

## TOOLKIT GUIDE

### 1.0 THE BIG IDEA

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**THE OUTLOOK  
FOR SOMEDAY**

Young People + Film + Sustainability

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# Introduction

## Kupu Whakataki

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THIS GUIDE HAS  
BEEN CREATED TO  
HELP YOU EXPAND  
YOUR HORIZONS  
ON ISSUES ABOUT  
SUSTAINABILITY,  
IN ORDER TO  
BRING A MORE  
GLOBAL OUTLOOK  
TO YOUR FILM.

### WHAT'S THE BIG IDEA?

#### He aha te whakaaro matua?

Life on this planet is complicated and ever changing. From global issues such as climate change and nuclear weapons, to our personal journeys to find our *turangawaewae* (place to stand), each of us has a duty to care for our *planet* home and every living entity upon it.

We need to find new ways to make the good things last, and to stop the bad; to reach out into the future and help create the kind of world that you and your children can grow up in safely, and find joy.

The truth is, *someday* isn't some future generation's problem – it's just around the corner... it's already here...

### WHAT MATTERS TO YOU?

#### He aha te mea nui ki a koe?

Your film offers you the chance to use your unique voice to express your hopes, dreams and appreciation, alongside your worries, anger and fears. But it's also a chance to have fun – and to explore all the weird and wonderful aspects of our wild world! It's about your dreams for the future, and the ways that you imagine to help make those dreams come true.

Not only do you have the opportunity to shine a light on the issue/s you most care about, but you can help make connections between what is happening in your home, street or community, to the broader global consequences.

It's also your chance to express yourself creatively, and to be seen and heard!

### THE LAST TWENTY YEARS OR SO ...

#### Ēnei tau rua tekau ka kipa ake nei, neke atu ranei..

Think about what's been happening since you've had your feet on this beautiful planet.

# Thinking About Your Film

Te Whakaaroaro mö Tō Pikitia

SUSTAINABILITY  
MEANS FINDING A  
WAY TO PROVIDE THE  
BEST OUTCOMES FOR  
HUMAN AND NATURAL  
ENVIRONMENTS  
WITHIN THE  
ECOLOGICAL LIMITS  
OF THE PLANET...  
TODAY AND INTO  
THE FUTURE.

## THE LENS OF SUSTAINABILITY

### Te Karu o te Tiaki i te Taiao

Just as the lens you choose for your camera affects the way you see your chosen subject, adding a global perspective to your film requires you to look at your chosen subject through the *lens of sustainability*. This means that whatever subject you decide to explore, you need to view it in terms of how it relates to a *sustainable* world.

From the food you eat to what you watch on TV, the music you listen to, the clothes you chose to wear - it's all been made, picked, organised and transported. But the trouble is we're living beyond our means; taking too much from our planet without thinking about those who will come after us.

'Human activity is putting such strain on the natural functions of Earth that the ability of the planet's ecosystems to sustain future generations can no longer be taken for granted.'

The Millennium Ecosystem Assessment

'Temperatures are rising, forests are shrinking and populations of humans and their vehicles are growing, as is the need for food, energy, metal and timber.'

Worldwatch, 2006

In Aotearoa New Zealand our collective understanding of sustainability is influenced by Māori perspectives.

Click here for  
A Māori Perspective  
on Sustainability

# Choosing Your Lens

Te Whiriwhiri i tō karu

*So many lenses... so little time!* Prime lenses, wide-angle lenses, close-up lenses, zoom lenses...they all make a difference in how you capture the uniqueness of your world. The different lenses you choose to frame your film help shape it and make it uniquely yours.

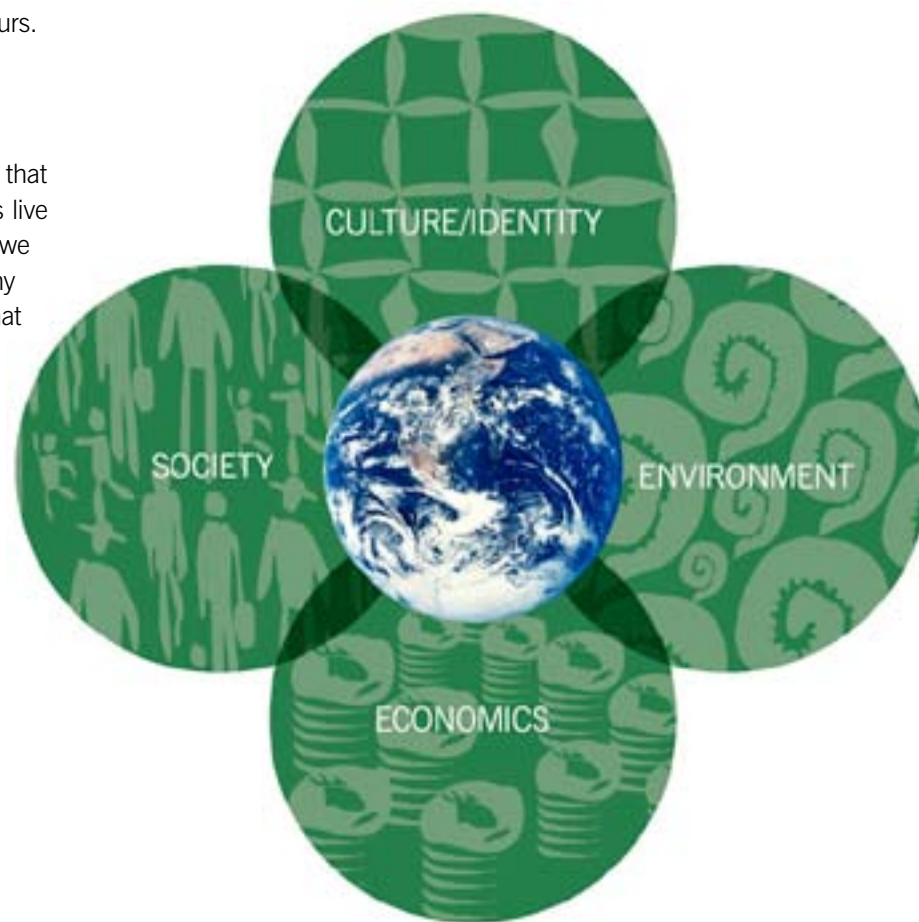
## THE LENS CONNECTION

### Te Hononga ki te Karu

Every aspect of life on Earth is linked; there is not one tiny atom that does not affect another in some respect. The way human beings live on this planet is part of this *interconnectedness*. Each *action* we take will have a *reaction* in some other time or place. That's why it's important to identify the *four key lenses of sustainability* that support all continuing forms of life on Earth:

- Environment **Te Taiao**
- Society **Te Pāpori**
- Economics **Te Ōhanga**
- Culture/ Identity **Te Ahurea/tuakiri**

## THE INTERCONNECTED LENSES OF SUSTAINABILITY



It's useful to think about these *four key areas* for your film too – because it helps you to identify how the issues you are passionate about fit into the interconnected world around you.

The following *thought clouds* contain examples of the types of issues connected to each individual lens. They are not exclusive – each cloud overlaps and intersects with the others, just as the issues interconnect in real life.

