

Sparks, Drips and the Power of Young People



Artwork by Quinlan Tran, Year 12, St. Mary's College, Auckland New Zealand



Presentation Outline

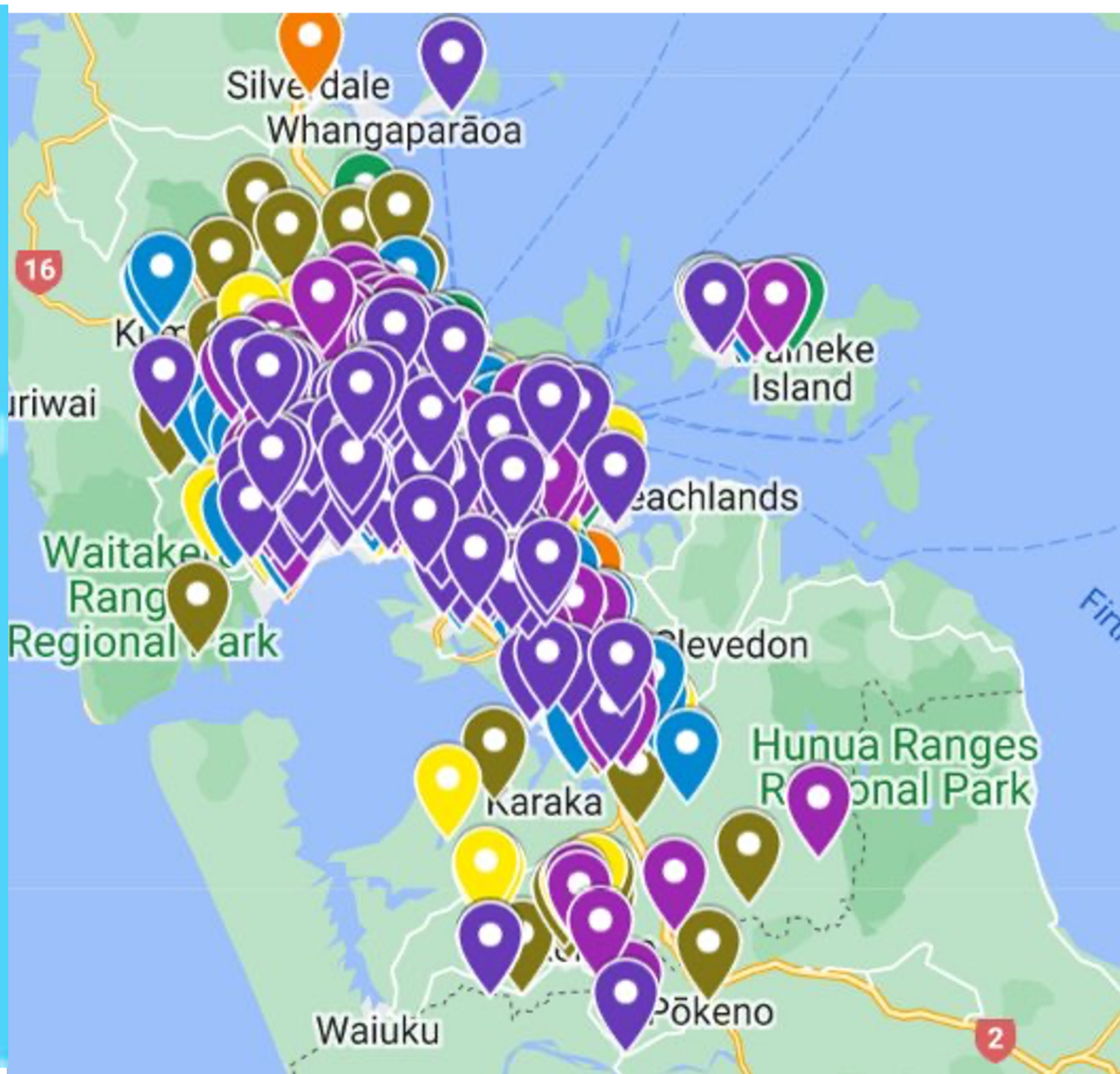
Background and Context

Sparks

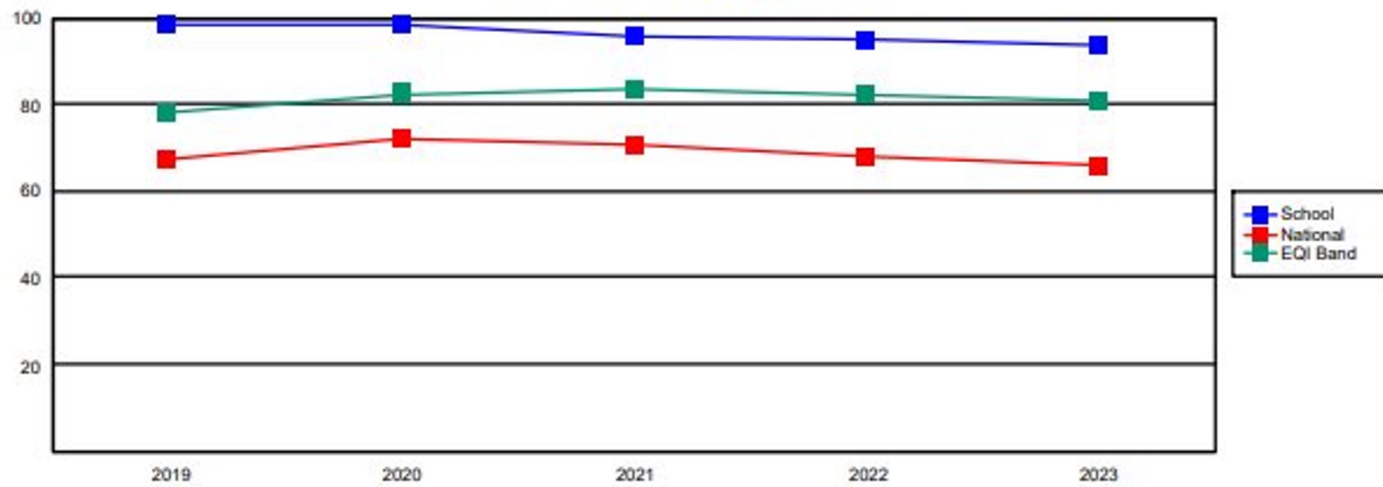
Drips

Ropu Toitu - Enviro

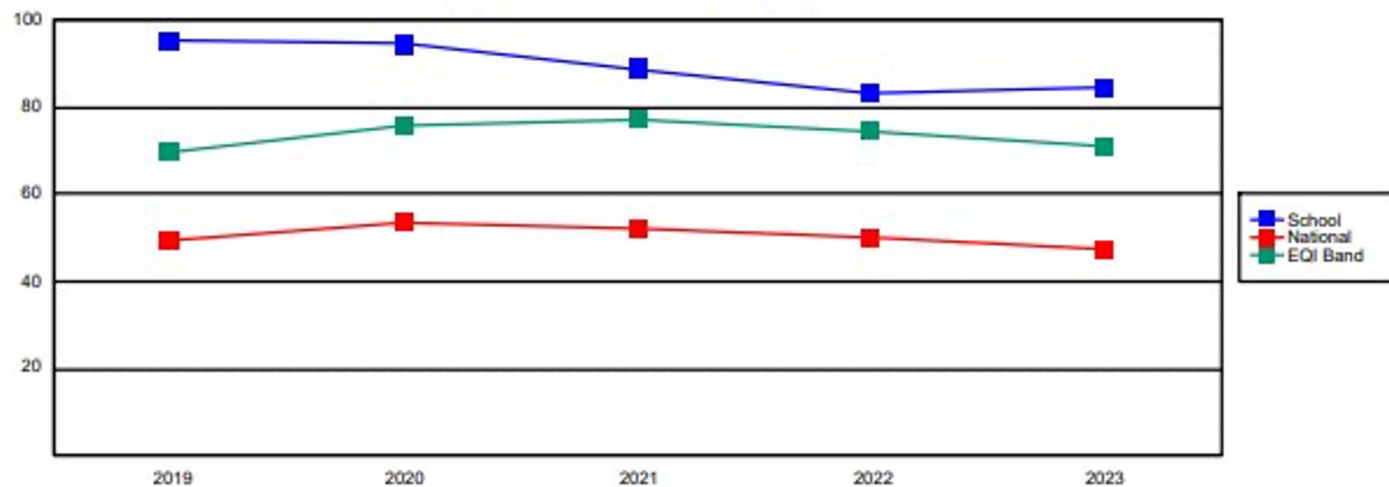
Group
Questions



Year 13 - NCEA Level 3



Year 13 - University Entrance













St. Mary's College Strategic Plan 2023-2025
Vision: 21st Century Women of Mercy

**Goal: Educational
Success**



**Goal: Partnership and
Connection**

Goal: Christ Centered



**Te tapu o te tanagata
Respect and Dignity**



**Kairangi
Excellence**



**Tika
Justice**



**Te awhinatanga
Service**



**Te aroha
Compassion**



**Manaakitanga
Care of the Poor
and Vulnerable**



**Whakamanuhiri
Hospitality**

Mercy and Gospel Values



Sparks



Context: Year 13 Social Studies Course

Issue/Problem: Course needed a rethink to make it more relevant to the lives of the students. It also need some more structure in terms of organisation and assessment.

