



Students from Te Kura Kaupapa Māori O Te Rotoiti



Floating Wetlands
Te Kūkuwai Rewa

Learning stage 5
Reflect – monitoring and reporting progress

Learning stage 5. Reflect – monitoring and reporting progress

Activity Title	Nature of Activity	Focusing question/s	Curriculum area	Suggested Curriculum level	Page
5a Tracking progress	Discussion about indicators and review processes Creation of a monitoring plan Reflect and discuss	How will we track on-going progress? What indicators can we use to track how our actions are progressing towards improving the water quality of the lake?	Social Science Mathematics and Statistics Science Environmental Education	Any level	245
5b Successes and future recommendations	An activity to evaluate our successes and make recommendations for the future	What successes did we have with our action project? How did the project go? What would we recommend for the future?	Social Science Science	Any level	247
5c Reporting progress and knowledge – celebrating successes!	An activity to share the project and its success with others	How will we share our knowledge and project with others? How will we celebrate our successes?	Social Science Science Environmental Education	Any level	249

Activity 5a

Tracking progress

Focusing Questions

- How will we track on-going progress?
- What indicators can we use to track how our actions are progressing towards improving the water quality of the lake?

Resources required

- Whiteboard and markers
- Glossary template. (See the glossary template for student use, in the Learning Journal template supplied within the 'Resources' section of this document).
- Paper and pens to create a monitoring plan

Prior Learning

Read about what indicators are. (Indicators are like the dials on an instrument panel. By looking at them we can see what's going on and find out if we're moving in the right direction and how successful we've been. They also give us clues about what we'll need to do in the future to make things even better).

Method

1. Revisit the action statements for the floating wetland action plans (see Activity 4a)
2. Think about what would be good indicators of success.
3. Discuss what indicators are and why they are necessary
4. Brainstorm in groups (3-4) related indicators, such as bird count, water quality, plant growth...
5. Ask these questions about suggested indicators and discuss:
 - (a) Is the indicator measurable? Will it actually show improvements or deterioration? Will the changes it shows be useful when revisiting the floating wetland?
 - (b) Is the indicator easy/affordable to collect?
 - (c) How will you collect the information?
 - (d) Is the indicator user-friendly? Will people understand it or will it cause confusion?
 - (e) Is the indicator constant over time? Will you be able to use the same methods

Activity Title:

Tracking progress

Nature of Activity:

Discussion about indicators and review processes

Creation of a monitoring plan

Reflect and discuss

Focusing question/s:

How will we track on-going progress?

What indicators can we use to track how our actions are progressing towards improving the water quality of the lake?

Curriculum area:

- Social Science
- Mathematics and Statistics
- Science
- Environmental Education

Suggested Curriculum Level:

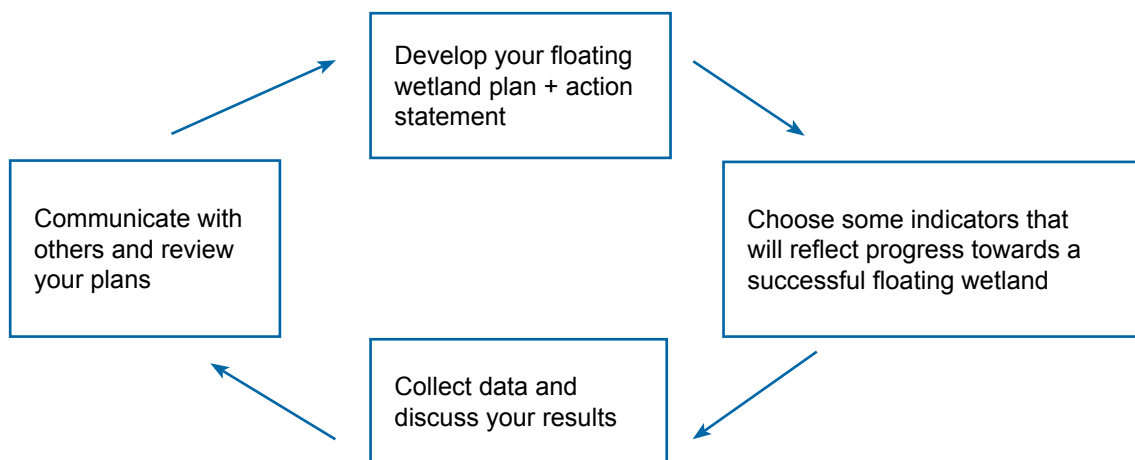
Any level

to measure the indicator each time to get true comparisons?

