



Beautiful BAY in MAY

31

to do while you're out and about
in the Beautiful Bay this May!

Teacher's Resource Handbook 2024

by **bio**diversity
Hawke's Bay

In collaboration with:

**NATIONAL
AQUARIUM
OF NEW ZEALAND**



Introduction

Thank you for your interest in taking part in Biodiversity Hawke's Bay and the National Aquarium of New Zealand's Beautiful Bay in May campaign.

This exciting resource will help you motivate your students to learn about some of the small & simple actions that can be done at school and at home, that will have a positive impact on the world around us.

It outlines 31 activities for May that your class can complete, detailing the activities, videos, and worksheets that have been compiled for you to use. Additionally, it will provide you with discussion points that can be used to stretch your students understanding and encourage them to learn and do more.

By taking part in this inspiring course of actions, your students will be able to:

- Take part in 31 activities that help build individual connection to nature.
- Feel motivated to undertake specific activities in nature through working as a class group.
- Increase their mental wellbeing through an increased relationship with nature.
- Have fun outside!

We would love to follow you and your class on your Beautiful Bay in May journey!

Please take regular photos and/or videos of your student's achievements and send them to us at the following email or show them on your social media sites with the hashtag **#bayinmay**

Email: education@nationalaquarium.co.nz

Facebook page: facebook.com/NationalAquariumNZ & facebook.com/BiodiversityHB

Instagram page: [@nationalaquariumnz](https://instagram.com/nationalaquariumnz)

Tiktok: [@nationalaquariumnz](https://tiktok.com/@nationalaquariumnz)

Download your activity sheet today or collect one from the National Aquarium of New Zealand.



Scan before you start!



Wildlife photography

Take photos of wildlife you can find living around you.



Power of a walk

Take a moment to walk in nature. Take a breath and observe what's around you.



Make a Maze

Create a maze in nature. Time your family or friends - who's the fastest?

Texture journey

Find objects with different textures. Lay paper on the top of each and colour with crayons to capture each texture.

Explore what sinks and floats

Find items in nature and guess if they float or sink. Use a bucket of water and find out!



Flower & leaf press

Collect some flowers and leaves and use heavy books to press them flat. Use your pressings as card decorations, making pictures and more.



Tree leaf identification

Identify trees growing around you. How many different trees can you find in Hawke's Bay?

Use the free [NZ_Trees](#) app to help!



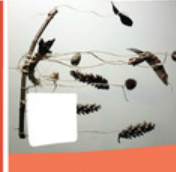
Nature sit spot

Find a spot outside, sit down and take in the nature around. What can you see, smell, feel?

Make a wind catcher

Create a wind catcher with things you find in nature.

www.youtube.com/watch?v=M41JdQnNt0



Make/find nature faces

Explore and find faces within nature. A leaf with eyes and a mouth or a tree 'face' in the bark?



Build a bird bath/rest

Find some materials that you could use to make a bird rest or bath.

Check out gardenbirdsurvey.nz/garden-for-birds/ for ideas.



Weave with nature

Use nature to weave. How many different items can you add to your creation?

Watch www.youtube.com/watch?v=1r6aMsZMOKc for ideas.



Leaf Confetti

Find leaves and cut them into small pieces. Be creative! Cut them different shapes to celebrate with - then throw!

Bark Life

How many creepy crawlies can you find living on or in tree bark?

Identify them with inaturalist.nz/pages/mobile_apps_nz



Footprint Tunnels

Create a tunnel and leave it out overnight. Did you get any footprints?

<https://www.doc.govt.nz/get-involved/conservation-activities/become-a-pest-detective/>



Get Birding

Find a comfy spot and see what birds pass by. How many different birds do you see?

Check out gardenbirdsurvey.nz/identification/ for more.



Shapes in Nature

How many shapes can you find in nature? A 'heart' rock or a circular leaf?



Human Sundial

Don't know what the time is? Create a human sundial to find out!

<https://www.crayola.com/lesson-plans/human-sundial-lesson-plan/>

Finding Animal Tracks

Can you find any animal tracks? What do you think made them?



Sensory Box

Collect items found in nature and keep them in a box. Challenge someone to guess what each is when blindfolded!



Gratitude Scavenger Hunt

Find 5 things in nature that are meaningful to you - why do they have meaning?



Shelter Building

Build a shelter using things you find in nature.



What's under our feet?

Dig a small hole (check with an adult first). What can you find?

Sensory Map

With paper and a pencil, find a spot to sit and close your eyes. Record what you can hear around you.

Orienteering

Choose an area, create your own orienteering map and challenge someone to take part!

