

# *Making Waves:*

our ocean, our future, our responsibility

A competition for young people passionate about our planet



image source: Vecteezy.com

## **Speaking 4 the Planet 2025**

Information and Support Package



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## Speaking 4 the Planet 2025 Competition Summary

1. The partnership of **Sustainable Ōtautahi Christchurch** and the local network of **The NZ Assoc. for Environmental Education** are again coordinating the S4P competition for 2025 supported by pūtea from the Environment Canterbury Waitaha Action to Impact Fund (WAI), with additional funding for inspiration workshops from the CCC Sustainability Fund.
2. This Information and Support Package contains information about the competition categories and the judging criteria as well as some links to articles relevant to the theme.
3. This competition is for school ākongas from Years 7-13 and young people up to the age of 24 based in the greater Christchurch area.
4. The theme for the competition is informed by SDG 14 - Protecting life below water - and is '**Making Waves: Our Ocean, Our Future, Our Responsibility**'. Issues within this theme include marine plastics pollution, micro plastics in fashion, overfishing, the impacts of climate change, deep sea mining, and biodiversity loss. All entries and performances must be based on this theme.
5. There are four competition categories:
  - Prepared Speech – prepared speech, solo entries only.
  - Spoken Word – prepared poem, solo or duo entries.
  - Visual Art – prepared artwork, solo entries.
  - Impromptu Drama – 1 hour to prepare, maximum number of ten ākongas per team.
6. Each competition category is divided into three **age divisions**: Years 7-8, Years 9-11, and Open (Year 12 - Age 24). Open age group participants must be 24 years old or younger on 25/07/2025.
7. **Registration** is a requirement. Schools, supporting caregivers/parents, or individual senior ākongas (Years 12+) will need to register before **Friday 2 May** by completing this [Registration of Interest form](#). Participation in the competition is free.
8. **Important dates**: The Prepared Speech and Spoken Word heats will take place by video submission, and entries must be submitted by **Tuesday 10 June, 5pm**. The 6-8 finalists from each age division will be asked to perform on Finals Day. Visual Art entries must be submitted by **Friday 4 July** or before the school holidays. Entries for Impromptu Drama close on **Wednesday 16 July**. Finals Day will be held on **Friday 25 July** from 9am-5pm at Tūranga, 60 Cathedral Square, Christchurch Central City.
9. Research is vital in preparing for this competition. All participants are encouraged to do their own research and respond to the theme critically, creatively and with individual flare. Participants are to produce or present items that are original.
10. Participants give permission for images and videos of their entries (including performances) to be hosted on the Speaking 4 the Planet NZ YouTube channel and social media, and Sustainable Ōtautahi Christchurch social media.

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S4P has been nominated for an [International Earth Prize](#). Here's a video to tell you more about the initiative that originated in Sydney, Australia, and to demonstrate some of the skills of the ākongas: click [here](#).



Package prepared by Jocelyn Pappriill

With thanks to our supporters, sponsors and partners:



Our thanks to [Phil Smith](#), Founder and CEO of Speaking 4 the Planet, with whose permission the competition can take place in New Zealand.

S4P competitions are supported by the [World Environmental Education Secretariat](#) and are a form of celebration for [World Environment Day](#), which takes place each year on June 5th.

Environment Canterbury is the principal sponsor of Speaking 4 the Planet through its Waitaha Action to Impact Fund.

We are grateful to Christchurch City Council for sponsoring through their Sustainability Fund the series of Inspiration Workshop, and for the 'in-kind' support provided by library staff.

Our thanks to [Phil Smith](#), Founder and CEO of Speaking 4 the Planet, with whose permission the competition can take place in New Zealand.

S4P competitions are supported by the [World Environmental Education Secretariat](#) and are a form of celebration for [World Environment Day](#), which takes place each year on June 5th.

Thank you to the Canterbury Workers Educational Assoc. for 'in-kind' support, and to Heather from Write On: School for Young Writers for her organisation of the workshops to support young people keen to hone their speech and poetry writing skills.



Prizes for the competition are sponsored by:



## 1. Purpose of this package

Speaking 4 the Planet competitions create opportunities for participants to express their ideas for a better world, particularly in relation to the health of our oceans. Participants are invited to prepare and deliver punchy, quirky, creative, and pointed submissions. They should seek to influence the thoughts, emotions, and actions of the audience.

This information package is designed to help participants prepare quality entries for the competition. It provides:

- Information on Speaking 4 the Planet and the competition categories
- Links to relevant websites
- Useful articles
- Judging criteria.

All participants are encouraged to research widely and build evidence-based, powerful, personal, and global messages.

## 2. Speaking 4 the Planet: Changing the world, one presentation at a time

Speaking 4 the Planet is an arts-based approach to sustainability education. It provides an opportunity for young people to express their views on matters related to the planet and the future – their future. The competition provides a space and place to reflect on and philosophise about human actions, and to imagine a better world; it is a powerful opportunity for young people to speak up and advocate for a healthy future.

S4P events challenge and inspire young people to think creatively, independently, and courageously; they create space for them to lay down challenges and apply critical thinking about decisions made at various levels of government, by companies, and even by individuals. The sustainability changes that the world needs won't occur by following existing dogma and practices; new thinking is required.

