Together for our moana - we're shaping our future

21 DAY Challenge!

YOUNG OCEAN EXPLORERS

CORE LESSON - HEALTHY OCEANS
PHASE 2 - YEAR 4-6

Background information for teachers:

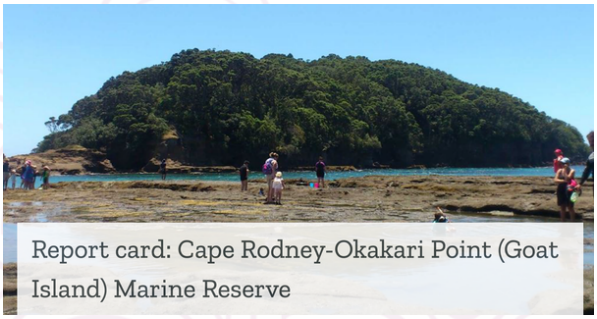
BACKGROUND INFORMATION FOR TEACHERS:
All about Marine Protection from the Department of Conservation DOC

Marine protected areas are an important tool for maintaining our marine biodiversity in a healthy state.

There are three levels of marine protection in New Zealand:

- Type 1 Marine Protected Areas: Marine reserves. Generally known as marine reserves, these are our highest level of marine protection established under the Marine Reserves Act 1971.
- Type 2 Marine Protected Areas. These marine protected areas are protected under legislation and provide protection from the negative effects of fishing.
- Other marine protection tools. Similar to Types 1 and 2, but don't protect as much biodiversity as Types 1 and 2 areas.

Report from Te Hawere-a-maki / Goat Island Marine Reserve on marine health over 5 years.
The ecosystems within Cape Rodney-Okakari Point Marine Reserve are healthier and more natural than those outside its boundaries. The reserve, however, is influenced by the health of the marine environment outside its boundaries – it has no walls.


Report card: Cape Rodney-Okakari Point (Goat Island) Marine Reserve

Kaitiakitanga - benefits of marine protected areas

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NZ CURRICULUM LINKS:

Learning areas:	Achievement objectives:
English	Persuasive writing (letters) Reading and responding
Mathematics and Statistics	Number operations Statistics - data, graphs
Science	Teachers help students explore cause and effect and apply cause-and-effect reasoning. **Biological science** Organism diversity Ecosystems - relationships in an ecosystem
Learning Languages	Te reo Māori
Social Science	How people can participate as critical, active, informed, and responsible citizens. Places influence people, and people influence places

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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. This is for all ages, so it won't align completely with this lesson plan.

Whakatauki

Whakatauki source : Marine Stewardship Council

Toitu te marae a Tane, Toitu te marae a Tangaroa, Toitu te iwi
If the land is well and the sea is well, the people will thrive.

He tai moana, he tai ika,
He tai timu, he ika nunumi
A sea that is healthy, is a sea that flourishes with life
A sea in decline, becomes void of sea life

Fun facts:

- Goat Island was one of the first Marine Reserves in the world. It was the first marine reserve in NZ. It was created in 1975.
- 70% of the Earth's surface is covered by ocean.
- 95% of New Zealanders think "The ocean is important to me" (from LiveOcean.org)
- Over 50% of our oxygen comes from the ocean.
- New Zealand has the 5th largest ocean space on the planet.

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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 - focusing on marine reserves.

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

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LESSON PLAN

Inspire

Allow approximately 15 mins

Watch this quick video about marine reserves (the amount of marine protection mentioned in this video is outdated as it was released 9 yeas ago... Thankfully there is more marine protection in Tīkapa Moana now! The new protection is listed below.)

