

Teacher:

Lesson Duration:

Date:

<p>NZCurriculum Learning Area: (Marau) Science Social Science Health and PE</p>	<p>Strand: (Whenu) Living World Planet earth and beyond Places and Environment Personal Health and Physical Development Movement Concepts and Motor Skills</p>	<p>Level: (Taumata) 3</p>
<p>Achievement Objective: (Whaingā Paetae)</p>		<p>Key Competencies: (Nga Rautaki Ako)</p>
<p>Science: Life Processes: Recognize that there are life processes common to all living things and that these occur in different ways. Ecology: Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. Evolution: Begin to group plants, animals, and other living things into science-based classifications. <i>Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world.</i> Earth systems Appreciate that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.</p>	<p>Thinking: Connect new information and experience to prior knowledge. Analysing the relationship between animal and habitat. Reflect and evaluate at the end of the session. Using language, symbols and texts: Recognising the appropriate underwater safety signals. Managing Self: Students take responsibility for their safety and the safety of others around them. They are responsible for maintaining the wellbeing of the environment. Exhibit self-control, listen to instructions of facilitator and tutor. Managing fear of risky situations. Coping with the challenge of new experiences.</p>	
<p>Social Science Understand how people use and view places differently Understand how people make decisions about access to and use of resources.</p>	<p>Relating to others: Helps others. Acts co-operatively</p>	
<p>Health and PE Regular Physical Activity: Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of wellbeing. Safety management: Identify risks and their causes and describe safe practices to manage these. Positive Attitudes:</p>	<p>Participating and contributing: Contributes and responds responsibly to each other in a group situation in the water.</p>	

Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.

Learning Intention: *We are learning to.....(verb te....)*

(Ngā Whaingā ako: Kei te ako mātou ki te....)

Recognise the correlation between a protected environment and the abundance of life within it.
 Identify a variety of plant and animal species within the reserve.
 Snorkel in a natural marine environment to personally experience the abundance of marine life.
 Explain safety procedures required before, during and after entering the water.
 Relate traditional tikanga protocols of behaviour at the moana to the expectations required on this visit.

Success Criteria: *By the end of this lesson students will be able to..... Akonga te...)*

(Ngā Whaingā Tutuki: Ka taea e ngā Akonga te...)

To be written by the teacher as this will vary according to their intentions for this trip.

<p>Māori Content/Context: <i>(He Horopaki Māori)</i> Rahui -Prohibition Tikanga- Customs Kaitiakitanga- Respectful stewardship Whakapapa- Geneology Mauri- Life Force Purakau- Stories Karakia- Prayer Whanaungatanga- Relationships Ahurutanga – Safe Space Mana Moana- Rights and obligations to an area of the sea. Treaty of Waitangi</p>	<p>Key Words: <i>(Ngā Kupu Taka)</i> Biodiversity Sustainability Interdependence Social and Personal responsibility Ecology Diversity Abundance Organisms/Biota Food webs Trophic relationships Erosion Currents Tides Invertebrates Algae</p>	<p>Resources: <i>(Ngā Rawa)</i> Wet suits Snorkels Masks Flippers Species identification charts</p> <hr/> <p>Health and Safety equipment: First Aid Kit RAMS RT</p>
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Prior Knowledge:
Akongā

(Ngā mōhiotanga a te

To be written by the teacher as this will vary according to their intentions for this trip.

Key Questions:

1. How is the relationship between DOC and the Hapu important in this Marine Reserve?
2. In what ways can Kaitiakitanga be evidenced in this environment?
3. What happens to the ecosystem when it is protected?
4. How do some of the Maori tikanga practices contribute to the health of the marine system?
5. What can we do in our own personal lives to ensure we contribute and collaborate with DOC and Hapu in this cause?
6. What strategies can we use to keep ourselves safe in the water?

Lesson	Delivery steps	Key Questions	Management Required
Introduction (warm up, hook in, attention grabber, Introduce L.I)	A historical acknowledgement of the area. Outline the significance of this area to iwi. Acknowledge those that have gone before us and their contributions to this area.	What iwi affiliates to this whenua? Why do we need to consider the history and people connected to this area?	
Development (Delivery sequence, step by step instructions, activities, movements, learning)	Outline the unique relationship between DOC and the hapu in this marine environment. Discuss tikanga of Tangata Whenua customary moana practices. Safety Briefing: <ul style="list-style-type: none"> • Buddy systems • Entry and exit of water • Hand signals • Sting Rays • Experiencing trouble Fitting of equipment: <ul style="list-style-type: none"> • Wetsuit • Mask-toothpaste • Snorkel • Fins Students are grouped: 1:3 ratio – dependant on experience and age of student. Orderly fashion of water entry. Marine exploration. Exit of water.	How do some of the Maori tikanga practices contribute to the health of the marine system? What strategies can we use to keep ourselves safe in the water? Why is it important to fit the equipment carefully before entering the water?	
Conclusion	Debrief:		

<p><i>(closure to the lesson, feedback, feedforward, refer Success Criteria)</i></p>	<p>Based on the students experience Who is eating who? – Trophic relationship.</p> <p>Check to see how the learning intention and success criteria were met.</p>		
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<p>Reflection /Evaluation <i>(How did the lesson go? What worked & what didn't, why? Where to next)</i></p>	<p style="text-align: center; opacity: 0.3; font-size: 4em; transform: rotate(-15deg);">DRAFT</p>
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