### ENVIRONMENT

clean air • clean water • healthy food • human population • green • controlling consumption • reducing waste • controlling chemical use • bio- hazards • clean oceans • managed fishing • stop bottom trawling • new transport options • valuing trees • conserving energy • smarter technology • sustainable electricity sources • controlled mining • increased communication • renewable sources of energy • windmills • limiting rubbish • halting pollution • embracing organics • preventing viruses • encouraging biodiversity • halting extinctions • protecting and restoring habitats • stabilising climate and weather patterns • ecologically-friendly farming/ agricultural practices • respecting ecology • promoting conservation • co-existence • questioning genetic engineering • stop deforestation • ethos of sharing • resource management • solar power • wave power • wind power • protected green spaces • 'green' housing • gardening • local produce • beaches • rainforests • wetlands • respect for all life forms • species protection • animal rights • self-sufficiency • interconnectedness • Gaia • customary rights • human impact • holistic thinking • Papatuanuku • Aotearoa • Eco building • Sustainable cities

### SOCIETY

family • community • friends • rural • urban • shelter • safety • security • fairness • global justice • local justice • rule of law • peace • education • equality • healthcare • care of the young, old, sick and disabled • freedom • diversity • housing • transport • controlling waste • hobbies • connection • limiting rubbish • increased communication • sustainable travel • sports • respect for all human rights • respect for life • ethical employment • ethical consumption • fair trade • peace-keeping • protection • war sovereignty • healthy cities • religion • free elections • socialism • hope • communism • cooperatives • ending and preventing wars • governments • democracy • the right to be different • fashions • and trends • ending poverty • fair sharing of resources • access to healthcare • sporting ties • robots • entertainment • healthy messages • women's rights • child protection • slavery • trafficking • rejection of violence • passive resistance • non-violent action • social support agencies • civil society • welfare systems • sustainable tourism • advertising • cell-phones • children • choices • citizenship • computers • technology • development • aid • fear • hope • rangatahi youth • media • arts • ethics • laws • choice • generations • whānau • relationships • voice • love •

### CULTURE/IDENTITY

family • whānau • community • geography • tribe • ancestors • heritage • culture • traditions • ceremonies • lifestyles • genetics • children • myths • legends • connection to land/place • place of birth • country of origin • arts • migration • indigenous • self-esteem • role models • homogenisation • respect • values • beliefs • sexuality • gender • religion • ethnicity • media • origin • roots • up-bringing • uniqueness • rights • ownership • dance • tino rangatiratanga • whakapapa • sovereignty • colonisation • language • art • globalisation of culture • assimilation • appropriation • foundations • lifestyle • kotahitanga • 'cultural capital' • free will • multicultural • skin colour • anti-racism • national costumes • flags • borders • ideologies • acceptance • birthright • customs • customary rights • refugees • music • partnerships • indigenous rights • human rights • totems • icons • symbols • treaties • empowerment • equity • peace • justice • respect • acknowledgement • protocols • pride • history • reconciliation • resettlement • discovery • new perspectives • advocacy • heroes • generations • empathy • concern • spiritual beliefs • social etiquette • festivals • sharing • security • belonging • choices • citizenship • clothing • communication • friends • Reo • determination • history • sense of place • turangawaewae • hononga • connection • identity • whakatauki • korero huahuatau • links • tikanga • protocol • tradition • voice •

### ECONOMICS

money systems • banks • basic needs for survival • corporations • rich • poor • poverty • private enterprise • state-owned assets • investment • The World Bank • The International Monetary Fund (IMF) • shopping • The World Trade Organisation (WTO) • capitalism • communism • socialism • green dollars • consumerism • commercialisation • globalisation • advertising • barter • co-operatives • entrepreneurs • ethical investment • trade • mortgages • Export Credit Agencies (ECAs) • interest rates • production • development • Foreign Direct Investment • Gross National Product (GDP) • neo-liberalism • Gross National Income (GNI) • structural adjustment • Third World • First World • colonisation • aid • development • currency markets • communication • technology • Internet • cell-phones • consumption • stocks • and bonds • share markets • privatisation • nationalisation • debt relief • debt forgiveness • debt reduction • industry • employment • fair trade • free trade • Millennium Development Goals • loans • Make Poverty History • trade justice • ethical tourism • prices • human rights • value for money • philanthropy • donations • savings • tax • property ownership • agriculture • farming • subsistence • profits • self sufficiency • monopolies • recessions • depressions • booms • welfare systems • protection of private property • border protection • security • mentoring • utu – reciprocity

# Zoom IN! Whātata MAI! / Now Zoom OUT! Ināianeī hoki ki WAHO!

## ZOOM IN!/ZOOM OUT!

Start With Your Close-up Lens

Engage Your Emotions!

Remember Your Wide-Angle Lens

Focussing Your Ideas

## START WITH YOUR CLOSE-UP LENS Timata ki tō Karu Whakatata

Whatever you decide your film is going to focus on, try to find your own *personal point of view*. This is your *message* – the way you are going to tell your story in your *unique voice*.

## ENGAGE YOUR EMOTIONS!

### Whakakorikoringia ō Kare ā roto!

Think back to the stories you most loved in your childhood. What was it that made them stand out from the rest? The thing that *engaged* you? Chances are they were stories that *moved* you in some way – whether through fear, laughter, excitement, sadness or recognition of something similar in your own life...

When you engage your audience's *emotions* it adds an extra dimension to what you are trying to say – and the best way to engage your audience's emotions is to *engage your own emotions*! When choosing an issue, thought or idea that you wish to share with others, pick the one that *most matters* to you – the one that you really care about. Of course you'll still need to back it up with good research and analysis, and good technical skills, but it is your personal 'take' on it – *your unique voice* – that will give your film the power to make it stand out from all the rest.

*Need help to identify this special personal angle?*

*Try a bit of creative visualisation!*

**E Mate Äwhina ana koe ki te Tautuhi i Tēnei Kaupapa mō tētahi Tino Tangata?**

**Imagine** you are standing on a rooftop, with all the people from your local community standing below you.

You are allowed to shout down one lasting message to them – something that you hope will make the world (whether your family, community or globally) a better place.

It is the message that the world will remember you by forever.

If you say it loud enough, everyone in the world will hear you, no matter where they are.

What one issue do you care enough about to share? Write it down.

Is your message one that could have been said by any other person you know? If so, change it until you are sure no one else could have said it but *you*.

Once you've worked on your original message, consider these extra questions...

Is your message outrageous (shocking or extreme)? Could it be? Would this make it more effective?

Is your message a question? Would it be stronger if posed as a question?

Make whatever changes you like then ask yourself – would the crowd below you cheer at your message? Can you change it so you give them something to cheer about? Does this strengthen it or weaken it?

## ZOOM IN!/ZOOM OUT!

Start With Your Close-up Lens

Engage Your Emotions!

Remember Your Wide-Angle Lens

Focussing Your Ideas

Suppose the person you love most in all the world did not agree with your message. Can you solve this by writing a second message to answer their concerns? Add it now.

Has your second message made your first message stronger or weaker? If your second message is weaker, make it stronger than the first.

Now you have to choose which message you want to keep. Or you could combine them if you wish.

Now imagine you look down and the crowd has gone. Only your greatest enemy remains, and they want you to repeat your message.

Can you make your message 'enemy proof' – so that they have no way of arguing about it?

What about if the only way you can get your message across is by whispering it? Is your message just as strong when whispered?

Now – look at all the versions of your message. Which one is the strongest? Which one says most clearly what you want it to? Which message is the one that *only you* could have written? Which one best expresses your *emotions*?

## REMEMBER TO USE YOUR WIDE ANGLE LENS...

### Kia maumahara ki tō karu tiro whānui

...even if your film has a *close-up* focus on something really personal or local, remember to consider how it fits into the *bigger picture* – the global effects at the *wide-angle* end of the spectrum. For example, if your film is about the recent attack on your local dairy-owner, think about the *bigger issues* – such as racism, violence, consumerism etc.

And remember your wide-angle lens also helps you look forward into *the future*... to how you see the future unfolding, and how you'd like to shape a more *sustainable future* for everyone.



## ZOOM IN!/ZOOM OUT!

Start With Your Close-up Lens

Engage Your Emotions!

Remember Your Wide-Angle Lens

Focussing Your Ideas

## FOCUSSING YOUR IDEAS

### Te Whakahāngai i ō Whakaaro

Now you've identified the *issue* that ignites your emotions, and the most powerful way to *voice your message*, the next step in your process is to focus your ideas.