Video is 57 seconds

The Hauraki Gulf/Tīkapa Moana Marine Protection Act came into effect on 25 October 2025. The new protection includes:

- **Two marine reserves** - extending from the existing reserves Te Whanganui-o-Hei/Cathedral Cove Marine Reserve and Cape Rodney-Okakari Point (Goat Island/Te Hawere ā Maki) Marine Reserve.
- **Twelve high protection areas (HPAs)** - these areas protect and restore marine ecosystems. They allow active restoration of the underwater habitat. They also enable authorised customary fishing practices to continue.
- **Five seafloor protection areas (SPAs)** protect seafloor habitats from high-impact activities. They still allow activities that do not damage them, such as line fishing, spear fishing, diving and harvesting by hand.

Find the map here

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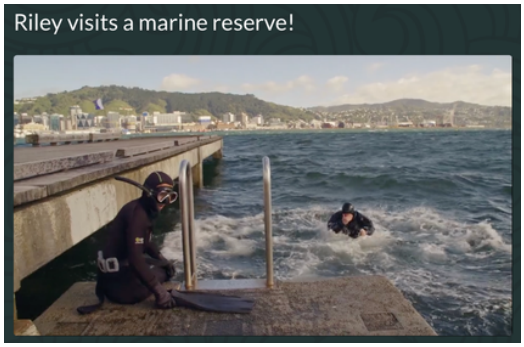
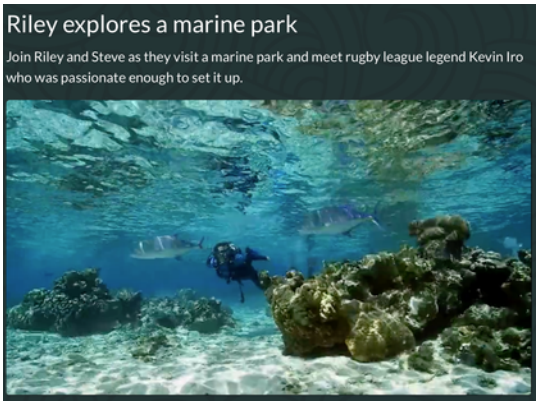
Allow approximately 15 mins

Watch - Riley visits a marine reserve. What was the difference between the marine reserve and the unprotected ocean?
Video is 6.48mins



Then **watch** this video - Riley explores a Marine Park. Why did Kevin want to set up a marine park?
Video is 4.47mins



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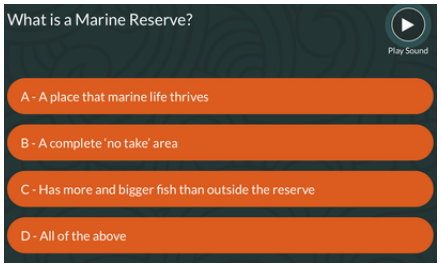
Educate

Allow approximately 15 mins

Teachers - you can choose to do all or some of these activities.

QUICK QUIZ - What is a marine reserve? *1-minute video with a question*



Research - Locate marine reserves near you. How far away is the closest one that your school could visit? Here is a list of marine reserves in NZ. Think about a piece of coastline near you that could make a good marine reserve. Imagine if your school could visit that reserve often!

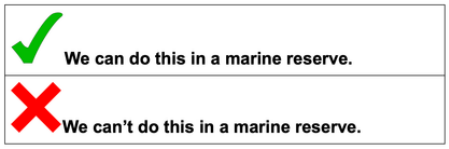
Discuss - your experiences in a marine reserve. As a class, in a group, or as an individual, share your ideas. This can be done in one of these ways...

- Bus stop activity
- Class brainstorm on the whiteboard
- Use Padlet to share your ideas
- Fill in this worksheet (can do it online, or the teacher can print it if needed)

Compare - Look at these 360 videos. What shows you that they are healthy or unhealthy ecosystems? (These videos can be used in VR headsets if your school has any.) They are 360-degree videos, so you can move your mouse to look around.

- Firstly, under a wharf in Tīkapa Moana. Look all around. What do you notice? NZ Geographic 360 dumped.
- Then off balance. Listen - what do you hear? What do you see? Does it look like a healthy ecosystem?
- Now compare it to footage from inside a marine reserve—NZ Geographic 360 snapper city.

