

Nau Mai | Welcome to the term two  
GREENchat newsletter.

## Term Three Coffee and Cake Workshops (open to schools and ECE)



Thursday 10<sup>th</sup> August 2023

### Enviroschools Theme Area Kits

3.30 – 5pm

Join us from 3.15pm for coffee and cake  
Venue to be confirmed

We have several kits available to borrow that have all the resources you need to explore the Enviroschools theme areas of Water of Life, Zero Waste, Living Landscapes and Ecological Buildings.

Join us for coffee and cake as we unpack these kits and get hands on with some practical activities that you can take back to your classroom.

Thursday 7 September

### KEGs – Seed raising

3.30 - 5 pm

Join us early at 3.15 pm for coffee and cake before the mini workshop begins.  
Venue to be confirmed

Keen to introduce more science concepts into your classroom? Angela will share her tips and tricks to successfully raise seed with your students to transplant into your Kids Edible Gardens (KEGs).

She will also cover the process of germination, what a seed looks like inside, some of the reasons why a seed may not germinate or survive to planting out stage as well as easy science experiments that explore plant growth.

You will come away with a seasonal seed raising chart that includes beneficial flowers and herbs for companion planting.



## Funds for planting projects

This year we have access to some funds through Enviroschools from the 1 Billion Trees Fund.

Enviroschools asks that “Funds be used to support ecological restoration projects and provide hands-on learning experiences for students, showcasing the value of a holistic approach”.

There are some small criteria we need to meet to release the funds which mainly involves a paragraph with an overview of what you will be doing and why, then taking photos and writing us a short story on what was achieved. If you are interested contact Annie for more information  
[annie.mcdonald@marlborough.govt.nz](mailto:annie.mcdonald@marlborough.govt.nz)

## Padlet revamp

Don't know what a Padlet is... that's okay, check it out [here](#).

It is an online platform that our Environmental Education team have set up to share resources with you. On here you will find links to possible funding and grants, all workshop resources, information about our Environmental Education programmes, Enviroschools resources and more.

We are currently reviewing it and making some changes so please share your thoughts with us through this short [survey](#).



## Nature Connection Workshop with Celia Hogan

Did you know that spending time in nature can support multiple developmental domains including intellectual, emotional, social, spiritual and physical.

With a growing interest and awareness of this amongst kaiako/ teachers, Enviroschools and REAP Marlborough hosted Celia Hogan from Little Kiwis Nature Play to come and share her knowledge and expertise with kaiako this term.

Across two workshops, she unpacked the benefits of nature connection, how tamariki/ children play and what they require to do so and how to enhance the outdoor environment.

She facilitated discussions around the barriers and opportunities that nature connection offer from a diverse and cultural perspective. This covered opportunities such as, *future kaitiaki of our land, a chance for others to lead that otherwise might not, bring different perspectives and that we all equal in nature – it does not discriminate.*

She then highlighted the importance of noticing, recognizing and responding to the different developmental needs of tamariki through their schema (play urges). And how we can use this knowledge to set up our environments with “loose parts”. Loose parts are materials that have no specific set of direction and that can be used alone or combined with others, they can be natural objects such as sticks, stones, pinecones, planks, flowers or synthetic such as tyres, tarps, ropes, buckets. Nature play is an ideal opportunity for children to play out their urges and develop their brains.



The role of the adult when out in nature was identified. This consisted of three key things being an observer, a support and to manage any significant hazards.

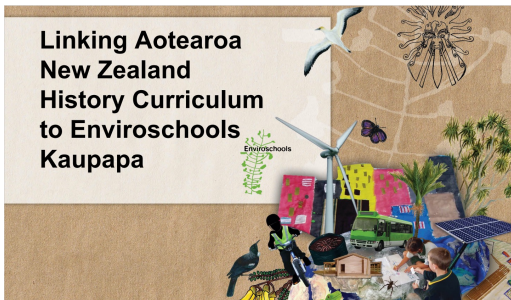
All kaiako that attended the workshops found it hugely beneficial and went away with new ideas and a better understanding of how nature can nurture everyone.