To really *focus* your ideas, you need to take out that big wide-angle *lens of sustainability* again. Just *how*, exactly, does your issue fit into the bigger picture?

Look back at the examples in the *four key areas*. Where are the places other ideas or issues *interconnect*?

### Ask yourself

- What are the interconnections?
- How do these interconnections *affect* the issue?
- What interconnections *complicate* the issue?
- Are there some *surprising* interconnections that you hadn't thought about before?
- What interconnections have the potential to help *aid or solve* the issue?
- Are there any interconnections that are *unusual*, that could help *give a new focus or angle* to the issue/debate?



# Framing

## Te Tāpare

### AWARENESS

#### Kia Mataara

Understand and increase your understanding of the topic or issue you want to look at.

### ANALYSIS

#### Kia kaha ki te wetewete tikanga

Dig a bit deeper and explore the links between your topic.

### ACTION

#### Hāpainga ngā Mahi

What do you want to see happen? What do you want others to do or understand? (Go back to Analysis if you need to.)

### REFLECTION

#### Te Whiriwhiri mārire

What have I learnt from this process, are there more things I need to understand?

## THE THREE A'S

### Ngā mea nunui e toru

In many ways, the quality of your finished material will be decided right at the beginning of your process. The more you *think*, *analyse* and *plan* before you start filming, the greater the chance of producing a successful film.

The more you *think*, *analyse* and *plan* before you start filming, the greater the chance of producing a successful film.

To aid you with this you can *frame* the planning of your film by using the Three A's:

## AWARENESS

### Kia Mataara

#### Your own awareness of the topic:

- Jot down what you already know about the topic – try a **brainstorm**, a **reversal** exercise, or a **concept map** (mind map) to generate as many ideas and thoughts as you can.
- Look at the interconnections you have made with other local or global topics.
- What do you still need to find out?
- What can you observe?
- Where can you go to find out more? (see *links and glossary section for suggestions*)
- Your audience's awareness of the topic
- What background information are you going to need to provide for your audience, in order for them to understand your message?
- What examples or statistics can you provide to back up your claims? (include references for these)

## AWARENESS

### Kia Mataara

Understand and increase your understanding of the topic or issue you want to look at.

## ANALYSIS

### Kia kaha ki te wetewete tikanga

Dig a bit deeper and explore the links between your topic.

## ACTION

### Häpainga ngä Mahi

What do you want to see happen? What do you want others to do or understand? (Go back to Analysis if you need to.)

## REFLECTION

### Te Whiriwhiri märeire

What have I learnt from this process, are there more things I need to understand?

## ANALYSIS

### Kia kaha ki te wetewete tikanga

#### Your analysis of the topic

- Look a bit deeper at the topic... use **Analysing Tools** such as **SWOT Analysis** or the **Five W's and H** tool.
- What is happening?
- Why is it happening?
- What bigger global processes is this topic attached to (interconnections)?
- What impact does it have on you/your family/your community/your country/globally?
- What have you learnt from the first awareness step?
- How did it (the topic) get to be this way?
- What different cultural perspectives are there?
- What do others think and feel? (*i.e. interviews/questionnaires/field trips etc*)
- How can you/others influence things? (*i.e. design scenarios – try using Creative Problem Solving Techniques such as Provocation, Wishful Thinking Technique or Super Heroes.*)
- What can you measure?
- What would you/others do if you/they could?
- How else could it be? (*i.e. visualising future possibilities/outcomes*)
- What have others done? (*i.e. research, newspaper articles,*

*interviews, Internet, aligned organisations etc.*)

## ACTION

### Häpainga ngä Mahi

#### What can be done about the topic?

- What are all the actions that could be taken – at a *personal* level? At a *community* level? At a *national* level? At a *global* level? *i.e. try Brainstorming all the possible types of action*
- Which actions seem the most appropriate?
- Which actions seem the most 'do-able'?
- What are the *priorities* for change? *Try using Decision-making tools like The Six Thinking Hats.*
- Which actions will bring about the most *effective change*?
- *Who* can you get to help you?
- *Who* can you get information and support from?
- Who will do *what* and *when*?
- Who else do you need to involve?
- What is your *best-case scenario*? Your 'happy-ever-after' vision?

# PLANNING THE FILM:

Look at the example of a **Concept Map** below:

**Genres**  
 Scripted drama? Claymation?  
 News stories? Animation? Interviews?  
 Photo essay? Skits? Stills?  
 Music video? Advertisement?  
 Documentary? Improvisation?  
 Dance video? Mash-up?

**Available equipment and resources?**  
 What? Where?  
 Cost? Availability? Skill?

**Key ideas**  
 1 .....  
 2 .....  
 3 .....  
 4 .....  
 5 .....  
 6 ..... etc

**Examples**  
**From where?**  
 Are my sources reliable?

**Case Study**  
 Who? Where? What? Why?

**Research**  
 Where will I find it?  
 1 .....  
 2 .....  
 3 .....  
 4 .....  
 5 ..... etc

**Research**  
 What I need to find out?  
 1 .....  
 2 .....  
 3 .....  
 4 .....  
 5 ..... etc

**Audience**  
 Who am I addressing?  
 What will they already know?

**What I know already**  
 1 .....  
 2 .....  
 3 .....  
 4 .....  
 5 ..... etc

**Who do I need to help me?**  
**Who can I get info and support from?**

**The ANGLE**  
 One local family who want to stay but  
 the smell is driving them crazy!!  
**Stop the stink!!**  
 The issue is the disgusting  
 smell from the local landfill

**ZOOM IN - what are the LOCAL issues?**

**ZOOM OUT - what are the GLOBAL issues?**

# Choosing Your 'Treatment'

Te Whiriwhiri i tō  
'Anganga ki te Kaupapa'

AND JUST AS THERE  
ARE A MILLION  
WAYS TO TELL A  
STORY, THERE ARE  
A MILLION STORIES  
YOU CAN TELL.

There are many forms, or genres, that film can take – photo essays, animations, documentaries, scripted dramas, improvisations, advertisements, music videos, dance videos, claymations, news stories, interviews, skits, stills, mash-ups – anything imaginable that we can play on a screen!

Some films combine two or more different **genres**. And sometimes new genres get created.

Your film could focus *close-up* on something you have seen going on in your home, school or local community – like a stinking landfill right next door. Or it could *zoom out* to take in the *big picture* stuff, like the problem of waste disposal globally. It could be about the pollution in your local stream; the low wages you're earning in your part-time job; the impact of a local gang; your feelings about the War on Terrorism; your fears about a nuclear war.

This part of filmmaking, when you choose your story and how you are going to tell it, is called The Treatment.

## WORKSHEET

1. What is your topic or issue
2. What is your message?  
What do you want people to know/understand?
3. Zoom In: What is happening in your community?  
How do you feel personally?
4. Zoom Out: How does your topic/issue link to wider topics/issues?  
Are there wide factors which impact on your topic/issue?
5. Your story: What is the basic story you want to tell?

*It's important that your choice of Treatment is based on the best way to get your point across. Think about whether you want your film to be serious, humorous, sad or satirical (like Michael Moore)...*

Here are some worthwhile questions to ask yourself to help in making your decision:

- Are you sharing a personal experience?
- Are you trying to get your message across?
- Are you trying to give a balanced, two-sided story?
- Do you want to include a lot of background history or just a specific story/moment in time?
- What equipment do you have available for use?
- What other resources do you have available *i.e. equipment, people, money, archives, access to interviewees, editing etc.?*
- How much time will you need?
- What are your skills? *What do you do best?*

The important thing to keep in mind is that your film should be dynamic and bold – grabbing your audience and taking them on a journey of awareness, analysis, action, discovery...

See the section titled [Taking Your Idea To The Screen](#) to find out more about how to choose the techniques that best suit you.

[Click here for Taking Your Idea To The Screen](#)

[Click here for A Māori Perspective on Sustainability](#)

Another Section worth looking at before you move on is [A Māori Perspective on Sustainability](#).



