

# Lincoln High School Mahoe Reserve Project

## Engaging with the Community

The Lincoln High School Mahoe Reserve project was instigated by a group of Year 9 students in Dr Jarvis's science class. It would not have continued or reached the scope it has today without the help and support of project partners, volunteers and donors.

### Network of support

From the Mahoe Reserve project, thanks to overwhelming community support, a new vision has been born. Lincoln High School has become an Enviroschool – and the Mahoe Reserve project has inspired the involvement of several groups. Many students at Lincoln High School, including the Lincoln Environmental Organisation (LEO), their parents and other people from the community planted trees, weeded and kept track of predators in the new reserve. Volunteers turned out regularly to help plant trees at the Mahoe Reserve Community Planting Days.

To maintain momentum, Dr Jarvis, winner of the Sir Peter Blake Environmental Educator Award, and Ian Spellerberg from Lincoln University started the Lincoln Envirotown Trust, which comprises members of the community including Lincoln High School students. The Mahoe subcommittee now oversees the finances and management of Mahoe Reserve.

### Continuing the trend

The Lincoln Envirotown Trust has also begun other environmental initiatives such as making their town waste-free, setting up an environmental group for 8- to 12-year-old children, installing a community garden and educating the public about sustainable living. Underpinning their goals is a desire to involve young people in their planning, designs and decisions. And an added spin-off is that other educational institutions have also become involved:

- Early childhood trainee teachers come once a year to Mahoe Reserve to learn how students can make a difference.
- Local primary schools and preschools join in with planting.
- Lincoln University lecturers and students have designed posters and will create a biodiversity trail, with quizzes for local primary and high school students to use. They have set up safe refuges for insects and animals from predators to encourage population colonisation. They intend designing science activities that will enable students to study insects under leaf matter to



see how the environment changes as the forest grows. Their goal is to involve adults and children at all levels in the monitoring.

- Overseas students come to Lincoln High School to visit or study long term and take home the ideas of “action for sustainability”.

*“One of the things about sustainable education is the importance of action. It is not just talking about the environment, it is actually doing it. And the neat thing about the Mahoe Reserve is we just walk across the road and there it is.”*Linda Tame, Principal, Lincoln High School

## Donors

Donors involved in the Mahoe Reserve development are listed below.

- **WWF-New Zealand** provided support that came from their Environmental Education Action Fund ([http://www.wwf.org.nz/what\\_we\\_do/community\\_funding/environmental\\_education\\_funding/](http://www.wwf.org.nz/what_we_do/community_funding/environmental_education_funding/))
- **Selwyn District Council** employed a person to weed and maintain the reserve and has supplied funding to continue its development. (<http://www.selwyndistrict.co.nz>)
- **Motukarara Department of Conservation Nursery** subsidised plants (<http://www.doc.govt.nz/conservation/native-plants/motukarara-conservation-nursery/>)
- **Trees for Canterbury** provided trees (<http://www.treesforcanterbury.org.nz/>)
- **Halswell Timber** provided timber for bench seats (<http://www.halswelltimber.co.nz>)
- **Riccarton Bush Reserve Ranger** provided plants and seeds
- **Forest and Bird Society** gave a grant for mulch (<http://www.forestandbird.org.nz>)
- **CityCare** helped with the preparation of the reserve for the first planting, provided plants and helped plant, installed a vehicle track and the first sign, at a reduced price (<http://www.citycare.co.nz/home>)
- **Lincoln University** monitored and designed educational posters, tracking tunnels, provided refuges for animals and insects at the reserve, and followed up with educational activities for children (<http://www.lincoln.ac.nz>)

