

**Together for our moana -
we're shaping our future.**

21 DAY YOUNG
OCEAN
EXPLORERS
Challenge!

**CORE LESSON - KAITIAKITANGA
PHASE 2 - YEAR 4-6**

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 to explore cause and effect and apply cause and effect reasoning.
Learning Languages	Te reo Māori
Social Science	How can people participate as critical, active, informed, and responsible citizens? Places influence people and people influence places

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Background information for teachers:

[From Te Ara](#)

Understanding kaitiakitanga

Kaitiakitanga means guardianship and protection. It is a way of managing the environment based on the Māori worldview.

Māori world view

In the Māori world view, people are closely connected to the land and nature. Kaitiakitanga is based on this idea of humans as part of the natural world.

Traditional practices

In the past, people followed traditional practices when they were hunting, fishing, growing or finding food. These helped them to care for the environment.

They included:

- temporary bans (rāhui) on taking food from an area
- using the lunar calendar (maramataka) to decide when to plant and harvest
- taking only what was needed
- hunting and fishing only for food, not as sport

Tiaki

The word tiaki is the basis of the longer word kaitiakitanga. Tiaki means to guard. It also means to preserve, foster, protect and shelter. So, notions of care and protection are at the heart of kaitiakitanga, and give it its conservation ethic.

Role of kaitiaki

The prefix kai means someone who carries out an action. A kaitiaki is a person, group or being that acts as a carer, guardian, protector and conserver.

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 aimed at all ages so won't be exactly the same as this lesson plan.

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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.

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

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



Inspire

⌚ Allow approximately 25 mins

What is Kaitiakitanga?

- Watch [YOE Kaitiaki video / quiz](#)



Video is 1:09 minutes

- Discuss the meaning of tiaki, kaitiaki, kaitiakitanga.
[Kaitiakitanga](#) means guardianship.
 Tiaki = to care for / guard / protect;
 Kaitiaki = the person doing the caring / guardian / caregiver.

Read one of these school journals:

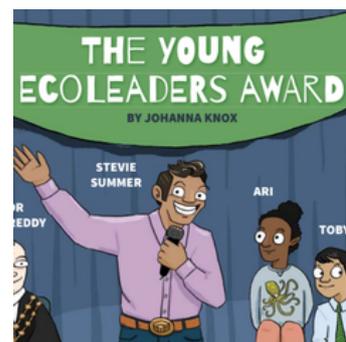
- [The plastic-free challenge](#) - level 2



- [Plastic planet](#) - poem, level 2



- [The young eco leader awards](#) - play, level 3





Educate

 Allow approximately 15 mins

Brainstorm - how can we look after our area? Discuss ideas. Start a list.

Here are some ideas to get you started - you can probably think of more!

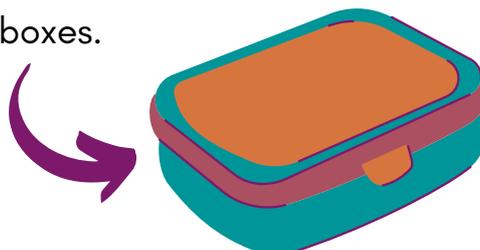
- Supporting marine protection ([This 'hope story' about EMR - Experiencing Marine Reserves' shows a powerful way one person made a difference](#), 3:15 mins)
- Fishing within the limits
- Rahui ([this video gives a good example of rahui in action](#), 5:49 mins)
- Protected species - scallop bans, etc
- Thinking about what you eat ([This hope story shows how one person is making a difference](#), 1:34mins)
- Picking up plastic ([This hope story shows how a group of tamariki made a difference in their area](#), 3:25 mins)
- Using less plastic ([This hope story shows how tamariki tested replacing plastic ropes with harakeke mussel ropes](#) 5:46 mins)
- Change how you do things ([This hope story shows how a group of tamariki are changing how people use coffee cups](#), 3:52 mins)
- Disposing of rubbish responsibly - recycling if possible
- Sustainable practices - walking to school if you can, turning off lights, refilling your own containers instead of buying packaged food (from bulk stores like Bin Inn)
- Learning more about the ocean
- Sharing your ideas with others
- Plant around streams and rivers ([This hope story shows how a group of tamariki are making a difference in their area](#), 7 mins)
- Buy secondhand
- Reduce, reuse, recycle, refuse, repair
- Pick up plastic ([this video shows how you can help to make a difference](#), 1.06 mins)



Educate

 Allow approximately 30 mins

Maths opportunity - explore plastic use in lunchboxes.