# Creativity Tools

Ngā Taputapu Whakaauaha i a koe

## BRAINSTORMING

### Te Öhia Manomano

The dictionary talks about *brainstorming* as:

- A sudden inspiration
- A bright idea
- A sudden mental aberration!

You can use brainstorming as a way to choose the direction your film could take. It's a creative tool that works by coming up with suggestions about an idea as possible. It's all about getting rid of our internal censor – and putting each and every idea 'out there' in the world as fast and as uncritically as possible.

Brainstorming is typically done in a group, but it's perfectly workable as a one-person activity. Write down your ideas as soon as they are generated. This can be done on a chalk or white board, a flip chart, scrap paper or by using post-it notes, overhead projectors etc.

If you're doing this as a group, it's useful to have one person acting as leader or facilitator (to record each idea, keep the session focussed and to make sure no one train of thought is followed for too long.) It's also important to ensure that the environment is free of other distractions (i.e. mobile phones!)

In order to enhance creativity a brainstorm session has four basic rules:

### 1. Focus on quality

The key to brainstorming is to keep the thought process flowing freely. Clearly define the problem you want addressed (for instance: *all the things I know about water pollution*) and, as ideas come to mind, record them. This should, in turn, stimulate the development of better ideas, and assist problem solving through the principle of *quantity breeds quality*. In other words, the greater the number of ideas you generate, the greater the chance of producing a radical and effective solution.

### 2. No criticism

Welcome creativity! All criticism should be put 'on hold' while you focus on extending or adding to ideas - save criticism for a later 'critical stage' of the process. By suspending judgment, you can feel free to generate unusual ideas.

### 3. Unusual ideas are welcome

Have fun! To generate a good, long list of ideas, unusual ideas are welcomed. They may open new ways of thinking and provide better solutions than regular ideas. They can be found by looking from another perspective or setting aside assumptions. If an idea is too "wild" to be feasible, it can be tamed down to a more appropriate idea at the critical analysis stage.

#### 4. Combine and improve ideas

Good ideas can be combined to form a very good idea, as suggested by the slogan “1+1=3”. Also, existing ideas should be improved. This approach leads to better and more complete ideas than just generation of new ideas, and increases the generation of ideas, by a process of thought linking.

##### A short brainstorm session

Brainstorming is very well suited for issue-driven problem solving. A short brainstorm session can be applied in many occasions where a quick solution is needed.

##### Short brainstorming sessions contain three phases:

- a. Set the problem - Determine and specify the problem which needs a solution.
- a. Generate ideas - Generate as many ideas as possible. Keep in mind the four basic brainstorm rules and record the good ideas. Continue for five to fifteen minutes.
- a. Select best idea - Select the most appropriate idea from the suggested ideas.

#### Individual brainstorming

This is often great for generating lots of ideas, as you don't have to worry about anyone else's egos or opinions – but it is sometimes less useful for further development of ideas, as it lacks the potential spark that can be ignited by the creative input of others.

*Even if you are making your film on your own, it's a good idea to ask friends to brainstorm with you.*

##### Create a list of lead questions

During the brainstorm session your creativity may decrease. At this moment, you can boost creativity by suggesting a lead question to answer, such as “Can we combine those ideas?” or “How about a look from another perspective?” Such lead questions can be prepared before the session.

##### After the brainstorming session

Once a wide range of thoughts or ideas have been generated, other tools can be used to *analyse* and/or *make decisions about* the chosen topic. (see **analysing tools**)

## REVERSAL

### Te Rere Whakamuri

The ancient Chinese philosopher Lao-Tzu once wrote that:

*'the wise leader knows how to be creative. In order to lead, the leader learns to follow. In order to prosper, the leader learns to live simply. In both cases, it is the interaction that is creative. All behaviour consists of opposites... learn to see things backwards, inside out, and upside down.'*

Reversal is a good tool for uncovering background assumptions and allowing you to explore an alternative view of the problem at hand. To use it, ask the opposite of the question you want to ask, and apply the results.

#### The Method

- State your problem in reverse. Change a positive statement to a negative one *i.e. if you want to decrease household waste, identify all the ways you could increase household waste – this then provides you with a plan of what you really need to cut down on or if you want to improve the quality of local drinking water, think about what would you have to do to decrease quality?* This generates a checklist you can work to improve upon.

- Figure out what everyone else is *not* doing *i.e. if you want to change the way you are interacting with your parents (to make it more positive), what are other kids who have a positive relationship with their parents not currently doing that you are?*
- Ask *What if* questions using opposing actions that could be applied to your problem *e.g. What if I buy it/don't buy it? What if I join a union/don't join a union?*
- Change the physical location or direction of your perspective by walking around or doing something different *i.e. check out the area of town where most retired people live, or where the people with the lowest or highest incomes congregate, to gain a new perspective on the issue you are covering.*
- Turn defeat into victory. If something turns out badly, think about the positive aspects of the situation *e.g. If your local council ignores objections and goes ahead with turning the green-belt into a new mall, analyse the loopholes or steps that allowed this through and make it available to others in your network (or go on to lobby the Council to create alternative green space elsewhere to balance the effects).*

# CONCEPT MAPPING

## Te Hoahoa Ariä

Concept mapping (or *Mind Mapping*) is a tool that combines the 'left brain' skills of logic, words and symbols with the 'right brain' skills of pattern, colour and shape. It is often used as an accelerated learning/memory tool, as it relaxes the mind to enhance more creative and imaginative thinking. In contrast to brainstorming, where random and 'off-the-wall' ideas are encouraged, concept mapping delivers a more structured linking of ideas – a fitting of responses to the central idea.

### Method

- *Print, using lower case, for clarity and speed*
- *Use blank unlined paper – turned on side to 'landscape' mode.*
- *Start near the middle with the topic title*
- *Connect all words or phrases or lists with lines (like rays out from the sun or branches from a tree) to the centre or to other 'branches'*
- *When you get a new idea, start again with a new line from the centre*
- *Work quickly to keep the flow of ideas moving. Don't worry about trying to prioritise ideas immediately – this can come afterwards*
- *Then, identify key words – the ones that reflect*

*your main ideas or examples (i.e. by circling the key words or using colour to highlight)*

- *Consider using colour coding, to help group ideas, highlight key words or to indicate importance – i.e. red for most important*
- *Chunking – divide up your ideas like slices of a pie, with bigger pieces for bigger ideas*
- *Use symbols instead of words if you wish. Tick good ideas, cross bad ones, number in order of importance, etc.*
- *Draw lines or arrows between ideas that link with one another or go together*

### The advantages of concept mapping include:

- *clearly defining the central idea by its position*
- *clearly indicating the relative importance of each idea*
- *helpful in identifying links (interconnections) and proper sequencing of ideas*
- *displays all basic information on one page*
- *helps with recall and revision*
- *doesn't lock in specific positions of ideas*
- *displays the relationships between ideas and makes it easier to see contradictions, paradoxes and gaps in material/thinking*
- *encourages creativity*

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# Creative Problem-Solving Techniques

He tikanga whakamatara uauatanga

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## PROVOCATION

### Te Wero Whakaaro

One of Edward de Bono's lateral thinking techniques, it requires you to make deliberately provocative statements, in which something we take for granted about a situation is not true. Statements need to be stupid enough to shock you out of existing ways of thinking. With judgement suspended, the statement can be used to generate new ideas.

For instance, someone makes the statement Houses should not have solid roofs. While, normally, this wouldn't be a good idea, it might be a springboard to consider new roof designs such as opening roofs, glass roofs for studying the night sky, louvered roofs for better air flow in hot countries, etc.

## WISHFUL THINKING TECHNIQUE

### Ngä Tikanga Whakahiahia i te tangata

Dreaming of your ideal situation or solution, can help come up with an idea that has a similar effect but in a more practical, creative or efficient way. It also gives you something to aim for, and might help you develop new ideas on how to achieve the steps necessary in order to reach your goal.

