

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'.

This topic is about collaborative action that we can take to collectively help Tangaroa to flourish.

Activities here encourage learners to explore issues, organisations and approaches to dealing with those issues and then to plan an action in relation to one marine environmental issue.

See also slide set [Whakapuāwai: Collaborative action](#).

FOCUS QUESTIONS

- *How can we collaboratively work to plan and carry out an action to help address a marine environmental issue?*
- *What new words and concepts have we learnt*

LEARNING OUTCOMES

- Identify a sustainability issue to do with the sea and sustainability of kai moana resources and collaboratively work to plan and carry out an action to help address the issue
- 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

- Diving Deeper: Plastics



MATERIALS

- Slide set **Whakapuāwai: Collaborative action**
- **Teacher Outline**
- Internet connection (for researching organisations and issues)
- Something to write with
- **Action planning templates**

PROCEDURE


Preparatory thinking

1. RESEARCH and LIST ten organisations that work to conserve our oceans. What does each organisation do? Select one organisation to present back to the class about – Who are they, what do they do, what issues do they work on? [Slide 39]
2. Make a LIST of issues that are currently affecting our oceans? SELECT three that you would personally like to work on. SHARE and DISCUSS these with a friend [Slide 38]
3. CONSIDER ways you could help make a difference for our oceans? Make a LIST! [Slide 39]
Once learners have started making their list then encourage them to be specific – e.g. rather than ‘clean up a beach’ – state which beach, how, who and when!

Generic action planning process

NOTE: Adapted from Education for Sustainability (TKI) Action Planner. For this and more Education for Sustainability resources see [TKI](#). *Action Planning should be carried out with a whole class until learners become familiar with the process. Once familiar, learners can complete Action Planners in small groups or individually.*

4. IDENTIFY and DECIDE on an issue with learners [Slide 40]. The issue should be one that impacts on sustainability of kai moana and health of the ocean.
5. Explore possibilities to CLARIFY THE VISION with learners i.e. what is it that we want to achieve? [Slide 41]
6. PLAN THE ACTION [Slide 42] Consider what exactly needs to be done to achieve the vision. This could include several smaller projects within the larger project that either the whole class is involved with over time, or small groups within the class facilitate. Check that the action addresses the issue.

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7. Consider the SKILLS required to carry out the action and where more information can be found [Slide 43].
 8. Consider how people will THINK and FEEL about the planned action and how you will find this out [Slide 44].
 9. Make some decisions [Slide 45 & 50]. What could influence your decision making? List the options and criteria in a *decision making matrix* to choose the action. Criteria should include:
 - Ensuring the action addresses the issue
 - Resources required
 - Time and learning.
 - Add your own criteria as required.
 10. Carry out the action.
 11. Reflect on change. Some questions may include:
 - How can we make people more aware of the issue and our action(s)?
 - Did our actions meet our vision?
 - Did our actions impact on the issue we identified?
 - What do we need to do next?
 12. **Next steps:**
 - Are there new issues, investigations or actions that have arisen from this project?
 - Have students identified an aspect of taking action that they will focus on developing in the future?
 13. **Things to think about / Tips for this resource...**
 - Make the 'action plan' a large shared document that is regularly updated and referred to.
 - Add in a timeline so that tasks have an end.
 - Refer back to the issue and vision to make sure that what you are doing addresses the issue.