All resources and website links from the workshop can be found on our [Nature Connection Workshop Padlet](#).

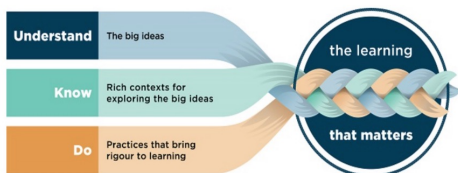
Other nature connection resources can be found on the [Explore and Connect with Nature Padlet](#).



## Linking Aotearoa New Zealand History Curriculum to Enviroschools Kaupapa



The Understand, Know, Do framing and progression model will be used for refreshing all learning areas.



Each thread of the Understand, Know, Do framework illustrated above has a separate focus. Teachers design learning experiences that weave these elements together so that student learning is deep and meaningful, creating the learning that matters.

Enviroschools

## ANZ History Curriculum Workshop

Angela led a mini workshop last month exploring how Enviroschools resources and activities can be used to support you in teaching the Aotearoa New Zealand History Curriculum.

Taking some of the key questions and big ideas from the Understand thread of the curriculum for each of the Learning Phases, she directed teachers to the Enviroschools Theme Areas that would be most helpful. After highlighting the activities that would be relevant, the group took part in the activities to understand how they linked to knowledge of local, regional and national stories that would unpack the key questions and enable students to learn how our histories have shaped our present day lives.

**Names and origins**

**LIVING LANDSCAPES ACTIVITY**  
Where have we come from and what do we know now?

By exploring the names associated with our landscape, we can come to know some of the connections with the land that people have developed it over time. In this way we can reconnect with our familiar places on a deeper level. Your Living Landscapes Pool of Knowledge/ Puna Mātauranga can grow as you record findings about the origins of your landscape.

**You will need**

- Large paper
- A map showing your local area or region, and one of Aotearoa.
- Resources to help source the origins of land names, e.g. The New Zealand Historical Atlas (Bateman 1997); the Kōrero Pūrākau mo ngā Taunahanahanga a ngā Tipuna/ Place Names of the Ancestors (Pōi Geographic Board 1990); historical books about your area.
- Stories in this resource: Māunapua, Forming the Land, plus any local stories you can find from your own area.

You can watch an audiovisual version of Māunapua on the Pae Kōrero.

**Method**

1. Return to your Map from the previous exercise, or, on a large piece of paper, brainstorm any landmarks or other distinctive landscape features that you know in your locality (like rivers/leas, mountains/munga, lakes/ho, the sea/mana). Add any place names for your area that you can think of - in English and Māori (e.g. for your region, district, towns).
2. Think about the name for the North Island: Te Ika a Māui. Where does this name come from?
3. Read the stories of Forming the Land and Māunapua and find these landscapes on the map of Aotearoa.
4. Share stories, meanings or origins that you already know for any of the place names in your area. You can use pins and string to mark the place names on the map and connect them to an explanation of their origin stuck beside the map.
5. Discuss how Māori named places and how European settlers named places. Both made journeys and brought some place names from home and created others. Read a story about a journey and the places that were named on that journey e.g. in the Kōrero Pūrākau mo ngā Taunahanahanga a ngā Tipuna; or read The Naming of the Land by Ron Bacon (Whakarua 1998). Follow on a map to find the places as you read the story. Discuss what people noticed about the land when they created names.
6. Find out about how your school or centre was named, by whom and why.

**Reflection/ Pōmahara**

What connections did you find in your explorations about names for the land?  
Were there any surprises or names you didn't know about before?  
Which names do you particularly like? Why?  
Did any of the names or stories make you feel any differently towards places you know?  
Were there place names you couldn't find the origin of?  
How else might you find out? Who could you ask?

