

TREASURED PLANTS

LESSON PLAN

Curriculum Achievement Objectives:

Learning Languages:

- Cultural Knowledge

Social Sciences

Science:

- Living World
- Nature of Science
- Planet Earth and Beyond

Physical Resources:

- Plant identification guides
- 15x treasure maps
- 15x laminated leaf samples
- 15x clipboards (shared between kits)
- Craft knife, gloves, butter knife, scissors
- Mussel shells, kete.
- Flax harvested or provided by staff.
- 1x information sheets for facilitators
- Flags placed by staff on request

1. DISCOVERY WALK

45 minutes

Students are led through native bush, recognising plants with identification guides, and learning through facilitator story-telling at key stops. (**Living World, Planet Earth and Beyond**).

- 1.** Distribute plant identification guides between groups of two or three students, and explain how to use them.
- 2.** Use the Discovery Walk guide to lead students through the Botanic Garden, identifying plants, and through Lovelock Bush, stopping at key points and telling stories. Get them to think about our native species and natural resources.
 - "Native" - found naturally in NZ but possibly elsewhere too.
 - "Endemic" - found only in NZ specifically.
- 3.** End up in the Native Plant Collection.
Collect identification guides and hand out clipboards with maps, laminated leaf samples, and printed worksheets.

2. MĀORI USES OF NATIVE PLANTS

40 minutes

1. In the Native Plant Collection, students use the maps and laminated plant samples to find treasured plants that had a variety of uses to Māori people and European settlers historically. Print out the worksheets from online for them to fill in.
2. Leave time to go over answers - they will require some thinking on the students' parts.
3. Talk to students about their thoughts - did they know that plants could be used for so many things? Discuss how Māori might have discovered these uses through trial and error, and living closely with the land (**Nature of Science**).
4. Get students to imagine if we didn't have the technology we have today - would there be enough plants around for us to use for food, shelter, clothing, medicine, hygiene, decoration, and all the other things we need in life?



3. FLAX-STRIPPING AND PLAITING

20 minutes

1. Teach students about how Māori used flax fibres, and their traditional respectful practices (tikanga) around harvesting flax as explained in the information card (**Learning Languages - Cultural Knowledge**).
2. Say a karakia, or a 'thank you' to the flax plant together. Teach them to be grateful that we are sustained by the Earth's resources.
3. Cut flax leaves using correct protocol, or collect pre-cut leaves from beneath flax plants. Use the instruction card to harvest the muka (flax fibres). There are craft knives and butter knives for this process, as well as mussel shells for a more traditional tool.

Familiarise yourself with the online video tutorial of flax-stripping prior to arriving.

4. As you harvest the flax fibres, hand them out for students to tie at one end and plait. Teach a few students and then ask them to teach each other as you work.

Follow-Up Classroom Activities:

Technology

- Weave flax baskets and mats

English

- Read a Māori creation story and write your own for a native plant

Science

- Create charcoal from different woods and test which is the best for drawing

Learning Outcomes:

- Observe and imagine change of land over time through human activity/use.
- See Māori as the first scientists, and learn different native plant uses.
- Respect and connect with the land through knowledge and use of plants.