- Once you have chosen specific indicators, put together a simple monitoring plan. This plan will help us to record data consistently and can form the basis of a progress report. It may look like the one below:

Project	Indicator	Units	How was the data collected?	Who collected the data and when?	Source of data	Are we improving?
Floating wetland installed	Bird (name) numbers	Count	Numbers counted at set time each day	Students		

- Discuss the fact that as the data for the indicators is gathered, we can use it to reflect on change and review plans. Discuss a review process like the one below.



- Reflect using the questions below.
- When new words are encountered, record the word(s) in the glossary template (See the glossary template for student use, in the Learning Journal template supplied within the 'Resources' section of this document).

Reflection questions

- Why is it important to have indicators to track progress?
- List other times when having indicators would be useful (in other projects, classwork, home life etc)?

Activity 5b

Successes and future recommendations

Focusing questions

- What successes did we have with our action project? How did the project go?
- What would we recommend for the future?

Resources required

- H form (see following pages)
- Glossary template. (See the glossary template for student use, in the Learning Journal template supplied within the 'Resources' section of this document).

Method

1. Select one (or more) of the following reflective techniques to answer the focusing questions above:
 - Use a storyboard, learning log, illustrated timeline or journey picture to gather recollections, feelings, ideas and explanations of the process
 - Take photographs, make a movie or make lists of your stand-out achievements
 - Design a project reflection form, such as, H form (see following pages)
 - Use the Plus, Minus, Interesting assessment process (divide a page into three and write one of plus, minus or interesting in each part)
2. Discuss the reflection questions below.
3. When new words are encountered, record the word(s) in the glossary template (See the Learning Journal template supplied within the 'Resources' section of this document).

Reflection questions

- What pictures and accounts have we created of our floating wetland journey?
- How did we feel at each stage?
- What are we noticing as we record our journey?
- Would we make changes next time?
- Are there lessons to learn from these?
- How can we remember these lessons and use them as we move forward?

Activity Title:

Successes and future recommendations

Nature of Activity:

An activity to evaluate our successes and make recommendations for the future

Focusing question/s:

What successes did we have with our action project? How did the project go?

What would we recommend for the future?

Curriculum area:

- Social Science
- Science

Suggested Curriculum Level:

Any level

Worksheet

Floating wetlands project evaluation form

What was the most interesting fact you found out about floating wetlands?

Overall comment:

Was there any thing you learnt or did that you didn't like?

What is one thing you plan to action at school or at home that will help our lakes?

0 Did the workshop meet your expectations? 5



Is there anything else you would like to know about floating wetlands?

Suggestions/Improvements



Activity 5c

Reporting progress and knowledge – celebrating successes!

Focusing questions

- How will we share our knowledge and project with others?
- How will we celebrate our successes?

Method

Discuss fun and creative ways to tell our story – such as:

1. Make storybooks for our library
2. Complete a scrapbook of documents and pictures showing the steps in our journey
3. Create a drama, dance or DVD to tell our story
4. Present our project to other schools, the Board of Trustees, parents and local Councils
5. Celebrate as a:
 - (a) Team – shared lunch
 - (b) School – assembly
 - (c) Community – open day
6. Complete the reflection questions below.

Reflection questions

- What did you like most about this project? Why?
- Is celebrating success important? Why?

Activity Title:

Reporting progress and knowledge – celebrating successes!

Nature of Activity:

An activity to share the project and its success with others

Focusing question/s:

How will we share our knowledge and project with others?

How will we celebrate our successes?

Curriculum area:

- Social Science
- Science
- Environmental Education

Suggested Curriculum Level:

Any level