[https://www.doc.govt.nz/globalassets/](https://www.doc.govt.nz/globalassets/govt.nz/globalassets/)



Create a wildlife home

Create a home for any wildlife that lives near you. What does it need?



Garden Census

Find out what creatures call your garden home! How many different things do you find?



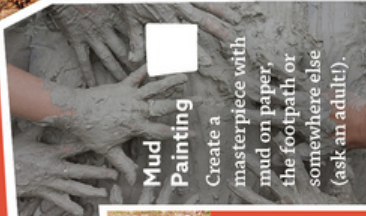
Have a picnic

Find a great spot for a picnic. Pack some food and try to make it waste free!



Mud Painting

Create a masterpiece with mud on paper, the footprint or somewhere else (ask an adult!).



Scan here when you're all done!

Assessment for learning within BBiM

We are very keen to support evaluation of learners' experiences with BBiM, specifically looking at their Nature Connectedness.

The 31 activities of BBiM have been specifically developed using the Five Pathways of Nature Connection (<https://www.derby.ac.uk/blog/5-ways-closer-nature/>), which aims to build Nature Connectedness.

One's relationship with nature, or Nature Connectedness, refers to the extent to which an individual includes nature within their cognitive representation of self. It describes an individual's sense of their relationship with the natural world, their emotional attachment and beliefs about their inclusion within nature.

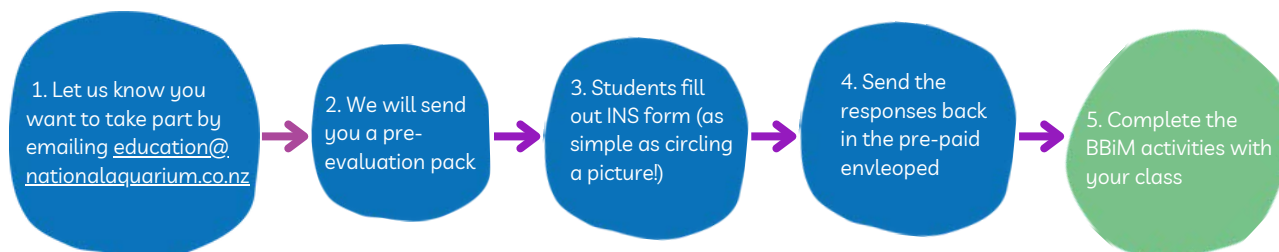
Nature Connectedness is key to the development of all sorts of behaviours desired to have better outcomes for nature – namely pro-environmental behaviours (aiming to reduce our carbon footprint – recycling, reducing consumption etc.) and pro-nature conservation behaviours (behaviours specifically improving or enhancing nature – bug hotels, plantings for pollinators etc.).

Our evaluation will use a very quick, simple, illustrated scale called the Inclusion of Nature in Self (INS), a measure developed to assess Nature Connectedness. It is a one-step measure which gets right to the heart of Nature Connectedness by simply asking learners to choose the diagram that best describes their relationship with nature.

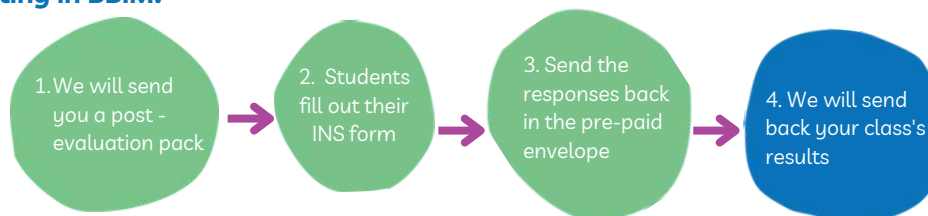
We will send the postage-paid packs to you after you let us know you're keen to participate in BBiM evaluation. You simply do the quick one-step evaluation in class before you start BBiM and then also after you've done one, or a number of the activities. Then **send the packs back to us** and we will send you your class results once we've had a chance to analyse them. All children will be unidentifiable to us.

The process will look like:

Before participating in BBiM:



After participating in BBiM:



We will also send a **teacher specific survey pre- and post-participation** in the campaign, but more aligned to your motivations to take part and how you found the experience with a chance to help us improve it for next year.

We're so grateful for any participation in this as we want to make learning experiences in nature as rich and meaningful for learners as we can.

