystem they have identified. They can use this thinking to springboard into inquiry.

### Role-play or simulation

- Organise a role-play or simulation activity where ākonga take on different roles related to Tamatea ecosystem management and conservation efforts.
- For example, some ākonga can play the role of conservationists, while others act as tourist operators or community members. This activity allows ākonga to explore the complexities of real-world conservation dilemmas.

### Nature walk and observation

- If possible, conduct a nature walk in a local natural area.
- Ask ākonga to observe and document the ecosystems, biodiversity, interconnectedness, and any conservation efforts they encounter.
- After the walk, hold a discussion where ākonga share their observations and discuss the importance of preserving a local, interconnected ecosystem.

### Creative projects

- Encourage ākonga to express their understanding of an interconnected ecosystem, biodiversity or conservation in Tamatea through creative projects such as art, poetry, or short stories.
- They can create artwork that represents Tamatea biodiversity, write poems about conservation efforts, or craft stories that emphasise the interconnectedness of ecosystems.

### Debate

- Organise a debate on a local conservation-related topic.
- Divide ākonga into teams or small groups and have them discuss issues like the impact of human activity on biodiversity or the ethics of conservation practices.

### Ecosystem scavenger hunt

- Organise an outdoor or indoor scavenger hunt where ākonga search for specific elements related to ecosystems, biodiversity, and conservation.

- Provide them with a checklist of items to find or observe, such as different plant species, animal tracks, or signs of conservation efforts.

#### **Nature diorama or terrarium**

- Have ākonga create a miniature nature diorama or terrarium that represents an ecosystem.
- They can include plants, small figurines of animals, and labels explaining the role of each component in the ecosystem.

#### **Creature feature**

- Ask each ākonga to choose a specific animal or plant species that they find interesting from the field trip.
- Have them create a "Creature feature" poster or presentation with information about the chosen species, its role in its ecosystem, and any conservation concerns.

#### **Eco-storytelling**

- Encourage ākonga to write a short story or draw a comic strip that tells a tale about a journey through a Tamatea ecosystem.
- The story should highlight the importance of interconnectedness, biodiversity and the need for conservation efforts.

#### **Eco-explorer journal**

- Provide ākonga with blank journals and encourage them to become "Eco-Explorers."
- They can record their observations, drawings, and reflections on ecosystems, biodiversity, and conservation during the virtual field trip.

#### **Nature art gallery**

- Have ākonga create nature-inspired art, such as leaf rubbings, pressed flowers, or paintings of an ecosystem they explored locally.
- Display their artwork in a "Nature art gallery" within the classroom.

#### **Eco-quiz show**

- Create teams of ākonga and ask them questions related to ecosystems, biodiversity, and conservation.
- Use buzzers or a whiteboard for teams to record their answers.

#### **Conservation poster campaign**

- Challenge ākonga to design posters that promote conservation efforts in Tamatea or within a local ecosystem.
- These posters can include catchy slogans and visuals that convey the importance of protecting ecosystems and biodiversity.

#### **Ecological comprehension**

Use this [Solo taxonomy rubric](#) (downloadable Word document) to assess ākonga understanding of ecosystems, biodiversity, and conservation, emphasising their comprehension of ecosystem interconnectivity. It provides a five-level framework, ranging from basic recognition of concepts to a sophisticated understanding of how various elements in ecosystems are intricately linked.