The arts invite influential ways of communicating through school curriculum areas typically omitted from sustainability education. Speaking 4 the Planet is founded on the belief that science provides the information we need to achieve sustainability, and the arts are vehicles for transformation. **Science provides the data; the arts change the world.**

**Speaking 4 the Planet is an opportunity for young people to share their passion for the future of our planet.**

*“The world needs creative, innovative and courageous young people who can connect, collaborate and act. We know that youth may be only 20% of the population but they are 100% of the future. The time is now to let them share their dreams and design the future they want to see.”*

Source: <https://fondationtaraocéan.org/>



### 3. Theme: Making Waves Our Oceans, Our Future, Our Responsibility



2021  
2030 United Nations Decade  
of Ocean Science  
for Sustainable Development

This year's competition theme reflects SDG 14 Life Below Water - the aims of that SDG are to 'conserve and sustainably use the oceans, seas and marine resources for sustainable development.

This year's Speaking 4 the Planet NZ competition will occur during a very important year globally with respect to the UN Decade for Ocean Science, because June 9-13 the UN Ocean Conference will be held in Nice, France. The competition by-line Our Oceans, Our Future, Our Responsibility reflects the call from that conference.

We chose the title Making Waves for this year's competition as we wanted to acknowledge the power of waves in the oceans. Waves & currents bring about change; they are dynamic, never static with changeable strength and power. Waves can move us around, shift the sand under our feet, and make life interesting!

We also acknowledge the importance of ordinary people willing to step up and influence change by challenging the status quo, asking probing questions or suggesting alternative ways forward. The creatures that make our oceans their home can not speak for themselves; we can be their voices. In the end we all need to step up and take responsibility for the fulfilling future we want to see for ourselves and all living things.

*As an aside: Back in 2018/2019, two [environmental campaigners](#), a father and son, called their activism focused on protecting the marine environment in the South Taranaki Bight [#makingwavesnz](#)*

#### Why is the ocean so important?

*"The ocean is fundamental to life on our planet and to our future. The ocean is an important source of the planet's biodiversity and plays a vital role in the climate system and water cycle. The ocean provides a range of ecosystem services, supplies us with oxygen to breathe, contributes to food security, nutrition and decent jobs and livelihoods, acts as a sink and reservoir of greenhouse gases and protects biodiversity, provides a means for maritime transportation, including for global trade, forms an important part of our natural and cultural heritage and plays an essential role in sustainable development, a sustainable ocean-based economy and poverty eradication."*

*- Political declaration of the 2022 United Nations Ocean Conference*

That statement makes it crystal clear just how important our oceans are; for our very existence the seas and oceans, which cover 70% of our planet, need to be healthy and clean. We rely on them for food, energy and water yet over time we have managed to do tremendous damage to these precious resources. We all have a role in helping to restore them to good health and to protect them from pollution and overfishing for future generations.



<https://sdgs.un.org/goals/goal14>

This goal is more than just protecting fish or whales or dolphins or preserving coral reefs; it’s about ensuring the long-term sustainability of a resource that billions depend on for food, income, and even oxygen.

The diagram on this page illustrates the issues SDG 14 aims to tackle such as marine pollution, acidification, overfishing, and habitat destruction.

The United Nations has declared the pressures on the world’s big blue an OCEAN EMERGENCY!

Sadly, increasing eutrophication, acidification, ocean warming and plastic pollution continue to affect the health of our oceans. Also, the alarming trend of overfishing persists, leading to the depletion of over one third of global fish stocks.

But what is it we can both individually and collectively do to make a difference?

By choosing to take part in Speaking 4 the Planet you are taking a big step. You will share what you learn and speak on the issues that matter to you; in that way, you stand up and speak out for those elements that can not speak for themselves.

*“Without the ocean, Earth would be as bleak and barren as Mars. If the ocean is in trouble then so are we. It is, and we are! Nicely, urgently we must treat the ocean as if our lives depend on it because they do”*

*Dr Sylvia Earle, Founding President, Mission Blue*



## Working for Change

One of the priorities that can bring about environmental action and change is good [ocean governance](#). But if the idea of a healthy ocean is to make headway within and across our communities, societies, and nations we need to work collectively on the "blue agenda" of marine preservation. Currently, it is very segmented and not very visible politically, compared to global climate change initiatives. There has been some progress in expanding marine protected areas, combating illegal and unregulated fishing, banning fishing subsidies and supporting small-scale fishing, but it is not advancing at the speed or scale required to meet Goal 14.

To reverse the negative trends, swift and coordinated global action is vital. Non-governmental organisations, foundations, scientists and ocean lovers have called for increased funding for ocean science, stronger conservation efforts, and ecosystem-based solutions that address the interconnections and impacts of human-induced pressures. And, of course, the need to urgently turn the tide on climate change to safeguard the planet's largest ecosystem. To this end, the United Nations has convened two global conferences on the Ocean with a third scheduled for [June 2025](#).

