

Every bit helps

Topic	New Zealand – Preserving Nature
Aims	Students will know basic facts about New Zealand (Flag, Language, Location, “English History”) Students will develop a basic understanding of Maori cultural heritage and language and its impact on language in NZ Students will reflect on their own environmental impact. Students will develop an understanding of what an eco-sanctuary is.
Level	9-10 th grade Oberschule
Time	90 Minutes
Content	PowerPoint Introduction NZ, Worksheet “Every Bit Helps” + Test Yourself Worksheet.

Didactic considerations

The basic idea behind the material is that a teacher could use it for the topics: environment, climate change or preserving nature etc. in grade 10 (Oberschule) or combine it with the topic “the world of English” and use New Zealand as an example for countries of the Commonwealth and how they developed over time as well as their cultural heritage today.

Slides 1-3 are supposed to be a way to engage students with NZ as a whole. (Teachers could also use other well-known bits as an introduction as for example the famous NZ Flight safety video featuring Lord of the Rings.)

https://www.youtube.com/watch?v=cBIRbrB_Gnc

<https://www.youtube.com/watch?v=qOw44VFNk8Y>

The main idea is to use the 4 pictures to reactivate previously gained knowledge and / or practice describing pictures again if necessary while doing so. The same can be done with the world map that offers a different perspective than the usual euro-centric one. The map could also be used to talk about the Commonwealth and showcase different members on the world map.

The clip from National Geographic can be substituted for others as well. It is only 4 minutes long and the language level is appropriate for a 9th or 10th grade (depending on the level of the learner the video could be quite challenging but there is an option to enable subtitles for this video to help the students.) It could also be substituted but it picks up both of the topics that I wanted to include, culture and nature. Of course, a teacher could decide for a different clip and focus on one of the topics.

One could further explore the topic by covering different effects of global warming and the climate crisis. One could for example compare effects on New Zealand's eco-system compared to effects on Germany.

For example: <https://edition.cnn.com/2022/06/24/asia/new-zealand-sea-sponge-bleaching-climate-change-intl-hnk/index.html>

The test at the end is supposed to be used as a tool for self-evaluation. It could be used as a starting point for a discussion at the end.

Step one: Use the four pictures on the first slide of the PowerPoint as a lead in for the topic New Zealand. Explain unknown pictures if necessary.

Step two: Get the students engaged by asking them about their personal experiences of NZ and get them to locate NZ on the world map.

Step three: Prepare the students for the video.

Step four: Watch and discuss the video with the students.

Step five: Transition from the video to the worksheet and proceed with Task 1 on the worksheet.

Step six: Establish the requirements for Task 2 and proceed with Task 2.

Additional Step if there is enough time: The Quiz

Key

What would you expect students to answer / produce?

Personally, I would like for the students to actively use their research time to explore and find things that they are interested in concerning climate change etc. It is a very subjective topic in terms of interest. People feel related to different things so letting them choose might bring better results. I would expect the students to fill out task 1 on the sheet relatively fast but I would give them more time to explore the homepage of the sanctuary as it offers plenty of interesting topics.

As for leading the students through the process of finding something that they might be interested in links are now provided on the worksheet that lead to 3 very different organizations that the students could potentially talk about. (Further local examples can and should be added by the teacher that is using the material to create a deeper regional connection.)

It also appears reasonable to include organizations and charities that are popular/relevant at the time of using the material. (In this case "Mission Erde" is launching a multi-episode documentary that is very popular in Germany. The documentary also encapsulates the idea of preserving nature in NZ as it is about a group of activists that protect orcas in NZ)

Mission Erde Documentary:

https://www.youtube.com/watch?v=EMFxqIFshHk&list=PLt4NXa7rdRS0WXWI2vpvz3zxFbdDc_G7Y

For task 2 I expect the students to prepare a small 2–3-minute presentation. The task is all about the oral production at the end with a focus on fluency over accuracy since the students will be confronted with a lot of unknown lexis. Key points that they should look into could look like the following example:

Greenpeace Deutschland

What topics does Greenpeace Germany engage in?