Key Assessments That Link to This:

91597: Conduct a critical social inquiry

91600: Examine a campaign of social action(s) to influence policy change(s)





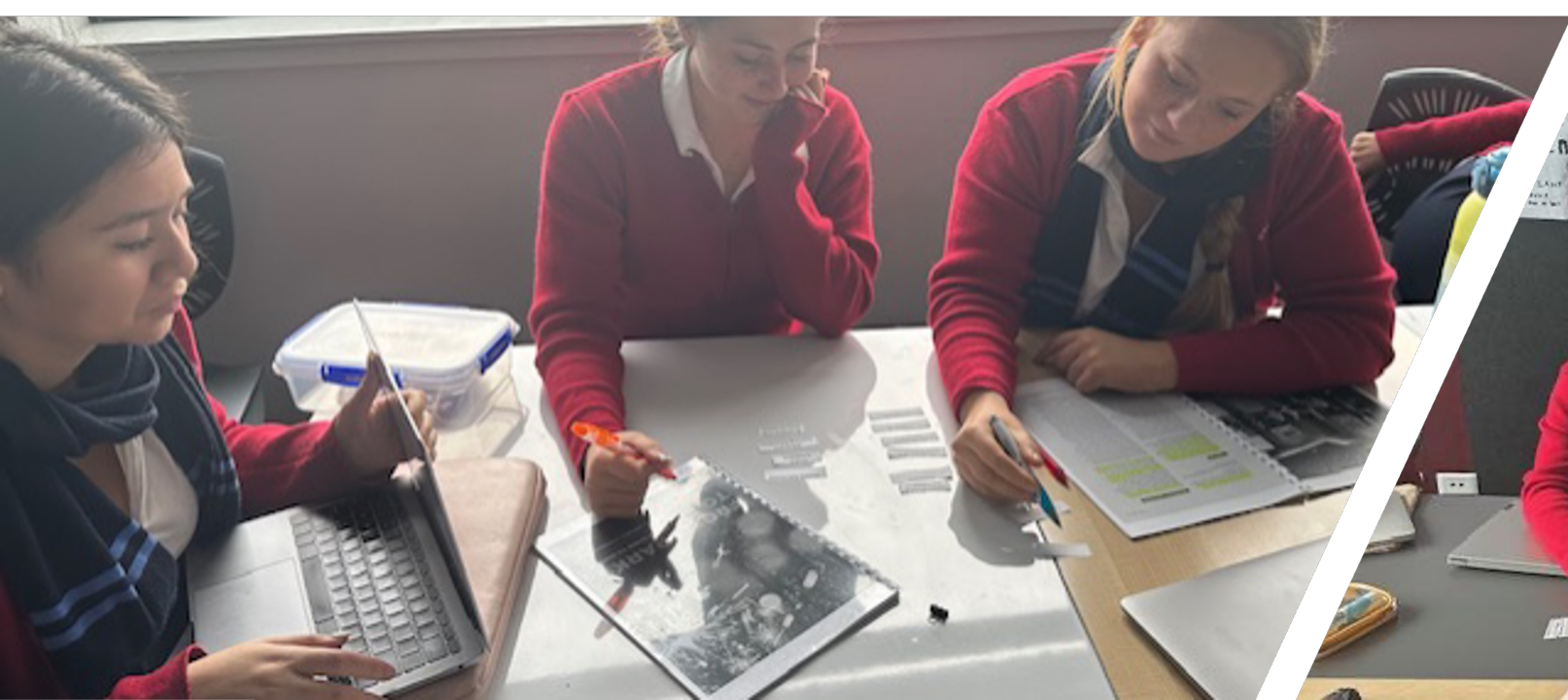
at such prices as
persons appointed by

Article the Third

of England extend

royal protection and imparts to

Subjects.



