

# Inanga/Whitebait

## Ideas for action – teachers guide



*“Competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society”*

– Te Whāriki – Early Childhood Curriculum

Through the journey of learning about – and experiencing – inanga through the National Inanga Spawning Education Programme (NISP), children have gained knowledge and awareness about habitat, lifecycle and threats. This resource is to provide assistance in taking the next step, encouraging children to use their knowledge to take action on behalf of their local environment. Action can be taken in many ways, from small displays like creating posters, to bigger displays such as presenting to Councillors/local MPs etc. Whatever action is taken, the aim is to instill in children the confidence that they have a voice in society and can contribute to bigger conservations.

## WHERE TO BEGIN

- Review information you have covered in the NISP and identify areas of particular interest to the children (habitat/life cycle/threats/spawning).
- You may wish to use a focus theme by choosing a topic of interest within the NISP. Collate information and review the focus theme with kids. Get them to come up with ideas for action and note them down, no matter how crazy they might sound.
- Use the worksheet at the end of this guide to do an analysis of the focus theme – develop your ideas and a support network.
- Look at the action ideas listed in this guide as a starting point to provide opportunities for children to take action for their local environment.
- Contact your local Whitebait Connection (WBC) coordinator if you have any questions.

## TAKING ACTION

### 1. Identify your local ‘Love Zone’

Write up some facts about your local ‘Love Zone’ to give your ideas some relevance and context for the children. If you don’t know where it is, ask your local WBC coordinator. Invite children to take a trip with their parents to visit and take photos of it. Together you can work up a fact sheet about ‘the Love Zone’ including information such as:

- Where is ‘the Love Zone’?
- What else lives there (plants and animals)?
- Are there long grasses along the riverbank?
- What can you see around ‘the Love Zone’ on the land – are there lots of houses/farms?
- Do people in the community know that there is a ‘Love Zone’ in their neighbourhood?
- What could be done to improve your local ‘Love Zone’?

Develop the fact sheet with quotes and drawings from the children. Use it to provide information for whānau, community and local councils. It could be used to communicate the importance of a good ‘Love Zone’ to the community, and gain support for taking action on the ground.



## 2. What makes a good love zone

Create artwork about what makes a good 'Love Zone'. Get the children to come up with ideas and explain why. Review NISP item 1b (Summary) for ideas. Create artwork using paints, crayons or do a montage/collage to represent what 'the Love Zone' should look like. Display artwork in public with children's quotes pinned around it to provide context. Photograph artwork and email it to your local WBC coordinator so they can help promote your good work.

## 3. Tell us a story

Get creative! Get children to illustrate their own version of "Finneus the Whitebait". Let them tell you their version of the story so it can be written underneath their illustration to build their own book.

## 4. Īnanga experts

Take a video of the children telling you what they know about Īnanga. You can either let them tell you what they want, or can prompt them with questions such as "where do Īnanga lay their eggs?", "what might stop Īnanga from getting to 'the Love Zone'?"

Work with the local school and invite classes to your centre where your children can act like scientists and teach the older kids what they know about Īnanga.

Create an information pamphlet (designed by the children) to highlight what they know, and how they think Īnanga could be protected. Send this to your local council ecologist or MP (as well as your WBC coordinator!)

## 5. Show and tell

Get the kids to help you create a play about the life of Īnanga. Invite the local school/whānau/community group/local MP to come and watch the performance.

## 6. Songs

Get the kids to help you create a song about Īnanga, and share with your local school/whānau/community group/local MP and WBC coordinator.

## 7. Rubbish clean up

Organise a rubbish clean up day where the children help to clean up a section of your local river/bank. Make contact with a local community group or with the local council to help facilitate this. Contact your local WBC coordinator for assistance.

## 8. Get media savvy

Contact your local newspaper/radio/television station to invite them to hear your student's thoughts about Īnanga, and what they would like to see changed so there are still Īnanga for them in the future. Include photos of the children's work and quotes from the children.

## 9. Get online

If you have a class web page or blog put all your stories and artwork on there so we can share them with as many people as possible.



# ACTION WORKSHEET

Use this form to help you list areas of interest, and people within your community that can assist with taking action.

**Your local WBC coordinator can help you answer these questions:**



1. What aspects of the Te Whāriki NISP were the children most interested in?

2. Do you have enough information about the focus theme to feel confident in pursuing it as an action idea?

3. What ideas for action did the children come up with themselves?

4. Any whānau that might have knowledge/expertise on this focus theme? List them.

5. Any contacts within the community that might have knowledge/expertise on this focus theme? List them.

6. What things have the children learnt about which the wider public might not know about?

7. Do you know where your local 'Love Zone' is? If 'yes', is it on private or public land? If 'no', ask your WBC Coordinator.



8. What schools are you associated with?

9. Who is the local MP and what are their environmental values?

10. What local community groups are involved in looking after your local rivers?

11. Identify regional/district/local council staff that may be able to assist you in facilitating action projects (such as Council Ecologists, DOC Park Rangers, etc.)

12. Which action projects are you considering?

13. What skills, experience or extra equipment are needed? Identify which you CAN source and what may be difficult.

14. Are there any barriers stopping you from taking action? If so, contact your local WBC coordinator and let us help!

To register your school's interest & arrange an initial meeting contact your friendly local Whitebait Connection coordinator email [info@whitebaitconnection.co.nz](mailto:info@whitebaitconnection.co.nz) or visit [www.whitebaitconnection.co.nz](http://www.whitebaitconnection.co.nz)



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