- Fighting Climate change, protecting endangered species, finding sustainable approaches for agriculture, mobility and more

How many people are part of Greenpeace Germany?

- 630.000 members in Germany, 3 million members worldwide
- 315 workers

How can you become active?

- Sign petitions
- Join a local Greenpeace group
- Read the newsletter
- Become a volunteer/member

Can Children and Teenagers join Greenpeace Germany?

- Greenpeace offers dedicated youth organizations

How can I join?

- Become a member through donating money
- Take part in local groups or youth groups

How does Greenpeace Germany finance itself?

- Exclusively through donations

For the “quiz” the students are expected to answer the questions by ticking the right box and then reflect upon it.

Background information

A basic understanding of Maori and New Zealand culture and heritage would be necessary in order to answer questions of the students regarding the matter if necessary. Examples for regional and global nature reserves etc. (If the students struggle to find examples themselves for the task at the end). Since the task involves research on the internet the necessary groundwork has to be deployed beforehand. The research can be done in multiple ways (via Ipads, Smartphones, etc.). It very much depends on availability.

Materials

Name:

Every bit helps!

A deeply rooted bond.

New Zealand is home to a lot of rare and exotic wildlife that can only be found there. But what is even more special is the bond of its people with their land. The deeply ingrained appreciation of nature and life is shared by the vast majority of people in New Zealand. The Maori were the first humans to reach and settle in New Zealand around the 14th century AD. Because of that most terms that are used to refer to native wildlife and landmarks are in the Maori language "Te Reo". One example here: a Takahe from the sanctuary.

Orokonui Ecosanctuary- Te Korowai o Mihiwaka

The Orokonui Valley lies under the kaitiakitaka/guardianship of our local runaka, Kāti Huirapa Rūnaka ki Puketeraki.

Orokonui is a local Kāi Tahu name, referencing a peaceful planting phase of the moon (Orongonui). The Orokonui awa/stream runs through the valley to Blueskin Bay in Waitati.

Our gifted name "Te Korowai o Mihiwaka (the sacred cloak of Mihiwaka)" speaks to the sloping mountain forming one side of the valley.

Our second mountain, Māpounui, is identified by its flat basalt top. Together these mauka cradle incoming mist, providing moisture and life to the native cloud forest.

Mauri ora!



Te Reo is one of the official languages of NZ and can be found everywhere around the country.

Preserving Nature - Visiting Orokonui Ecosanctuary in New Zealand

- 1 Visit the homepage of the Orokonui Ecosanctuary and find out what it is all about. Write down the 4 key goals of the sanctuary.



Name: _____

Every bit helps!

How „Green“ are you? Test yourself!

① Do you sort out glass, paper, plastic, etc. ?

- Yes, always.
- Sometimes.
- Never.



⑥ Do you or your parents use your own shopping bags?

- Yes. Always.
- Often.
- Never.



② Do you save energy by switching off electric appliances at night?

- Yes, always.
- Sometimes.
- Never.



⑦ Do you support any organization or group that protects the environment?

- Yes.
- No.



③ Do you close the tap while you brush your teeth?

- Yes, always.
- Often.
- Never.



⑧ Have you ever donated money to charities or organizations that fight climate change?

- Yes, a few times
- One time.
- No, I have not.

④ Do you walk, use a bike or public transportation when possible?

- Yes, always.
- Sometimes.
- Never.



⑨ Have you ever volunteered to help/work for such an organization ?

- Yes, I'm a regular member.
- I help from time to time.
- I have never done that before.

