

NZ Curriculum:

Key competencies

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

Geography

Level 6, 7, 8: Geographic research
Contemporary New Zealand
geographic issue
Geographic topic at a global scale
Application of geographic concepts

Other

This resource also supports teaching of: [Education for Sustainability](#)

And supplements learning for:

Science

Level 4: *The Nature of Science: Participating and contributing:*
Explore various aspects of an issue and make decisions about possible actions.

Level 5: *The Nature of Science: Participating and contributing:*
Develop an understanding of socio-scientific issues by gathering relevant scientific information in order to draw evidence based conclusions and take action where appropriate.

NZ Curriculum: Social Sciences

Level 3: Understand how people view and use places differently

Level 4: 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 5: Understand how people's management of resources impacts on environmental and social sustainability

Te Marautanga o Aotearoa

Pūtaiao Level 4+: *Uses of Science*

Level 4+: *Philosophy and History of Science*

Level 4+: *The Natural World*

Tikanga-ā-iwi Level 4+: *Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papa-tū-ā-nuku e takoto nei.* (Place and environment)

Level 4+: *E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana* (The Changing World)

Level 4+: *E kore e ngaako te rākau ki te tīkina i te pūtake whakangaoko ai engari, me tiki ki te matamata* (The Economic World)

Hauora Level 3+: *Relationships to earth and sky (natural environments)*

LEARNING OBJECTIVES:

1. Develop a sense of connectedness and tūrangawaewae with sea and coast
2. Understand that different people value / use sea and coast differently
3. Explore different viewpoints people have about oceans & use of resources
4. Understand the reciprocal nature of kaitiakitanga (i.e. that the ocean will sustain us but only if we look after it)
5. Investigate personal actions that we can take that make a difference to the health of the ocean and sustainability kai moana [seafood] resources
6. 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
7. Use specialised words and terms in relation to ocean sustainability

CONCEPTUAL UNDERSTANDINGS:

1. I have a connection with the sea and coast
2. Different people value and use the sea and coast differently
3. People have different viewpoints about the sea and use of ocean resources
4. Kaitiakitanga has a reciprocal nature (i.e. that the ocean will sustain us but only if we look after it)
5. Personal actions make a difference to the health of the ocean and sustainability of kai moana [seafood] resources
6. Collaboratively we can identify, plan and carry out actions that make a difference to an issue affecting the health of the ocean and sustainability of kai moana resources
7. Specialised words and terms are used in relation to ocean sustainability

POSSIBLE WONDERINGS:

- What is my viewpoint on how we currently use and look after our oceans?
- What can I do to make a difference to ocean sustainability?
- What ocean places or coastal sites are special to me?
- How do others think and feel about the sea?

POSSIBLE ACTIONS:

- BUY sustainable seafood
- PLAN an action to address an ocean conservation issue
- CATCH only my limit when fishing
- AVOID using plastics
- CLEAN UP a local beach

LEARNING EXPERIENCES OVERVIEW



LESSON 1: Ko moana te āu. Ko āu te moana FOCUS QUESTIONS: *How do I feel connected with the sea and coast? How do different people value and use the sea and coast differently? What different viewpoints do people hold about the sea and use of ocean resources? What is my viewpoint?*

- CONSIDER our connection to the ocean through whakapapa, actions and kai [food] [slides 9 & 10] [see [Teacher Outline](#)]
- EXPLORE our unique Aotearoa relationship with the sea [slide 11]
- WATCH the film clip [Ko au te taha Moana. Ko te taha moana ko au](#) [2:52]. CREATE a poem, waiata or picture of the sea [slide 12]
- DISCUSS a taonga o Tangaroa [see [Teacher Outline](#)] [Slide 13]
- WRITE about how your whānau [family] and tūpuna [ancestors] use and value the sea [see [Teacher Outline](#)] [Slide 13]
- MAKE a short film or [Powtoon](#) like the one posted about [Kāpiti](#) by Koro Don sea [see [Teacher Outline](#)] [Slides 12 & 13]
- EXPLORE the concept of tūrangawaewae and acknowledge the place we are connected to. [see [Teacher Outline](#)] [Slide 14]
- CREATE a 360 degree view of a coastal place of connection [see [Teacher Outline](#)] [Slide 14]
- COLLECT and identify shells from your local beach and WRITE a story about the animal that lives in your favourite shell [Slide 14]
- INVESTIGATE another cultures views and relationship with the sea [see [Teacher Outline](#)] [Slide 15]
- REVIEW AND REFLECT using group inquiry questions provided [see [Teacher Outline](#)] [Slide 15]