Beautiful Bay in May - New Zealand Curriculum Coverage

	English	The Arts	Health & Physical Education	Learning Languages	Maths & Statistics	Science	Social Studies	Technology
1 - Wildlife photography	✓	✓				✓	✓	
2 - Power of a walk	✓		✓		✓	✓		
3 - Water maze			✓		✓	✓		
4 - Texture journey	✓	✓						
5 - Go star gazing	✓	✓				✓	✓	✓
6 - Nature sit spot	✓		✓		✓			
7 - Explore the shore	✓		✓	✓		✓		
8 - Build a bird bath / rest	✓	✓				✓		✓
9 - Explore what floats and sinks	✓				✓	✓		
10 - Flowers and leaf press	✓	✓			✓	✓		
11 - Tree leaf identification					✓	✓		
12 - Make a wind catcher	✓	✓				✓		
13 - Make / find nature faces	✓	✓			✓			
14 - Weave with nature	✓	✓			✓			
15 - Leaf confetti	✓	✓			✓			
16 - Barklife - spot insects in the bark					✓	✓		
17 - Investigate footprint tunnels	✓			✓	✓	✓		
18 - Get birding	✓			✓	✓	✓		
19 - Shapes in nature	✓	✓			✓			
20 - Human sundial	✓						✓	✓
21 - Finding animal tracks	✓	✓			✓	✓		
22 - Gratitude scavenger hunt	✓		✓			✓		
23 - Shelter building	✓		✓					✓
24 - What's under our feet	✓				✓	✓		
25 - Sensory map		✓			✓	✓		
26 - Orienteering			✓		✓		✓	
27 - Create a wildlife home	✓					✓		✓
28 - Have a picnic			✓			✓		
29 - Garden census	✓				✓	✓		
30 - Mud painting		✓						
31 - Sensory box	✓				✓	✓		

1 Wildlife photography

Take photographs of wildlife that you can find living around you.

Extension ideas and New Zealand Curriculum links supported:

Art:

Visual Art - level 1-4

- Ask the students to take photographs by following a criteria.
- Eg. take a photo of something blue, something with 4 legs, something that is smaller than 1cm.

Social Science:

- Create a poster/booklet/flyer to raise awareness of the conservation needs to keep selected animals safe.
- Eg. recycling to help keep animals safe

Science: Living World - Level 1-4

- Assign research projects based on animals that students are able to take photographs of and their habitats.

Also links to:

English (Speaking, Writing, and Presenting)
Technology

Materials:

Digital devices with a camera



2 Power of a walk

Take a moment to walk in nature. Take a breath and observe what's around you.

Look for local walking spots or find an area within school where the students can walk.

Extension ideas and New Zealand Curriculum links supported:

Health and Physical Education: Personal health and Physical development - Level 1-4

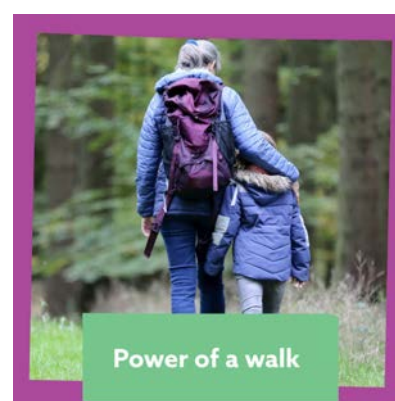
- Introduce the topic of mindfulness and how it can enhance our wellbeing.
- Have a discussion about how regular exercise benefits our health and wellbeing.

English (Speaking, writing and presenting)
Level 1-4

- Ask the students to write about what they saw on their walk, how the walk make them feel and why.

Also links to:

Mathematics
Science



3 Make a maze

Create a maze from nature. Use whatever is around you - sand, mud, leaves and more. Time your family and friends - who is the fastest?

Extension ideas and New Zealand Curriculum links supported:

Maths: Level 1-4

-Create a maze using measurements and questions.

-Example of questions:

- How many connecting lines can you fit in a small space?
- Count how many turns you will need to take to get to the finish.

Science: Physical World Level 1-4

-Introduce students to the properties of water/fluid.

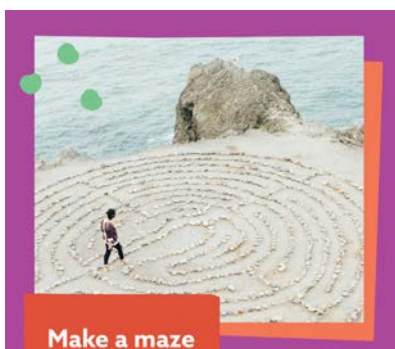
-In groups, have students create their own water maze. Discuss together how to move a floating object through the maze without touching it.

Also links to:

Health and physical education

Materials needed:

- Materials to build a water maze (sand, dirt) and objects that float (leaves).