SORTING ACTIVITY - what we can / can't do in a marine reserve. Cut and sort these activities. Teacher to print 1 per group.



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Educate

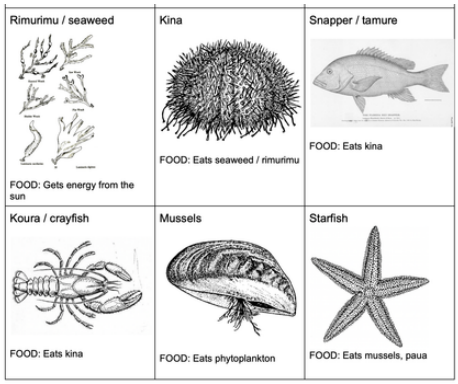
Allow approximately 50 mins

RESEARCH - What lives in a marine reserve?

- **Watch** YOE videos - What is a kelp forest? *Video is 1:24 minutes*
- **Watch** - Riley searches for crayfish. *Video is 3:27 minutes*
- **Watch** - video from Young Ocean Explorers - What is a food chain? *Video is 1:17 minutes*

- Find out more about creatures of your choice. For example, tāmure / snapper, whai repo/eagle rays, red moki, leatherjacket / kōkiri, stingray /oru, blue maomao, kina, kōura / crayfish, parore, spotties / paketi. What does it look like? What does it eat? Where does it like to live? What are its predators? What are some special features?

FOOD WEB ACTIVITY - How are living things in the Moana connected? What happens when something is out of balance? You will need pieces of string and these sea life pictures (teacher print).



PROBLEM ALERT - What happens when a food web is out of balance? Watch Young Ocean Explorers 'Where did all the kelp go?'

Watch this video about marine reserves from DOC (Department of Conservation)
Video is 1:39 minutes

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Activate

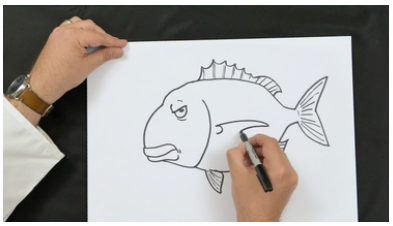
Timing will vary

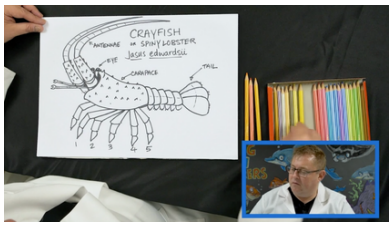
DAILY ACTION

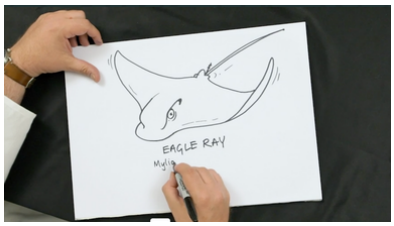
MAKE A DIFFERENCE for our moana - pick up at least 1 piece of kirihou / plastic each day. Log how many pieces your class picks up on the Young Ocean Explorers website.

CREATE a class marine reserve/ healthy ocean mural. Each student draws a creature that could live in a marine reserve in NZ. You might like to try some of these Young Ocean Explorer learn to draw videos to help you. Don't forget to add kelp/seaweed, rocks, sponges, etc., to your mural. Send Young Ocean Explorers a photo (add it as a digital upload on the 'my classroom' tab on the YOE website) - we'd love to see your work!

- Learn to draw tāmure / snapper.
- Learn to draw kōura / crayfish
- Learn to draw whai repo/eagle ray







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Reminder!

Send in your letters before the 31st of March to: PO Box 228, Warkworth 0941. Then we can take them to Parliament!! We want our collective voices heard about why we need to protect our moana and why it is so important to us! More info in the intro lesson plan.

EXTRA LEARNING AND RESOURCES

Read

Marine Reserves - School Journal level 3