

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

21 DAY YOUNG
OCEAN
EXPLORERS
Challenge!

**CORE LESSON - KAITIAKITANGA
PHASE 3 - YEAR 7-8**

NZ CURRICULUM LINKS:

Learning areas:	Achievement objectives:
English	<p>Persuasive writing (letters)</p> <p>Oral language – communicating and presenting</p> <p>Reading – Comprehension, vocabulary, critical analysis</p>
Mathematics and Statistics	<p>Number operations</p> <p>Statistics – data, graphs</p>
Science	<p>Teachers support students to construct evidence-based explanations of more complex systems.</p> <p>Explain ecological relationships using data and diagrams.</p> <p>Organism diversity</p> <p>Ecosystems – Humans are part of ecosystems and can change them through their actions</p>
Learning Languages	<p>Te reo Māori</p>
Social Science	<p>How can people participate as critical, active, informed, and responsible citizens?</p> <p>People view and use places differently.</p> <p>People make decisions about access to and use of resources.</p>

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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 worldview, 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 hunting, fishing, growing food, 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 acts. A kaitiaki is a person, group, or being that acts as a carer, guardian, protector, and conservator.

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.

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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, and kaitiakitanga. [Kaitiakitanga](#) means guardianship. Tiaki = to care for / guard / protect; Kaitiaki = the person doing the caring/guardian/caregiver.
- This next video looks at some of the problems facing our moana at the moment. We are going to use it to help us think about what WE could do to help make a difference. **Watch** - [Sea Legacy video 'Sea of Hope'](#), our own Young Ocean Explorers feature in this video! *(Teacher discretion recommended for younger or sensitive students.)*



Video is 14 minutes but worth the watch!



Educate

 Allow approximately 15 mins

Brainstorm - Name 5 ideas that we can do to care for our moana (ocean) to keep it healthy. Which one could YOU try?

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

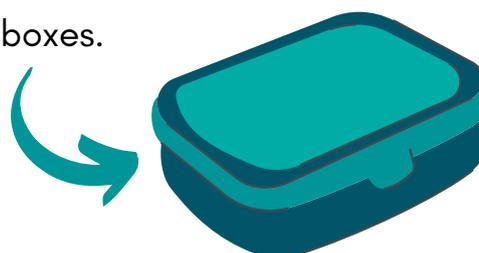
- Supporting marine protection ([This 'hope story' about EMR - Experiencing Marine Reserves' shows a powerful way one person made a difference](#) 3:15 mins)
- Fishing within the limits
- Rahui ([this video gives a good example of rahui in action](#) 5:49 mins)
- Protected species - scallop bans etc
- 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 show 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 wrap.
- **Think and research:** How can we reduce the amount of rubbish in our environment? What is 1 thing YOU could do? Create a slide to show others your idea for reducing rubbish in the environment. Here are some websites to start your research: [Zero Waste Ministry of the Environment](#)

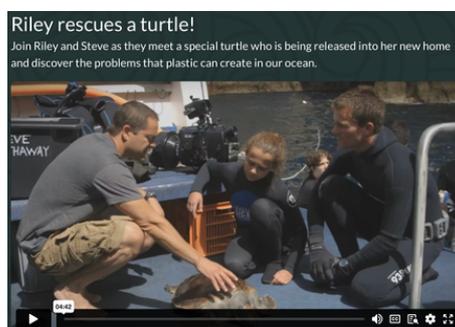
EXTRA LEARNING IDEAS AND RESOURCES

• Read

- [The Young Eco-Leaders Award - play - school journal Level 3](#)
- [How to reduce our footprint - school journal level 4](#)
- [Marine Reserves - school journal level 3](#)

- **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. Remember, if you ever see a sick or injured animal, call the experts first on 0800DOCHOT - [find out more here](#).

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. You can 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: IIII
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:

- [Plastic free lunch campaign](#)
- [The Ocean Cleanup](#) (Boyan Slat)
- [Kids ocean clean up](#)

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.