Communities are also working for change. Citizen science projects have provided much needed data about the issues. This has been particularly important in terms of understanding the extent and nature of plastic pollution. Data gathered during beach clean-ups provide crucial qualitative and quantitative insights with many marine litter-related citizen science initiatives, using mobile phone applications to gather and post data. Standardized protocols and improved monitoring systems have also been developed to enhance efforts to address this issue. Here in Aotearoa NZ [Sustainable Coastlines](#) has led the [Litter Intelligence](#) citizen science project. Another organisation [Our Seas, Our Future](#) supports schools wishing to understand more about our oceans and keen to undertake a beach clean up.

*? What are your thoughts on our big blue planet, our future, what and how we live in relation to our oceans and seas?*

*? How will you represent your views, concerns, hopes and dreams through art, speech or drama?*

## Timeline

### March / April Inspiration workshops:

To light the fire 🔥 for this year's theme we are offering 5 'Inspiration' workshops, four of them at libraries around Christchurch. They will be useful for those entering the speech, drama or art categories.

- Tuesday 25 March, 3.45 – 5.15pm, Linwood Library
- Thursday 27 March, 3.45 – 5.15pm, Upper Riccarton Library
- Tuesday 1 April, 3.45 – 5.15pm, Te Hāpua : Halswell Centre (Piharau Rm)
- Thursday 3 April, 3.45 – 5.15pm, Tūranga (Activity Room)
- Monday 14 April, 1 – 3pm, WEA, 59 Gloucester St (room 3)

The last one is during the school holidays for those unable to make the after school options. Please find attached promotional material for these workshops. Interested students can register using [this Google Form](#)

- May 2nd: **Registration of Interest due** [Registration Form](#)

### Write On workshops

- Friday 16 May: Writing an effective speech
- Friday 30 May: Creating powerful spoken word poetry

Register for these workshops via <https://www.schoolforyoungwriters.org/masterclasses>

- **10 June:** Entries for Heats of Prepared Speech and Spoken Word close.
- **11-13 June:** Judging of heats for-speech & spoken word. Finalists will be notified.
- **18 June:** Write On performance workshop: a performance workshop for those selected for the final
- **26 June:** Visual art entry due: with hardcopy delivered by Friday 4 July
- **16 July:** Impromptu Drama entry closes.
- **25 July:** Finals day at Turanga.

## Future Opportunities

After finals day there are other opportunities for participants:

1. The artists who have their work exhibited on finals day will be part of a travelling exhibition around 4 libraries within the network.
2. Plains FM will again record the speeches and spoken word performances to be played as a podcast in the month after the finals.
3. This year a very important international conference is being held in Ōtautahi Christchurch. It is possible that the S4P 2025 winners will be asked to perform or have their art displayed at the Adaptation Futures 2025 Conference (AF2025 13-16th Oct; Te Pae Convention Centre) within the 'Youth Hub' @ Tūranga. <https://adaptationfutures2025.com/>

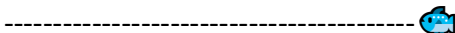


## 4. Competition categories and criteria

All participants must register their interest to compete in the competition by [completing this form](#) or emailing Jocelyn Papprell at [chchnzaee@gmail.com](mailto:chchnzaee@gmail.com) before the end of the day, Friday 2 May.

### Inspiration Workshops

These workshops will explore the numerous issues facing our oceans with a focus on the issues outlined in SDG 14. Facilitated by Anthea Ibell (BSc in marine biology & recipient of the Rolex Our World Underwater Scholarship) A fifth workshop will be held at CWEA, 59 Gloucester St on Monday 14 April 1.3pm. All workshops are free. Register to attend using [this form](#).



There are 4 categories in this competition.

### 1. Prepared Speech

Participants prepare and deliver a speech on the competition theme. Speakers will need to clearly state the problem or issue being addressed. They will also need to make links between problems and solutions and use techniques of persuasion to shift the way the audience thinks and feels about issues. The time limit is important. Please avoid reading your speech from your notes. Participants are to prepare and deliver their speeches independently. Please follow these time limits:

- Years 7-8: 2-3 minutes
- Years 9-11: 3-5 minutes
- Open (Years 12+): 4-5 minutes



Heats will take place by video submission, and 6-8 finalists per age category will be selected. Participants must complete the [Heats: Prepared Speech Entry Form](#) and submit either a; (a) video, or (b); a sound recording plus a still image of them delivering their speech. Participants are encouraged to host their entry on the online sound or video platform of their choice and provide the link in the entry form.

Entries for the heats due by **11.59pm Tuesday 10 June**.

### 2. Spoken Word



Participants prepare and deliver a spoken word performance on the competition theme. For the purpose of this competition, Spoken Word is defined as performance poetry that focuses on word play characterised by rhyme, repetition, improvisation and vocal inflexion. Judging will be based on performance impact. Participants are welcome to prepare and deliver their poems independently or as a team of up to two people. If participants enter as a duo, they should be entered into the appropriate age division for the eldest participant.

Please follow these time limits:

- Years 7-8: 2-3 minutes
- Years 9-11: 3-5 minutes
- Open (Years 12+): 4-5 minutes

Heats will take place by video submission, and 6-8 finalists per age category will be selected. Participants must complete the [Heats: Spoken Word Entry Form](#) and submit either a; (a) video, or (b); a recording and a still image of them delivering their poem. Participants are encouraged to host their entry on the online sound or video platform of their choice and provide the link in the entry form. Entries for the heats are due **11.59pm Tuesday 10 June**.

