

Care for our Common Home

A collection of learning ideas and resources

Di Skilton and Maureen Phillips



Nature doesn't need people. People need nature.

'Unless someone like you is going to help a lot, nothing is going to get better, it's not.' Dr Seuss

Human beings are part of nature.
Nature is not dependent on human beings to exist.

Human beings, on the other hand, are totally
dependent on nature to exist.
The growing number of people on the planet
and how we live here is going to determine the future of nature.
And the future of us.
Nature will go on, no matter what.
It will evolve.

The question is, will it be with us or without us?
If nature could talk, it would probably say it doesn't much matter either way.
We must understand there are aspects of how our planet evolves
that are totally out of our control.

But there are things that we can manage,
control and do responsibly that will allow us
and the planet to evolve together.
We are Conservation International and we need
your help. Our movement is dedicated to managing
those things we can control. Better.
Country by country.
Business by business.
Human by human.

We are not about us vs. them.
It doesn't matter if you're an American,
a Canadian
or a Papua New Guinean.
You don't even have to be particularly fond of the ocean
or have a soft spot for elephants.
This is simply about all of us coming together
to do what needs to be done.
Because if we don't, nature will continue to evolve. Without us.

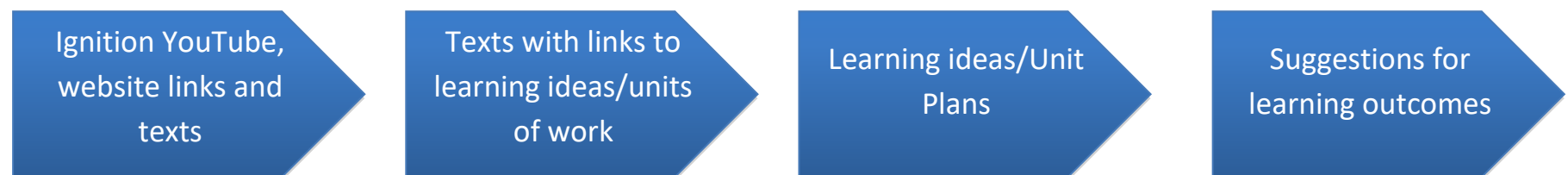
Here's to the future. With humans.
<http://www.conservation.org/nature-is-speaking/Pages/default.aspx>

In preparing learning ideas for the theme of “Care for our Common Home” we have recognised that each schools learning needs differ and their area of focus for will be unique as are the identity, language and culture learners within each class. We have spent many hours searching for suitable resources and links and have become very enthusiastic about the wealth of wonderful material available for teaching and learning. We hope that we will save you the many hours of searching but instead have given you the opportunity to identify the learning pathway that will best suit your learners. Many of the links to units have learning intentions which teachers can adapt to suit the purpose of the learning.

Our challenge for you as teachers is to engage the minds of each and every one of your students and empower them to make positive changes for future generations. It is important that they feel hope for their future rather than despair.

Di Skilton and Maureen Phillips

Layout of Learning Ideas



Teachers involved in planning the unit might choose to use the concept plan template to develop a pathway of learning for students within a class or syndicate.

A beautiful prayer reflection appropriate for a staff meeting introducing the “Care for Our Common Home” unit can be accessed through the Emmaus website Liturgy Ritual Prayer: <http://liturgyritualprayer.com/videos-for-liturgy-ritual-prayer/videos-for-adults/holy-mystery>

BIG IDEAS

- Humans are in kinship with God’s creation and therefore have an interdependent relationship with all of creation. In this way we recognise the need to care for creation, not out of responsibility but out of love for the family/community of creation we belong to.
- Humans must recognise that every action we take has an impact. How we choose to act can have a positive impact on the global community
- Humans should have hope for the future
- Humans are today’s generation – what decisions they make impacts on tomorrows generation
- Humans have an inner yearning for peace and beauty. It is important to make time to walk free of technology, phones etc. and view our surroundings with awe and wonder and openness to learning God’s creation in the particular
- Humans must remember that *“Every creature, particularly a living creature, has an intrinsic value, in its existence, its life, its beauty and its interdependence with other creatures.”* Pope Francis – *Laudato Si*

Links to the Religious Education Programme

In preparing this unit Di and Maureen have focussed on selecting resources that will support the Religious Education programme. The resources will complement the programme and allow for sound integration. The specific planning and teaching of RE is not included in the unit recognising that teachers will plan their lessons to meet the year level and needs of their classroom in line with whole school planning.

Key Concepts at each Year Level are attached as an appendix to this unit plan.

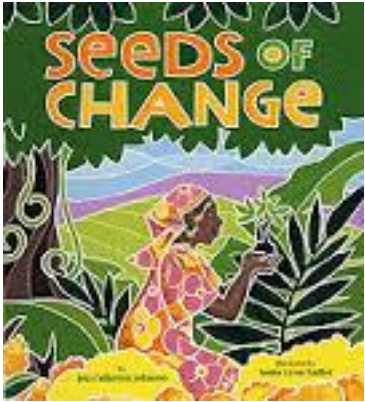
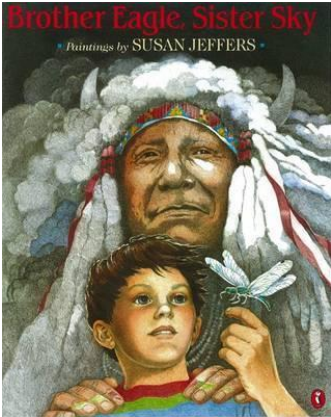
Overarching idea for Religious Education

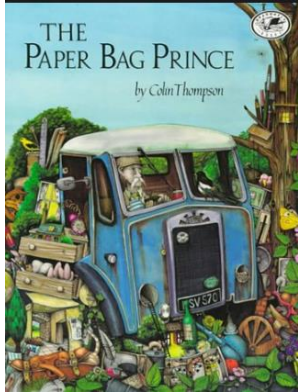
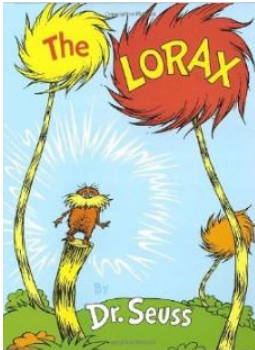
God is the Creator of all that is ‘seen and unseen’. People and all of creation are part of what God made and ‘saw that it was good’. We are interdependent in our relationship with creation and are called to respect our own dignity, the dignity of others, and the value of all parts of creation. In this way we grow in holiness because we share in the tapu of God. God is a gracious giver of gifts. Our response to God’s gifts of grace is to truly appreciate them, and to live lives of gratitude. There are multiple resources suggested in the unit plan with a particular example with a Catholic slant found on the Catholic Relief Services site:

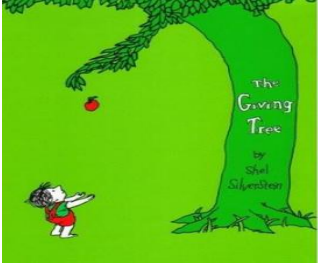
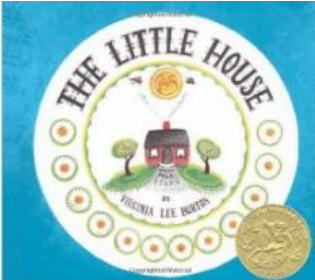
<http://www.crs.org/resource-center/pope-francis-encyclical-environment>

Question	Every little action reflects Care for our Common Home. How do we start the change and have hope for our future?
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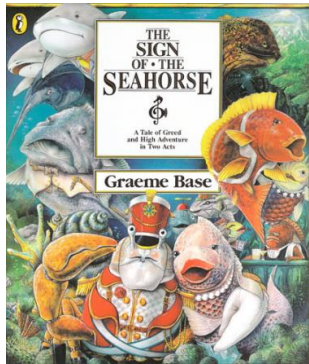
Motivation	Useful Information and Links	Year Level Suitability
<p>Every meal you've ever eaten ... every breath you've ever taken ... every job you've ever had ... everything you've ever owned ... Nature made it all possible.</p> <p>We need nature.</p> <p>But people are taking more from nature than it can provide.</p>	<p>http://www.conservation.org/nature-is-speaking/Pages/default.aspx This web-site uses film stars to talk about: Coral Reefs, Home, Ice, the Ocean, Flowers, Soil, Water, Mother Nature, The Redwood, The Rainforest</p>	Middle/Senior
	<p>https://www.youtube.com/watch?v=eRLJscAlk1M An Apology Letter to Future Generations.</p>	Middle/Senior
	<p>https://www.youtube.com/watch?v=L99QWDWjpyk Save Our Planet – Powerful images to motivate discussion</p>	
	<p>https://www.youtube.com/watch?v=zCfazf2gVuo Charlie and Lola - Look after your planet Lola learns all about recycling, and doing things to save the planet. In a magazine, she and Charlie spot a competition to win a tree, if you recycle 100 things in each of four categories. Finding it difficult to complete this alone, they get their school involved. Lola is determined to recycle everything.</p>	Junior
	<p>https://www.youtube.com/watch?v=vyf4sNeN2m810 Things I can do to Help the World Use in conjunction with: http://ngkids.co.nz/science-and-nature/conservation-tips</p>	Junior
	<p>https://www.youtube.com/watch?v=Bg-rxJp9z3M Frank Asch reads his book 'The Earth and I'</p>	

<p>Seeds of Change by Jen Cullerton</p> 	<p>Seeds of Change – This is a great ignition text for all levels</p> <p><i>Seeds of Change: Planting a Path to Peace</i> is a biography of Wangari Maathai, who in 2004 became the first African woman and the first environmentalist to win a Nobel Peace Prize. Growing up in Kenya, Wangari was taught by her mother to respect nature. Although most Kenyan girls at the time were not educated, Wangari, curious and hardworking, was allowed to go to school. She excelled at science and went on to study in the United States. After returning home, Wangari blazed a trail across Kenya, using her knowledge and compassion to promote the rights of her countrywomen and to help save the land, one tree at a time.</p> <p>https://www.leeandlow.com/images/pdfs/seeds.pdf (other resources listed at end of this PDF resource for teachers)</p>	
<p>Brother Eagle, Sister Sky: A Message From Chief Seattle Paintings by Susan Jeffers</p> 	<p>The story is an adaptation of a speech delivered by Chief Seattle at treaty negotiations in the 1850s. Like other great speeches that have stood the test of time, his remarkably relevant message has endured because it comes from the heart and is imbued with passion--here, passion born of love for the land--"This we know: All things are connected like the blood that unites us. / We did not weave the web of life, / We are merely a strand in it. / Whatever we do to the web, we do to ourselves." Jeffers has paired Seattle's eloquence with her dreamy, meticulous illustrations and the resulting images are haunting. Together, Seattle's words and Jeffers's images create a powerful message; this thoughtful book deserves to be pondered and cherished by all. All ages.</p> <p>https://www.youtube.com/watch?v=miIJHghIdII</p>	<p>All</p>

Texts	Useful Information and Links	Suitability
<p>The Paper Bag Prince by Colin Thompson</p> 	<p>The Paper Bag Prince is an old man who lives in a derelict railway carriage at the edge of the town dump in the company of birds and animals that have come to live there. The local people and social workers think he is mad. But The Paper Bag Prince wins out in the end, proving that Nature, left alone, will triumph over man's destructive abuses.</p> <p>www.primaryresources.co.uk/english/docs/GRR_paperbagprince.doc</p> <p>https://www.tes.com/teaching-resource/powerpoint-of-images-from-the-paperbag-prince-6196558</p> <p>Use in conjunction with: Ecological Empowerment – Land Pollution http://www.wxix.org/education/ecoempower/downloads/EekoWorld_04_02.013.pdf Mother Earth https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSz02CjV/Lfyjbyjsxsk4ByaGLJl84=F Reduce, Reuse, Recycle http://ecoactive.org.uk/wp-content/uploads/ecoACTIVE-SEN-3Rs-TEACHER-PACK1.pdf Ecological Empowerment – Water Pollution http://www.wxix.org/education/ecoempower/downloads/EekoWorld_02_02.012.pdf</p>	<p>Middle/Upper</p>
<p>The Lorax by Dr Seuss</p> 	<p>What makes <i>The Lorax</i> so effective is the combination of a step-by-step look at cause and effect: how unfettered greed can destroy the environment, followed by an emphasis on positive change through individual responsibility.</p> <p>http://www.teachingchildrenphilosophy.org/wiki/The_Lorax</p> <p>http://www.seussville.com/Educators/lorax_classroom/educatorlorax_discuss.php</p> <p>http://www.scholastic.com/teachers/lesson-plan/lorax-dr-seuss-lesson-plan</p> <p>Use in conjunction with: Ecological Empowerment –Air Pollution http://wxix.org/education/ecoempower/downloads/EekoWorld_03_02.012.pdf Caring for the environment http://www.curriculumsupport.education.nsw.gov.au/beststart/gats/pdf/gtk_care_%20env.pdf</p>	<p>Junior/Middle/Senior</p>

