

UNCOVER VARIOUS ASPECTS OF AN ISSUE AND MAKE DECISIONS ABOUT POSSIBLE ACTIONS. EXPLORE THE IMPACT PEOPLE AND INTRODUCED PREDATORS HAVE HAD ON THE UNIQUE WILDLIFE OF AOTEAROA NEW ZEALAND.

ESSENTIAL QUESTION

WHAT ACTIONS CAN WE TAKE TO HELP TO RESTORE THE UNIQUE WILDLIFE OF AOTEAROA NEW ZEALAND?

WHAT ARE WE LEARNING?

- What makes Aotearoa's endemic and native species special? How do introduced predators impact their survival?
- Asking questions, finding evidence, exploring simple models and carrying out investigations.
- Taking collective action for the care of the environment.

TRY THIS WITH

- Years 4-8
- Students who are interested in human impact on the world around them.
- Students who love exploring their environment.

FIND

Discover
Decide
Locate

Observe
Identify
Collate

Watch 'How Nature Gets Its Rhythms' to build your professional understanding.

Discover why we should restore Aotearoa's native wildlife and the history of our predator free journey.

Watch 'Meet the Locals'.

Use Padlet to record all the native species you know.

Investigate what introduced predators threaten our native wildlife. Why and when were they introduced? Add them to your Padlet.

Find out why endemic and native birds are important to Māori?

Research the term rahui. Is there a rahui in place near you and why?

Use Google News to find 4 different reasons for rahui.

On a map plot local conservation groups. How are they helping to restore our unique biodiversity? Flipgrid your findings.

Conduct a bird count survey. Photograph and identify what you see.

Compare the differences between conservation in Aotearoa to Jane Goodall's goals.

APPLY

Gather
Interpret
Critique

Evidence
Engage

Make chew cards and tracking tunnels to place around your school.

Use bite marks, prints and poo to identify what species live in your school.

Think like a predator or native animal and record images to show what you see.

Write a perspective poem about the things your animal can see, smell, hear, and eat.

Design a crazy rat catcher inspired by Rube Goldberg.

Test different lures to identify a rats 'favourite food'.

Find different rat traps and discuss ethical methods of trapping.

Place rat traps in tunnels and safely set the traps.

Create a large map of your school - plot where rats are trapped.

Consider a 'Rat Race' - see which class or group catches the most.

Design and create a way to attract more native birds to your school.

Build a wētā motel and create a lizard garden.

PRODUCE

Do
Share
Act

Reflect
Persuade
Organise

Create a flowchart showing how to help restore your community's unique native wildlife.

Start a 'Save Our Species' group in your school - invite people of all ages along.

Meet as a group to brainstorm ideas and develop a schoolwide trapping plan.

Apply for funding to run a trapping programme to protect your school's native wildlife.

Make a "Why we should be predator free?" webinar or slide show including examples of tasks completed, interviews conducted and facts found.

Invite your school community, classes and parents to watch the webinar.

Repeat the bird count survey - what do you notice after 3 months? 6 months?

Discuss how you could increase the bird numbers further.

Use Canva to create a 'Save our Species' infographic, encouraging others to take action.



SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Explaining why Aotearoa needs to be predator free.
- Investigating what introduced predators are present in their school and the best way to trap them.
- Sharing their knowledge of how they can help restore our native wildlife with the wider school community.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	KEY CONCEPTS
Future focus Community engagement	Ecological sustainability Inquiry and curiosity	Thinking Relating to others Participating and contributing	Science Technology	Endemic species/ Momo Taketake Environment/Te Taiao Conservation Predators	Design process Investigation Project based learning Biodiversity