

# Taste of Te Kauri

## Framework for Learning Resource

### Wetlands, Streams and Lakes Module

#### Pre-visit

##### 1. Influences of the past

- Students will explore different perspectives of the history of Waikato natural landscape.
- Students will research and discuss the extent and diversity of local natural ecosystems in the past.
- Students will study how people use and value natural resources in different ways, how people have influenced change to the land cover and biodiversity and learn about historical events specific to their area.

##### 2. Introducing the issue

- Students will develop their knowledge and understanding of the interrelatedness of a natural ecosystem.

##### 3. Introducing the site

- Students will share their existing knowledge of the site and build on this knowledge through discussion and research.

#### Visit

##### Current Situation

- Students will experience a local natural fragment. Through activities, observations and measurements they will gain an understanding of what is currently living in this environment, its inter-relatedness and gain some insight into how the health of the fragment is compromised
  - *Students will identify key marginal plant species (both native and introduced) and observe (if present) aquatic plant species.*
  - *Students will observe and identify key bird species on site.*

## Post-visit

- Students will review their understanding of the health and values of a local natural freshwater fragment and investigate ways they could become actively involved in caring for a natural special place.

### 4. Exploring alternatives

- Student will learn about what the community and/ or other organisations are doing to help heal local natural fragments.
  - *Students could participate in community restoration or other action.*
- Students will learn monitoring skills through hands-on activities and develop an understanding of the need for measuring change through interpretation, discussion and reflection on results (theirs and others).
  - *Students will observe insect presence in marginal vegetation by carrying out shake tests and observing collections.*
  - *Students will use a range of equipment and observations to carry out water quality monitoring (invertebrate nets and identification charts, clarity tube, flow recording) to assess the health of the waterway.*

### 5. Taking Action

- Students will work as a group to discuss, plan, design and take action for their local environment.  
Possible options
  - *Adopt a local stream, lake, wetland or gully system to help restore.*
  - *Undertake further comparative monitoring of local streams to monitor health and success of changes to management.*
  - *Increase awareness of attitudes and values of a local freshwater system by producing a presentation or brochure.*
  - *Raise awareness of ecological values by creating a sign for the local freshwater system.*
  - *Become involved in the “fish on drains” or similar programmes to raise awareness of what should go into stormwater systems and what needs to stay out.*
  - *Design a piece of monitoring equipment that could be used in a freshwater system.*
  - *Write a letter to the local council or paper about what you saw at your local fragment, with possible suggestions for management or monitoring.*

### Reflect on Change

- Students will use a range of strategies to reflect on their learning and action.
- Students will celebrate their successes and plan for the future.