KEY WORDS

Action plan

Collaboration



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

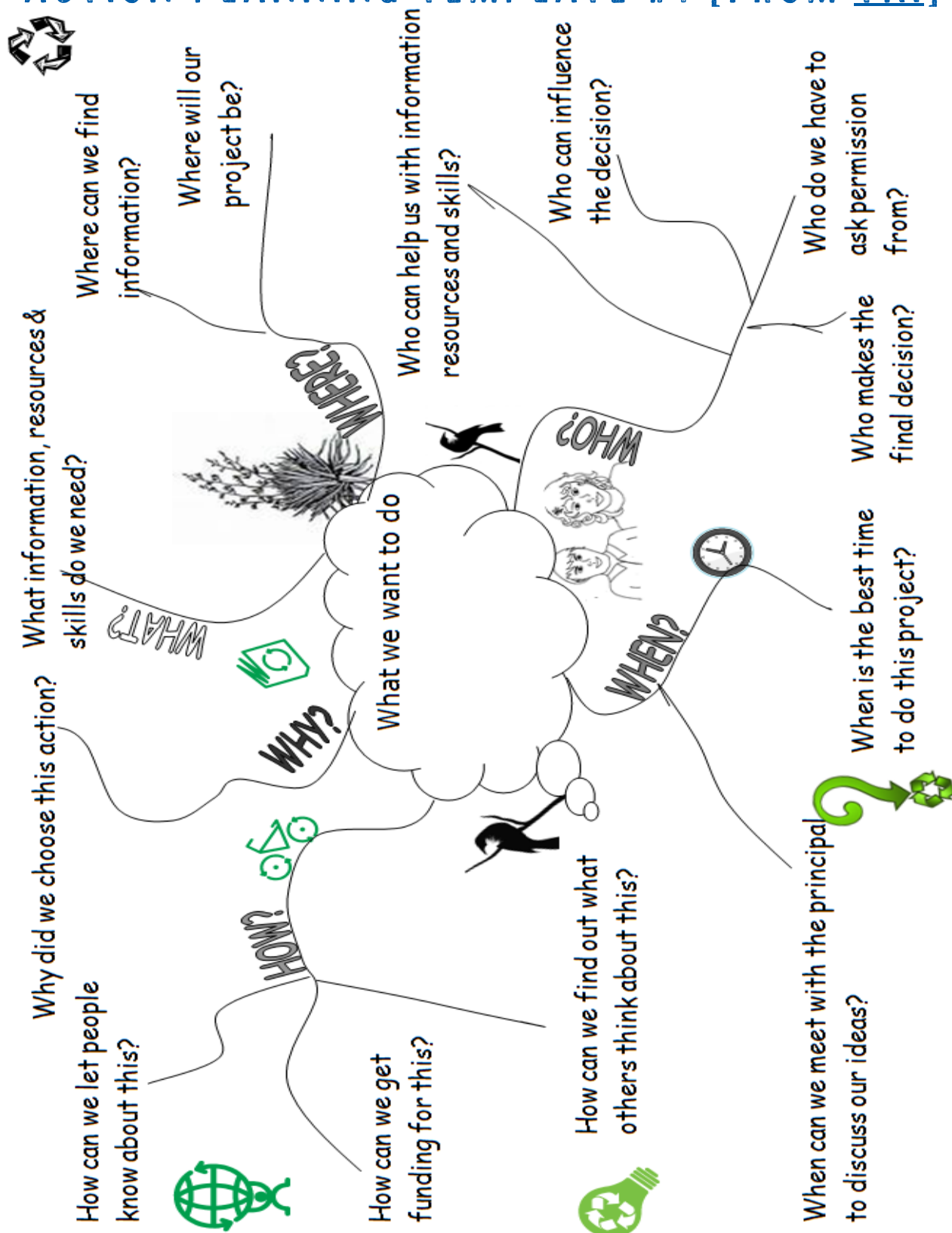
Pūtaiao (Level 3-8)

- The Natural World
- Philosophy and history of science

Hauora (Level 3-8)

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

ACTION PLANNING TEMPLATE #1 [FROM IKI]



ACTION PLANNING TEMPLATE #2 [FROM IKI]

What's the issue?

What's our goal?

What skills will we need?

Who could influence the decision?

Action

Evaluation of action

Evaluation of plan

How will we find out how people think and feel about the issue?

How can we make people more aware of the issue?

What information do we need and where will we find it?