	<p>Mother Earth https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV/Lfyjbyjsxsk4ByaGLJI84=F</p> <p>Reduce, Reuse, Recycle http://ecoactive.org.uk/wp-content/uploads/ecoACTIVE-SEN-3Rs-TEACHER-PACK1.pdf</p>	
<p>The Giving Tree by Shel Silverstein</p> 	<p>Once there was a tree . . . and she loved a little boy. Every day the boy would come to the tree to eat her apples, swing from her branches, or slide down her trunk . . . and the tree was happy. But as the boy grew older he began to want more from the tree, and the tree gave and gave.</p> <p>https://literature-in-the-curriculum.wikispaces.com/The+Giving+Tree</p> <p>http://www.uniqueteachingresources.com/Giving-Tree-Lesson-Plans.html</p> <p>http://www.teachingchildrenphilosophy.org/wiki/The_Giving_Tree</p>	<p>Junior/Middle</p>
<p>The Little House by Virginia Lee Burton</p> 	<p>The Little House was built out in the country for a nice family to live in. Over the years, roads and buildings were built around it and, eventually, it became a city house. The Little House did not like being in the city. Eventually, the great-great granddaughter of the man who built the Little House decided to move it to a nice little spot back out in the country where it was happy again.</p> <p>https://www.youtube.com/watch?v=YqIJKt4-RA</p> <p>http://www.teachingchildrenphilosophy.org/wiki/The_Little_House</p> <p>Use in conjunction with: Caring for the environment http://www.curriculumsupport.education.nsw.gov.au/beststart/gats/pdf/gtk_care_%20env.pdf</p>	<p>Junior</p>

The Sign of the Seahorse
by Graeme Base



In this story, Graeme Base takes us under the sea in a tale of love, disaster, evil, greed and ultimate happiness. When poison spreads through the reef, all the seahorses are destroyed overnight. Evil takes hold, with plans to destroy the whole reef and the café, all for money. Battles are being fought and fish being sent away to fight. Meanwhile, there is a romance budding – an old-fashioned war romance, carried out by way of letters and much pining. Will good win over evil? And will Bert and Pearl be together once more and have their happy ending?

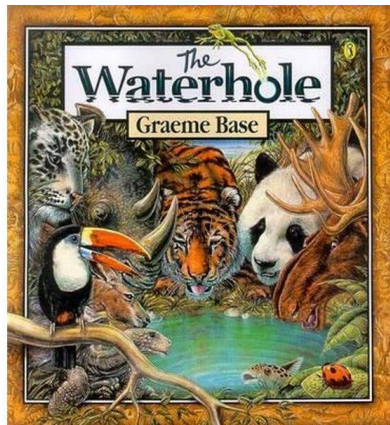
<http://literacyresourcesformyclassroom.blogspot.co.nz/2011/05/resource-5-sign-of-seahorse.html>

Use in conjunction with:

http://www.gw.govt.nz/assets/importedpdfs/4667_resourcesforteac_s9422.pdf

Middle/Senior

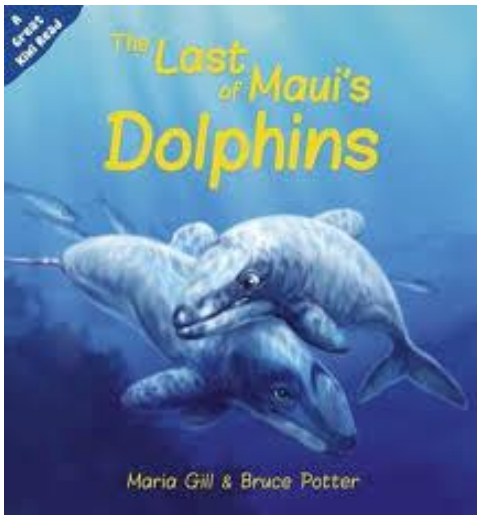
The Waterhole
by Graeme Base



The Waterhole

<http://www.penguin.co.nz/files/Teachers%20Note/Waterhole,%20Graeme%20Base%209780670889280.pdf>

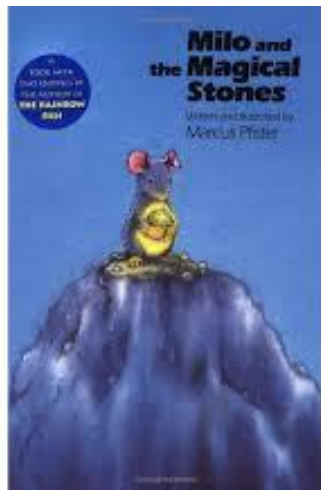
The Last of Maui's Dolphins
by Maria Gill and Bruce Potter



Maui's Dolphin

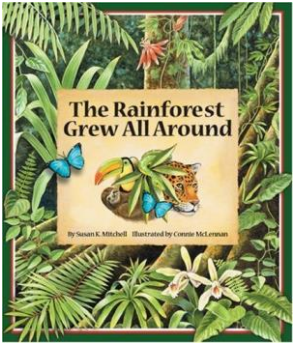
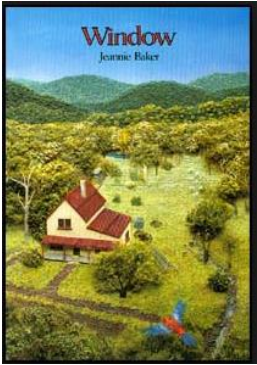
http://awsassets.wwfnz.panda.org/downloads/maui_s_dolphin_education_reource_2014_edit ion.pdf

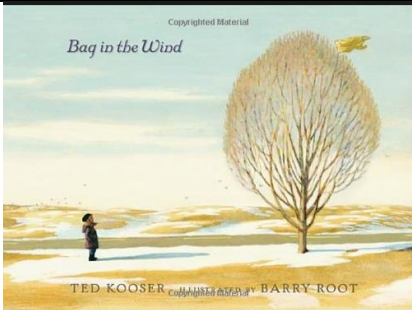
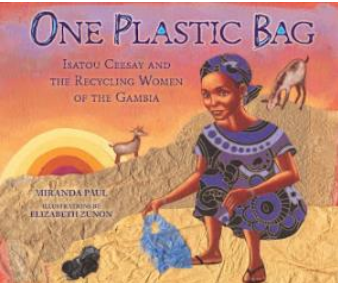
Milo and the Magical Stones
by Marcus Pfister

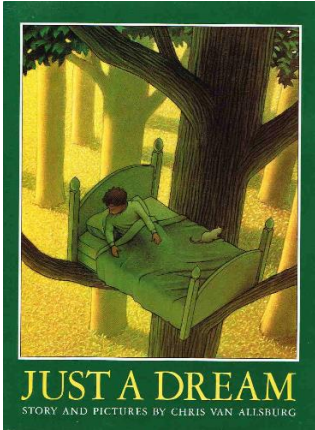


Milo and the Magical Stones

<http://www.witsprogram.ca/pdfs/schools/books/milo-and-the-magical-stones/milo-and-the-magical-stones.pdf>