TASK:

- 1.) In a group: How many pieces of plastic do you think your school throws out each year?
- 2.) Estimate, then follow these steps:
 - Count how many plastic pieces you throw away in one day.
 - In a group, add all your individual totals, then divide by the number of people to get the average.
 - Multiply by the number of students in the school.
 - Multiply by the number of school days in a year.
 - How close was your estimate?
- 3.) Write a summary of what you have found out:
 - Title
 - Why is it important to find out about plastic waste?
 - What have you found out?
 - What next? - What other details could you look into? (types of plastic, areas worse than others, different days worse than others?) What could you use this data for?
- 4.) Has this changed your view on the plastic pollution problem at your school? Could you look beyond school? Any areas that are especially polluted? What local areas are kept clean?
- 5.) How can we improve? What can you do?
- 6.) Find the average amount of plastic in lunchboxes each week in your class. Are people bringing less plastic? What is helping? What makes it difficult?



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.](#)

- **Plastic rubbish maths challenge** - try these problems:
 - If you picked up one piece of rubbish a day, how much rubbish would you pick up in a week? A month? A year?
 - If everyone in your class picked up one piece of rubbish a day, how much rubbish would you pick up in a week? A month? A year?
 - If everyone in your school picked up one piece of rubbish a day, how much rubbish would you pick up in a week? A month? A year?
 - If everyone in New Zealand picked up one piece of rubbish a day, how much rubbish would they pick up in a week? A month? A year?
- **Design** a lunch with no single-use plastic wrap. List the things you could put in a plastic-free lunch, or draw what you would put in your lunchbox that has no plastic wrapping. Design a lunch for every day of the week. Think about how you could get sandwiches, etc., in your lunch without using cling film.
- **Tell other people** about ways they can care for the moana and why it is so important. How can you spread the message to care for our ocean? Design a poster, write a story or poem, or create a slideshow to **share the message of how to be kaitiaki.**

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EXTRA LEARNING IDEAS AND RESOURCES

- **Caring for sea creatures.** Watch this early Young Ocean Explorers video - [Riley rescues a turtle.](#) Find out more about organisations that help sea creatures in New Zealand. Look at Kelly Tarlton's, Project Jonah, Forest and Bird, Experiencing Marine Reserves.

The video is 4:42 minutes.



- **Learn to draw** - try drawing one of these kaitiaki. YOE videos - Learn to Draw

- [Great White Shark](#)
- [Bronze Whaler Shark](#)
- (Both videos are around 11 mins but it will take longer than that to do with a class.)



- **Watch** - [YOE Hope Stories - Sea cleaners.](#) Learn about an organisation that is doing something to make a difference. [YOE community story - Kaitiakitanga](#)

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EXTRA LEARNING IDEAS AND RESOURCES

- **Watch this Young Ocean Explorers video** - [why is plastic so bad for sea creatures?](#) Shocking, but true: there is so much plastic getting into the ocean. What can we do about it? Discuss and list ideas. *Video is 2:05 mins.*



- **Imagine** - draw your ideal natural environment for your area. How would it look if it were thriving? Label the parts that are different from what is there now. For example, community recycling bins, no rubbish on the roadside or beach, lots of fish in the sea/river/lake.
- **Sort** - look at the different types of rubbish you have found. [Use this tally chart](#) to record your findings. What type of rubbish did you find the most of? PREDICT - if you collect rubbish every day for the 21 days, which kinds of rubbish do you think there will be the most of? Why?



MATHS - statistics
Each day of the 21 Day Challenge look at what has been collected by your class (or yourself), then add to this tally chart. PREDICT how many pieces of rubbish your class will collect. At the end of the 21 days COUNT how many items your class found. You might like to do this in groups and see which group in your class can get the most. Or you might like to have a friendly competition with another class. Remember - anything we pick up is great as it means less rubbish getting to our ocean!

HEALTH AND SAFETY - don't pick up anything that looks sharp or dangerous - show your teacher. You may like to wear re-useable gloves to pick up rubbish if you have some. Make sure you wash your hands well after you have handled any rubbish.

Material rubbish is made of	Tally eg: 
Glass	
Metal	
Cardboard/ paper	
Plastic	

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EXTRA LEARNING IDEAS AND RESOURCES

SONGS:

- [Tiki Taane song – kaitiaki](#)
- [We are kaitiaki song and lyrics](#) – Leila Franklin
- [Kaitiaki song in te reo](#) – Graeme Dingle Foundation



PEOPLE MAKING A DIFFERENCE:

- [Riley's TED talk](#)
- [Plastic free lunch campaign](#)
- [The Ocean Cleanup](#) (Boyan Slat)
- [Kids ocean clean up](#)



POSTERS:

- [Moana phrases + kupu in te reo Māori](#)
- [Wai phrases + kupu te reo māori](#)



Reminder!

Send in your letters 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.

Send in letters by the 31st of March.

