

Student 2: High Merit

NZQA Intended for teacher use only

**Hikoi**

After deciding on the location of our Hikoi, we focussed on selecting personal and group outcomes as the direction of these would heavily influence what personal satisfaction we received from the Hikoi. Our overall class outcomes for the two day Hikoi included:

- **Learn about the history of locations we pass through and learn about deeper meaning (Place responsive approach)**
- **Complete the Hikoi safely (physically emotionally and psychologically)**

Separate from the class outcomes I also set personal outcomes for myself to achieve. These included:

- Complete every leg of journey without requiring assistance (includes fitness level).
- **Plan and devise my meals for the trip to ensure high energy levels.**
- Evaluate trip and plan clothing and possible risks to ensure a successful Hikoi.

**Strategy 1 (Place responsive approach)**

As discussed in class, in the past Outdoor Education placed a military approach upon our interaction with the environment. This involved strenuous activity and long journey legs as part of the Outdoor Education course. Although coming out of this, students were left with the feeling of achievement and enduring hardships in order to complete the tasks, it was highly likely most of them would not return to the outdoor environment and would no longer view the outdoors and nature as somewhere of salvation from everyday life. Because of this our outdoor education course will take a different approach aimed at allowing students to increase their outdoor skills as well as becoming aware of the importance of the outdoors in everyday life. This is where the place responsive aspect of what is taught in our Outdoor education class comes about. It also allows for the knowledge of local Whenua and historical aspects to be introduced as learning aspects to our outdoor education experience. Through the introduction of place responsive learning, it allows us to feel a connection to our chosen outdoor environment. An example of this is on our year 12 trip to DN Island where we did not land ashore on the island as this was against the thinking of the local iwi. By being aware of the cultural and natural history of the location it allowed me to feel a stronger connection with the island. Instead of just being a piece of rock that we visited it portrayed a stronger feeling of connection due to being aware of it's history. (Place responsive).

To implement this strategy successfully to achieve physical activity outcomes (see above class outcomes), each member of the class will have the responsibility for researching the history about different bays and landmarks we will be paddling past on our day kayak trial. My landmark will be the local maunga. I will research interesting facts about the maunga as we will want to achieve a deeper meaning and more connection with the places we visited on our kayak. For example, (refer to section 1 of the planning appendix) This means we could become more connected to the area that we live in and return and share with family members.

**Reflecting** on our practice one day kayaking trip, our place responsive knowledge helped to improve our historical knowledge of our local area. We learned about the significance of the journey we took in the harbour tracing the trip made by ancestors to fishing grounds and historical landmarks. For example, (refer to highlighted section in reflection log) I enjoyed the way the Kaumātua at the start of our day trip shared through personal stories, myths and legends that have been passed down through his family. This made more connection to the kayak trip on the harbour that we were following the route our ancestors had travelled to their fishing grounds. I realised I needed to do more than my brief facts I had presented.

I made an assumption that I knew my own environment. However, it was from my own narrow perspective of fishing off the rocks with my dad rather than from local iwi perspective. This means that

I could be missing out on what happened here in the past. The place responsive approach also challenges and questions the need to provide student opportunities that are high risk and strenuous outdoor experiences. However, from my kayak experience this is not necessarily the case. The trip was enjoyable because I had time to enjoy my surroundings and I learnt more about the stories of the ancestors of this area rather than just rushing to be first to the destination. By being aware of the cultural and natural history of the location it allowed me to feel a stronger connection with the island on our kayak trip.

**So now**, I could see that I need to adjust my strategy by telling more about the stories from different perspectives about the landmark of maunga that was my responsibility to research and share with the class rather than just tell facts found on the internet. The personal stories of the ancestors will make for better understanding connecting the past. For example, in my research I will have to improve on making the connection by making the history come to life. I intend to do this by role playing using the members of the class by preparing them scripts and props. I am also going to explore the possibility of travelling across DN Bay by waka ama so we will be able to connect more with how my iwi ancestors travelled. For example, (see intended planning section in my reflection log). Therefore, this will engage my class mates to make a better connection with the local area and will enhance our Hikoi experience. Hopefully my classmates will return and share with their families.

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### **Strategy 2: Plan and devise my meals for the trip to ensure high energy levels**

As part of my planning I also will look into planning and devising a nutritious meal which would help with the overall goals of having an enjoyable time as food can be a great morale booster after a long day. Our Hikoi will take place over two days where we depart school at 8am on Monday 29th and arrive back at approx 4pm Tuesday the 30th. Because of this I will have to plan my meals from Breakfast onwards to dinner and a full day on the 30th up to lunch time. In order to ensure a constant metabolism and reduce fluctuating energy levels I will split my meals for Monday and Tuesday into numerous smaller ones. This will help to provide my body with a constant supply of calories and maintain constant blood sugar levels. Because we will be completing high physical activities, I will incorporate a 50/30/20 split of Carbohydrates/Protein/Fats ratio. I will base my carbohydrate intake on foods with a low glycaemic index, as these will result in a slow increase of the level of glucose within the blood and hence slow raising of insulin levels. For example, (see Table 2). This will assist in keeping me full and energized for longer. This will help with the overall goals of the Hikoi as adequate nutrition will result in a better physical and emotional levels. Protein and fat intakes will also heavily influence this. Because I will be partaking in moderate physical activity, my energy intake will be required to be higher than usual. Also times when we are stationary, energy will be lost to the environment in order to maintain body temperature. This also brings the opportunity to achieve some of the other overall camp goals. Thus being to form relationships. In order to minimise energy lost to having to maintain body heat when stationary, it allows the possibility for assisting others in the class who may require assistance...

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**Reflecting** back on my food planning for the one day practice kayak trip. I needed to think about planning more snack food. Refer to table 1 for a variety of foods I should consider to provide me with the necessary energy for paddling. I under estimated the amount of energy padding used as the weather was quite windy and overcast. Refer to log book comments where I stated how hungry and tired I felt. I also know this because the class had to keep waiting for me more and more as the day went on.

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On the 2 day Hikoi (kayak and tramp) the adjustments I will need to make are the following: More snack food using the 50/30/30 spit of carbohydrates/proteins/fats ratio. For example, refer Table1 for food choices. I will also plan to take extra snacks in case other class members need an energy boost during day Hikoi. This means I will better fuelled to be able to keep up with the class throughout the 2 day hikoi and the class will be able to complete the 2 day Hikoi safely (physically and psychologically) and have a lot more fun. ...

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