

Te Taiao The Environment



Teaching Resource

Year: 0-8

Class time: 35-45 mins

Prep time: 2 mins

Mā raro, mā wira rānei nā te mea he pai ake mō te taiao!
I walk or wheel because it's good for the environment!

What teachers need to know



2 mins

This resource can be used as a stand-alone activity or alongside other Movin' March resources. Together these explore the benefits of active travel (walking or wheeling) to school. You can use these resources any time of the year.

Teacher preparation:

- Read this resource.

Learning intention – students will:

- Understand that walking and wheeling is an easy way to reduce their carbon footprint.
- Know that they can actively do something about climate change, by reducing their carbon footprint and by caring for Papatūānuku (our Earth).

Success criteria – students can:

- Explain how walking or wheeling can help reduce their carbon footprint.



What teachers need to know

New Zealand Curriculum Achievement Objectives

Science

Levels 1 and 2 – Nature of science, participating and contributing.

Students will:

- Explore and act on issues and questions that link their science learning to their daily living.

Levels 3 and 4 – Nature of science, participating and contributing.

Students will:

- Use their growing science knowledge when considering issues of concern to them.
- Explore various aspects of an issue and make decisions about possible actions.

Te Whare Tapa Whā

Te Whare Tapa Whā is a holistic model of health, that stems from a Māori world view on wellbeing. It encompasses more than just physical health as the pinnacle to wellbeing. Based on a whare (house model), the taha (or sides) of the whare (house) are; taha tinana (physical wellbeing), taha hinengaro (mental wellbeing), taha wairua (spiritual wellbeing) and taha whānau (family wellbeing). You can incorporate these into the Movin' March Learning Experiences.

More information: [Hauora](#). This also shows the Fonofale model of wellbeing from a Pacific perspective.

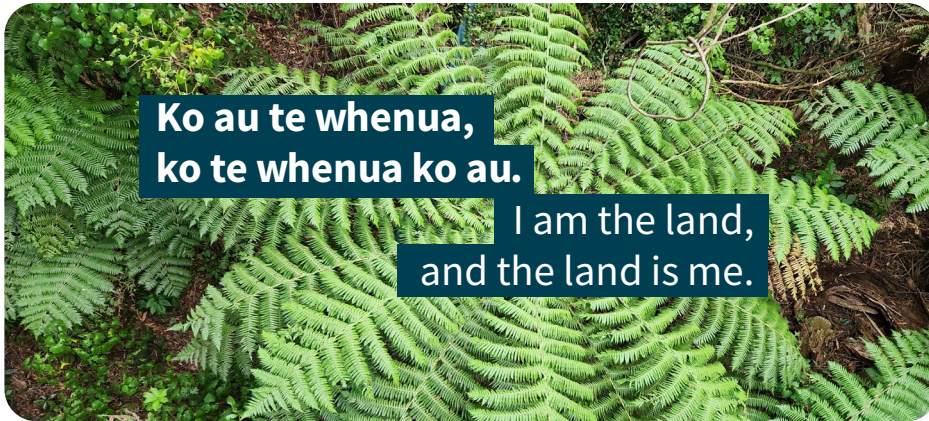


Learning experience

Walk and whakataukī:

Go for a walk outside. Breathe in the fresh air and notice the environment around you. Discuss this whakataukī.

 5 mins



This whakataukī reminds us of our relationship with the land, nurturing, and being integral to each other.

Discussion:

How are active journeys good for the environment?

When we walk or wheel, there are fewer cars which means less congestion, lower carbon emissions and less pollution. When we reduce our carbon footprints and care for Papatūānuku, we can actively do something about climate change.

 5 mins

Videos:

Show these videos to your class and consider sending these links to whānau, so they can talk about them at home. Discuss the questions with your class to develop their deeper critical thinking. Do this before, during, or after each video as appropriate. To help ākonga (students) understand the concepts and vocabulary, pause and talk when needed.

 20 -30 mins

[A Māori creation story in sand - Ranginui and Papatūānuku](#)

5 min, 17 sec  Ads:

Discuss: In te ao Māori, ngā atua (the Māori Gods) are elemental identities that tell the story of our environment. Papatūānuku is our earth mother, the land. How should we treat her? Why and how do we need to care about our atua? How can we show kaitiakitanga (care) towards our earth?