4 Texture journey

Find different textures to capture by laying paper on the texture and colouring over the paper with crayons.

Extension ideas and New Zealand Curriculum links supported:

Art: Level 1-2

-Collect an assortment of items from nature around you (keeping in mind to ensure that we are looking after our environment too).

-Create a texture pattern collage

-Have the students copy the texture by themselves.

English: Speaking, writing and presenting Level 1-4

-Create a piece of writing describing how the selected textured art feels.

-Present their writing with the artwork to the class.

Materials needed:

A selection of items with different textures.



5 Go star gazing

Look up at the night sky. What stars can you spot? Use the free [skyview](#) app to help you identify them.

Extension ideas and New Zealand Curriculum links supported:

English: Listening, Reading, and Viewing; Speaking, Writing, and Presenting Levels 1 – 4

- Read the book *Tiny Eyes – The Story of Matariki*. This is also available on YouTube with subtitles.
- View on YouTube, *The Stars of Matariki* by The Sandman – Marcus Winter.
- Retell the story of Matariki in your own words either orally or written.

The Arts: Visual Arts

- Have the students make a sand picture relating to Matariki or the night sky. You could take this a step further by asking them to photograph these or video them as a technology activity.

Also linked to:

Science: Planet Earth and Beyond Levels 1 - 4

Social Sciences: Understanding cultures in Aotearoa Levels 1 – 4

Technology: Digital Technologies Levels 1 – 4

Materials needed:

- Sand
- Device for photographing or videoing
- Warm clothing if needed



6 Nature sit spot

Find a spot outside, sit down and take in the nature around you. What can you see, smell, feel?

Extension ideas and New Zealand Curriculum links supported:

English: Speaking, writing, presenting Level 1-4

-Have students create a nature journal of what they see around them. This can include drawings, descriptions of what they observe, and reflecting on their surroundings.

An example could be:

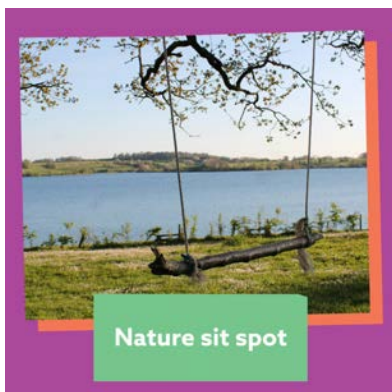
- Describe what you can sense using your five senses; sight, sound, touch, taste and smell.

Maths: Level 1-4

-Ask the students to create a map of their sit spot and the surrounding area, then develop a key of each item placed on their map.

Also links to:

Health and physical education



7 Explore the shore

Take some time to explore the beach, shore or coastal area. Find something that you never knew was there.

Extension ideas and New Zealand Curriculum links supported:

Science: Living World Level 1-4

-Visit the rocky shore or estuary. Use the iSpy worksheet (further along in this teacher's resource) for an activity to complete while there. Make sure that you leave the area as it was when you arrived.

Learning Languages:

-Learning and practising the language to describe the thing or area you are talking about.

-Te Reo: moana -ocean , hīkoi - walk, hīrau - paddle.

Also links to:

Health and physical education.

English

Resources:

Use Rocky Shore and Estuary iSpy Worksheets (pages 21 & 22), or book a education programme with the National Aquarium of New Zealand team.



8 Build a bird bath / rest

Find some materials that you could use to make a bird bath or rest.

Extension ideas and New Zealand Curriculum links supported:

Science: Living world level 1-4

- Choose a bird to make the bath for.
- Research what species of birds live in your local area, where do they live or what tree do they live in, what size are they and what do they eat?
- Research what features a bird bath/rest usually has. What do birds need to survive?

Technology: Technological practice Level 1-4

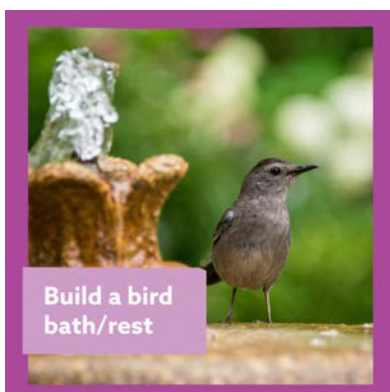
- Ask the students to design a bird bath/rest and add labels to their drawing explaining the design elements.
- Build your bird bath/rest if possible, or make a small model in class.

Also links to:

Art
English

Website links:

<https://gardenbirdsurvey.nz/garden-for-birds>



9 Explore what floats and sinks

Find items in nature and guess if they float or sink.