<p>The Rainforest Grew All Around by Susan K Mitchell</p> 	<p>http://kidworldcitizen.org/2012/02/27/rainforest-resources/</p> <p>A resource kit on rainforests that includes information, facts and additional resources</p>	
<p>Window by Jeannie Baker</p> 	<p>A mother and baby look through a window at a view of wilderness and sky as far as the eye can see. With each page, the boy grows and the scene changes. At first, in a clear patch of forest, a single house appears. A few years pass and there is a village in the distance. By the time the boy is twenty, the village has developed into a city. The young man gets married, has a child of his own and moves to the country, where father and child look through the window of their new home at the undeveloped wilderness outside.</p> <p>http://www.teachingideas.co.uk/library/books/window</p> <p>http://www.education.nt.gov.au/_data/assets/pdf_file/0018/5274/windows.pdf</p> <p>http://workofjeanniebaker.weebly.com/exploring-and-responding.html</p> <p>Use in conjunction with: Mother Earth https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV/Lfyjbyjsxsk4ByaGLJl84=F</p>	<p>Middle/Senior</p>
<p>Bag in the Wind by Ted Kooser</p>	<p>In his first children's title, former Poet Laureate Kooser follows a plastic grocery bag, "just the colour of the skin of a yellow onion," on a skittering journey from landfill to thrift shop. The exquisitely observed narrative renders the American landscape's dubious symbiosis—nominally natural, persistently industrial—worthy of a child's attention: "There were lots of young trees along the ditch, their twigs covered with hard little buds that would soon open, and the bag got caught on a branch and hung there the rest of the night, flapping and slapping in the wind." The author finds people, too, illuminating the good done when "reuse" meshes routinely into everyday life. A girl collects cans and buys a second-hand baseball glove, a man gathers and sells</p>	<p>Junior/Middle</p>

	<p>plastic bags to a shopkeeper. Curious readers are drawn toward the bag just as the bag is propelled along its gentle but pernicious cycle. Root's gouache-and-watercolour pictures, suffused with the pale gold light of early-spring dawns, capture the injured land, its quirky denizens and the bag's familiar—well—bagginess.</p> <p>https://www.youtube.com/watch?v=fIRYwtvv2vw</p> <p>Use in conjunction with: 'One Plastic Bag' Caring for the environment http://www.curriculumsupport.education.nsw.gov.au/beststart/gats/pdf/gtk_care_%20env.pdf Reduce, Reuse, Recycle http://ecoactive.org.uk/wp-content/uploads/ecoACTIVE-SEN-3Rs-TEACHER-PACK1.pdf</p>	
<p>One Plastic Bag by Miranda Paul</p> 	<p>Plastic bags are cheap and easy to use. But what happens when a bag breaks or is no longer needed? In Njau, Gambia, people simply dropped the bags and went on their way. One plastic bag became two. Then ten. Then a hundred.</p> <p>The bags accumulated in ugly heaps alongside roads. Water pooled in them, bringing mosquitoes and disease. Some bags were burned, leaving behind a terrible smell. Some were buried, but they strangled gardens. They killed livestock that tried to eat them. Something had to change.</p> <p>Isatou Ceesay was that change. She found a way to recycle the bags and transform her community. This inspirational true story shows how one person's actions really can make a difference in our world.</p> <p>http://classroombookshelf.blogspot.co.nz/2015/09/one-plastic-bag-isatou-ceesay-and.html</p> <p>http://oneplasticbag.com/explore-the-book/</p> <p>film clip that shows particles of plastic bags in fish Film clip – view first as you know your class</p> <p>Use in conjunction with: 'Bag in the Wind' Ecological Empowerment – Land Pollution http://www.wxixi.org/education/ecoempower/downloads/EekoWorld_04_02.013.pdf Reduce, Reuse, Recycle http://ecoactive.org.uk/wp-content/uploads/ecoACTIVE-SEN-3Rs-TEACHER-PACK1.pdf</p>	Middle/Senior
<p>Just a Dream by Chris Van Allsburg</p>	<p>Young Walter litters and refuses to sort trash for recycling, until he dreams of an overcrowded and polluted future which terrifies him into taking care of the earth.</p>	Middle/Senior



https://www.teachervision.com/tv/printables/hmco/JustADream_TG.pdf

Use in conjunction with:

Ecological Empowerment – Land Pollution

http://www.wxii.org/education/ecoempower/downloads/EekoWorld_04_02.013.pdf

Mother Earth

<https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV/Lfyjbyjsxsk4ByaGLI84=F>

Reduce, Reuse, Recycle

<http://ecoactive.org.uk/wp-content/uploads/ecoACTIVE-SEN-3Rs-TEACHER-PACK1.pdf>

Varmints
by Helen Ward



http://www.discovervarmint.com/assets/download/teaching_resources.pdf

VARMINTS. Short film by Marc Craste

http://vk.com/video12498395_159606985

Varmints Film Resource

http://ripasetteu.s3.amazonaws.com/www.discoveryfilmfestival.org.uk/_files/documents/sep_10/dca_1283348598_Varmints_teachers_resource.pdf

Learning Ideas/Unit Plans	Useful Information and Links	Year level suitability
<p>General Websites that explore environmental and sustainability themes.</p> <p>"Mō tātou te taiao ko te atawhai, mō tātou te taiao ko te ora" "It is for us to care for and look after the environment to ensure its wellbeing, in doing so we ensure our own wellbeing and that of our future generations"</p>	<p>http://www.wwf.org.nz/what_we_do/education/resources_for_teachers/ Teacher and classroom sustainability resources</p> <p>http://www.starters.co.nz/education-websites.html?category=Environment Websites Links to environment websites</p> <p>http://wxxi.org/education/ecoempower/ This ecology-based website literacy extensions, hands-on science activities, computer integration, and opportunities to extend children’s learning through participation in local and/or national volunteer programmes and events.</p> <p>http://nzcurriculum.tki.org.nz/Curriculum-resources/Education-for-sustainability Links to websites exploring sustainability related themes and contexts</p> <p>https://www.pinterest.com/jbarnden/caring-for-our-world/ Lots of ideas on Pinterest for Caring for our World</p> <p>http://www.globaleducation.edu.au/resources-gallery/resource-gallery.html Australia resources that focus on global education</p> <p>A Day in the Life of... https://www.tradeaid.org.nz/index.php/page/86/label/Resources+for+Schools Free resources from the Trade Aid New Zealand website for teaching about Trade Justice</p> <p>Quotes about Sustainability http://www.sustainablebabysteps.com/environment-quotes.html May be used to stimulate discussion.</p>	
<p>Environment – Land Sustainability</p>	<p>Environmental Justice – Levels 2-6 http://www.tradeaid.org.nz/index.php/page/86/label/Teaching+resources Website has links to many units and teaching resources.</p> <p>Toys and the Environment – Levels 1-5 http://www.tradeaid.org.nz/index.php/page/86/label/Teaching+resources</p>	<p>Middle/Senior</p> <p>Junior/Middle/Senior</p>