LESSON 2: Kaitiakitanga & Sustainability FOCUS QUESTION: *What is my role in our kaitiakitanga of the ocean?*

- CONSIDER what we mean by kaitiakitanga and complete the [Kaitiakitanga Worksheet](#) [see [Teacher Outline](#)] [Slides 15 & 16]
- SORT Value statements cards [Slide 17] according to what you agree and disagree with [see [Teacher Outline](#)]
- EXPLORE different viewpoints on ocean conservation and the idea of sustainability [slides 18, 19, 20] [see [Teacher Outline](#)]
- For Older learners [level 7 & 8] INVESTIGATE different aspects of sustainability [Slides 21 & 22] [see [Teacher Outline](#)]

LESSONS 3 & 4: Whakapuāwai: Taking action - fishing & Whakapuāwai: Taking action – consumer choice FOCUS QUESTION: *What actions can I take to make a difference to the health of the ocean and sustainability of kai moana [seafood] resources*

Taking action - fishing

- DISCUSS recreational fishing rules [slide 23, 24 & 25] [see [Teacher Outline](#)]
- MEASURE the fork length of a fish! [Slide 23] [see [Teacher Outline](#)]
- READ and ANSWER questions about fishing rules using [the Customary and Recreational Fisheries Worksheet](#) [slide 25] [see [Teacher Outline](#)]
- Download & EXPLORE the NZ fishing rules App [slide 26] [see [Teacher Outline](#)]

Taking action – consumer choice

- CONSIDER different viewpoints around consumer choice and stand along a CONTINUUM based on your viewpoint [slide 27] [see [Teacher Outline](#)]
- DISCUSS the thinking that goes in to trying to figure out what makes people buy one product over another [Slide 28] [see [Teacher Outline](#)]
- RANK products in order of purchase preference! DISCUSS why have you ranked them in this order? [Slide 29] [see [Teacher Outline](#)]
- INVESTIGATE findings of a 2020 survey about consumer choice [slides 30 – 32]
- CONSIDER factors that motivate when purchasing kai moana. COMPARE your factors with those of Asia Pacific consumers [Slide 33 & 34] [see [Teacher Outline](#)]
- Use [Survey Monkey](#) or similar to SURVEY people to find out their views on issues related to quality and consumer choice [see [Teacher Outline](#)]
- REVIEW product rankings and continuum viewpoints from slides 27 and 29. Have your viewpoints changed? Why or why not? [Slide 26] [see [Teacher Outline](#)]

LESSON 5: Whakapuāwai: Collaborative action FOCUS QUESTION *How can we collaboratively work to plan and carry out an action to help address a marine environmental issue?*

- RESEARCH and LIST ten organisations that work to conserve our oceans. What do they do? [Slide 39] [See [Teacher Outline](#)]
- LIST issues that are currently affecting our oceans? SELECT three you would like to work on. SHARE and DISCUSS with a friend [Slide 38] [see [Teacher Outline](#)]
- CONSIDER ways you could help make a difference for our oceans? Make a LIST! [Slide 39] [see [Teacher Outline](#)]
- Complete a collaborative action project including an action plan [Slides 40-46] [see [Teacher Outline](#)]

KEY WORDS AND CONCEPTS (FOR TEACHERS)

Viewpoints	A person's opinion or point of view
Values	The regard that something is held to deserve; the importance, worth, or usefulness of something
Tūrangawaewae	Place where one has the right to stand - place where one has rights of residence and belonging through kinship and <i>whakapapa</i> .
Sense of place	While space is location, place is used by humanistic geographers to describe our attachment to specific locations (Cresswell 2013). To put that succinctly, our address marks the location of our house, but place describes where we feel at home (Vergeront 2013).
Connectedness	A feeling of belonging to or having affinity with a particular person or group or place
Kaitiakitanga	Guardianship, stewardship, trusteeship, trustee
Sustainability	the ability to be maintained at a certain rate or level. Avoidance of the depletion of natural resources in order to maintain an ecological balance.
Whakapuāwai	To cause to blossom, develop, flourish, prosper, thrive
Consumer	A person who purchases goods and services for personal use
Consumer choice	The right and ability of a person to chose goods and servies for personal use
Action plan	A proposed strategy or course of action
Collaboration	The action of working with someone to produce something