Student Feedback

- “Social action is about people coming together to help improve lives and solve the problems that are important in their community”
- “I think that Sparks to Fire” is a good resource because it provides relevant information about what we need to know...”
- “It is amazing to see many types of advocacy being carried out in the world” Eloise
- “From Sparks to Fire enabled to me excel in my schoolwork”
- “Sparks to Fire was really interesting. It was cool to see how Mercy works in everyday, but also how it can align with social activism, which was super inspiring” Ceanna





How Can This Be Applied In Other Contexts and Next Steps

- Existing Mercy resources make excellent context for senior secondary resources
- Advocacy tools can be implemented in many spaces
- Bringing in some social action further down the school – looking at Year 10



Drips

Hei Mahi: Write a list of what you think are the most important global issues in the world today.

Explain how these might have an impact on sustainable



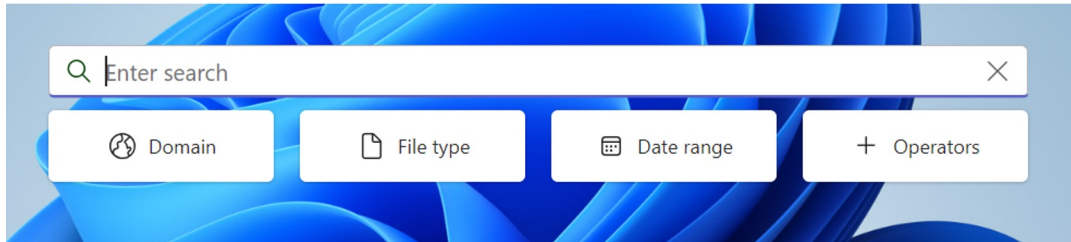


SUSTAINABLE DEVELOPMENT GOALS



Get to know the Global Goals by following [this link](#). You can read more about each of the goals by hovering over it, or clicking

Lesson One: Search Coach, Searching and Sources



[water-guide-final-pdf.pdf - Google Drive](#)

UN, Mercy and Water <https://www.mercyworld.org/global-action/degradation-of-earth/water/>

Mercy Water Justice Toolkit

<https://www.mercyworld.org/f/45074/x/160c800e46/mercy-water-toolkit-2023.pdf>

Water, Women and Wisdom

<https://drive.google.com/file/d/1AcZhOWTdjuOlme3wLN-VV0jA4jV768iS/view>

Reflections on Water

<https://drive.google.com/file/d/1NRN7OHyfFKw1rUy0GdoxEV1ce2KzsKw9/view>

World Water Day Animation [World Water Day 2023 animation starring the hummingbird!](#)

A screenshot of a NewsGuard analysis for the website unicef.org. The analysis shows a score of 77.5/100 and a "Generally credible" rating. The website is described as "This website mostly adheres to basic standards of credibility and transparency." The analysis includes sections for "Reliability" (Unrated), "Credibility" (with three green checkmarks and one red X), and "Transparency" (with two green checkmarks and two red Xs). A "Full NewsGuard Analysis" link is provided at the bottom.

Home | SDG 6 Data
<https://www.sdg6data.org/>

SDG target 6.6 is: 'By 2020, protect forests, wetlands, rivers, aquifers

Reliability
Unrated

SDG Goal 6: Clean Water and
<https://data.unicef.org/sdgs/goal>

To achieve SDG 6, governments r
geographic divides to deliver the

NewsGuard
77.5%

Summary Progress Update 2
<https://www.unwater.org/publica>

The monitoring of progress towa
targets. Credible and timely wate

unicef.org

77.5/100 Generally credible

This website mostly adheres to basic standards of credibility and transparency.

Credibility

- ✓ Does not repeatedly publish false or egregiously misleading content
- ✓ Gathers and presents information responsibly
- ✗ Has effective practices for correcting errors
- N/A Handles the difference between news and opinion responsibly
- ✓ Avoids deceptive headlines

Transparency

- ✓ Website discloses ownership and financing
- N/A Clearly labels advertising
- ✗ Reveals who's in charge, including any possible conflicts of interest
- ✗ The site provides names of content creators, along with either contact or biographical information

[Full NewsGuard Analysis](#)

Kahoot

Lesson Two: Perspectives and Paragraph Writing

1. How is water valued?
2. Is water taken for granted?
3. What are the key water issues for people and nature?
4. How does water affect women and men differently?
5. Any steps (big or small) you can take to alleviate the water crisis?
6. What does a rights-based approach to water mean to you?
7. What are the primary sources of water - rivers, lakes, groundwater, aquifers? Are these sources of water at risk of depletion or contamination?
8. Who funds water infrastructure – supply and treatment? Is it publicly funded or privatized?
9. Who uses most of the water? Who pays for water? What happens if you cannot afford to pay for water? The People's Guide to SDG6 identifies a number of red flags – do any apply?



