

# TREES FOR SURVIVAL

The Trees for Survival is a programme where the children have an opportunity to take part in activities both in and outside the classroom to educate them on the areas of environmental education.

Trees for Survival is a Charitable Trust, initiated in New Zealand by the Rotary Club of Pakuranga. Following the Rotary theme in 1990 of "Preserve Planet Earth", the club adapted an Australian programme to suit our environment. Beginning with an initial 3 plant growing units in 1991; the programme now operates nationwide in more than 120 schools.

<p><b>INVOLVES SCHOOLS</b> with hands on practical environmental education. Using a specially designed plant growing unit (PGU) installed in the school by a sponsor, pupils solve environmental issues by working with native plants from seed/seedling stage to planting out.</p>	<p><b>HELPS LANDOWNERS</b> with the opportunity to revegetate areas of eroded land, improve stream and water quality, and increase biodiversity.</p>	<p><b>CREATES COMMUNITY SUCCESSES AND PARTNERSHIPS</b> by engaging Schools, Service Clubs, Regional and Local Councils, Care Groups and landowners working together in restoring the land.</p>
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It helps enrich classroom learning and integrate Environmental Education across the Key Learning Areas. It also encourages students to liaise outside the school environment with groups involved in the activities.

The main Learning Outcomes are from Key Competencies, Science, Technology and of course; Environmental Education.

**Key Competencies: Thinking/Using Language, Symbols and Texts/Managing Self/Relating to Others/Participating and Contributing**

## Science:

<p><b>Nature of Science:</b> <i>Students will:</i></p>	<p><b>Living World:</b> <i>Students will:</i></p>
<p><b>Understanding about science</b></p> <ul style="list-style-type: none"> <li>• Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation. <b>(L1&amp;2)</b></li> <li>• Appreciate that science is a way of explaining the world and that science knowledge changes over time.</li> <li>• Identify ways in which scientists work together and provide evidence to support their ideas. <b>(L3)</b></li> </ul>	<p><b>Life processes</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things have certain requirements so they can stay alive. <b>(L1&amp;2)</b></li> <li>• Recognise that there are life processes common to all living things and that these occur in different ways. <b>(L3)</b></li> </ul>
	<p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things are suited to their particular habitat. <b>(L1&amp;2)</b></li> <li>• Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. <b>(L3)</b></li> </ul>
	<p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>• Begin to group plants, animals, and other living things into science-based classifications. <b>(L3)</b></li> </ul>

## Technology:

### Technological Practice

*Students will:*

#### Planning for practice:

- Develop a plan that identifies the key stages and the resources required to complete an outcome. **(L2)**

#### Brief Development:

- Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available. **(L2)**

#### Outcome development and evaluation:

- Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes; select and develop an outcome in terms of the need or opportunity. **(L2)**

## Environmental Education:

### Involves the integration of three key dimensions:

- **Education *in* the environment** - provides opportunities for the children to gain first-hand experience in the environment but also enhance classroom-based work.
- **Education *about* the environment** – knowing about and understanding ecological factors that influence decision making on locally, nationally and globally relating to environmental issues
- **Education *for* the environment** – providing the children with a willingness to be a part of helping to improve and maintain the quality of the environment around them. Education *for* the environment is based on the children's knowledge and understanding *about* the environment and their practical experiences *in* the environment. All three aspects are interdependent.

For more information about our Trees for Survival programme please refer to the Trees for Survival Brochure. If you are available to help whenever we are planting the seedlings or potting out we would love to hear from you. Please contact Mrs White at [nwhite@hunua.school.nz](mailto:nwhite@hunua.school.nz) or leave your name at the office.