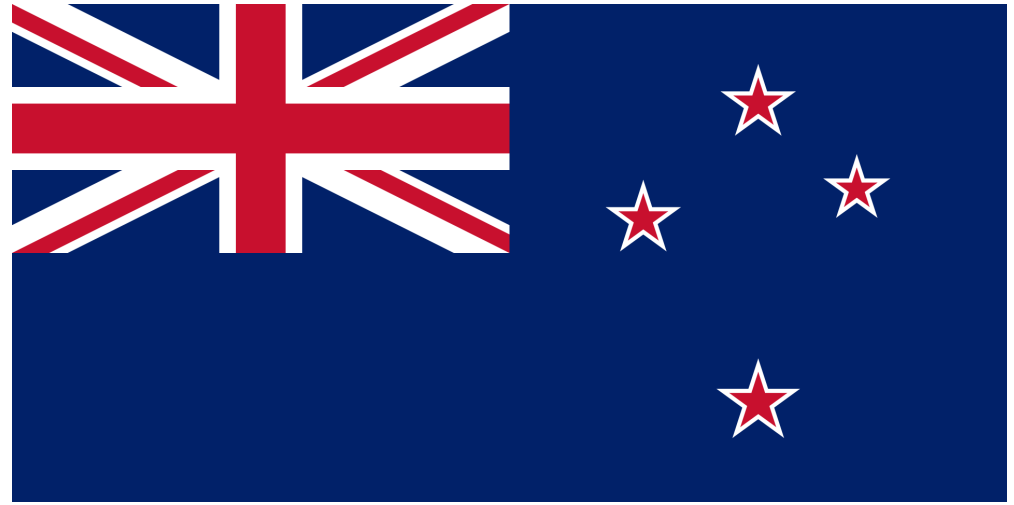
⑤ Do you properly recycle at home?

- Yes, always
- Sometimes.
- Never.



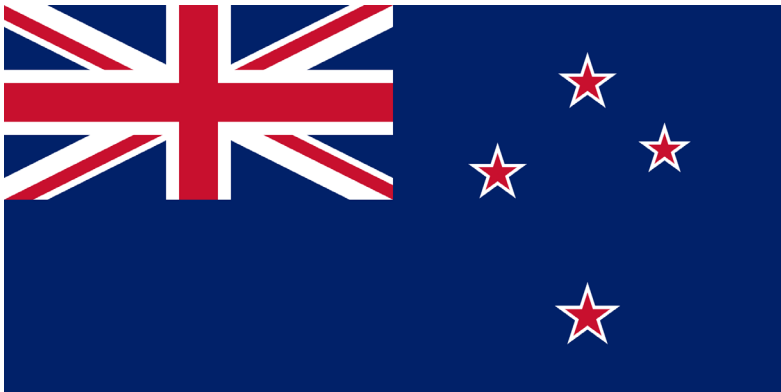
⑩ Have you ever been to a „Fridays for Future“ protest?

- Yes, a few times.
- No, but I would like to go.
- No and I don't want to either.

