

TOGETHER FOR OUR MOANA - WE'RE SHAPING OUR FUTURE

CORE LESSON 4 - MAKING A DIFFERENCE

NZ CURRICULUM LINKS:

Learning areas:	Achievement objectives:
<p>Te Ao Māori <i>te reo (language), tikanga (customs and traditional values)</i></p>	<p>Te reo Māori is indigenous to Aotearoa New Zealand. It is a taonga recognised under the Treaty of Waitangi, a primary source of our nation's self-knowledge and identity, and an official language. By understanding and using te reo Māori, New Zealanders become more aware of the role played by the indigenous language and culture in defining and asserting our point of difference in the wider world.</p>
<p>Aotearoa NZ Histories <i>Tūrangawaewae me te kaitiakitanga - place and environment</i></p>	<p>Think about how people use and affect the environment.</p>
<p>Literacy</p>	<p>Communication, listening, Reading, Viewing</p>
<p>Science</p>	<p>Participating and contributing</p> <ul style="list-style-type: none"> • Students will explore and act on issues and questions that link their science learning to their daily living. • use their growing science knowledge when considering issues of concern to them • explore various aspects of an issue and make decisions about possible actions.

Background information for teachers:

Children naturally care about the world they live in and can become frustrated when they see problems around them that they feel helpless to change. [ECO ANXIETY](#) is a growing issue. Research shows that education and taking action can help minimise this.



The aim of this lesson is to **EMPOWER** tamariki. They see the problems in the world around them and have many great ideas for how to improve things. We want to give them **HOPE** for the future by showing them examples of kids and others who are making a difference.

We want to help them see that if we all work together for something we feel strongly about then we can make others aware of our ideas and hopefully create change. We want to give them the **OPPORTUNITY** to join with others to make improvements for the future of our planet.

Each day of the Young Ocean Explorers 21 day challenge we suggest that tamariki do one small action - pick up one piece of plastic each. This is to illustrate how a small action can have a **BIG EFFECT!** Log the data of how many pieces your class picks up each day and watch the graph grow over the weeks - this is something that really excites children - knowing they are part of a bigger group and seeing that their small action can make a difference. In this lesson we look at other actions we can take, and we suggest a **COLLECTIVE ACTION** calling for more marine protection for the moana around Aotearoa / New Zealand.

Slides of lesson plans

Slides of lesson plans found [HERE](#)



This is an option for teachers to teach and learn with the class on a screen to follow along together.

Whakatauki

Kaua e mate wheke, mate ururoa
Don't give in like an octopus, fight like a shark

This whakatauki encourages us to not give up.
When fishing, a shark will fight the whole time it is on the line.
In comparison, an octopus will surrender once it's been hooked.
No matter how hard things get, let us fight like a shark.

(This Whakatauki is sometimes said 'Kia mate ururoa, kei mate wheke' - fight like a shark, don't give in like an octopus)

WHAKATAUKI SOURCE: [Kupu o te ra](#)

[ILLUSTRATE THIS WHAKATAUKI - printable for teachers.](#)

Overview

Start to think about ways to care for our environment.

Learning intention

Tamariki are learning to understand the importance of the ocean in their lives, and ways we can care for it.

Success criteria

Students can:

- Explain how people affect the environment
- Take part in a positive action to care for the environment.

LEARNING SEQUENCE

Based on the Inquiry model



Inspire

Provoke curiosity
and wonder



Explore/Educate

Gather information
Use / apply
learning



Activate

Reflect and act

LESSON PLAN

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



Inspire

 Allow approximately 25 mins

WATCH

- [Kids want a marine reserve.](#) (3.23mins) How are these tamariki working to make a difference?



- [Whangarei Harbour Marine Reserve \(meet the locals\)](#) - 4 mins. It shows how students from a local school worked to get a marine reserve in their area. How long did it take them?



REFLECT - what have we learnt? What is good about our moana? What are problems with our moana? What ideas do we have to care for and improve our moana?

- You could do a class brainstorm.
- You could [make a copy of this PMI chart](#) (Plus, Minus, Interesting) and write your ideas on it.
- You could print this [PMI activity](#) and sort the pictures, in groups or individually.



Educate

 Allow approximately 15 mins

- Problem Solving - Here is a [simple video](#) showing you some problem-solving steps. Remember - some of the problems in the ocean are big and you might need help. Make a list of many possible ideas for solutions that could help with the problem you have identified in the moana. Think through the solution ideas - which one do you think would work best?



THE PROBLEM SOLVING STEPS

- Identify the problem
- Think of the size of the problem - do you need help?
- Think of possible solutions
- Think each solution through and decide on the best one to try
- Check if the problem is solved. If it's not you could ask someone for help or try another solution.



Activate

 *Timing will vary*

- Create a way to share your ideas and get others involved. Try making a video, a poster, a slideshow, a speech, talking or writing to a local newspaper, writing to a member of parliament. There are many ways that you can encourage others to take care of the moana too!
- Take action - go and make your ideas happen! You may need to talk to others for help and advice. Make a start and keep going!

DAILY ACTION



MAKE A DIFFERENCE for our moana - pick up at least 1 piece of kirihou / plastic each day. [Log how many pieces your class picks up on the Young Ocean Explorers website.](#)



Let's make a difference TOGETHER!

 *Timing will vary*

This is a challenge for you all over the course of the 21 Day Challenge.