Lesson Three: Numeracy



All teenage girls in a village had to collect water from the well.

a. In one month 16 women and 208 girls went to the well. Write the ratio of women to girls in its simplest form.

b. In one area there are 24 wells and 180 villages. Write the ratio of wells to villages in its simplest form.

c. From one well girls collected 22.5 litres of water that was decanted into buckets and 30 litres of water that was put into other containers. Write the ratio of buckets to other containers in its simplest form.

Answers:

a. 1:13 (16:208 dividing by 16 gives 1:13)

b. 2:15 (24:180, dividing by 12 gives 2: 15)

c. 3:4 (22.5:30, multiplying by 2 gives 45:60. Dividing by 15 gives 3:4).

Lesson Four: Links to Previous Knowledge

In previous years you have looked at a range of topics that link into the Sustainable Development Goals (think Sustaining the Pacific, Human Rights, Systems of Government).

Using your research skills, existing knowledge; choose one of the following

- A. Choose an area where water is of concern (remembering that we are very privileged here in New Zealand) and explain the issues and potential solutions.
- B. How do water issues link to other world issues such as the displacement of people?
- C. How has access to water and implications from water changed in the last 5-10 years? Explain if/how you think the rate of change has varied. Why might this be?
- D. What are New Zealand's concerns with water? Why is water becoming more of a concern?
- E. Why is New Zealand potentially different to other countries in terms of Te Tiriti and how water is recognised.

New Zealand river granted same legal rights as human being

After 140 years of negotiation, Māori tribe wins recognition for Whanganui river, meaning it must be treated as a living entity



Lesson Five: Extension and Group Activities

1. Taking either a paper map (will be in the relief kit) or using google maps, identify at least six countries where water is a significant area of concern. Plot these countries on the map and then give a reason why you have included them on your map. Think carefully about the different things your map might need - a title? A key? A scale? If you are using Google Maps you can also add some images.
2. Think carefully about water in New Zealand, think about an action that you could take either to raise awareness about the importance of water or how we can work to protect the water that we have.
3. If there are enough interested people in your class (you will need six people) prepare a debate on one of the following moots:
 - This house believes that water is the most significant resource in today's world
 - This house would charge people for their use of all water in New Zealand
 - This house believe that people do not value water as much as they should
 - This house believes that there should be an international body to oversee the use of water in the world

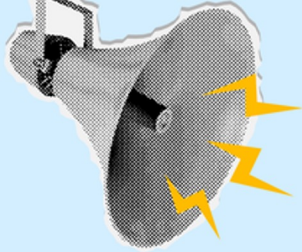


How Can This Be Applied In Other Contexts and Next Steps

- The skills involved are applicable to all students
- The idea of a series of relief lessons can be applied in many contexts. Whilst it has been written in TEAMs, it would be simple enough to change to other systems/pen and paper
- The model appears to be working quite well. We will look to add similar work on other SDGs at other year levels



Power of Young People



Calling all people from Mercy schools, universities, congregations, ministries & organisations...



ARE YOU PASSIONATE ABOUT WATER ISSUES?

JOIN THE
**MERCY
WATER
JUSTICE
COALITION**



-----A COMMITMENT TO THE UNITED NATIONS WATER ACTION AGENDA-----

Hi Ms Dwan,

The Enviro group and I have come up with the following plan in order to tackle water action and do our part as Mercy Water Leaders. I hope you like the sound of these ideas and can help us along the way.

1. Speaking in Assembly

What?

A group of students within the Enviro group will put together a fun and engaging presentation for assembly that promotes easy ways to conserve water in everyday life. The presentation will also educate students (and staff) on the importance of water and why it must be treasured and persevered.

Why?

Next Steps:

2. Commodification of Water

3. Riparian Planting



How Can This Be Applied In Other Contexts and Next Steps

- Enviro Groups are quite common in NZ schools, given that there has been funding and support. However, an enviro group can be established without a lot of resource
- Obvious to you, amazing to others

From sparks of kindness
to the fire of
transformation, every
act of mercy ignites
a new world of
hope & Possibility



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