### Masterclasses

We are again teaming up with our friends at Write On School for Young Writers to provide free speech and spoken word masterclasses! All you need to do is register via the [Write On website](#). If you are interested in entering Speaking 4 the Planet's prepared speech or spoken word categories, this is a great opportunity to do some practice and receive advice from professional writers.

- Speech: Friday 16 May, 9.15am-2.45pm, Spark Place, Tūranga
- Spoken Word: Friday 30 May, 9.15am-2.45pm, Spark Place, Tūranga

### 3. Visual Art

Participants are to create a work of art reflecting the competition theme that causes an emotional response in the viewer. The artwork must be easily exhibited on competition day and be part of a travelling exhibition around the Christchurch library network.

Participants are to make their artwork independently. Please follow these guidelines:

- Media: wet or dry media such as paint, charcoal, ink, graphite, pen, pastels, or printmaking may be used. Texts and symbols may be used. 2D and 3D mixed media are acceptable.
- Note: Glitter, fluorescent pens and all other art supplies that are disproportionately harmful to the environment are actively and strongly discouraged. Check out [this article](#) on the sustainability of art supplies. Digitally created artworks, including photographs, are not accepted.
- Support:
  - 2D - on paper or card, NOT canvas. Must be ready to hang. Scale: as large as A1 (594 x 841 mm) and not smaller than A4 (210 x 297 mm).
  - 3D artworks - must be no bigger in height, width & depth than 300mm x 300mm x 300mm and can be made from clay, stone, bone, metal, wood, plastic and found objects. Please provide any support mechanism required for display/exhibition.
- Reasonable care: During the period of the competition and exhibition we undertake to care for your artwork to avoid damage or breakage. To this end we ask that it comes to us packed as you would expect them to be transported. We take no responsibility for damage should they come to us poorly packaged.

- **Important note:** Please do not sign or place your name on the front of the artwork. A label with your name, school and category entered may be placed on the back of your artwork or attached where it can not be seen. Creators of the artwork retain ownership of their work and will be acknowledged each time it is used by S4P.

Participants must complete the Visual Art Entry Form by **Thursday 26 June** to be included in the competition. To complete this form, participants will need to capture high quality images of their artwork and prepare a small blurb about their work.

In order to be included in the Finals Day exhibition, the actual physical piece of artwork must be received by 5pm, **Friday 4 July**. Deliver the hard copy to Christchurch EnviroHub, Climate Action Campus, [180 Avonside Drive](#) (Open 9am-4pm Mon-Fri) marked Attention: Jocelyn Papprell or send by mail to Speaking 4 the Planet, c/-[180 Avonside Drive, Avonside, Christchurch 8013](#). If you are unable to photograph or scan it we will do our best to capture an image for display at our online exhibition. At the end of the competition artworks that are not part of the travelling exhibition can be picked up from Turanga. Those whose artworks will be part of the travelling exhibition around the library network will be notified when they can be picked up from EnviroHub.

#### 4. Impromptu Drama

Participants perform a short piece of improvised drama (3-5 mins) inspired by the competition theme. On Finals Day, the group will be given a prompt or statement related to the competition theme, and will have 1 hour to prepare a pointed, influential and quirky drama piece that moves the audience in some way. Groups are encouraged to do some research on the theme before Finals Day. Please follow these guidelines:



- Group size: groups can have up to 10 ākonga. The group does not need to be from the same class, age or school.
- Age division: the group must be entered into the age division based on the oldest member of the group.
- While some support by parents or teachers is allowed for on the day, the creative vision and energy of the performance must be generated by the team collectively.
- Costume: on Finals Day, ākonga are required to wear black.
- Props: each group is asked to bring two props that will go into a shared pool of props. Groups may use one or more of these props.

Groups must complete the [Impromptu Drama Entry Form](#) by **Wednesday 16 July** to be included in the competition.

## 5. Resources

All participants are urged to research the theme. This section contains numerous links to articles and websites that will help in the preparation of submissions. Participants are encouraged to do their own research as well.

