

He kai kei aku ringa – social inquiry and action into kai communities

The whakataukī “he kai kei aku ringa” literally translates to “there is food within my hands”, which reflects the ideals of resiliency, ingenuity and empowerment to provide for one’s self and community.

This social inquiry plan offers a framework for exploring the concepts and issues of food waste and food insecurity with ākonga in **years 4-6**, however it could easily be adapted for years 7-8. Beginning at a broad, global scale, it then zooms in to Aotearoa, exploring Māori kai practices, then further still to focus on kai communities in your own hāpori (community).

The term kai communities refers to a range of community hubs and organisations that are built around kai waste or kai sovereignty who are working to provide both kai and community to a range of people in our neighbourhoods. These could include food banks, community gardens and composting hubs, community meal providers and food rescue organisations. This resource suggests ways to engage with kai communities as an educational experience for your ākonga; however, it requires you to find and connect with these organisations within your own rohe (area).

The learning experiences are arranged in sets. Each set includes:

- » a summary of the Understand, Know, and Do progress outcomes supported by the activities
- » key considerations for kaiako in terms of background knowledge and preparation
- » learning experiences based on the Do inquiry practices
- » suggestions for ways to make connections with your rohe.

Like any rich resource, *He kai kei aku ringa* can be used as a springboard for multiple areas of investigation, including exploration of local and national issues, as well as other global issues

Developed for ASSEN by Anika Molloy with support from Frank Wilson. April 2024.

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Image 1: The Free Store, Wellington. Image 2: Te Aro Eats Event (The Free Store, Everybody Eats, Seeds to Feeds) Photo from The Free Store

1 | Tuning In – Exploring global concepts of food waste and food insecurity

| UNDERSTAND | KNOW | DO. I CAN: | SUGGESTED LEARNING EXPERIENCES |
|---|---|---|---|
| <p>Māori history is the foundational and continuous history of Aotearoa New Zealand. People's lived experiences have been shaped by the use and misuse of power</p> | <p>People's actions can have long-term positive and negative environmental impacts on places, the people who live in them, and the wider world. Consumerism (the increasing consumption of goods) benefits producers and has economic, social, and environmental consequences.</p> | <p>Ask a range of appropriate questions to help focus an investigation on social issues and ideas. Define and explain concepts that are relevant to what we are learning about, using relevant examples. Use appropriate and relevant sources</p> | <p>Class brainstorm: Launch the inquiry with a class brainstorm to gather prior knowledge about food waste and food insecurity from ākongā.</p> <p>Create a concept definition map: Introduce the definition of consumerism and craft a class-led concept definition map for this concept in relation to food waste and insecurity. Brainstorm as a class the cause and effect of these two issues. Support students to categorise the effects they identify into positive or negative impacts on people, places, and the wider world.</p> |
| <p>Key knowledge outcome: Consumerism is a key cause of both food waste and insecurity. The way producers and consumers act about food can have a wide impact.</p> | | | |
| <p>PREPARATION AND KEY CONSIDERATIONS FOR THIS ACTIVITY</p> <p>Familiarise yourself with the definitions of food waste and food insecurity. Collect a range of resources around these concepts, such as videos, articles and books that will be most useful for helping your ākongā explore these concepts. It is important to be aware of your ākongā and their contexts, these subjects may be sensitive and closely connected to their lived experience. Use the social studies vocabulary highlighted in green to help students start to develop an understanding of these concepts.</p> | <p>MAKING CONNECTIONS WITH WHĀNAU AND YOUR ROHE</p> <p>This task intends to start with the bigger picture, locating these issues in our global society. However you can still weave in connection to your local rohe and community. Explain that you are beginning this inquiry 'zoomed out', and will soon zoom in to Aotearoa, then even further to your local community.</p> <p>Encourage critical thinking and conversations around the similarities/differences of what these issues look like globally in comparison to what they may look like in Aotearoa.</p> | | <p>Plan an investigation into food waste or insecurity: Support students to consider what they knew and have learnt from the discussion and concept activity, and generate questions that will help them learn more about the consequences of these issues and how they might be able to take action to positively impact these.</p> <p>Read or research: read to the class stories about food waste or food insecurity or provide them with appropriate and relevant sources on these issues. Support them with English skills to help them use these resources to answer some of their questions.</p> <p>Explore global case studies: engage in conversations what food waste and insecurity look like in different parts of the world. You may choose to discuss case studies of specific countries and explore what consumerism looks like in those contexts.</p> <p>Explore solutions to food insecurity: introduce the Sustainable Development Goals and read through SGD 2: Zero Hunger. Explain that these goals are global ambitions for a world in which all people and planet can thrive. Discuss what it might look like for us to achieve this goal. How do the concepts of food waste and food insecurity connect to this goal? What might the economic, social and environmental consequences of achieving this goal be?</p> |