	<p>This unit aims at developing the following understandings:</p> <ul style="list-style-type: none"> • that toys we buy in New Zealand, are made in countries all over the world • that depending on how the toys are made, they can have a positive or negative (polluting) impact on people and the environment • that the poor have less opportunity to make decisions about the environment they live in than we do • that the poor are more vulnerable than the rich when the environment changes • that our behaviour in New Zealand has an impact on our global community • that how we choose to act can have a positive impact on the global community. <p>Small Planet – an environmental education resource for small people http://nelson.govt.nz/assets/Environment/Downloads/sustainability/Small-Planet-Guide-Booklet-Update-Jul14.pdf Small Planet is an educational resource, provided by Nelson City Council, designed to both recognise and reward existing environmental activities and to act as a framework for planning future projects. The programme is designed to be self-managing whereby teachers can choose and run activities that help children to engage with their environment.</p> <p>Ecological Empowerment – Land Pollution http://www.wxixi.org/education/ecoempower/downloads/EekoWorld_04_02.013.pdf Students will:</p> <ul style="list-style-type: none"> • learn that by using teamwork, a large job can become more manageable. • understand that garbage belongs in proper places and receptacles. • learn about the value of recycling and be able to identify some household items that can be reused or recycled. 	<p>Junior – unit designed for EEC but has great ideas and excellent information on links and resources If choosing to focus on recycling could be used in conjunction with Charlie and Lola look after your planet</p> <p>https://www.youtube.com/watch?v=zCfazf2gVuo</p> <p>Junior/Middle/Senior</p>
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	<p>Ecological Empowerment –Air Pollution http://wxxi.org/education/ecoempower/downloads/EekoWorld_03_02.012.pdf Students will:</p> <ul style="list-style-type: none"> • learn about the properties of air. • identify several causes of air pollution. • understand that there are things kids and adults can do while practicing environmental citizenship to improve the quality of air <p>Caring for Animals http://www.koromatua.school.nz/files/0030cd0d63c923e6/folders/297/Andrea%20Inquiry%20Animals.pdf This unit has many ideas for an integrated study and also an ecological focus that recognises that living things are suited to their particular habitat BY explaining how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.</p> <p>Caring for the environment http://www.curriculumsupport.education.nsw.gov.au/beststart/gats/pdf/gtk_care_%20env.pdf Explores the following questions: What is the natural environment? Why is it important? What effect do people have on the natural environment? What is an ecological footprint? Can I make my footprint smaller with the choices I make? How can I encourage others to make good environmental decisions? What would happen if we didn't care for the environment? Can one person's ecological footprint really make a difference? How can communities make a smaller ecological footprint?</p> <p>Mother Earth https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV/Lfyjbyjsxsk4ByaGLJI84=F Students will: Examine how various cultures view the relationships between living organisms and their ecosystems. Explain changes in the scientific worldview (paradigm shift) of sustainability and human's responsibility to protect ecosystems. Select and integrate information from various human, print and electronic sources with respect to sustainability and the environment. Communicate questions, ideas, and intentions, and receive, interpret, understand, support, and</p>	<p>Junior/Middle/Senior</p> <p>Junior</p> <p>Junior – Australian unit designed for Gifted and Talented Kindergarten students - recommend you use some of the ideas but put in a New Zealand context</p> <p>Senior – Canadian unit</p>
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	<p>respond to the ideas of others with respect to sustainability and the environment. Propose a course of action on social issues related to sustainability, taking into account human and environmental needs. Predict the personal, social, and environmental consequences of a proposed action</p> <p>Reduce, Reuse, Recycle http://ecoactive.org.uk/wp-content/uploads/ecoACTIVE-SEN-3Rs-TEACHER-PACK1.pdf Reduce Reuse Recycle, and actions that pupils and staff can take towards reducing their waste, both at home and within their school community.</p>	Junior/Middle/Senior – UK Unit
Environment - Water	<p>Maui’s Dolphin http://awsassets.wwf.nz/panda.org/downloads/maui_s_dolphin_education_resource_2014_edit ion.pdf Maui’s dolphin – An inquiry to action is a cross-curricular inquiry-learning resource for schools. It is designed to support teachers and students to undertake their own inquiries into the protection of the world’s most endangered marine mammal – the Maui’s dolphin. This resource is designed for levels 2–4 of the New Zealand curriculum; however, it can be modified by teachers or facilitators and used at all levels of the curriculum. While the curriculum links focus on science and social studies, teaching about this critically endangered dolphin can be integrated into any curriculum learning area. The teacher’s notes include curriculum links, inquiry-learning support, student activities and an extensive list of resources.</p> <p>Wet-feet Investigating Fresh Water – A teaching Resource for Fresh Water, Wetlands, Dune Lakes, Streams and Rivers http://www.doc.govt.nz/Documents/getting-involved/students-and-teachers/themes/wet-feet/wet-feet.pdf <i>Wet Feet - investigating fresh water</i> is a multi-curriculum, inquiry learning resource for schools. It uses decision-making, community consultation, and freshwater research and monitoring to inspire students into action. <i>Wet Feet</i> is about involving schools and communities in the care and restoration of freshwater systems. By increasing understanding of these fragile systems and strategies for their ongoing sustainability, communities are empowered to care for their freshwater environment.</p> <p>Rocky Reef Snorkel Survey – Resource Kit and Teaching Guide http://www.doc.govt.nz/Documents/getting-involved/students-and-teachers/themes/rocky-reef-snorkel-survey/rocky-reef-snorkel-survey-species-teaching-guide-activities.pdf The following key concepts underpin the learning outcomes for this resource kit:</p>	<p>Middle/Senior</p> <p>Junior/Middle/Senior NZ Unit</p> <p>Senior (DOC Unit)</p>

