

HAURAKI GULF MARINE PARK TĪKAPA MOANA



YOUNG
OCEAN
EXPLORERS

LESSON 15 - CONNECTIONS

NZ CIRRICULUM LINKS:

Learning areas:	Achievement objectives:
Social Science	Understand how people view and use places differently. Understand how people make decisions about access to and use of resources.
Te Ao Maori <i>te reo (language), tikanga (customs and traditional values)</i>	By learning te reo Māori, students are able to participate with understanding and confidence in situations where te reo and tikanga Māori predominate and to integrate language and cultural understandings into their lives ; strengthen Aotearoa New Zealand's identity in the world.
Aotearoa NZ Histories <i>Turangawaewae me te kaitiakitanga - Place and environment</i>	People adapted their technologies and tools to the new environment of Aotearoa New Zealand.
English	Listening, Reading, Viewing

Overview

Think about how we are connected with the ocean near us.

Learning intention

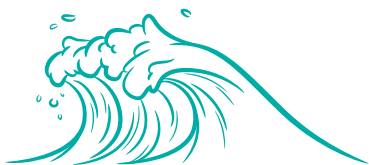
Tamariki are learning to understand the importance of the ocean in so many ways to life on earth.

Success criteria

Children can name at least one way that they are connected to the ocean.

LEARNING SEQUENCE

Based on the Inquiry model



Inspire

Provoke curiosity
and wonder



Explore/Educate

Gather information
Use / apply
learning



Activate

Reflect and act

Background information for teachers:

New Zealand oceans support more than 15,000 known species, many of these are found nowhere else in the world – and there are an estimated 50,000 more to discover.

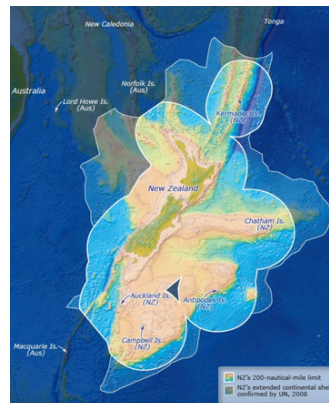
New Zealand is surrounded by the sea. The sea is our taonga. Our connections to it are strong. More than 75% of New Zealanders live within 10 km of the coast. Even if you live inland you are never further than a couple of hours drive from the sea.

The sea is an important part of our Kiwi lifestyle – whether you use it for recreation, harvesting food and other resources, or for spiritual wellbeing.

Our marine environment includes:

- New Zealand's Territorial Sea (from the shore out to 12 nautical miles)
- [Exclusive Economic Zone](#) (from 12 nautical miles from the shore to 200 nautical miles from the shore).

These areas are governed by New Zealand laws and are used by a variety of people, industries and organisations.



Connections:

Our **water** comes from rain. The ocean is a major part of the water cycle. The **air** we breathe – 50 to 75% of the oxygen we breathe is produced by the ocean and phytoplankton that live in it. (source – EPA – Environmental Protection Authority of NZ)

Food – Many people eat fish and other seafood, including seaweed (think sushi)

Transport – Many goods are transported around the world on ships – cars, toys, homeware, clothing etc. Our ancestors all came to Aotearoa by voyaging across the ocean.

Recreation – many people enjoy activities on, in and around the ocean – sailing, kayaking, swimming, surfing, walking on the beach, exploring rock pools etc

Tourism – Auckland / Tāmaki Makaurau is called 'The city of sails' and many of the tourist options revolve around the ocean – visiting one of the many islands, taking a ferry, sailing, going to a beach etc. A beautiful healthy ocean is important for NZ's tourism industry.

LESSON PLAN

Connections

Teachers are encouraged to choose and adjust activities to suit the learning needs and interests of their tamariki.



Inspire

 Allow approximately 5-10 mins

- Give each child a piece of nori seaweed to eat (you can buy a packet for approx \$3 at supermarkets - cut up the pieces so there is enough for each child to have a taste). **Discuss** - have they had that before? What is it? Where does it come from? What else do they eat that comes from the ocean? Today we are looking at how we are connected to the ocean.
- **Watch this Young Ocean Explorers video** - [Crazy Plastic Journey](#) Think and discuss - how is the school in the video connected to the ocean / moana? Is YOUR school connected to the ocean? You could go for a walk outside to find the drains in your school. Later, children might like to investigate where these drains go (look on maps).

Video is 2:51 minutes





Educate

 Allow approximately 30 mins

- **Brainstorm** - How are people connected to the ocean? Think about all the different uses for the moana. Under these headings list all the ideas you can think of. You could do this as a class, in groups or individually.
 - TRANSPORT - what do we transport using the ocean?
 - FOOD - what food do we get from the sea?
 - HABITATS - what lives on, in, under, near the water?
 - RECREATION - how do we use the moana for fun?
 - WORK - which jobs are connected to our ocean?
 - HEALTH AND WELLBEING - How can the water help our health and wellbeing?
 - TOURISM - What can tourists do on and around our water in Aotearoa?

- **Pepeha** - Maori introduce themselves by telling their pepeha - their connections with places and people. [Watch this video](#) from Young Ocean Explorers that explains a pepeha.

Video is 1:31 minutes



- **Think** - How are YOU connected to the ocean? [Fill in this anonymous google form](#) to help you think about your connections. Young Ocean Explorers will collect this information as part of our research to see how children in Aotearoa identify connection to the moana.



Activate

 Timing will vary

- **While outside pick up at least 1 piece of plastic or other rubbish** – make a difference in YOUR community. Log your rubbish data on the

[21 day challenge graph.](#)

Each daily entry goes into the draw to win amazing prizes for your class and school



- **Write** your pepeha or mihi. You can try [this website](#) to help you, or talk to your whanau as they may have information to help you write your pepeha.
- **Create** a poster to raise awareness of the importance of the ocean. Give an idea for how we can look after the ocean. Put the poster up somewhere that people will see it. Send a photo of your poster to Young Ocean Explorers – we'd love to see it!

EXTRA LEARNING IDEAS AND RESOURCES

Read

- [Why our marine environment matters](#) – Ministry for the Environment
- [The importance of the sea for Maori](#) – te ara

For younger students

- **Sing or listen** to this [kina kina song](#). Then **think** about kai from the water – what food do we have that comes from the sea? Think about some of the things that were in the song, and seafood you might catch, or buy at the fish and chip shop. Make a list.

Watch

- [The importance of oceans for kids.](#)

Video is 6:46 minutes



- [Water cycle](#) – Science Learning Hub. [Simple video](#) about the water cycle here.

Poster

- Look at this [poster that shows changes in the Hauraki Gulf](#) since humans have been connected to it. Are there any good changes? What can we do to help look after the Hauraki Gulf?

Find out more:

There are many other lesson ideas from Young Ocean Explorers – choose another one. [Young Ocean Explorers](#) You can find out about some of the amazing creatures that live in or visit the Hauraki Gulf. There are also lessons on some of the amazing places in Tikapa Moana. Or you could explore ideas of how people are connected to the moana / ocean.