For example, wishing that there were never any arguments in your family could lead you to coming up with new ideas to settle disputes, carry out ground rules, reinforce good behaviour and improve personal relationships.

## SUPER HEROES

### Ngä Tino Tängata

Pretend to be a fictional (or real) superhero and use your 'super' characteristics to generate ideas. All superheroes have skills and capacities that are outside 'normal' behaviour, which allows you to think outside the norm and to express unusual ideas from the safety of your super-hero persona... and it's fun!

For instance, if you had a super hero power that could read people's minds and identify when they were lying, a trip to parliament might be very enlightening!

# Analysing Tools

Ngā Taputapu Wetewete

## SWOT ANALYSIS

### Ngā wetekanga SWOT

This analysing tool is very helpful in identifying Strengths and Weaknesses, plus any Opportunities or Threats involved in the issue you are highlighting that you think may be faced. As a result, it makes it possible to focus on strengths, minimise weaknesses and take advantage of all possible opportunities available.

**Method:** Write down the answers to the following:

#### Strengths

- What are the advantages of your point of view? (*i.e. cleaner water, healthier habitats for local plants and animals etc.*)
- What are the positive outcomes of supporting this point of view?
- What would other people see as this point of view's strengths?

Try to answer each question from your own point of view and also from the point of view of the people around you. Be realistic, not idealistic. If you're finding this hard, try listing characteristics to decide if they are a strength or not.

#### Weaknesses

- What are the weaknesses or problems with this point of view?
- What real disadvantages might there be – and to whom?
- What should you avoid?
- Do other people see weaknesses that you don't see?  
Be realistic and face up to any unpleasant truths!

#### Opportunities

- What good opportunities are there if this action goes ahead?
- What interesting trends are you aware of?
- List useful opportunities such as: changes in social patterns, lifestyle, living arrangements, local events etc.

#### Threats

- What obstacles do you face?
- Who might oppose this and what might their reasons be?
- Are the requirements for your usual activities changing?
- Does changing technology threaten you or your issue?
- Do you have money problems that might affect the following through of this action?

Answering these questions could help sort out actions you need to take and put problems in perspective.

The following Zen story (adapted from Vaughan, 1979) demonstrates this ability to shift perspective to a more positive outlook nicely:

A farmer who had just acquired a stallion came to the Zen master in distress, after discovering that the stallion had run away. He said: 'Master, the horse is gone! The horse is gone!' The master replied: 'Who knows if it is good or bad?'

The farmer returned to his work feeling sad and miserable. Two days later the stallion turned up and brought two mares with him. The farmer was overjoyed and went back to the master, saying: 'The horse is back and has brought two mares with him!' The master replied: 'Who knows if it is good or bad?'

Three days later the farmer returned, crying because his only son, his only helper on the farm, had been thrown by one of the mares and his back had been broken. He was now in plaster and could do no work. Again the master replied: 'Who knows if it is good or bad?'

A few days later, soldiers came conscripting all the young men in the area. But they left the son because he was in plaster...<sup>1</sup>

## FIVE W'S AND H

### Ētahi W me ētahi H

Often used by journalists, the Five W's and H use basic question-generating prompts to help *define a problem*. The six prompts are:

- Who? Why? What? Where? When? How?

Although blatantly simple, they are useful:

- as an informal 'back of the envelope' checklist; a quick-aide checklist; a private checklist to help in an on-going discussion; quick points scribbled down in a meeting; or to generate further questions;
- to generate new data-gathering questions during the early stages of problem solving or to generate idea-provoking questions whilst brainstorming;
- to generate a checklist of criteria for evaluating options;
- to check plans.

It is also sometimes useful to follow each response with the additional query: *in what way might...*

For example, if the answer to *who does (this job? etc)* is Hannibal, it can be followed up by asking *in what way might/does Hannibal do this job?*

<sup>1</sup> Source: "[http://www.mycoted.com/Reframing\\_Values](http://www.mycoted.com/Reframing_Values)"

# Decision-making Tools

## Ngā Taputapu Whakatau

### SIX THINKING HATS

#### E ono ngā pōtae whakaaroaro

Early in the 1980s Dr. Edward de Bono invented the *Six Thinking Hats* method as a lateral thinking framework.

The six hats represent six different modes of thinking and are *directions to think* rather than labels for thinking.

The method promotes fuller input from more people (although you can take on all the roles yourself). In de Bono's words it "*separates ego from performance*". Everyone is able to contribute to the exploration without denting egos, as they are doing so under the 'protection' of the chosen coloured hat, and can contribute under any hat despite perhaps initially supporting an opposite view.

#### Main Purposes of Use

- Focus and improve the thinking process
- Encourage creative, parallel and lateral thinking
- Improve communication
- Speed up decision making
- Avoid debate
- Encourage full-spectrum thinking
- Separate ego from performance

**Method:** There are six metaphorical hats and the thinker can put on or take off any one of these hats to indicate the type of thinking being used. This putting on and taking off is essential. The hats must never be used to categorise individuals, even though their behavior may seem to invite this. When done in group, everybody should wear the same hat at the same time.

#### White hat 🧢

(*Objective*) This covers facts, figures, information needs and gaps. If the group is directed to use White Hat thinking at any point, it means '*Drop the arguments and suggestions, and look at the facts.*' Helps look for gaps in knowledge, in order to try to fill them or take them into account. *For example, asking for the annual statistics for rainfall in a region that has been highlighted in your film on climate change.*

#### Red hat 🧢

(*Subjective*) This covers intuition, feelings, opinions and emotions. The red hat allows someone to put forward an intuition without the need to justify it. "*From the perspective of my red hat, I think this proposal is awful.*" This is because sometimes the feeling is genuine although the logic is hard to identify – and so the red hat gives permission to put forward feelings on the subject without the need to back it up with logic or data. Also helps to consider how other people will react emotionally in order to understand (and perhaps counter) their potential responses. *For example, this is your chance to say that you don't want to include a certain interview because the pimple on the chin of the person being interviewed is too distracting to the viewer!*

### Yellow hat 🟡

(Objective) Praise, positive aspects; this hat is the *logical positive*. It helps identify why something will work and why it will offer benefits. It can be used to predict the results of some proposed action, but can also be used to find something of value in what has already happened. It is the hat that helps you keep going when everything looks gloomy and difficult! *For instance, you are doing a film on domestic violence and include an interview with someone who has overcome their own violent behaviour and is teaching others to do the same.*

### Black hat ⚫

(Objective) Criticism, negative aspects; this is the hat of judgment and caution. A valuable hat, it is not in any sense an inferior or negative hat. The black hat is used to point out why a suggestion does not fit the facts, the available experience, the system in use, or the policy that is being followed. It is valuable for highlighting the weak points of a plan – to spot fatal flaws and risks before they are encountered – allowing the wearer to eliminate problems, alter or prepare contingency plans. The black hat must always be logical. *For instance, you could use this perspective once you have made the first edit of your film – to spot any flaws in your argument, information or film techniques that you will need to address before you are completely finished.*

(Speculative/creative) Alternatives, new approaches, flexibility. This is the hat of creativity, alternatives, proposals, what is interesting, provocations and changes. It is the chance to take creative flights of fancy, without criticism of ideas. *This is a great hat to wear during brainstorming sessions, to allow your mind to flow with ideas free of your internal censor.*

### Blue hat 🔵

(Overview) This is the overview or process control hat. It looks at the ‘thinking’ about the subject, rather than at the subject itself. For instance, a chairperson may direct people to *Green Hat thinking* to insert a much needed burst of creativity. In technical terms, the blue hat is concerned with meta-cognition.<sup>2</sup> It is often the hat worn by people chairing meetings, and can be useful at the end of the process to sum up what has been learnt, discussed or decided. *For instance, if you are working in a group, someone may take on the role of Blue Hat wearer, to guide the discussion in a constructive manner.*

<sup>2</sup> Metacognition refers to thinking about cognition (memory, perception, calculation, association, etc.) itself or to thinking/reasoning about one's own thinking.