Extension ideas and New Zealand Curriculum links supported:

Science: Physical World Level 1-4

- Experiment with what different items float and sink
- Record what items float and sink. What do the items that float have in common? What do the items that sink have in common?

Mathematics: Level 1-4

- Take a record of how many items sink and float and create a graph to capture the data collected.

Materials needed:

- Different objects to test
- Bucket or container for water



10 Flowers and leaf press

Collect some flowers and leaves and use heavy books to press them flat. Use your pressings as card decorations, make pictures and more.

Extension ideas and New Zealand Curriculum links supported:

Science: Living World Level 1-4

-Look up what type of flowers and leaves you have collected and pressed.

Mathematics: Level 1-4

-Make a class graph of how many and what types of leaves and flowers were collected in total.

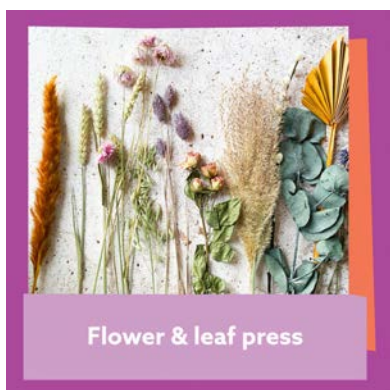
Art: Visual: Level 1-4

-Learn about the process of how to press flowers.

-Create an artwork incorporating the pressed flowers.

Also links to:

English (Speaking, writing and presenting)



11 Tree leaf identification

Identify trees growing around you. How many different trees can you find in Hawke's Bay?

Extension ideas and New Zealand Curriculum links supported:

Science: Living World Level 1-4

-Identify trees growing in school or the local area.

-Research about the trees growing around the classroom/school or local area. Do they grow in other areas?

Mathematics: Level 1-4

-Capture data around how many species of trees are growing around the school or local areas.

Materials needed:

Use the [FREE New Zealand tree App to help](#).



12 Make a wind catcher

Create a wind catcher with things you find in nature.

Extension ideas and New Zealand Curriculum links supported:

Science: Physical World Level 1-4

-Introduce force of wind and how it causes the wind catcher to move

-Discuss what would be the best natural items to catch the wind (to show how windy it is).

Also links to:

Art

English (speaking, writing, and presenting)

Materials needed:

Items collected around school or local area (e.g. stick, leaves and feathers etc.)

Website links:

YouTube video link:

<https://www.youtube.com/watch?v=M4IJdQNuNT0>



13 Make / find nature faces

Explore and find faces in nature. A leaf with eyes and a mouth or a tree "face" in the bark.

Extension ideas and New Zealand Curriculum links supported:

Mathematics: Level 1-4

-Identifying faces within nature around school and the local area, and record what shapes have been discovered.

Art:

Drama:

-Write and perform a play with the nature faces as characters.

Visual Art:

-Create an artwork involving the nature faces.

-Take a photo of nature faces and incorporate them into a creative piece of art.

Also links to:

English (speaking, writing, and presenting).



14 Weave with nature

Use nature to weave. How many different items can you add to your creation?

Extension ideas and New Zealand Curriculum links supported:

Art:

- Learn about the art of weaving.
- Discuss and search for resources that would be the best material to weave with.

Mathematics:

- Create a pattern using nature. Can the students recognise shapes and symmetry in their weaving?

Also links to:

English

Material needed:

- Nature items that can be woven
- String
- Branches/sticks

Weblinks

YouTube video link:

<https://www.youtube.com/watch?v=lr6aMsZMOKc>



Weave with nature

15 Leaf confetti

Find leaves and cut them into small pieces. Be creative! Cut different shapes to celebrate with - then throw!

Extension ideas and New Zealand Curriculum links supported:

Art:

- Drama
- Create a play that uses the leaf confetti as the main prop.

Mathematics: Level 1-4

- Have the students answer 'How many shapes can you cut out of a leaf?'
- Measure the area of a leaf.
- How many (shapes) can the students fit in to the leaf if they are (cm/mm²) long?

Also links to:

English (speaking, writing, and presenting)

Additional Materials

- Shaped craft punches
- Scissors



Leaf confetti

16 Barklife - spot insects in bark

How many creepy crawlies can you find living on or in tree bark?

Extension ideas and New Zealand Curriculum links supported:

Science: Living World Level 1-4

- Research what kinds of bugs live in and around trees.
- Are there similar bugs living on different trees?
- Using magnifying glasses, ask the students to try and discover/identify bugs on the trees at school.

Mathematics: Level 1-4

Ask the students to count the number of each species of bug they find, then develop a bar graph to show their findings.