	<ul style="list-style-type: none"> • Interdependence – acknowledging the interrelationships that exist between life, systems and organisms (including humans) of the rocky reef and wider environment • Biodiversity – recognising the variety of life that utilise and depend on the rocky reef ecosystem • Sustainability – using the rocky reef environment in a way that they are safeguarded for the future • Personal and Social Responsibility for Action <p>– recognising that each one of us has a role to play in caring for our marine environment</p> <p>Estuary Survey – Resource Kit and Teaching Guide http://www.doc.govt.nz/Documents/getting-involved/students-and-teachers/themes/estuary-survey/estuary-survey-teaching-guide-activity-sets.pdf</p> <p>Up the Creek https://www.biodiversity.govt.nz/kids/index.html By focusing on the life cycle of whitebait, this website introduces concepts about biodiversity in waterways in a context that is relevant for students.</p> <p>Harbours, Bays and Estuaries http://www.doc.govt.nz/Documents/getting-involved/students-and-teachers/themes/estuaries/estuaries-teaching-resource.pdf This learning resource is based on A Review of Land-Based Effects on Coastal Fisheries and Supporting Biodiversity in New Zealand, a science review from NIWA which was produced for the Ministry of Fisheries.</p> <p>Our Prized Snapper http://www.doc.govt.nz/Documents/getting-involved/students-and-teachers/themes/estuaries/snapper-education-resource.pdf The Ministry of Fisheries and the Department of Conservation have developed this web-based educational resource to help students learn more about the effects of land-based activities on our coastal environment.</p> <p>Starfish www.fish.govt.nz/nr/rdonlyres/0866f8d9-0e63-4ae2.../teacheractivit... (link doesn't work but google Starfish) A ministry of Fisheries Resource about protecting our coastal waters. Great links to Reading activities.</p> <p>Sea Week</p>	<p>Senior (DOC Unit)</p> <p>Senior NZ Unit</p> <p>Senior NZ Unit appropriate for years 7 and 8, but may be modified and used with other years.</p> <p>Senior NZ Unit appropriate for years 7 and 8, but may be modified and used with other years.</p> <p>Middle/Senior - NZ</p> <p>Junior/Middle/Senior –</p>
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	<p>http://seaweek.org.nz/resources-downloads/ Great resources and links to celebrate Sea Week 2016</p> <p>The following three links are educational tools that provide a start in educating towards a more sustainable future and the activity ideas contained within have huge potential for a greater depth of learning.</p> <ul style="list-style-type: none"> • To promote changes in behaviour through education and action, to ensure • the sustainability of New Zealand’s marine environment; • To encourage schools and communities to show social responsibility • for their local coastal areas and waterways; and • To inspire young New Zealanders to keep the spirit of Sir Peter Blake alive. <p>Care for our Coast http://www.sirpeterblaketrust.org/media/37808/teachers_resource_4-8.pdf</p> <p>Care for our Coast Antarctica http://www.sirpeterblaketrust.org/media/37816/cfoc-tr-11_0.pdf</p> <p>Care for our Coast – School Clean up Kit http://www.sirpeterblaketrust.org/media/38395/school_cleanupkit_2.0.pdf</p> <p>Giving the Ocean a Voice http://www.google.co.nz/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=7&ved=0ahUKewj42J7_rOHJAhVFFaYKHRzxD_YQFgg9MAY&url=http%3A%2F%2Fliteracyonline.tki.org.nz%2Fcontent%2Fdownload%2F25992%2F277258%2Ffile%2FGiving%2Bthe%2BOcean%2Ba%2BVoice%2BConnected%2BL2%2BTSM.pdf&usg=AFQjCNElgeWz7RunMPe6rd_1RM9ldLytPw&sig2=SjvKYH9A0MiNPCSMFT7xcQ</p> <p>In this interview, students read about the evidence of environmental issues noticed by waka voyagers in our oceans. Links to technology are made by the images of the ocean-going waka.</p> <p>Custodians. Caring for our Coast, Caring for our Future http://www.nacoma.org.na/Downloading/Coastodian_School-Awareness-booklet_Feb09.pdf This coastal awareness booklet is designed as an aid to environmental education, the process of becoming informed about your environment.</p> <p>Water is Life Tanzania https://www.unicef.org.nz/_data/assets/pdf_file/0003/5349/EDEVWaterTanzaniaSO-FF.pdf The Water is Life Unit is designed to help children in New Zealand to understand the important role clean water and sanitation plays in their lives, and the lives of children around the world.</p> <p>Water is Life – PowerPoint Presentation https://www.unicef.org.nz/learn/school-room/teacher-resources</p>	<p>NZ</p> <p>Middle/Senior – NZ</p> <p>Middle – Level 2 – Uses ‘Connected’</p> <p>Middle/Senior – Context is Namibia but the ideas could be adapted for a NZ context.</p> <p>Middle/Senior</p>
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	<p>Ecological Empowerment – Water Pollution http://www.wxix.org/education/ecoempower/downloads/EekoWorld_02_02.012.pdf</p> <p>Students will:</p> <ul style="list-style-type: none">• understand that water pollution has negative effects on aquatic life.• identify ways that children and adults can conserve and protect water sources.• be able to compare and contrast a healthy aquatic environment with an unhealthy aquatic environment.	Junior/Middle/Senior
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SUGGESTIONS FOR LEARNING OUTCOMES

Middle/Senior

In this learning unit students will create a series of media rich eBooks aimed at junior or beginning readers based on the United Nations Convention on the Rights of the Child (CRC) and the UNICEF NZ CRC publication 'For Each and Every Child'. The books will be written by older children (Years 7 & 8) with a 6yr old audience in mind and will share straightforward easy to understand information about child rights (**with an environmental, sustainability focus**) in the context of daily life. The CRC books will be published in eBook format – using the app Book Creator.

https://www.unicef.org.nz/_data/assets/pdf_file/0019/5491/CRCeBooksResource.pdf

The UN Convention on the Rights of the Child

https://www.unicef.org.nz/learn/our-focus-areas/child-rights?gclid=CjwKEAiAws20BRCs-P-ssLbSlg4SJABbVcDpp6vUWXBcxAUvxfO8LhAuhqvBYrcPY4BtV9NdhpuwQhoChiTw_wcB

Middle/Senior

Environmental Citizenship

http://wxxi.org/education/ecoempower/downloads/EekoWorld_01_02.012.pdf

Students will:

- understand what it means to volunteer.
- realise that they can start volunteering in their own local neighbourhoods.
- recognise that through volunteering and helping the environment, they can act as responsible citizens to protect their local communities.
- extend their understanding of citizenship in relation to the environment.

Junior/Middle/Senior

Independent Activity - The theme for Lent 2016 is *Hear the cry of the earth and the poor* taken from Pope Francis' encyclical *Laudato Si'*

The 2016 Lenten resources focus on life and challenges for indigenous Cambodians and themes include valuing culture, adapting to climate change, food security, human rights and land rights.

The Lent in Schools 2016 resource pack, focussing on Cambodia, was mailed in early December to all Catholic schools. They are also available online. Lent 2015 resources are still available below:

Students will:

Formulate a calendar entitled '**One day of difference for a life-time of change**' that documents small changes in your daily actions.

Resources to motivate: A selection of videos explaining different aspects of our work in Cambodia and referred to in the Lent 2016 Teacher's Booklet.

<http://www.caritas.org.nz/schools/lent-schools/lent-2016-resources/lent-schools-videos>

Environmental Games

<http://kidsenvirohealth.nlm.nih.gov/generic/2/games>

<http://ecogamer.org/environmental-games>

<http://www.makeuseof.com/tag/10-environmental-games-teach-kids-earth-ecology-conservation/>

What a Wonderful World Presentation - **Even if you don't fancy this activity, use the clip**

In the style of David Attenborough's "What a Wonderful World" film clip, students create their own presentation.