### Green hat 🟢

# Glossary And Useful Associated Links

He Rārangi Kupu me ētahi hononga whai tikanga

**Agenda 21** was the plan of action that the 1992 Earth Summit signed up to, this was a 700 page document with practical actions to create ways we could live in a sustainable way. [www.un.org/esa/sustdev/documents/agenda21](http://www.un.org/esa/sustdev/documents/agenda21)

**Aid** 'Aid' is a term used to describe any type of assistance given to a country ranging from technical equipment and money to skilled workers and emergency supplies.

**Arms trade** The exchange of arms (or weapons) among two or more parties, generally but not exclusively sovereign nations.

**Advertising** The activity of attracting public attention to a product or business, as by paid announcements in the print, broadcast, or electronic media. (also see Adbusters)

**Analyse** Examine and consider in detail in order to discover essential features or meaning.

**Animation** The art or process of preparing animated cartoons.

**Appropriation** Taking possession of or making use of something exclusively for oneself, often without permission.

**Assimilation** To absorb (immigrants or a culturally distinct group) into the prevailing culture.

**Awareness** Having conscious knowledge or recognition of something, implying knowledge gained through one's own perceptions or by means of information.

**Barter** Trade goods or services without the exchange of money.

**Big box stores** TV3's Campbell live looked at the effects 'big box' stores have on the community, suggesting that by choosing convenience, value and choice we might be losing that sense of community. View the video clip at [www.tv3.co.nz/news/tabid/67/articleID/1815/Default.aspx](http://www.tv3.co.nz/news/tabid/67/articleID/1815/Default.aspx)

**Biodiversity** or **biological diversity** is a way of describing the range of species of plants and animals found in a place or on the Earth.

**Capitalism** An economic system in which the means of production and distribution are privately or corporately owned, and development is in proportion to the build up and reinvestment of profits gained in a free market.

**Carbon Footprint** Work out what your 'carbon footprint' is and look at how much fuel and power you use at [www.energywise.org.nz](http://www.energywise.org.nz) or [www.fuelsaver.govt.nz](http://www.fuelsaver.govt.nz)

**Climate** The National Climate Centre provides information on the current climate conditions in New Zealand, as well as the global influences on NZ's climate; the site includes Māori perspectives on climate and knowledge as well as research on many issues and topics. [www.niwascience.co.nz](http://www.niwascience.co.nz)

**Climate change** Global changes in climate patterns. While the world's climate has gone through a number of different climatic periods throughout its existence, a consensus of scientists now believe that the effects of human induced climate change (mainly due to an unprecedented level of carbon dioxide in the atmosphere) is changing the world's climate patterns in such a way as to cause enormous upheaval.

**Communism** A system of government in which the state plans and controls its economy and a single (often authoritarian) party holds power; characterised by the collective ownership of property and the organisation of labour for the common advantage of all members of the society.

**Community** The district or locality in which such a group lives.

New rules produces and provides  
Resources and information on the idea that communities can be self reliant.  
[www.newrules.org.nz](http://www.newrules.org.nz)

Envision help communities work towards sustainability, their website has lots of info on local campaigns re-establish community malls and local community stores.  
[www.envision-nz.com](http://www.envision-nz.com)

**Conservation** The protection, preservation, management, or restoration of wildlife and of natural resources such as forests, soil, and water.

The Department of Conservation (DOC) is charged with conserving our natural and historic heritage for now and the future. The DOC website has heaps of stuff about work with threatened species, caring for marine life and restoring damaged ecosystems and resources for schools. [www.doc.govt.nz/templates/defaultlanding.aspx?id=32841](http://www.doc.govt.nz/templates/defaultlanding.aspx?id=32841)

**Culture** The patterns, traits, and products considered as the expression of a particular period, class, community, or population.

**Cultural Survival** The survival of the unique aspects of a particular cultural group.

[Culturalsurvival.org](http://Culturalsurvival.org) had lots of info on the plight of indigenous peoples around the world, see also the UN site [www.ohcr.org](http://www.ohcr.org)

**Colonisation** The process of establishing a colony in a new country; of replacing the original culture with that of the colonisers. It is, in effect, a take-over of culture and values - and, more often than not, involves suppression of the indigenous community in order to achieve the colonists' goals.

**Commercialisation** The process of transforming something into a commercial enterprise.

**Consumerism** Equating personal happiness with the purchase and consumption of material possessions.

**Consumption** The using up of goods and services by consumer purchasing or in the production of other goods.

**Co-operatives** An enterprise or organisation that is owned or managed jointly by those who use its facilities, products or services.

**Counter** To move or act in opposition to; oppose.

**Customary Rights** Customary rights are recognised in international law and in the domestic law of some countries. The rights are a way in which the law can protect, for

indigenous people, their interests in and associations with particular places of historic, cultural or spiritual significance. For Māori in New Zealand, those

interests have included:

- The exercise of mana over an area, which embraces the exercise of customary authority, as well as kaitiakitanga or guardianship responsibilities, which can contribute to the sustainable management of a resource.
- Practices, customs and traditions integral to a distinctive Māori culture and way of living (for example, the practice of fishing, gathering and hunting for food and other uses).
- Specific activities that are connected to a particular place, for example, the custom of visiting and protecting places of cultural and spiritual importance due to the location of taonga (treasures), urupa (burial grounds) or waahi tapu (sites of significance).  
[www.beehive.govt.nz/foreshore/docs/booklet.pdf](http://www.beehive.govt.nz/foreshore/docs/booklet.pdf)

**Debt** Something owed, such as money, goods, or services.

**Development** Much like 'aid', except the focus is more long term and the goal is to make communities self-supporting.

**Disasters** An occurrence causing widespread destruction and distress; a catastrophe.

**Diversity** A point or respect in which things differ.

**Eco homes** Houses built with ecological sustainability and energy conservation in mind.

**Eco Tourism** Generally speaking, eco-tourism focuses on local cultures, wilderness adventures, volunteering, personal growth and learning new ways to live on the planet. It is typically defined as travel to destinations where the flora, fauna, and cultural heritage are the primary attractions. Responsible eco-tourism includes programs that minimise the adverse effects of traditional tourism on the natural environment, and enhance the cultural integrity of local people. Therefore, in addition to evaluating environmental and cultural factors, initiatives by hospitality providers to promote recycling, energy efficiency, water re-use, and the creation of economic opportunities for local communities are an integral part of eco-tourism.

**Embodied energy** The energy required to make a material, such as a clay brick. This includes the energy to extract the clay, transport it to the brick-works, mould the brick, fire it in the kiln, transport it to the building site and put the brick into place.

It also includes all the indirect energy required, i.e. all the energy required to manufacture the equipment and materials needed to manufacture a brick, e.g. trucks, kilns, mining equipment, etc. All have a proportion of their energy invested in that brick. Therefore, the components of embodied energy are the manufacturing, the transportation and the disposal energy.

**Empathy** Commonly defined as one's ability to recognize, perceive and directly experientially feel the emotion of another. Empathy is often characterised as the ability to "put oneself into another's shoes", or experiencing the outlook or emotions of another being within oneself.

**Energy** Comes in many forms and can be constantly transformed, providing us with a wide range of options for its use. The most significant form of energy vital to our planet is the Sun. When you talk about electricity, fossil fuels and other 'fuels', you are talking about ways of storing the energy created from these fuels – not the 'energy' itself.