Web links:

iNaturalist NZ

https://inaturalist.nz/pages/mobile_apps_nz



Bark life - Spot insects in the bark

17 Investigate footprint tunnels

Create a tunnel and leave it out overnight. Did you get any footprints?

Extension ideas and New Zealand Curriculum links supported:

Science: [living_world level 1-4](#)

- Study the footprints you have collected. What kind of animal do the students think made the footprints?
- Create a way to present the data collected.
- Research what local wildlife is living around the area where the tunnel is placed.

Art (Drama) / English: speaking, writing and presenting

- Write a story or a play about the animals that are living in your school, who are they, what are they like, and what do they do when school is closed?

Also links to:

Mathematics

Learning languages

Web link and additional materials:

DOC Pest Detective Activity:

<https://www.doc.govt.nz/get-involved/conservation-activities/become-a-pest-detective>



Investigate footprint tunnels

18 Get birding

Find a comfy spot and see what birds pass by. How many different birds do you see?

Extension ideas and New Zealand Curriculum links supported:

Science:

- Ask the students to research and identify the different birds that they observe in the area.
- Ask them to write down each time they see one, and find a way to present the information collected.

English: (speaking, writing and presenting)

- Ask the students to select one of the birds they have observed and write a poem about it.

Also links to:

Maths
Learning Languages

Web Link:

Garden Bird Survey NZ
<https://gardenbirdsurvey.nz/identification>



19 Shapes in nature

How many shapes can you find in nature? A “heart” rock or a circular leaf?

Extension ideas and New Zealand Curriculum links supported:

Maths:

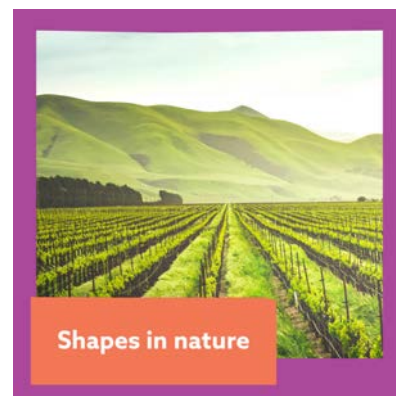
- Provide students with a scavenger hunt of shapes to find out in nature.
- Walk around the school while observing the gardens/plants and list the different shapes they can see.
- Ask the students to keep a tally of the shapes they have noticed and present their findings in a bar graph.

Art

Visual art
-Using the shapes they have discovered in nature, ask the students to use as many as they can to create a piece of geometric art.

Also links to:

English



20 Human sundial

Don't know what the time is? Create a human sundial to find out!

Extension ideas and New Zealand Curriculum links supported:

Science

- Introduce the topic of shadows with the students.
- Using the link below and complete the activity, creating their own human sundial.

Also links to:

Maths
English

Materials needed:

Playground
Chalk
Clock
Compass

Web link:

Human sundial activity
<https://www.crayola.com/lesson-plans/human-sundial-lesson-plan>



21 Finding animal tracks

Can you find any animal tracks? What do you think made them?

Extension ideas and New Zealand Curriculum links supported:

Science: Living World Level 1-4

- Split the class in to groups and ask them to search around the school gardens for any signs of footprints.
- If they could not find any, try flattening or raking out a spot to leave over night, and checking again in the morning.
- Research animal tracks and try and identify what you have found.

Art: Drama Level 1-4:

Create a dance using the animals as inspiration - how do they all walk along, are some fast and some slow?

Visual Art: Level 1-4

-Ask the students to create or draw an animal that matches one of the tracks they discovered, use nature as inspiration or the students magical imaginations.

Also links to:

Mathematics
English



22 Gratitude scavenger hunt

Find five things in nature that are meaningful to you - why do they have meaning?

Extension ideas and New Zealand Curriculum links supported:

Health and physical education: Relationships with other people Level 1-4

-Have the student collect items from nature that they find meaningful to them.

-Provide students with a checklist of items they connect to.

- o Your favourite flower, a plant that reminds you of a member of your family, or that you are grateful that it exists.

English: (speaking, writing and presenting)

Ask the students to write about one of the items that means something to them.

-Why does it mean something? Does it make them feel happy, excited or calm? Do they find wonder and awe in the item, if so why?

Also links to:

Science (Living World)



23 Shelter building

Find a good location - in a forest, next to a stream, your backyard - and see what you can use to build your hut. For example, you might build a hut on the beach with driftwood and decorate with seaweed and feathers.

Extension ideas and New Zealand Curriculum links supported:

Technological Practice: Levels 1 – 4

Design and make your own fort / hut inside.