### 1. Our Blue Planet

#### 1.1. Key marine issues

- [2025 UN Ocean Conference](#) Nice, France, 9 June - 13 June 2025: The overarching theme of the Conference is “accelerating action and mobilising all actors to conserve and sustainably use the ocean”.
- BBC Earth production: [Our Blue Planet](#) series.
- Humans impact the physical environment in many ways: overpopulation, pollution, burning fossil fuels, deforestation, overfishing, and extracting minerals ... in our oceans, the 6 key issues are:
  - **1. Coastal eutrophication:** Eutrophication occurs when nutrients in rivers and estuaries cause excessive growth of aquatic plants and algae (primary producers).
    - YouTube videos - [USA focus](#); [SciToons](#); [UNESCO](#)
    - [Science Direct](#) - an academic paper
    - [StatsNZ](#) - coastal and estuarine water quality
  - **2. Ocean acidification:** The ongoing decrease in the pH of the ocean, making it more acidic. It's caused by the ocean absorbing carbon dioxide from the atmosphere.
    - [USA National Ocean Service](#)
    - Museum of Science, Boston, USA - [explanatory video](#)
    - [StatsNZ](#)
    - [NIWA Taihoro Nukurangi](#)
    - [Forest & Bird](#) - implications for NZ
    - [Otago University](#) - history and implications
    - [Union of Concerned Scientists](#): causes, impacts & solutions
  - **3. Ocean warming:** Warming of surface waters is causing changes in water density and also the mixing of warmer, surface water with cooler, deeper water. Rising ocean temperatures pose many threats to marine life and ecosystems.
    - [IUCN](#) - the issue
    - [New Scientist Feb 2025](#)
    - [Science Direct](#) - academic paper
    - [Sea Rise NZ](#)
    - [NIWA](#) - marine heatwaves
    - [Moana Project](#) - graphs & stats
    - [PBS News Hour](#) - 2024 YouTube video on world ocean temperatures.
    - [Australian Academy of Science](#) - video: how it happens
  - **4. Plastic pollution:**
    - [IUCN](#) - briefing on plastic pollution
    - [Centre for Biological Diversity](#) - US based. Pacific garbage patch
    - [Algalita Marine Research & Education](#) - marine plastics education
    - Sustainable Coastlines' [Litter Intelligence programme](#)

- [NZ Ministry for Environment](#) - toward global plastics agreement
- [NZ Crown Research Institute](#) - AIM<sup>2</sup> - Aotearoa Impacts and Mitigation of Microplastic - the first national research programme to investigate the impact of microplastics.
- [Greenpeace NZ](#) - action plan
- 5. **Overfishing:** Overfishing occurs when too many fish in a particular stock are caught and there are not enough adults to breed and sustain a healthy population.
  - [NZ Marine Stewardship Council](#)
  - [WWF NZ](#) - sustainable fishing
  - [Seafood NZ](#) - mythbusters
  - [Ocean Generation](#) - global impact & what we can do about it
  - [Earth Org](#) - facts you should know.
  - MPAs - Marine Protected Areas
    - [Dept. of Conservation](#)
    - [Forest & Bird](#)
    - [How to create MPAs in NZ](#)
    - [NZ Ministry for Environment](#)
    - [Oceans5](#)
    - Endangered Species Aotearoa - [Season 2, Episode 1: the Hauraki Gulf](#) Check out [F&B campaign](#) on Hauraki Gulf plus [Revive Our Gulf](#) mussel reef project.
      - OECMs - a term meaning 'other effective area-based conservation measure' which describes a geographic site, which is not within a protected area, that delivers long-term biodiversity conservation under equitable governance and management.
        - [IUCN - pdf](#)
        - [Mongabay](#), environmental news service - article 2023
- 6. **Noise pollution and mining**
  - [International Fund for Animal Welfare](#) - understanding ocean noise pollution
  - [Mining the deep:](#) the impact of noise pollution on marine life
  - [1Ocean.org](#) - deep sea mining & impact of noise on whales
  - [Guardian:](#) article "One deep sea mine could send noise 500km across the ocean – report"
  - [Greenpeace NZ](#) - seabed mining
  - [Radio NZ](#) (2024) - Is seabed mining an economic necessity or a hazard?
  - [Cook Islands Seabed Minerals](#) - explored by [Odyssey Marine Exploration](#) and local response by [Te Ipukarea Society](#)
- [Dept of Conservation: Threats facing our oceans](#)

## 1.2 The impact of humans on this planet

- Take a look at [11 ways humans have left a footprint](#) that has forever changed the environment and the planet.
- The United Nations YouTube channel has several image-filled videos that may inspire, such as those from BBC and Sir David Attenborough's [The Ocean and Us](#) and [Plastic Ocean \(2017\)](#) and [Health Ocean, Healthy People](#).

- [A planet on the brink](#) (2019), by the United Nations. Global temperatures are expected to rise over 3°C, resulting in mass extinctions and large parts of the planet becoming uninhabitable unless we take urgent #ClimateAction now to stop the climate emergency.
- [‘Tip of the iceberg’](#): Is our destruction of nature responsible for COVID-19?, by The Guardian. As habitat and biodiversity loss increase globally, the coronavirus outbreak may be just the beginning of mass pandemics.
- One million plants, animals and insects are on the brink of extinction, threatening economies and livelihoods. A 2019 [landmark UN biodiversity report](#) details that an unprecedented 1 million plants, insects, and animal species are at risk of extinction. Many species will disappear within decades, a decline that could threaten economies and livelihoods across the world.
- The United Nations Biodiversity Conference (COP15) ended in Montreal, Canada, in December 2022 with a [landmark agreement](#) to guide global action on nature through to 2030. This is a [2 minute summary](#) of COP15 goals.