Enviroschools Theme Area - Living Landscapes 31

Names and Origins from Living Landscapes was one of the activities they tried. In this activity Yr 4 - 6 students gain an understanding of how people interacted with the landscape, valued the whenua in different ways and named places of importance to them. They matched Māori place names with the English names and found them on a map of Wairua while sharing stories they knew about those places and the effects of changing a place name may have had for different people.

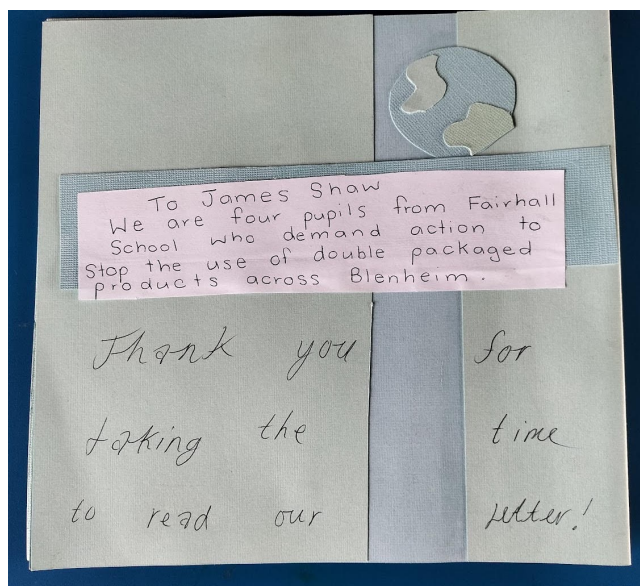
Angela can also run this mini workshop at one of your staff, hub or syndicate meetings or tailor a session to the areas of the history curriculum that your school would like to concentrate on.

A slide presentation with an overview of the curriculum, notes from the workshop and a document with PDF links to all the theme areas and activities that support the curriculum can be found [here](#).

## Fairhall School = Taking Action

Kyla Rayward, an 18 year old studying at Tai Poutini Polytechnic set up a youth-based initiative called Letters to the Future. Her goal was to inspire school aged children to send unified messages to people in Government who are making decisions about our environment urging them to take urgent action and better care for the planet we call home. The aim was to have all the letters arrive on May 24 and flood the desks of parliamentarians.

Four members of the student Enviro council at Fairhall School decided to take part. They each wrote letters to James Shaw concerned about double packaged products they find here in Wairua.



Posting a letter to Parliament is free and of course can be done any time of the year. Perhaps your students would like to write their own letter.

## Whitney Street School get creative

Like many of our schools, Whitney Street School has areas blocked off for upgrading or building new classrooms. For the students taking part in Kids Edible Gardens it means they are unable to access their garden beds.

The programme has not been put on hold though, students have been researching, designing and constructing smaller temporary garden beds to be placed beside their classrooms with the help of their facilitator Tamara.



They were keen to use their Kids Edible Gardens knowledge of caring for Papatuanuku by using recycled materials to reduce waste and the impact of waste on Papatuanuku.

A junior class has used recycled mussel buoys to grow their vegetables.

The seniors were more adventurous with their designs, and loved being in charge of the design and construction process particularly when it came to using an electric drill! They aim to have their colourful free standing garden beds finished and planted by the end of term.



This frame has been designed and constructed to sit on top of an existing garden bed that is often run through. What a great idea! The frame will also protect tender seedlings from frost and hungry birds. Ka Pai to the students at Whitney Street School!

*Rongomatāne - Atua of cultivated foods, reflecting qualities of peacefulness, order, provision, and cultivation.*



## Kids Edible Gardens - Fairhall School

As the temperatures fall in the lead up to winter, the children at Fairhall School have been testing the soil temperatures throughout their garden beds to track how low the temperatures will become.

They have discovered that the soil temperature is not constant throughout the garden which has generated interesting discussions as to why that may be.