Things you might need:

-Cardboard boxes, couch cushions, pillows, sheets, blankets, pegs or safety pins to join sheets and blankets together, paper or card for a 'keep out!' sign, and your imagination! Large cardboard boxes also make great forts.

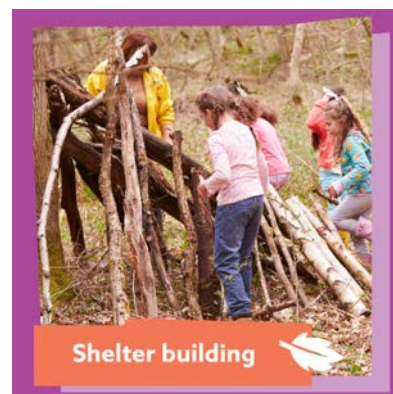
-Photograph your finished hut or even take progressive pictures as you build it.

English: Levels 1 – 4

Write up instructions of 'How to Make a Hut'.

Also links to:

Health and physical education



24 What's under our feet?

Dig a small hole (check with an adult first!). What can you find?

Extension ideas and New Zealand Curriculum links supported:

Science: Living World Level 1-4

- Record what kind of animals are living in the space you have dug up.
- Ask the students to research what they found at the dig sites.
- Compare two dig spots/areas to see if there are any similarities.
- Capture the findings in a graph to see the total population.
- Ask the students to write about what they have discovered. Why were the findings at the two sites the same or different? Were the two sites at different areas in the school or the same? Would that make a difference? and why?

Also links to:

English
Mathematics

Web links:

iNaturalist NZ
https://inaturalist.nz/pages/mobile_apps_nz



What's under our feet?

25 Sensory map

With paper and pencil, find a spot to sit and close your eyes. Record what you can hear around you.

Extension ideas and New Zealand Curriculum links supported:

Science: Living world level 1-4

- Find a spot to sit. Talk about what sounds the students can hear. Talk about how they can tell the sounds apart.
- Can the students tell if the sounds are close to you or far away?
- Can the students recognise the sounds?

Mathematics: Level 1-4

- Ask the students to mark on a piece of paper when they hear a particular sound during a period of time, e.g. five minutes.
- Use stopwatches in groups to record the time between the sounds. Are they at the same intervals, or do they appear at different time spans?

Music:

- Can the students recreate the sounds they heard back in the classroom using instruments or items on hand? Can they develop a tune together in groups using the sounds?



Sensory map

26 Orienteering

Choose an area, create your own orienteering map and challenge someone to take part!

Extension ideas and New Zealand Curriculum links supported:

Health and Physical Education: Level 1-4

- Design an orienteering course for others to follow to get to an end goal.
- Ask the students to use measurements/instructions on their maps. These could be by number of steps, and/or by a compass (north, south, east, west).

Also links to:

Mathematics
Social Sciences

Web link:

DOC orienteering activity sheet
www.doc.govt.nz/globalassets/documents/getting-involved/students-and-teachers/learning-in-nature-activity-cards/orienteering.pdf



Orienteering

27 Create a wildlife home

Create a home for any wildlife that lives near you. What does it need?

Extension ideas and New Zealand Curriculum links supported:

Science: Living world

- Research animals that live in different areas and what type of materials they use to make their home or environment safe. These could be animals that live in or around school, or animals that live around the Hawke's Bay area.

Technology:

- Design a home for the animal.
- Label the design with the important features, and write why the design has specific design elements.
- Make a model of the home in class.
- Ask the students to present their wildlife home to the rest of the class or another class at school.

Also links to:

English



Create a wildlife home

28 Have a picnic

Find a great spot for a picnic. Pack some food and try to make it waste free!

Extension ideas and New Zealand Curriculum links supported:

Health and Physical Education: Level 1-4

- Have a discussion around wellbeing. Spending time with friends and family or taking time to be by yourself are different ways of looking after your wellbeing.
- Discuss why it is important to look after ourselves by eating healthy foods and exercising.

Science:

-What can we do to look after nature while having a picnic? This could include:

- Picking up rubbish.
- Packing food in reusable containers.
- Using a compost for our food scraps.



Have a picnic

29 Garden census

Find out what creatures call your garden home! How many different things do you find?

Extension ideas and New Zealand Curriculum links supported:

Science: Living world level 1-4

- Choose a spot within the school space and make sure to mark out the area that the students will be collecting data from. This could be a 1 metre square area pegged out per group.
- research what plant and animal life is growing in that area.