The way we use the energy we create has a big effect on the environment. 70% of New Zealanders surveyed in 2005 said that they preferred to buy their electricity from clean, renewable energy suppliers and from renewable generation sources like wind and hydro. (source; [www.Greenpeace.org.nz](http://www.Greenpeace.org.nz))

- Greenpeace has a 'clean energy guide', with information and FAQ's on climate change, energy and the environment. [www.greenpeace.org.nz/ceg](http://www.greenpeace.org.nz/ceg)
- Fuel Efficiency Calculator [www.energywise.org.nz](http://www.energywise.org.nz)
- Home Energy Efficiency Information [www.sustainableliving.org.nz](http://www.sustainableliving.org.nz)
- Community Environmental Information [www.4million.org.nz](http://www.4million.org.nz)
- Climate Change, Water and Rubbish Information [www.ecomatters.org.nz](http://www.ecomatters.org.nz)
- Leading Environment Centre [www.energystar.govt.nz](http://www.energystar.govt.nz)
- Energy Efficiency Mark [Choke the Smoke](#)
- Ministry for the Environment [www.ecobob.co.nz](http://www.ecobob.co.nz)
- Information, News & Discussion on Green Living [www.consumer.org.nz](http://www.consumer.org.nz) The Consumers Institute

**Entrepreneur** A person who organises, operates, and assumes the risk for a business venture.

**Environment** The totality of circumstances surrounding an organism or group of organisms, especially:

- a. The combination of external physical conditions that affect and influence the growth, development, and survival of organisms:

‘We shall never understand the natural environment until we see it as a living organism’

Paul Brooks.

- b. The complex of social and cultural conditions affecting the nature of an individual or community.

There are all sorts of things we can do to conserve energy, reduce the amounts of our rubbish that ends up in landfill and the impact we make on the environment. From planting trees to turning off TV's and other appliances from 'stand-by' to thinking about the way we get around. Check out [www.climatechange.govt.nz](http://www.climatechange.govt.nz) or [www.reducerubbish.govt.nz](http://www.reducerubbish.govt.nz)

- WWF is a global organisation acting locally through a network of offices. Their focus is to take action on local issues towards global solutions that halt the accelerating destruction of our natural world.  
[World Wide Fund For Nature - WWF](#)

- Friends of the Earth International is a federation of autonomous environmental organisations from all over the world. Its members, in 68 countries, campaign on urgent environmental and social issues, while working towards a shift to sustainable societies. [Friends of the Earth](#)
- The New Zealand Greenpeace website. [Greenpeace Aotearoa](#)
- The New Zealand WWF website. [WWF New Zealand](#)
- Visit Greenpeace's international site for latest campaigns, information on global environmental issues and links to national Greenpeace websites. [Greenpeace](#)
- [Concerned about the Environment](#) is Aotearoa New Zealand's network of groups which share a concern for the environment.

**Equality** The quality of being the same in quantity or measure or value or status

**Ethical** Conforming to accepted standards of social or professional behaviour.

**Ethical consumption** Using ethical considerations when buying something, for instance only buying products that have been made using the principals of fair trade, and which are recyclable and have low impact on the environment.

**Export Credit Agencies (EGAs)** The world's biggest class of public international finance institutions, bigger than the World Bank Group. Most EGAs have no social or environmental standards.

**Facts and figures...** Worldwatch collect and publish information on the state of the world, their vision is for an environmentally sustainable and socially just society. [www.worldwatch.org](http://www.worldwatch.org)

**Fauna** Animals, especially the animals of a particular region or period, considered as a group.

**Fair Trade** Fair Trade is about addressing the inequalities and exploitation of global trade by providing alternative trading organisations. Fair Trade began in the 1940's with craft and 'solidarity' products like Nicaraguan coffee, it has some basic principles which young people are becoming much more aware about – like the need to prohibit the exploitation of children, paying farmers and workers a fair price for their products and making sure that working conditions are safe and healthy.

- The Fair Trade Association of Australia and New Zealand website has lots on the fair trade movement, ideas for action, resources like their 'Education Kit' and factsheets on fair trade and ethical consumption. [www.fta.org.nz](http://www.fta.org.nz)

- Corpwatch investigates and exposes violations of human rights, environmental crimes, fraud and corruption around the world. [www.corpwatch.org](http://www.corpwatch.org)

**Flora** Plants considered as a group, especially the plants of a particular country, region, or time.

**Food Chain** A community of organisms where each member is eaten in turn by another member

**Food Miles** An expression for the concept that the mileage of food before it reaches the consumer (or the plate) is a good indicator for the environmental impact of the food and its components.

**Foreign Direct Investment** An investment abroad, usually where the company is controlled by a foreign corporation.

**Free Trade** Free trade means trade without any government-imposed barriers, such as subsidies and tariffs. The economic theory of 'comparative advantage' says a country should specialise in supplying the commodities, manufactured goods and services that they can most efficiently. It should be free to export these. In exchange, it will import the goods/services that are impossible/ inefficient for it to produce. The market therefore regulates itself under the economic 'law' of "supply and demand".

This theory determines the policies of the World Trade Organisation, the World Bank and the International Monetary Fund (IMF) and other International Financial Institutions (IFIs). Free Trade is presented as the partner of democracy, together forming the only viable basis for a developed society in representing the ultimate expression of social and economic freedom. However, a democratic government was overthrown in Chile and replaced by a dictatorship in order to pursue the free market dream. Also, China has moved towards a free market without any move towards democracy. In addition, some of the strongest advocates of free trade have massive subsidies on their own goods. For example, in the European Union (EU), a cow receives subsidies of \$US2.20 per day when 1.2 billion people worldwide earn less than this to live on.

**Genetic Engineering** The altering or manipulation of a gene. Changing the original structure of a gene. This is normally done to create a new organism with a desirable trait(s), although there is huge debate about the safety of such genetic tampering.

Giant Experiment support New Zealand as a GE free place, promoting action and awareness about genetically engineered foods. [www.giantexperiment.co.nz](http://www.giantexperiment.co.nz)

**Global** Of, relating to, or involving the entire earth; worldwide.

**Globalisation** The process of increased international interconnectedness; the organisation of social, cultural and economic life on a global scale, and the growth of a global consciousness. This process is age-old, but since the 1950s the pace of this global integration has accelerated dramatically. This is due to massive improvements in communications, information and transport technology, which means goods and information can travel much faster. Increased trade liberalisation and financial market deregulation since the end of the Cold War have also encouraged the process. Globalisation is a complex phenomenon as it presents the global population with enormous opportunities, but it also has the potential to increase suffering and inequality. Statistics show that, so far, globalisation has widened the gap between rich and poor.

**Global Bits** is a publication of the Global Education Centre. It is printed three times per year providing information and ideas for exploring global issues and how they impact on communities in both Aotearoa and all around the world.

'Take Action' (July 2005) looks at how our lives are shaped by global influences and looks at how each of us as members of a

larger 'global family' can take action for a just, sustainable and peaceful world. [www.globaled.org.nz](http://www.globaled.org.nz). As well, Global Issues looks into global issues that affect everyone and show how these issues are connected together. [www.globalissues.org](http://www.globalissues.org)

**The Global Education Centre** produce **Global Bits** - a free resource aimed at educators and youth workers with information and ideas for exploring global issues. Past issues can be accessed from the GEC [www.globaled.co.nz](http://www.globaled.co.nz) website as PDF's.

**Global warming** Another term for the more correctly labelled 'climate change'.

'Climate hot map' has maps and facts about the state of global warming, locally and globally. [www.climatehotmap.org](http://www.climatehotmap.org)

**Gross National Product (GNP)** The total market value of all goods and services produced by a nation during a specified period (usually one year.)

**Gross National Income (GNI)** The total value of goods and services produced within a country (GNP) plus any income received from other countries (less payments to other countries.)