[What is climate change?](#)

1 min, 52 secs  Ads:

Discuss: What do we know about this topic? Draw a line and ask ākonga to stand along the spectrum, showing what or how much they know about climate change or how they feel about it.

Learning experience

Videos (continued)

Car engine pollution

15 secs  Ads: 

A powerful visual presentation of how much carbon a car can produce when its engine is running for one minute, posted on X (formerly Twitter) by the Mayor of London, UK, Sadiq Khan.

Discuss: What does this do to our planet and to our health? Is it only CO₂ in the bag? What does CO₂ look like? We breathe these toxins in. If we could see gases and air pollution around us, how might we behave differently? How much CO₂ does your car produce when it is idling on a typical day?

Simpleshow explains the carbon footprint

2 min  Ads: 

Discuss: Where does our food come from? Do we eat food that is in season or does our food come from other countries around the world?

What is a carbon footprint?

2 min  Ads: 

What can you do about yours?

Discuss: With a friend or whānau member what could you do to help reduce your carbon footprint?

Think, pair, share:

 5 mins

- What have you learnt about looking after our environment?
- What can you do differently to make a change or an impact to help Papatūānuku?
- What are your barriers or what challenges do you face? How can you overcome these?



Further activities, resources, and links

- Share good news stories about children or adults who have succeeded in making a difference to their local environment. If possible, invite local people to share their stories. Some examples are:
 - 📺 [Berhampore School community](#) making a change during Movin’March (Facebook). 6 mins 13 secs Ads: 🚫
 - Ākonga monitor air pollution around their school during morning drop-off time. [Real-time carbon map inspires students \(RNZ\)](#). Can you gather data outside your school gate?
- Investigate different contributors to carbon footprints such as food miles. What is the impact of our food arriving by different types of transport such as by air or sea? Can we grow our food in our local area and eat in season?
- Read the Starfish Story (next page). Even if individual acts are small, together we can make a difference. What could each of us do differently? Record ākonga “aha” moments and their solutions.
- Discuss other ways ākonga can have collective power. For example, if 20 ākonga all travelled by individual cars to kura instead of by bus, how much CO₂ would they create?
- Research electric cars. What are their advantages and disadvantages over petrol-driven cars? What is the impact and cost of lithium batteries to Papatūānuku?
- Use [De Bono’s Hats](#) to consider different points of view about our carbon footprint.
- Talk to your local [Enviroschools Facilitator](#) or [local or regional council](#) for advice and support and involve whānau, Board of Trustees, or your Parent Teacher Association.
- Use the [House of Science](#) or the [Hutt Science Kit](#) (if you’re a Lower Hutt kura) to learn more about climate change.
- Explore other [Movin’March](#) resources or [activities for the classroom](#).
- The Hono (Connecting) [Movin’March resource](#) is about making connections to neighbourhood and nature which can help support a positive outlook on climate change and the environment.
- Implement this topic in maths, statistics, data interpretation, English-writing activities, oral language, e.g. speeches or debates, read school journal articles, investigations or science fairs.
- Consider scheduling in [Pedal Ready](#) and [Scooter Ready](#) safety skills sessions.



The Starfish Story

Making a difference one starfish at a time

Once upon a time, there was a wise man who used to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work.

One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dancer. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up. As he got closer, he noticed that the figure was that of a boy, and that what he was doing was not dancing at all. The boy was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer still and called out “Good morning! May I ask what it is that you are doing?”

The boy paused, looked up, and replied “Throwing starfish into the ocean.”

“I must ask, then, why are you throwing starfish into the ocean?” asked the somewhat startled wise man.

To this, the boy replied, “The sun is up and the tide is going out. If I don’t throw them in, they’ll die.”

Upon hearing this, the wise man commented, “But, young man, do you not realize that there are miles and miles of beach and there are starfish all along every mile? You can’t possibly make a difference!”

At this, the boy bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, he said, “It made a difference for that one.”

— Loren Eiseley

(Originally shared in the [Active Travel Action Resource](#), p32)