Mathematics: Statistics Level 1-4

- Using tally marking, collect data of what they have found.
- After the data has been collected, create a graph that displays the results that have been collected.

English: (Speaking, writing and presenting)

Write a report about what has been found and present the findings to the class.

Web links:

iNaturalist NZ app

https://inaturalist.nz/pages/mobile_apps_nz



Garden census

30 Mud painting

Create a masterpiece with mud on paper, the footpath or somewhere else (ask an adult first!)

Extension ideas and New Zealand Curriculum links supported:

Art: Visual art Level 1-4

Create an art piece using mud as the medium.

-Talk about how to make the mud lighter or darker and how the use of water can help with this.

-Does different dirt make different colours?

-What could be added to the mud to change or enhance it? What is around the school environment that the students can find to add?

-Ask the students how creating the mud art makes them feel - happy, joyful, disgusted? Why is that?

Additional Materials:

Coveralls or change of clothes

Water

Brushes

Spades



31 Sensory box

Collect items found in nature and keep them in a box. Challenge someone to guess what each is when blindfolded!

Extension ideas and New Zealand Curriculum links supported:

Science: Living World Level 1-4

-Ask the students to collect special nature items from around the school.

-Research about the items that were collected and write down 2-3 facts that they found interesting.

Maths: Level 1-4

-With the collected items, create a board game that they can play together. Write down the rules, how they will score points and how they win the game.

Also links to:

English



Activity Worksheet

<https://www.nationalaquarium.co.nz/assets/Uploads/iSPY-ActivitySheet-1.3-ROCKY-ESTUARY.pdf>

Estuary **i-SPY**

These 9 species live in our estuaries - can you find them?



5 cm

TUAKI / TUANGI
Cockle / little-neck Clam
Austrovenus stutchburyi



60 cm

KARORO
Black backed gull
Larus dominicanus



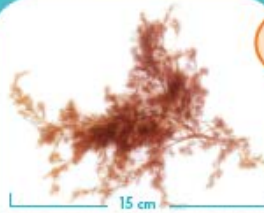
3 cm

KARAHUE
Mud Snail
Amphibola crenata



1.2 cm

TOPSHELL
Cantharidus huttonii



15 cm

RIMURIMU KURA
Filamentous Red
Polysiphonia spp.



2 cm

PĀPAKA
Tunnelling Mud Crab
Austrohelice crassa



15 cm

UREURE
Glasswort
Sarcocornia quinqueflora



80 cm

KAWAU
Black Shag
Phalacrocorax carbo novaehollandiae



67 cm

MATUKA - MOANA
White-faced Heron
Egretta novaehollandiae

Use our **HANDY RULER** to check the critter sizes.
REMEMBER TO BE GENTLE!



43 cm

BONUS ROUND!

Can you find the elusive sand flounder?

PAATIKI
Sand flounder
Rhombosolea plebeian



All images from www.marimaths.co.nz unless otherwise

Activity Worksheet

<https://www.nationalaquarium.co.nz/assets/Uploads/iSPY-ActivitySheet-1.3-ROCKY-ESTUARY.pdf>

Rocky Shore I-SPY

These 9 species live
in our rock pools –
can you find them?



6.5 cm

TARAWERA
Glass Shrimp
Palaemon affinis



7 cm

PŪPŪ / PŪPŪ KŌRAMA / PŪPŪ ATAMARAMA
Cat's Eye Snails
Lunella smaragdus



7 cm

KAPU PARAHUA
Cushion Star
Patiriella sp.



0.8 cm

NGAETI
Blue-banded Periwinkle
Austrolittorina antipodum



5 cm

PAPATUA
Snakeskin Chiton
Sypharochiton pelliserpentis



0.9 cm

TIOTIO TAI PARI
Columnar Barnacle
Chamaesipho columna



1 cm

KAWEKAWE / KAIRAU / KOKORIKI
Half Crab
Petrolisthes elongatus



30 cm

RIMU
Sea Lettuce
Ulva sp.



15 cm

RORI
Duck's Bill Limpet
Scutus breviculus

BONUS ROUND!



6 cm

Can you find the Nudibranch?
PIHA-KAU HANGAREKA
Nudibranch
Ceratosoma amoenum

Use our HANDY RULER to check the critter sizes. REMEMBER TO BE GENTLE!



by **biodiversity**
Hawke's Bay

Scan here for
more information,
suggested local
hotspots and more!



#bayinmay

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family adventure
prize pack!

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Interested in volunteer and conservation work?

Drop us a line:

Biodiversity Hawke's Bay:

info@biodiversityhb.nz | biodiversityhb.org

National Aquarium of New Zealand:

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