Module Two: Learning Safely: A Shared Responsibility

## 50 Minutes (EOTC Guidelines Chapter 2)

**Whakatauki** (2 minutes)

*Ko Tangaroa ara rau*

*Tangaroa of the many pathways of the sea (Everyone must be alert, know their roles, and also be willing and able to assist others.)*

What does the whakatauki mean for you? Share with your neighbour.

**Key messages**

* Learning and safety go hand in hand
* Everyone shares responsibility for quality learning and safety
* Appropriate cultural practices and principles of sustainability are integral to quality learning

Starter questions (5 minutes)

Participants individually answer **questions 7 & 8** in their workbook.

7. What responsibilities did the participants (students and adults) have?

8. How were these communicated?

### Background information

2. Education for sustainability and education outside the classroom.

### Supporting resources

1. Powerpoint presentation
2. Participant Workbook

**Activity 1: *Waka analogy*** (35 minutes)

*Objective*: Explore how the responsibility for learning and safety in EOTC is shared amongst everyone that is involved in EOTC.

Note: Acknowledge the shift from the sail boat to the waka. The waka has more components and is better able to reflect the range of people who contribute to creating EOTC learning experiences.

*Materials*

* PowerPoint slide of a waka
* Stickies
* Large sheets of paper (A2 minimum) and blutac –optional (if you wish to have hard copy of waka on the wall).

*Instructions*

A. Divide into **eight small groups**. If the group is too small, consider combining government and national bodies (groups 7 & 8), and person in charge and EOTC coordinator (groups 1 & 2). Consider putting all of the principals at the workshop together into group number 4.

Give each group one of these **contributing groups**:

1. Person in charge / mata ariki (flag).

2. EOTC coordinator / tiratū matua (mast).

3. Activity leaders / hoe urungi and hoe ākau (rudders).

4. Board of trustees and principal / ngā riu(hulls).

5. Students / rā matua (mainsail).

6. Assistants / rā tauaki (foresail).

7. National bodies / kīato (cross-beams).

8. Government / ngā takere (keel).

B. Ask each group to brainstorm and record using stickies some of the **key responsibilities** for their group that ensure:

* Quality learning occurs in an EOTC activity (yellow stickies).
* This learning occurs safely (blue stickies).
* Appropriate cultural practices and principles of sustainability are applied (green stickies).

In turn ask one or two people from each group to:

* Place their stickies on the image of the waka projected or stuck onto the wall.
* Talk to their list.
* Invite discussion.

C. On completion, discuss the **analogy of the waka** to shared responsibility. This discussion is useful in determining how each group has a different key role.

**Activity explanation**

Don’t focus only on safety. Note the participants’ responsibilities for learning, observing appropriate cultural practices and education for sustainability. See *Background information 2. Education for sustainability and education outside the classroom.*

The waka activity allows for discussion on both the concept of shared responsibility and the specific responsibilities of each group.

**What do the EOTC Guidelines say?**

* Waka analogy: **pages 17–18, paragraphs 52–53**
* Specific responsibilities: **pages 19–24, paragraphs 54–61**
* Summary: **page 24, paragraphs 62–64**
* Best practice resources: Refer to Appendix 2 of EOTC Guidelines for a list of resources for standards of best practice.

### Personal actions (5 minutes)

Ask participants to:

1. Note any actions for their own role in their programme.

 2. Read the section on specific responsibilities for their role in the EOTC programme.