2 | Explore – Traditional Māori practices with kai

| UNDERSTAND | KNOW | DO. I CAN: | SUGGESTED LEARNING EXPERIENCES |
|---|---|---|---|
| <p>Māori history is the foundational and continuous history of Aotearoa New Zealand.</p> | <p>People interact with places, resources, and environments for personal, social, cultural, economic, and spiritual reasons. Traditional Māori economies were finely tuned to the resources within each rohe.</p> | <p>Use appropriate relevant sources, giving deliberate attention to mātauranga Māori sources, to gather evidence to answer our questions about the past. Identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today.</p> | <p>Discuss: Launch with class discussion around the questions ‘How did Māori use and care for mahinga kai and other food resources in the past? What has changed? What could we learn from these ways of living?’ Use sticky notes with one colour and ask students to write their initial ideas about the differences in Aotearoa today to Māori practices with kai in the past.</p> <p>Research: Divide the class into small groups for mini research projects. Ask each group to watch one video from the Ngāi Tahu Mahinga Kai web series, as they watch, they should note down anything that relates to their research questions. They can also note things relating to the purpose of the video as a source of information.</p> <p>Sharing findings: ask each group to present their learning to the class. Facilitate ākonga learning from each other. Collectively discuss how we think food waste and food insecurity connect to this learning – did Māori face these issues? What did they do in response to them? Add these learnings to the class concept definition map.</p> <p>Read: Mahinga Kai Crusaders (L3 Sept 2014) as a class, or in reading groups. Draw connections between traditional practices and how they might be revived in today’s Aotearoa. Encourage students to consider the diversity of people and groups in Aotearoa.</p> <p>Analyse: Ask students to consider the reasons for any differences they noted, drawing out the attitudes, values and perspectives that may underpin these differences.</p> <p>Reflect: Using the sticky notes they wrote their initial ideas on, ask students to write statements about what they have learnt regarding the differences between traditional Māori practices and practices in Aotearoa today regarding the use and connections with kai, using the sentence frame: “I used to think...., now I think....”</p> |
| <p>Key knowledge outcome: The practices different groups have with kai has changed over time depending on the resources available. This impacts food waste and security in different ways.</p> | | | |
| <p>PREPARATION AND KEY CONSIDERATIONS FOR THIS ACTIVITY</p> <p>Identify sources of information that ākonga can use to research Māori and Pacific traditional practices of connecting with kai and the whenua. Familiarise yourself with this content and consider if there will be particular practices or traditions you would choose to focus on as a class</p> <p>Collate a range of journal stories, articles, and resources that ākonga could use to research various aspects of traditional Māori practices around kai.</p> <p>You may want to prepare a worksheet or set of research questions for groups to use.</p> | <p>MAKING CONNECTIONS WITH YOUR ROHE</p> <p>Locate learning in your rohe – are there particular stories of iwi from your local area in relation to how they grew/caught/harvested food? Do you know anyone in your school community, or in the wider community, who could offer some mātauranga in this area? Consider how to engage with these people respectfully and with reciprocity in mind. Also consider the diverse cultures in your class and/or community – you may also want to look at other cultures traditional food practices, and explore if there is any crossover with Māori traditions.</p> | | |

3 | Extend – Engaging with local kai communities

| UNDERSTAND | KNOW | DO. I CAN: | SUGGESTED LEARNING EXPERIENCES |
|---|---|---|---|
| <p>People’s lived experiences have been shaped by the use and misuse of power. Interactions changes societies and environments.</p> | <p>People and communities buy, sell and trade in different ways in order to survive and thrive. These transactions can be fair or unfair. Consumerism benefits producers and has economic, social, and environmental consequences.</p> | <p>Ask a range of appropriate questions to help focus an investigation on social issues and ideas. Identify views that are missing and note how this may affect my answers. Use literacy and numeracy tools to sort and group findings.</p> | <p>SUGGESTED LEARNING EXPERIENCES</p> <p>Revisiting prior learning: Remind students of the SDG: Zero Hunger goal, what they have learnt about the causes of food waste and insecurity, and how resource use has changed over time in Aotearoa.</p> <p>Assessing the information gathered: Ask students to consider all the groups they have thought about in relation to consumerism, food waste and insecurity in their rohe. Support the students to identify any relevant groups they have missed, why their views are important, and how they might be able to connect with them.</p> |
| <p>Key Knowledge outcome: Kai communities in our rohe often try to buy, sell and trade in ways that our fairer and so te taiao can survive and thrive.</p> | | | <p>Generating questions: Remind students of the questions they generated earlier, and support them to adapt them to make them appropriate for the specific groups chosen for the next activity.</p> |
| <p>PREPARATION AND KEY CONSIDERATIONS FOR THIS ACTIVITY</p> <p>Familiarise yourself with local kai communities, for example community gardens, places like Kaibosh, groups that collect unwanted fruit – make contact with them and discuss the ways that they could support your classes learning. Consider how this could be reciprocal – in what ways could your class support their mahi, or could this be an ongoing relationship between your school and the community? Line up visits/video messages/ trips to relevant local communities. Prepare activity sheet or ‘research booklet’ for ākongā.</p> | <p>MAKING CONNECTIONS WITH YOUR ROHE</p> <p>This is an opportunity to connect deeply with what is happening in the wider community, to build and strengthen relationships between your school and your neighbourhood. If there are no well-known kai communities in your rohe, reach out to local marae, community centers, food banks, religious communities: these places will often have forms of kai community initiatives that you may be able to connect with as a class. If you live in a rohe with many communities you could connect with, consider the most relevant local communities that reflect the demographics, cultures, and needs of your school hapori.</p> | | <p>Exploring local kai community case studies: Ideally offer at least two to three case-studies for ākongā to explore, preferably with a class trip to visit one community, having representatives from another come in to speak to the class, showing videos or documentaries if available, or students engaging with organisations websites and content. As ākongā learn about these different kai communities, create a graphic organiser for them to record information they learn, aiding them to engage and inquire about particular elements of these communities.</p> <p>Sort and group findings: Once the students have explored the kai communities, support them to group their findings into key themes, and write these up, for example, into single paragraph outlines.</p> |