The temperatures taken next to the compost bin sitting on top of one of the garden beds are noticeably warmer. In one case the temperature here was 3 C warmer than elsewhere in the garden. They came to the conclusion that this is because the compost is insulating the soil from cooler air temperatures. The microorganisms living inside the compost also generate heat as they work to decompose the materials in the compost which also warms the soil beneath and beside the bin.

The soil temperatures have been suiting the beetroot they have been growing in the garden. The children have produced some monster softball sized beetroot and are coming up with some great recipes to use them. By the size of the beetroot they'll be able to share their cooking with the whole school.





## Nga mihi Rongomatāne from Seymour Kindergarten

At Seymour Kindergarten they have been learning about Nga Atua (Rangi and Papa's tamariki).

They have been exploring still-life drawings of some kai using apples grown in their mara kai and a giant cucumber from Heidi's garden. There were lots of discussions about Rongomatāne and kai which is farmed and cultivated.

They also harvested their apples and counted 900 apples! Wow, what to do with 900 apples! The tamariki had some great ideas on what they could make and cook. Apple cake, apple and blueberry cupcakes, apple pies were just some of the suggestions.

It was decided that we would cook something to share at their up and coming trike-a-thon, apple pie got the vote. Tamariki helped to chop up lots and lots of kindergarten apples to make the apple pie. The wonderful smell of apple pie wafted all around kindergarten making everyone very hungry, it was hard not to eat it straight away!

They also made zucchini brownies and cake. All of this was shared with whānau on the night of their trike-a-thon.



## Embracing the benefits of nature at Awatere

Awatere Early Learning Centre are on a journey to enliven their environment with nature. As soon as you enter their indoor space you are greeted by an array of indoor plants - these insistently have a calming, relaxing effect. Just as being out in nature does, indoor plants can help to reduce stress levels and increase productivity.



*Peaceful dining at Awatere ELC – tables are set with lights and a plant for ambiance at kai time*



*Propagated plants available for purchase*

These plants also provide a great learning opportunity. Most recently they have been observing a venus fly trap and how it catches flies. The tamariki have also been helping to propagate cuttings from their plants and grow them from seed which they have then been selling to purchase plants, potting mix and compost to develop a new outdoor fern garden.

This outdoor garden came about from their vision mapping earlier in the year when they identified under utilised areas and also qualities that they would like to bring into their environment. In a cold shady corner they have created a magical space that features ferns and driftwood and even a taniwha.

The vision of bringing more nature into their environment resonates with whānau too as they now gift trees, plants and ferns to the centre. If you would like to support this journey by purchasing any of their indoor plants for \$5 each please contact the centre.



## Mandalas at Montessori

Montessori Blenheim children recently explored Mandalas - a geometric design that holds a great deal of symbolism for Hindu and Buddhist cultures. It is believed that by entering the mandala and moving towards its centre, you are guided through the 'cosmic process' of transforming the universe from suffering to joy and happiness. Montessori believes 'We shall walk together on this path of life, for all things are part of the universe, and are connected with each other to form one whole unity'. This concept is represented through the symbolism of Mandala and through the circular nature of the designs. The children reflected on their connection with nature through their own designs as we engaged in rich discussion around the feelings that stirred within them - a sense of balance, peace and calmness. Their designs parallel the cycles and rhythms we find in nature, the seasons, moon phases, tides and indeed every living cell.

*Story supplied by Sarah, read their full story about how they Respect the Diversity of People and Culture on our [website](#).*



## Springlands School look to the future

The GoMAD (Go Make A Difference) team at Springlands School wanted to update their vision to reflect what they wanted their school to look and feel like, a future to work towards. Angela was invited in to help them. They started by talking about what a vision statement is and looking at examples from other Enviroschools.

It was then time to put their thinking caps on! Angela had lots of questions to ask them such as "how are you nurturing people and nature at your school now?", and "what are the things that make you feel proud of your school?" She asked them to close their eyes and imagine their school in the future.

