

OVERVIEW

The final three parts of this topic embody the concept of whakapuāwai.

Whakapuāwai can be translated as ‘to cause to blossom, develop, flourish, prosper or thrive’. These three topics are about personal and collaborative actions that we can take to work personally and collectively to help Tangaroa to flourish.

As consumers we all have power to contribute to change through careful choice around the products we buy! Activities here explore what motivates us and others to buy certain products.

See also slide set [Taking Action: consumer choice](#).

FOCUS QUESTIONS

- *What actions can I take to make a difference to the health of the ocean and sustainability of kai moana [seafood] resources?*
- *What new words and concepts have we learnt*

LEARNING QUESTIONS

- Investigate personal actions that we can take that make a difference to the health of the ocean and sustainability kai moana [seafood] resources
- Use specialised words and terms in relation to ocean sustainability

LOCATION

Indoors

DURATION

50 mins +

LEVEL

Level 3 - 8

CURRICULUM

Science, Social
Science, Tikanga-ā-
iwi, Geography,
Pūtaiao, Hauora

Key competencies:

Thinking; Managing Self;
Relating to others;
Participating &
contributing

NEXT STEPS

This topic:

- Whakapuāwai:
Collaborative action
project (8.5)



MATERIALS

- Slide set [Taking Action: Consumer choice \(8.4\)](#)
- [Teacher Outline](#) (this)
- Computer and graphing programme

PROCEDURE

1. CONSIDER how there are many different viewpoints around consumer choice. Have learners place themselves along a continuum based on their agreement or otherwise about the statement: 'Consumers have a powerful role to play in influencing the production of goods' [slide 27]. We will revisit this statement at the end of this subtopic to see if their position has changed!
2. DISCUSS the thinking that goes in to trying to figure out what makes people buy one product over another. Start the inquiry into what makes you buy one product over another (we will be looking at this more over coming slides) [Slide 28].
3. RANK products in order of purchase preference! [slide 29] DISCUSS why have you ranked them in this order?
4. INVESTIGATE the findings of a 2018 survey about consumer choice [slides 30 – 32]
5. CONSIDER what factors motivate you when purchasing kai moana. Have all learners rank their top three motivations for buying kai moana. Record all individual results and then graph to show results [Slide 33]
6. COMPARE findings from your learners with those found in the survey [Slide 34]
7. Use [Survey Monkey](#) or similar to SURVEY whānau, friends, members of your school to find out their views on issues related to quality and consumer choice [slide 35]
8. REVIEW product rankings and continuum viewpoints from slides 27 and 29. Have your viewpoints changed? Why or why not? [slide 36]

KEY WORDS

Whakapuāwai
Consumer

Consumer choice



CURRICULUM LINKS

Nature of Science (Level 3-8)

- Participating and contributing

Social Science (Level 3-8)

- Understand how people view and use places differently (Level 3)
- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people (Level 4)
- Understand how people participate individually and collectively in response to community challenges (Level 4)
- Understand how people's management of resources impacts on environmental and social sustainability (Level 5)

Geography (Level 6, 7, 8)

Geographic research

Contemporary New Zealand geographic issue

Geographic topic at a global scale

Application of geographic concepts

Tikanga-ā-iwi (Level 3-8)

- *Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papa-tū-ā-nuku e takoto nei.* Place and Environment
- *E tama, e hine, tangata i ākōna ki te whare, tū ana ki te marae, tau ana.* The Changing World
- *E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai engari, me tiki ki te matamata.* The Economic World

Pūtaiao (Level 3-8)

- The Natural World
- Philosophy and history of science

Hauora (Level 3-8)

- Relationships to earth and sky (natural environments) (Level 4+)