### 1.3 Inspiration from international organisations

- **IUCN** on ocean health - [Nature’s Future, Our Future](#). *“By 2030, a healthy ocean supports nature and people, governed by strengthened national and international legal frameworks and sustainable investments that retain and restore ocean and coastal biodiversity and associated services for future generations”.*
- **University of Colombo**, Sri Lanka: [ākonga blog - Save the seas to see the future](#)
- An organisation with a particular focus on **sharks and rays**: [Save our Seas Foundation](#), Switzerland
- **The Nature Conservancy**: [Conserving our ocean](#) - with lots of useful stats and images.
- **The Earthshot Prize**: [Revive our oceans](#) - a challenge toward 2030.
- **Oceana**: Founded 2001 Oceana campaigns around the world for science-based policies that stop overfishing, protect habitat, increase transparency, protect our climate, curb plastic pollution, and increase biodiversity. Become a wave-maker!
- **Kinder** - Dutch Not-for-profit: [Save Our Oceans](#) -listing ocean charities doing great work to make it easier for people to donate. Outlines the problems and offers solutions.
- Since 1999, [Algalita Marine Research and Education](#) has been at the forefront of the Great Plastics Awakening.
- Check out [these photos](#) of **Animals Navigating a World of Plastic**. From crabs using wrappers as camouflage to hyenas sorting through mounds of trash, here’s how wildlife cops with our plastic problem.
- **A photographer’s work** on marine plastic debris: [Mandy Barker](#) is an international award-winning photographer whose work involving marine plastic debris for more than 13 years, has received global recognition.
- **Business Insider**: The truth about ocean plastics. [YouTube video](#).

- **The Story of Stuff:** Various videos such as [The story of solutions](#) shows us how we can shift to a more sustainable economy, [The Story of Microfibers](#), and [The Story of Microbeads](#)
- Our health depends on our environment - the idea of [Planetary Health](#): Everything is connected. **The Planetary Health Alliance** is a solutions-oriented, transdisciplinary social movement focused on addressing the impacts of human disruptions to Earth's natural systems and all life on Earth.
- [Sea People](#), West Papua - focus on protecting coral reefs.
- [Sea Trees](#) - restoring kelp forests around the world

## 2. The Blue Economy

The oceans have long been a source of food and income for millions of people over centuries. The term used to describe how we use and conserve the resources of the ocean is 'the Blue Economy' variously described as the "sustainable use of ocean resources for economic growth, improved livelihoods, and jobs while preserving the health of ocean ecosystem," (World Bank) while Conservation International adds that "blue economy also includes economic benefits that may not be marketed, such as carbon storage, coastal protection, cultural values and biodiversity."

- Otago Daily Times (Feb 2025) [Blue Economy could boost exports by \\$4 billion](#)
- Westpac (Feb 2025): [Why NZ needs to transition to a blue economy.](#)
- [Sustainable Seas Science Challenge NZ](#)
- Grantham Research Institute on Climate Change and the Environment at the London School of Economics and Political Science: [explainer on the Blue Economy.](#)
- [Wasser 3.0](#) (German site but information in English)
- [The Ocean Foundation](#)

## 3. NZ Organisations active in the marine space

- [Seaweek](#) by MERC - annual celebration of our marine environments
- [Sir Peter Blake MERC](#) (Marine Education and Recreation Centre)
- [Blue Cradle](#) - marine regeneration and ocean literacy
- [Young Ocean Explorers](#) - videos, challenges, resources, become and explorer.
- [Live Ocean](#) - an sail sport organisation that partners with NZ scientists and innovators to fund action for a healthy ocean.
- [Our Seas Our Future](#)
- [Sustainable Coastlines](#)
- [Remix Plastic](#) - a sustainability business making use of plastic waste and educating on ways to go reusable.
- [Estuary Trust, Christchurch](#)
- [Mountains to Sea, Wellington](#)
- [MM2 Otago](#) - understanding NZ's seashore
- [WWF NZ](#) - looking after our ocean
- [Forest & Bird](#) - what we do/oceans

- [Algalita South Pacific](#)
- [Sea Cleaners](#)
- [Aotearoa NZ Seaweed Assoc.](#)
- [Love Rimurimu](#) - a regeneration project of seaweed forests in Te Upoko o te Ika a Maui
- [Sea Shepherd NZ](#)
- A NZ business - [Ethique](#) - 10 ways to protect our oceans
- Check out virtual field trips with LEARNZ:
  - [Discovering secret of our seabed](#)
  - [Antarctica - climate change & marine species](#)
  - [Kohunga Kutai: a natural solution for a plastic problem](#)

#### 4. Some helpful links:

- [World Environment Day](#) (WED) is celebrated every year on June 5th to raise global awareness about the importance of taking positive environmental action to protect nature, our planet and all the species on it. WED is run by the United Nations Environment Program. WED was established in Stockholm in 1972 on the day that the United Nations Conference on the Human Environment began. The first World Environment Day was celebrated in 1973. Since then, it is hosted every year by a different city with a different theme. The first theme was Only One Planet. In 2025 it is Our Land, Our Future hosted by Korea [#GenerationRestoration](#)
- [16 Public Speaking Tips for ākongas](#) by Very Well Mind.
- [How to Write Spoken Word Poetry](#) by MasterClass. A great article to get ākongas started.
- Spoken Word poetry by rangatahi of Aotearoa. Check out [Action Education's](#) YouTube channel for lots of videos of ākongas from Auckland performing their poetry for inspiration.
- [Ten Ways to Practice Improvisation Acting Skills](#) with Betsy Balkom on YouTube. A great resource for Impromptu Drama teams.
- Over the previous three years we've seen and heard some wonderful things. Much of the work submitted can be found on the Sustainable Ōtautahi Christchurch's [website](#). They may give you some inspiration.
- You may like to read [this article](#) about how art can change the world.
- Check out [LEARNZ](#). This is an online learning environment where you can join virtual field trips exploring ideas in the context of different places. You may have joined some of their trips during a Geography or Science class.