4 | Empower – What can we do as kaitiaki?

| UNDERSTAND | KNOW | DO. I CAN: | SUGGESTED LEARNING EXPERIENCES |
|--|---|---|---|
| <p>Planning a social action equips ākongā to explore different ways people in communities participate, and that interactions can change societies and environments.</p> | <p>Creating a social action empowers ākongā to understand the ways People can respond to community challenges, sometimes acting individually and sometimes organising themselves collectively.</p> | <p>Work with others to create a social action plan and explain the actions we think are best to take. Refer to actions others have taken, and the impact they have had, to help justify a social action plan.</p> | <p>SUGGESTED LEARNING EXPERIENCES</p> <p>Identifying the community challenge: As a class, discuss and decide on the community challenge they want to improve, for example it might be to reduce the school's food waste.</p> <p>Determining criteria for a successful action: Explore actions taken by other groups in the local kai community case studies, and evaluate their impact. Use this evaluation to co-create success criteria for this project with your ākongā – what do we want success in this action to look like? Utilise this as an ongoing formative assessment tool.</p> <p>Deciding on a social action: Enable group and whole class discussion to determine potential actions to respond to the community challenge. Refine/guide these ideas as a class to ensure they are SMART goals, then support students to evaluate which action might have the biggest positive impact. Decide as a class the action we will take – there could be 2-3 action groups depending on ideas, resource and capabilities.</p> <p>Planning the action: Support groups to create a plan for their social action, detailing their goals, plan, thought process, what support they need and how they will achieve it. This should inform how much class time will be needed for this action. Ask groups to peer review each others' plan to offer support and suggestions.</p> <p>Carry out the social action: support groups to action their plan in the class/community – the specific plan for these lessons will be dependent on their plans and what they would need to learn. For example, if they want to ask a hardware store for materials, they may need lessons in persuasive letter writing.</p> <p>Reflect on the actions: Once actions have been completed, have individual/group and whole class debrief time. Allow each group time to collate their reflections of the inquiry process into a presentation. Decide as a class the most appropriate way of sharing these presentations, to acknowledge and celebrate the work they have achieved.</p> <p>Exploration of next steps: As a class, consider the ways in which the action requires or creates space for continued engagement. Make that plan together!</p> |
| <p>Key Knowledge outcome: Consumerism has impacted food waste and insecurity in our rohe. We can take action to make positive change.</p> | | | |
| <p>PREPARATION AND KEY CONSIDERATIONS FOR THIS ACTIVITY</p> <p>Note that taking social action can be something very simple. Encourage ākongā to think about what problem they are trying to solve and to describe the impact of their proposed action(s). Depending on the students' level, you may need to pre-plan scaffolding for a range of social action plans that the ākongā could choose. Consider what resource and support they would need to successfully complete these actions.</p> <p>For example, you could work as a class to create a school compost or a small school garden. Or the action could be more community focused: you may work as a class to create a resource about home composting that ākongā could distribute around the school neighbourhood.</p> | <p>MAKING CONNECTIONS WITH YOUR ROHE</p> <p>Ideally this action can be an extension of the relationships established with your local kai communities. Think about how the social action could work alongside the things they are already doing in your community.</p> <p>Perhaps the action could be going as a class/group to volunteer at one of these communities, or supporting their mahi in some way. You could also consider how the expertise of these communities could support your ākongā in whatever action they pursue.</p> | | |

List of children's books that talk about food insecurity.

Examples of Kai Communities in Te Whanganui ā-Tara/ Wellington.

- Kai Ika. (2023). *Our Mission*. <https://kaiika.co.nz/> (also in Tāmaki-Makaurau/Auckland)
- Kaicycle. (2023). *About Us*. <https://kaicycle.org.nz/>
- Renew Communities Trust. (2021). *The Free Store*. <https://www.thefreestore.org.nz/>
- Seeds to Feeds Foundation. (2023). *Seeds to Feeds Wellington*. <https://www.seedstofeeds.nz/>
- Everybody Eats (2023). *Our mission*. <https://everybodyeats.nz/our-mission> (also in Tāmaki-Makaurau/Auckland)
- Kaibosh Food Rescue (2024). *About us*. <https://www.kaibosh.org.nz/>

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