<https://www.youtube.com/watch?v=B8WHKRzkCOY>

Humanifesto

Using the Humanifesto from 'Nature is Speaking', as a model, students will develop their own Humanifesto that documents their beliefs and learnings from this unit of work. <http://www.conservation.org/nature-is-speaking/pages/about.aspx>

Students may like to explore ballads as a possible structure to present their Humanifesto <http://www.poetry4kids.com/blog/news/exploring-ballads/>

<http://www.powerpoetry.org/content/tips-writing-ballad-poem>

Persuasive Writing: You may be using this unit when student speeches are a feature of the learning plan. This resource may be of use for persuasive writing

<http://gec.kmu.edu.tw/~lc/ecorner/eBook/Persuasive%20Writing.pdf>

Visual Art "Waste to Art"

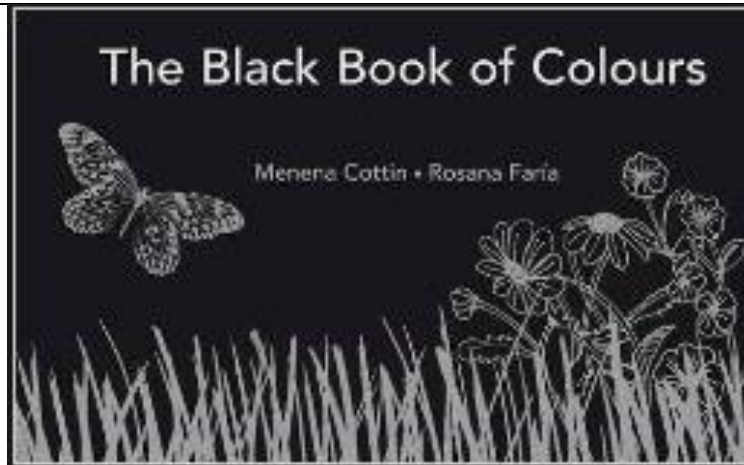
Create a mixed media artwork that holds a powerful message on sustainability and environmental awareness. Use One Paper Bag Picture Book for ignition

<http://www.mobilemuster.com.au/media/39968/teachersguide-module12.pdf>

The Black Book of Colours by Menena Cottin. - **"What the eye cannot see"** Create a picture book in the style of Black Book of Colours – An environmental message.

Living with the use of one's eyes can make imagining blindness difficult, but this innovative title invites readers to imagine living without sight through remarkable illustrations done with raised lines and descriptions of colours based on imagery. Braille letters accompany the illustrations and a full Braille alphabet offers sighted readers help reading along with their fingers. This extraordinary title gives young readers the ability to experience the world in a new way.

<http://www.walkerbooks.com.au/statics/dyn/1269585064719/Black-Book-of-Colours-Classroom-Ideas.pdf>



Use this text with students as a metaphor to explore the idea that we only see what we want to see...what are we blind to?

Understanding symbols and symbolism

http://cybersmart.gov.au/Schools/Teacher%20Resources/~//media/Cybersmart/Schools/Documents/Lesson_Plan_Upper_Primary_Online_Symbols.pdf

Students will:

- understand that symbols are used to communicate or represent ideas
- use colour PVA or glue pens, to create images using symbols to illustrate the metaphor that we are blind to the world's environmental crisis.

Facts – from <http://www.conservation.org/nature-is-speaking/Pages/default.aspx>

Every year, **15 million hectares** of forest are cut, slashed and burned. That's more than 75,000 football fields every single day.

Demand for water already exceeds supply in many parts of the world — in fact, **783 million people** lack access to clean water.

From 2000 to 2009, the U.S. saw **twice as many** daily record high temperatures as daily record lows.

Global demand for food is expected to **double by 2050** — yet wild pollinators are dying, 75 billion tons of soil disappear every year, and droughts are becoming more common.

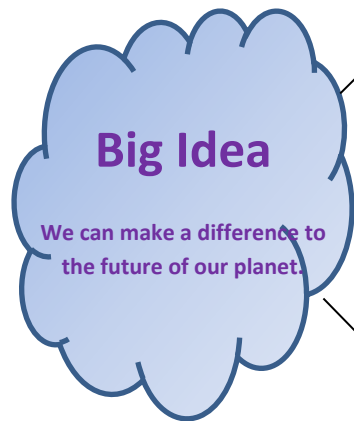
Around the world, **30% of fisheries** are overexploited or depleted — threatening the diets of more than 1 billion people who get essential nutrition from the sea.

JUNIOR

Motivation

Texts

Units



Things I can do to Help the World


Charlie and Lola – ‘Look after your Planet’


The Little House by Virginia Lee Burton

Small Planet – an environmental education resource for small people

Caring for the environment

- Outcome**
- A
 - B
 - C

Year 1 – God is Creator	Year 2 – Our Gracious God	Year 3 – God is Present in the World
<p>God is the Creator of all that is 'seen and unseen'. Each person is God's unique creation made in love for love. We are each part of what God made and 'saw that it was good'. We are called to respect our own dignity as people made in God's image, the dignity of others, and the value of all parts of creation. We are saved and holy because we share in the tapu of God. We are also called to respond with praise and worship of God.</p>	<p>God is a gracious giver of gifts. The greatest of these gifts of love is Jesus who revealed that God is Abba; his loving Father. Our response to God's gifts of grace is to truly appreciate them, and to live lives of gratitude.</p>	<p>God is present in the world, in creation, and speaks to people through the Scriptures, especially when they are proclaimed in the church. God is active through people who accept his gift of grace and God's activity in the world is expressed through different cultures.</p>
<ul style="list-style-type: none"> • God is the creator of all that is and keeps it in being. (Lessons 1-4) • God made all of us and we are special. (Lessons 5-10) • We praise God for our beautiful world and everything in it. (Lessons 11-13) 	<ul style="list-style-type: none"> • God's gift to people are a sign of God's Love (Lessons 1-3) • God's greatest gift is Jesus who showed us God is a loving and forgiving Father (Lessons 4-7) • People are called to appreciate God's gifts and be grateful for them (Lessons 8-10) 	<ul style="list-style-type: none"> • God is everywhere in the world through creation (L 1-3) • God works through people who accept God's gift of grace (Lessons 4-5) • God speaks to people through the scriptures (Lessons 6-7) • God works in the world through every culture (L 8-9)
Year 4 – God is Love	<p style="text-align: center; font-size: 2em; font-weight: bold;">God</p> 	Year 5 – God is Faithful
<p>The Holy Trinity, the Father, Son and Holy Spirit, is a loving community of three persons who are one God. One of God's great gifts is the natural world of creation, which we should respect because it is tapu. Another of God's gifts of love is the Ten Commandments.</p>		<p>God is always faithful. This is one of the basic messages in the Scriptures. God calls people into relationships sealed with a covenant. People may go back on their word and so awful things can happen, but God's love is constant. In the new covenant of Jesus, we are called to trust in God and to build up God's Kingdom or reign on earth.</p>
<ul style="list-style-type: none"> • God is the mystery of the Father, Son and Holy Spirit (Lesson 1) • God's people respect the gift of God's creation because it is tapu. (Lessons 2-3) • God's love is expressed through the Ten Commandments (Lessons 4-8) 		<ul style="list-style-type: none"> • In Scripture, God called to people and they responded in different ways. (Lessons 1-2) • The meaning of covenant and God's faithfulness (L 3-4) • God never stops loving us and asks us to love each other and if we hurt each other be prepared to reconcile. (L5-6) • We are called to believe in God and build up Te Rangiratanga – the Reign of God on Earth. (Lessons 7-8)
Year 6 – Who is God?	Year 7 – God's Desire for Humanity	Year 8 – The Mystery of God
<p>God has many names and images. We come to know God through Jesus, and respond in faith through worship and action in the church. Catholic beliefs about God are contained in the Creed.</p>	<p>God has created people to grow and change, and to live life to the full. Through God's gift of freedom, people can do wrong things, but through the gift of grace people are able to grow in virtue and turn from sin, and in this way, to become more like Jesus.</p>	<p>God is a mystery. God is both near and distant. The Christian tradition reveals God to be a <i>Trinity of three persons; Father, Son and Holy Spirit</i>. God creates, redeems and sacrifices.</p>
<ul style="list-style-type: none"> • Names and images of God help us to know what God is like. (Lessons 1-2) • Christians come to know God through Jesus, and respond in worship and action (Lessons 3-5) • The Creed tells us what Catholics believe about God. (Lesson 6) 	<ul style="list-style-type: none"> • People are created to grow through grace to become like Jesus and turn away from sin (Lessons 1-2) • People can use God's gifts/ talents for the work of the Church to help bring about Tika, Rangimarie and Aroha on earth. (Lessons 3-4) • God wants people to be happy and full of God's life on earth, and to live with God forever in Heaven. (Lesson 5) • Although affected by sin, all creation is redeemed by God and has been given its own tapu and mana (Lessons 6-8) 	<ul style="list-style-type: none"> • God is mystery; personal and distant (immanent and transcendent) (Lessons 1-3) • God revealed as a Trinity of three persons; creating, redeeming and sanctifying (Lessons 4-5)