### 5. Recommendations for competitors

#### 5.1 Get outside:

- Use all your senses to begin to understand the state of the oceans and coastal margin in your local area. Listen - can you hear the waves? What is the dune system like in your area? Do any sea birds nest in your area? How are they being looked

after? What are the rivers like running to the ocean - do they run clear; can you see life in them?

- Gather a variety of natural materials – stones, sticks, shells, seaweed, leaves, etc. – and use them as a stimulus for art making. Focus on shape, line, texture, tone, colour and pattern.
- Directly draw and/or paint the natural environment; take photographs and videos.
- Explore emotional and physiological responses to the ocean - your own and someone else's. Collate quick visual responses, words, and ideas about the ocean and beaches from your friends and whanau.
- Imagine the audience you want to move and affect in some way (through the head or heart or hands). Think of ideas that will help an audience appreciate that we all have a role to play in looking after our blue planet.
- Explore the ideas of restoration, regeneration and peace - why are they important now? Think about how these ideas and others could be interpreted through words & images.

## 5.2 Go to the library

- You'll be amazed by the knowledge librarians hold in their heads and they love helping people source really useful information. Some of the books, videos, artefacts and artworks in the various collections will surely inspire you. Check out [What's On](#) for events that might interest you.
- Tūranga has an amazing amount of options to help with your research and preparation.

## 5.3 Join a local group

- [Forest & Bird Youth NZ](#): A nationwide network of young people (aged 14-25) who are protecting and restoring Aotearoa's wildlife and wild places. They participate in volunteering projects that restore damaged habitats as well as engaging in other ways with environmental issues. You can find out more about the Christchurch branch by emailing [youthchristchurch@forestandbird.org.nz](mailto:youthchristchurch@forestandbird.org.nz) or checking out their [FaceBook page](#).
- [Whale & Dolphin Trust](#) - a research driven organisation committed to the conservation of New Zealand's whales and dolphins.
- [Our Seas Our Future](#) - a volunteer organisation aiming to protect and preserve our coastal and marine wonders for generations to come.
- [EnviroSoc - University of Canterbury Environmental Science Society](#): if you're a ākongā at UC, check out this club! EnviroSoc offers academic support to ākongas and foster relationships between environmentally aware ākongas and local communities.

## 6.4 Find out about other environmental groups around the country

- [Kids Greening Taupō](#): This initiative enables young people to participate in real life projects with opportunities to connect in a culturally responsive way to their local environment and community, increasing biodiversity, ākongā leadership and educational outcomes.
- [Kids Restore the Kepler](#): A project based in Fiordland with the aim of protecting the habitat of the many special animals still resident in the area, including kiwi,

whio/blue duck and bats/pekapeka. Kids Restore the Kepler is an active conservation education programme.

- [Jane Goodall Youth Network NZ](#). Their vision: A healthy planet where people make compassionate choices to live sustainably and in harmony with each other, other animals and the environment we all share.
- [ECO - Environment and Conservation Organisations of Aotearoa NZ](#): Works to protect New Zealand's unique natural heritage and to foster the relationship New Zealanders have with it. The natural environment is central to our culture, economy and identity.
- [Conservation Volunteers](#): This group believes that everyone can make a difference in the health of our environment and society. Volunteers can get involved by planting and caring for native trees, eradicating pests and weeds, protecting threatened species, and helping to make our natural spaces accessible to everyone. Projects focus on restoring our wild places and protecting NZ's beautiful natural environment.
- [Earth Guardians](#): "We are a tribe of young activists, artists and musicians from across the globe stepping up as leaders and co-creating the future we know is possible. We are the ones we've been waiting for." Check out the site for ideas and activities. It contains some wonderful writing by youth.

## Appendix A: Curriculum Links For Teachers

The NZ Curriculum has as a vision for young people in Aotearoa NZ - that they will:

- be creative, energetic, and enterprising
- seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country
- work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring
- in their school years, continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives
- be confident, connected, actively involved, and lifelong learners.

### Visual Arts

<https://newzealandcurriculum.tahurangi.education.govt.nz/5637209898.p>

The Arts play an important role in deepening ākonga engagement with learning. They develop high-order skills of analysis, synthesis and evaluation as well as critical thinking, problem-solving and decision-making. Art also enhances literacy and numeracy skills in children while also exposing them to other cultures and traditions, different societies and beliefs.