We think kids voices are important and powerful ... especially if there's a whole lot of us saying the same thing. We want to use your collective voice and be heard! We're heading down to the steps of Parliament in Wellington later this year, to share two things with our politicians.

1. We want to have a HUGE video screen in front of parliament, showing a powerful campaign video featuring thousands of Kiwi kids. This is so our leaders start thinking about the importance of ensuring they're giving a thriving ocean to them and future generations.
2. We also want to take as many letters from your students as possible with us. We want to take a MASSIVE pile of them with us and give them personally to the Prime Minister. All of this is so we can show the importance of having a thriving ocean for future generations.

To support this, we'll be asking you all to send us letters that we can deliver to the Prime Minister at Parliament. This doesn't need to be long. Just on one page. The letter needs to say why the ocean is important to you and why we need to be doing more to protect our moana.

Prize up for grabs!!

If everyone in your classroom writes a letter and sends it to us, your class will then go into the draw for Riley to visit and give an awesome presentation to your whole school! This offer is only valid for schools in Aotearoa.

What to include in your letter to Parliament:

- Address the letter to the Prime Minister
- Hand written letter
- Add why the ocean is so important to you
- You could add an ocean drawing
- Sign it off with your name and age

Send the letters to: _____

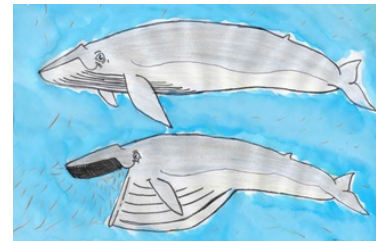
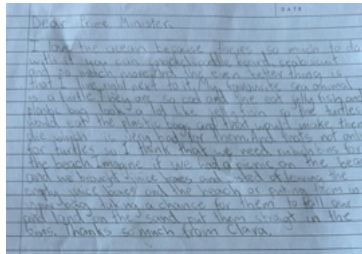
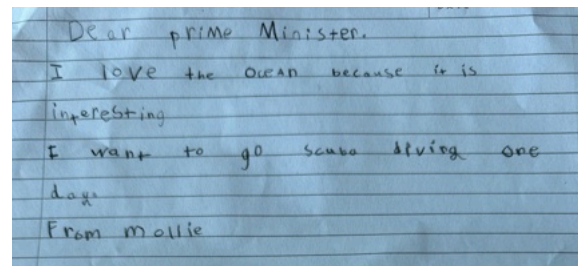
SEND LETTER BY _____

Example of letter and drawings:

Dear Prime minister,

The ocean is important to me because I love swimming with all the beautiful animals. Our moana needs more protection so that we can all enjoy it's beauty for years to come!

From,
Riley
aged 24



EXTRA LEARNING IDEAS AND RESOURCES

HOW TO MAKE A MARINE RESERVE

Here are some examples of [how marine reserves have been made](#) in the past.



EXISTING AND PROPOSED MARINE RESERVES FOR NEW ZEALAND



MAKE A DIFFERENCE - Here are some suggestions of how you could make a difference, but you might have other ideas too.

- Keep picking up at least one piece of rubbish every day.
- Encourage your family to pick up at least 1 piece of rubbish a day.
- Join a group who cares for your local environment.
- [Go snorkelling](#) and see what is in the moana near you.
- [Marine Metre squared](#) - look carefully to see what lives at a beach near you.

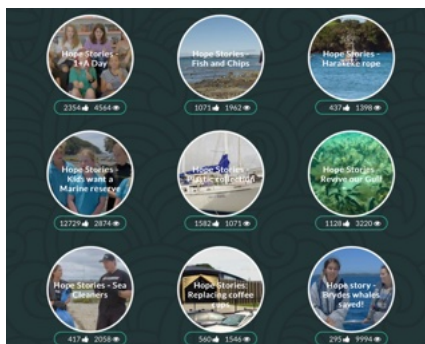


- Think before you take - if you are out fishing or gathering kaimoana make sure you only take what you need.
- Write a letter to your local council or Member of Parliament about your ideas for the future of your area, and please send Young Ocean Explorers a copy as we would love to see what you are doing.
- Create a video to share your ideas and raise awareness
- Get together with friends and plan how you could make a start on your plan for a thriving moana.
- ENJOY the beaches, lakes, rivers, and the ocean, and appreciate what an amazing place we have - worth caring for!

EXTRA LEARNING IDEAS AND RESOURCES

WATCH THESE EXAMPLES OF PEOPLE MAKING A DIFFERENCE

- Explore more [Young Ocean Explorer videos of people making a difference.](#)



- Here is an example of how one Auckland teenager, Rylee Barrett, is trying to make a difference - she is raising awareness and [made this video](#) when she was 13.
- Here is another example of [a video made to raise awareness](#) - NZ singer Jamie McDell talks about how she is helping the endangered Maui dolphins. She wrote this song to raise awareness.
- Here is another [example video](#) from the Manawanui brownie group.

TIME CAPSULE

- You could make a video/ slideshow about the moana in NZ / your area now - how much sea life is in rock pools? How do people use the beach / sea? What kind of kaimoana are people getting from your area? How much rubbish is on the beach? Then you could do another one in 5 years' time / 10 years' time etc to compare - have things improved or gotten worse? WATCH this memory of times past to see how things can change over time. [A song for the Noises - NZ Geographic](#)