Year 1 – God the Holy Spirit	Year 2 – The Holy Spirit in People’s Lives	Year 3 – Fruits of the Spirit
<p>The Holy Spirit is God, the third person of the Trinity. We use symbols like fire and wind for the action of the power of the Holy Spirit, and we can see signs of the Holy Spirit at work in people’s lives.</p>	<p>We respond to the Holy Spirit at work in our lives, in many ways. Two important ways the Holy Spirit is at work in the church, the people of God, is through prayer and Eucharist.</p>	<p>The fruits of the Holy Spirit are traditionally listed as; love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control. It is God’s work through the Holy Spirit which enables people to exercise their mana and bear these fruits. It is again the Holy Spirit who helps us to recognise when we have violated tapu and have sinned; to forgive and be forgiven.</p>
<ul style="list-style-type: none"> The Holy Spirit is God, and can be seen in people’s words and actions. The signs of wind, breath and water remind us of the energy and life of the Holy Spirit. (Lessons 1-6) The Holy Spirit works in people’s lives and helps them to be good. (Lessons 7-8) 	<ul style="list-style-type: none"> When we believe in God, the Holy Spirit helps us to live with peace, joy and love, and to respond with prayer. (Lessons 1-7) The Holy Spirit brings about the presence of Jesus in the Eucharist, and is present in the prayer of the Church. (L 8-9) 	<ul style="list-style-type: none"> Holy Trinity is God’s grace. This grace helps people to bear the fruits of the Holy Spirit. (Lessons 1-4) The Fruits of the Spirit show God’s love (Lessons 5-6) Sin causes problems and hurts others, but he Holy Spirit helps us to forgive and be forgiven. (Lessons 7-8)
Year 4 – Pentecost	Year 5 – Titles and Symbols of the Holy Spirit	
<p>The coming of the Holy Spirit at Pentecost revealed the Trinity to the Church, and enables people to live like Jesus, and to know the Father. Through the Holy Spirit, Jesus fulfilled his promise to be with his followers; through Church, Word and Sacrament.</p>	<p>We gain appreciation of the role of the Holy Spirit through a knowledge and understanding of the titles and symbols for the Spirit found in Scripture and the tradition of the Church.</p>	
<ul style="list-style-type: none"> Pentecost is an important event recorded in Scripture, and it was at Pentecost that the Holy Spirit made the Holy Trinity known. (Lessons 1-4) As promised to His disciples, Jesus, through the Holy Spirit, is present in the Church today. (Lessons 5-6) Jesus keeps his promise today by being present in the Church. (Lesson 6) The Holy Spirit helps people to live like Jesus and know God. (Lessons 7-8) 	<div style="text-align: center;"> <h1 data-bbox="875 507 1317 598">Holy Spirit</h1>  </div> <ul style="list-style-type: none"> A variety of titles and symbols are used to describe the Holy Spirit. (Lessons 1- 4) The Holy Spirit is the bearer of grace and helps people to grow in holiness by sharing the tapu holiness and mana power to all God’s people. (Lessons 5-6) 	
Year 6 – Baptism and the Holy Spirit	Year 7 – The Holy Spirit in Scripture	Year 8 – Mission of the Holy Spirit in the Church & in the World
<p>In baptism, people receive the Holy Spirit in a special way which strengthens them to believe, hope and love, and overcome the power of original sin. The Holy Spirit helps people to believe in Jesus and grow more like him.</p>	<p>From the Scriptures we learn of the role of the Holy Spirit. Present at the creation and speaking through the prophets, God’s Spirit of love and truth was with Jesus and with the early Christians as they walked in Jesus’ way, and still remains the life principal of the Church.</p>	<p>The Holy Spirit opens people’s minds to the meaning of Jesus’ death & resurrection. The Holy Spirit enables the community to experience Christ and make his saving work through the sacraments. The Holy Spirit guides, sustains and renews the church, and leads people to live the way of the Gospel.</p>
<ul style="list-style-type: none"> In baptism people receive the Holy Spirit which strengthens them in special ways. (Lesson 1-2). In baptism we receive the Holy Spirit which helps us to live as children of God. (Lesson 3) The in-dwelling of the Holy Spirit helps people to know and believe in Jesus. (Lessons 4-5) 	<ul style="list-style-type: none"> The actions of the Holy Spirit in the Old Testament. (Lessons 1-2) Scripture stories show that Jesus’ life was filled with the Holy Spirit (Lessons 3-5). The Acts of the Apostles and the Letters tell us about the actions of the Holy Spirit in the early Church. (Lessons 6-7) 	<ul style="list-style-type: none"> The Holy Spirit opens people’s minds to the meaning of Jesus’ life, death and resurrection (Lesson 1) The Holy Spirit enables people to experience Jesus in the Sacraments so that they can carry on the Mission of the Christ. (Lesson 2) The Holy Spirit prepares people, cultures and religions for the Gospel of Jesus. (Lessons 3-4) The Holy Spirit guides, sustains and renews the Church. (Lesson 5). The Holy Spirit works in the world through people leading them to live with love aroha, peace rangimarie and justice tika. (Lesson 6)

