

Nau Mai | Welcome

Nau Mai and welcome to GREENchat for term 1 2022.

What a busy start to the year these schools and Kindergartens have had. In this issue of GREENchat we recognise the mahi of Fairhall tamariki that have created their Green Gold walk.

Kids Edible Gardens have brought together communities both through the development of new gardens and companion planting.

Whilst Picton and Seymour Kindergartens have both drawn on the moana for inspiration and offered learning experiences of exploration and creativity.

Remember to check out our EnviroSchools websites and collection of Padlets;

- <https://padlet.com/EnviroSchoolsMarlborough>
- <http://enviroschoolsmarlborough.co.nz>
- <https://enviroschools.org.nz>

Ngā manaakitanga
Ramona, Angela and Annie

Fairhall Green Gold Walk

The EnviroCouncil at Fairhall School came up with an idea to develop a Green Gold walk as a way to share some of the actions they have taken on their EnviroSchools journey. At the back of their school behind the tennis courts was an unused and unloved area that also connected to their special native garden/ngahere. This seemed a good spot to create this project.



Before

At the end of last year students and staff cleared out the area behind the tennis courts of junk that had been stored there. This was the first step towards creating the Green Gold walk. The Enviro Council and other keen student volunteers got stuck in over a couple of lunchtimes and took advantage of the skip onsite. They dismantled the old compost container and used the compost in the ngahere. Some of the items (such as wooden posts and mussel floats) were taken to be re-used. The caretaker dismantled the chicken coop over the holidays, so the area is all clear and ready for the project.



Doing the mahi



After and ready for planting



Growing a Sustainable Community through Kids Edible Gardens

Our EnviroSchools focus for this year is Sustainable Communities. What better place to explore this than in the Kids Edible Gardens where nature creates its own sustainable community each season.



Students at Waikawa Bay School built a sustainable community when companion planting tomatoes and basil. Companion planting is the idea that certain plants can benefit others when planted next to, or close to one another. In this case, basil repels flying insects that can damage tomatoes but also improves growth and flavour of your tomatoes.



The Year 7 and 8's at Bohally Intermediate companion planted corn, squash and beans. The corn, in this sustainable community, provides a frame for the beans to grow. The beans give back by making nitrogen for the very hungry corn. Squash shades the root systems of both plants, covers the soil so the soil remains moist, and reduces weed growth.

Children at Renwick School wanted to maintain their sustainable community by managing the aphid population in their garden. They made a natural insect spray that with garlic, lemon, and rosemary. Organic gardening at its best, this spray deterred the aphids with its overpowering smell without damaging plants or beneficial insects such as pollinating bees.

As a learning program, Kids Edible Gardens can build a sustainable community within the school by creating a sense of identity and belonging within the students currently participating and those that come back to help as leaders in the senior school.



The shared discovery, co-operative learning, connectedness to each other and the environment, creative problem solving, and appreciation of diversity gained in taking part in Kids Edible Gardens are all skills found and nurtured in a sustainable community.

Linkwater School displayed the foundations of a sustainable community in the way the students collaborated, shared ideas and resources, valued each other's perspectives and included the whole school in building a berry house.

The frame for a covered berry house was constructed during the holiday break. Groups of students worked to complete it. The group in charge of covering it with netting attached long strips of donated netting with staples to the frame, then joined the rows of the netting with plastic ties. The birds will definitely have a hard time getting to the fruit! Inside, another group laid weed mat and bent lengths of wire to hold it down.

A third group layered halved mussel buoys with stones, weed mat, clay, compost and then potting mix for the plants. When ready the buoys will be planted with red currents, black currents, blueberries, blackberries and strawberries and mulch added to suppress weeds and retain moisture.



Picton's sail "bail out"

Picton Kindergarten we been busy learning about sustainability, reusing, recycling and how to care for our environment. During the summer months they noticed that the tamariki were going through so many dirty/wet clothes, that they found themselves in need of reusable wet bags. This led to the repurpose of an old sail that was kindly donated by a kindergarten whanau as it was on its way to the landfill. The tamariki enjoyed every aspect of this project, particularly cutting it up and sewing it and then personalising them with their names. This links in with their learning about how to care for Papatūānuku and our other atua along the way. Many of the tamariki at Picton Kindergarten come from sailing families or see the sail boats out in the bay often, so to get their hands on a local sail from a boat that one of the Picton tamariki had to 'bail out' of is extra special.



Shark spotted at Seymour

Seymour tamariki were lucky enough to have a real shark come to Kindergarten (deceased). Kindly brought in by a family to support the group interest of "fishing", this gave the tamariki the opportunity to discover with all their senses. They learnt through research that it was a 'Spotty dog shark' and a male. They had a look to see if it had any food in its stomach as the tamariki were a bit concerned that the shark might have eaten some rubbish. However, their shark hadn't had anything for breakfast as its stomach was empty. They also looked at the shark's internal organs and discovered they have a very large liver. Some tamariki were very brave and spent time touching and describing what the shark felt like. These real-life experiences empower tamariki to explore and develop working theories and build confidence to share their thoughts and ideas.



Teaching Resources for learning in Nature

Looking for inspiration and ideas...

Check out the DOC website, it has lots of great ideas for getting outside into nature with the tamariki.

<https://www.doc.govt.nz/get-involved/conservation-education/>



Teaching resources for learning in nature

Find resources to support conservation teaching and learning, and DOC supported education programmes you can get involved in.

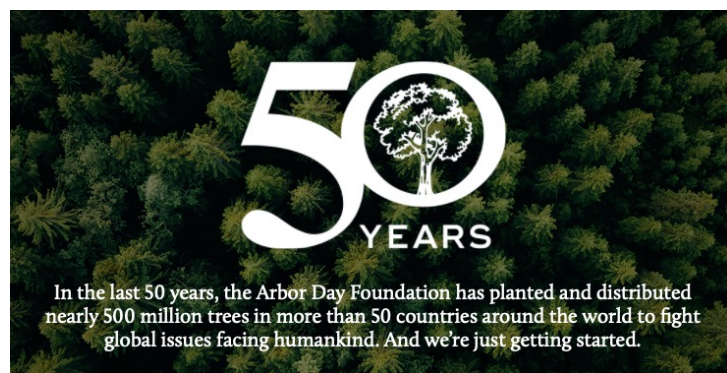
Upcoming dates - get involved in some worldwide events



<https://www.worldenvironmentday.global>



<https://outdoorclassroomday.com>



Arbor Day <https://www.arborday.org>

Our team

There are three of us working in the MDC education team and we look forward to supporting 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.



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.



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 | Early Childhood teacher and Facilitator

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.



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