*What would it look like walking through the school gate ... entering your enviroschool ... finding a place to meet your friend ... looking around you, noticing things, seeing what people are doing and the expressions on their faces ... how does this future environment look, feel and sound? What kinds of gardens would be there? How does it look after people? How does it look after nature? What do you see the children doing?*

When they opened their eyes they wrote down the things they imagined and used word cards with all types of describing words to help them. The last two questions were "what would you like to see more of?" and "what would you like to see less of?"

With all their answers in front of them, they grouped similar ideas and thoughts together and split into smaller groups to begin writing their vision. Sharing back to the team, they agreed on the sentences (from each of the groups work) that described the vision they wanted.

GoMAD hopes to introduce it to the rest of the school soon.



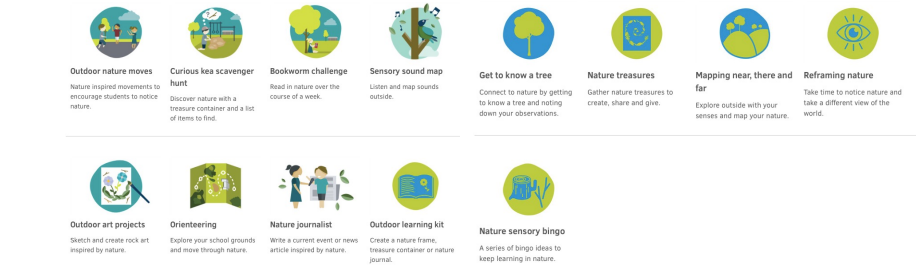
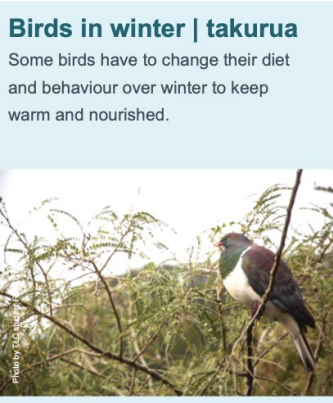
# Community Spotlight



Department of Conservation  
*Te Papa Atawhai*

Have you checked out the DOC website? There is a wealth of information and some great ideas to get children into nature.

- One of these is [Marlborough Field Trips](#). This includes a list of several locations (Mill Flat, Pelorus Bridge, Momorangi Bay, Meretoto/ Ship Cove and Te Koko-o-Kupe/ Cloudy Bay) where you can learn about Marlborough's natural and historic heritage. Within the resources are directions, site information, activity ideas, major hazards and much more.
- [Teach Outside](#) has a variety of ideas for teaching outdoors. Whether you want one off [Learning in Nature activities](#) to engage children with nature such as scavenger hunts, art projects or get to know a tree. Or are interested in something longer term such as inspiration for connecting with nature and learning about native animals throughout the [four seasons](#).



- [Explore your Local Nature](#) Use this series of resources to encourage primary and intermediate students to go outdoors, explore and connect to a local green space, eg school grounds, local park.
- [40 Ka pai things to do outside](#) is a list of activities to encourage children to get outdoors – whether at home or at school.

## Our team

There are three of us working in the Marlborough District Council education team that can support you and your students,.

We also have some talented people in our organisation and community that we can link you with, and good connections with the team at DOC.



Angela Wentworth | Environmental Educator

Angela is a horticulturalist, and regularly has her hands in the soil with students. She also trains our Kids' Edible Gardens facilitators and supports schools with inquiry learning into things green.



Ramona Millen | Environmental Educator

Ramona has strong links with the natural environment having growing up in the Marlborough Sounds, and strives to include this love and passion through her educational role with young tamariki. Ramona strives to empower those around her with the knowledge of how to look after themselves and Papatūānuku.



Annie McDonald | Education Officer & Enviroschools Regional Coordinator

Annie is an educator, has taught at primary and secondary schools, and is passionate about showing schools how they can integrate education for sustainability into the curriculum. She gets a thrill from working with students to grow environmental leaders.



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