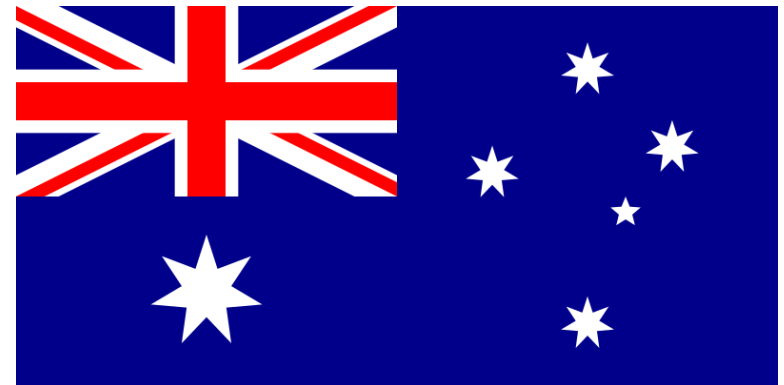


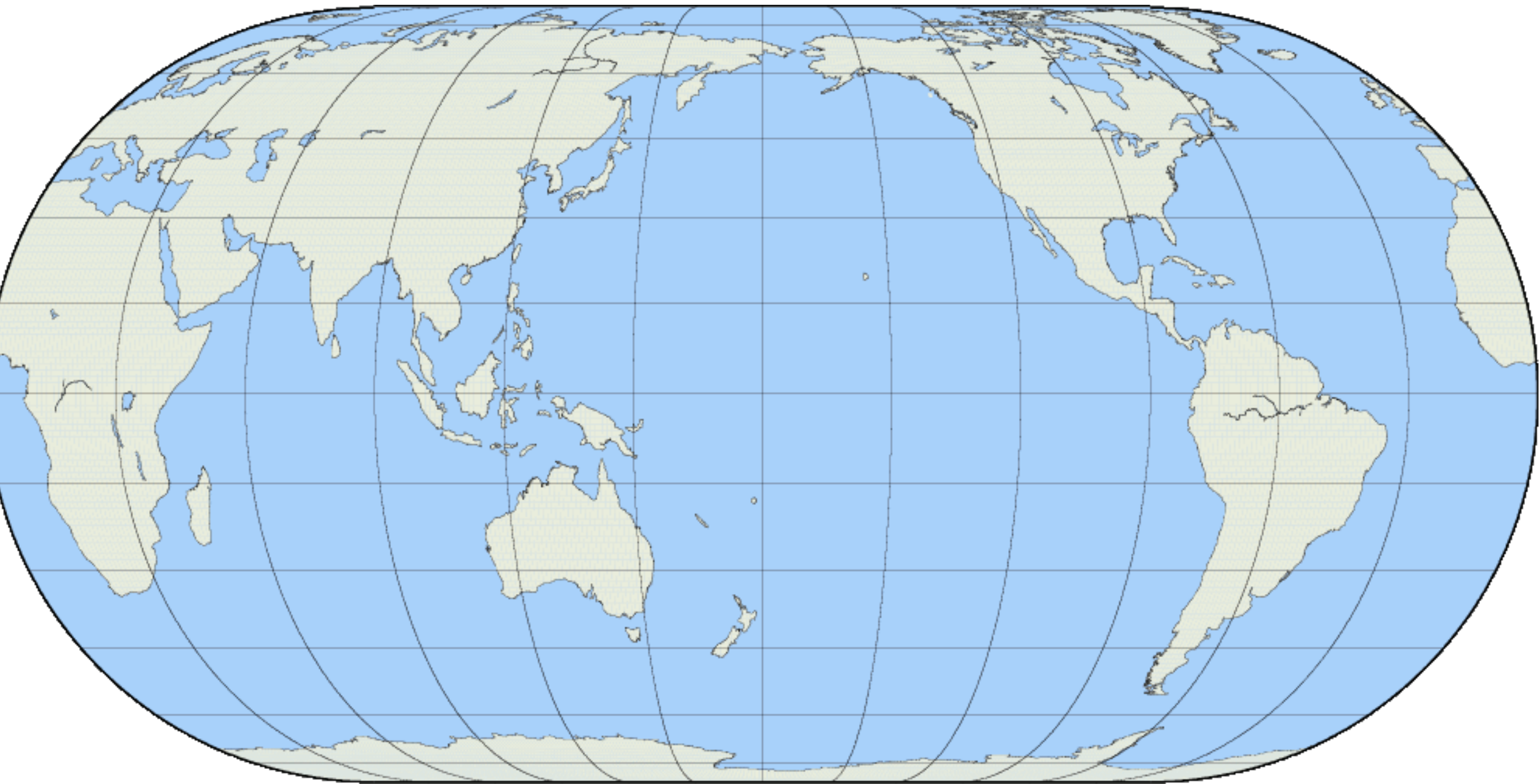
New Zealand?

- Share your own thoughts and experiences of New Zealand!
(Is there anything you know about New Zealand that you want to share?)
- Name one thing that you would like to know about New Zealand!



VS.





While watching, think about the following question:

What are the two main topics that the National Geographics team reflects upon?



<https://www.youtube.com/watch?v=1Evj5XMTWEo>

Image Sources:

- Hobbington by Tom Hall - https://www.flickr.com/photos/tom_hall_nz/15189132237/
- [https://upload.wikimedia.org/wikipedia/commons/b/bd/Karuwai at August 2005 Health Check.JPG](https://upload.wikimedia.org/wikipedia/commons/b/bd/Karuwai_at_August_2005_Health_Check.JPG)
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