Throughout their schooling children will experience art education on a variety of levels. In the visual arts the educational process will encompass 4 key aspects:

- Understanding the visual arts in context
- Developing practical knowledge
- Developing ideas
- Communicating and interpreting

To gain further information as to the achievement objectives for the Visual Arts at each level from 3-8 (the level range covered by the S4P competition) visit the NZ Curriculum page above or the [NCEA Education: Visual Arts](#) portal for guidance on the BIG IDEAS for Visual Art.

Check out the resources ANZAAE have available for [junior secondary art](#).

### Speech Making and Poetry Exploration

NZ Curriculum Tahurangi has [some useful supporting material](#) for teachers working with Year 7/8 ākonga on developing their speech-making skills. For secondary ākonga, be sure to check out [NCEA Education: English](#) for BIG IDEAS and significant learning.

Here is [a poetry teaching unit](#) for teachers working with Year 9-10 ākongas.

The New Zealand Curriculum specifies two strands for English at levels 6, 7, and 8:

- making meaning (listening, reading, and viewing);
- creating meaning (speaking, writing, and presenting).

In the creating meaning strand, ākonga are expected to progress and develop as they move through the levels, i.e.:

- At level 6, ākonga will communicate connected ideas.
- At level 7, these ideas need to be sustained.
- By level 8, these ideas need to be sustained and insightful.

Don't forget to check out the resources NZATE provides - this one [Speeches and the Spoken Word](#) are available free to NZATE members or for \$50 for non-members.

### **Drama**

Drama expresses human experience through a focus on role, action, and tension, played out in time and space. In drama education, ākonga learn to structure these elements and to use dramatic conventions, techniques, and technologies to respond to an idea or issue and to communicate effectively, with confidence, using body language, movement, and space.

Explore the BIG IDEAS that guide Drama learning in Aotearoa NZ through [NCEA Education: Drama](#). Focus: secondary ākonga

### **Social Studies: Participate, Communicate, Speak out**

Social Studies is about people and the subject's purpose is for ākonga to develop understanding, knowledge, and skills in relation to social, cultural, economic, and political processes to enable them to participate in society as critically informed, ethical, and empathetic citizens with a concern for and commitment to the wellbeing of the communities to which they belong & to our wider society. Social inquiry and social action are integral to Social Studies.

Across all levels, ākonga should be provided with the opportunity to participate in social action in relation to a contemporary social issue. Through Social Studies processes, practices, and skills, ākonga will learn how to research, evaluate the integrity of sources, communicate, reason, argue, and make decisions about a social action.

For guidance on teaching & learning in the Social Sciences Y1-10 check out [NZ Curriculum Tahurangi](#) and for secondary-aged ākonga check out [NCEA Education: Social Studies](#)

# Appendix B:

## Indicative criteria for judging Speaking 4 the Planet competition

### Prepared Speech

Within time allocated (Age category: Y7/8 - 2-3; Y9-11-3-5; Y12-13 -4-5 minutes max.): Yes / No

Name:	1	2	3 Good	4	5 Excellent
School (if applicable):					
Originality of ideas How the idea is developed Encourages the audience to think or act					
Clear communication of the problem and offer of solution, or action to address the problem					
Choice of style, persuasive techniques, and body language appropriate to the speech					
Commentary:					

### Spoken Word

The criteria used here will follow a simplified version of the usual spoken word slam format from [NZPoetrySlam.com](http://NZPoetrySlam.com), which includes judges being selected from the audience.

- Poems must be on the topic for Speaking 4 the Planet and may be in any style.
- Each poet must perform original work that they have created.
- No props or costumes.
- No musical instruments or pre-recorded music.
- Judging & Scoring: the winning Spoken Word on the day will be selected by the impact the poem has on the judging panel.

### Visual Arts

Name:	1 Poor	2	3 Good	4	5 Excellent
School:					
<b>Idea Resolution</b> <ul style="list-style-type: none"> <li>• Visually engaging</li> <li>• Imaginative qualities evident</li> <li>• Theme confidently investigated</li> </ul>					
<b>Material practice</b> <ul style="list-style-type: none"> <li>• Technically accomplished</li> <li>• Skilful interpretation via the selected medium</li> </ul>					
Commentary:					

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### Impromptu Drama

Names:	1	2	3 Good	4	5 Excellent
Schools:					
<b>Performance Skills</b> <ul style="list-style-type: none"> <li>• Ability to use voice, movement, timing and use of space effectively (as appropriate to the style of the piece).</li> <li>• Ability to realise and sustain role or character as appropriate to piece</li> </ul>					
<b>Message and meaning</b> <ul style="list-style-type: none"> <li>• Clear intention and dramatic meaning</li> <li>• Sophistication of the message and meaning</li> </ul>					
<b>Group Equity and Time Limit</b> <ul style="list-style-type: none"> <li>• Each performer equally contributes to performance</li> <li>• Ability of performers to work collaboratively</li> <li>• Length of the piece within the specified time limit</li> </ul>					
<b>Innovation and Flair</b> Originality of the piece, characters, situations and ideas					
<b>Audience Engagement</b> <ul style="list-style-type: none"> <li>• The extent to which the audience was entertained by, or made to think about, the issue presented</li> <li>• Appropriateness of the performance for the audience (choice of style and dramatic conventions)</li> </ul>					
Comments:					