**Habitat** The area or environment where an organism or ecological community normally lives or occurs.

**Health Urge** Whakamanawa is an online youth health and information service aimed at helping young people find useful information or resources. Includes an online directory of help services, a creative section and a discussion board. It also has information tackling some of the "tough" issues like drink, image, stress, sex, futures, etc. [www.urge.co.nz](http://www.urge.co.nz)

**Heritage** Something that is passed down from preceding generations; a tradition.

**Homogenisation** The act of making something homogenous or uniform (the same) in composition.

**Human Rights** The basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.

**Human Rights Watch** [www.hrw.org](http://www.hrw.org) is the largest human rights organization based in the United States. They Campaign and publish findings of investigations into human rights abuses worldwide.

**Idealistic** Of high moral or intellectual value; elevated in nature or style; often more 'ideas' driven than 'practical'.

**Identity** The distinct personality of an individual regarded as a persisting entity; individuality. Can also mean the set of

behavioural or personal characteristics by which an individual is recognisable as a member of a group.

**Ideologies** A set of doctrines or beliefs that form the basis of a political, economic, or other system.

**Indigenous** Native to an area.

**Interconnected(ness)** Connected with each other.

**Interconnection** The point of connection between two or more things.

**Interdependence** Mutually relying on or requiring the aid of each other for support.

**International Monetary Fund (IMF)** The aim of the International Monetary Fund (IMF) is to defend the international monetary system by providing member states with loans. The IMF lends money to governments that are in deep financial difficulty (often from taking out private loans) for example Mexico in the 80s, South East Asian countries and Russia in the 90s and Argentina in 2001. This money is only made available after the receiving country agrees to economic policy reforms, known as Structural Adjustment Programs (SAPs) or Poverty Reduction Strategy Papers (PRSPs). The IMF is accused of being inflexible in its approach and for uniformly enforcing its policies on all countries with no regard to their differences.

**Kotahitanga** A Māori concept denoting the unity of all things.

**Kyoto protocol** – an international agreement led by the United Nations which addressed global warming- aiming to reduce the greenhouse gas emissions of developed countries. Kyoto set targets for first commitment period (2008-2012), here in Aotearoa New Zealand the target is to reduce emissions to the level they were in 1990.

**Lateral thinking** A way of solving problems; you try to look at the problem from many angles instead of tackling it head-on.

#### **Make Poverty History Campaign**

MAKEPOVERTYHISTORY is an international alliance of organisations, faith groups, trade unions and celebrities who are united by a common belief that there is currently an unprecedented opportunity for global change. MAKEPOVERTYHISTORY urges the government and international decision makers to create urgent and meaningful policy change on three critical and inextricably linked areas: trade, debt and aid.

**Media** A means of mass communication, such as newspapers, magazines, radio, or television.

**Medium** (as in ‘what medium will you use?’) A specific kind of artistic technique or means of expression as determined by the materials used or the creative methods involved i.e. video, film, stills photography etc.

**Metaphorical** One thing conceived as representing another; a symbol.

#### **Millennium Development Goals (MDGs)**

The United Nations Millennium Development Goals (MDGs), signed in September 2000 at the Millennium Summit, are eight goals that all 191 member states have pledged to meet by 2015. The MDGs are, by 2015, to: MDG 1: eradicate extreme poverty and hunger MDG 2: achieve universal primary education MDG 3: promote gender equality and empower women MDG 4: reduce child mortality MDG 5: improve maternal health MDG 6: combat HIV/AIDS, malaria, and other diseases MDG 7: ensure environmental sustainability MDG 8: develop a global partnership for development. The MDGs have become benchmarks of development progress, embraced by donors, developing countries, civil society and major development institutions. There is widespread concern that the goals will not be met, as although there has been some progress in all areas it is happening too slowly. There is also criticism that, due to conservative influences, the MDGs do not include goals or targets relating to sexual and

reproductive health, a major component in women's mortality rates, empowerment and equality.

**Mobility** The quality or state of being mobile or the movement of people, as from one social group, class, or level to another.

**Monoculture** Describes systems that have very low **diversity**

**Monopolies** A company or group having exclusive control over a commercial activity; a commodity or service so controlled; exclusive possession or control: arrogantly claims to have a monopoly on the truth; or something that is exclusively possessed or controlled:

**National Identity** The collective cultural symbols and beliefs of a particular nation, viewed as exclusive and specific to that nation.

**Nationalisation** Devotion to the interests or culture of one's nation; the belief that nations will benefit from acting independently rather than collectively, emphasising national rather than international goals; or aspirations for national independence in a country under foreign domination.

**New Internationalist Magazine** A communications co-operative. With over 30 years of publishing under its belt, and

more than 75,000 subscribers worldwide, the New Internationalist is renowned for its radical, campaigning stance on a range of world issues, from the cynical marketing of baby milk in the Majority World to human rights in Burma. <http://www.newint.org/>

### **Neo-liberalisation (Neo-liberal economics)**

The hallmarks of neo-liberal economics are privatisation, user-pays and the reduction and removal of trade barriers including tariffs and local subsidies. Neo-liberals believe that the market is always more efficient and achieves a better distribution of goods and services than even the most well-meaning government. The argument goes that the wealth created in open markets will eventually “trickle down” to the poor so that everyone benefits and human development is promoted. This theory forms the basis of the policies of the World Trade Organisation (WTO), International Monetary Fund (IMF) and the World Bank. However evidence shows that the opposite happens; that wealth circulates and expands only within the rich classes (creating hugely wealthy individuals, Transnational Corporations (TNCs) and developed countries) whilst the poor remain poor. Instead of raising the standard of living and access to opportunities for everyone, practice shows that neo-liberal economics currently benefit those who already have power and wealth, and marginalise the majority.

**Objective** (as opposed to subjective) Based on observable phenomena; presented factually i.e. *an objective appraisal*.

**Oxfam International** is a confederation of 12 organisations working together with over 300 partners in more than 100 countries to find lasting solutions to poverty, suffering and injustice. [www.oxfam.org](http://www.oxfam.org)

**Overview** A broad, comprehensive view; a survey; a summary or review.

**Parihaka** A small Taranaki settlement that was the site of Māori passive resistance against land-grabbing colonial forces, led by two inspirational men – Te Whiti o Rongomai and Tohu Kakahi. [www.parihaka.com](http://www.parihaka.com)

### **Parliamentary Commission for the Environment**

The PCE is an independent Officer of Parliament appointed for a five-year term under the Environment Act 1986. The primary objective of the office is to contribute to maintaining and improving the quality of the environment in New Zealand through advice given to Parliament, local councils, business, tangata whenua, communities and other public agencies.

**Passive Solar Design** involves the modelling, selection and use of appropriate passive solar technologies to maintain the building environment at a comfortable temperature through the sun's daily and annual cycles.

As a result it also minimises the use of active solar, renewable energy and especially fossil fuel technologies.

**Peace** Commonly understood to mean the *absence of hostilities*. Other definitions include freedom from disputes, silence, harmonious relations, or inner contentment and serenity, as the meaning of the word changes with context.

**Peak Oil** As soon as the first oil was tapped, it started running out, the term 'peak oil' refers to the time when worldwide oil extraction 'peaks'. Latest thinking is that this will happen by 2010. The Association for the Study of Peak Oil and Gas (ASPO) explain what exactly peak oil and gas is and why there is a fight over it and what it means if it runs out. They have a variety of articles that discuss the current issues surrounding oil and gas. [www.peakoil.net](http://www.peakoil.net)

**Philanthropy** The effort or inclination to increase the well-being of humankind, as by charitable aid or donations. A philanthropist is a person who donates goods, time or money to a worthy or charitable cause.

**Photo essay** A series of photographs that conveys a story, usually accompanied by a written (or spoken) text and published as a book, special feature in a periodical, or film.

**Poverty** One in four people in the world live on less than \$1 a day and in 2000 the richest 20% had 88% of the planets entire wealth. Here in New Zealand we know that around 1/3 of all children live in poverty, those most affected are from single parent families. NZ Poverty Measurement Project (Waldegrave, Stephens and Frater 1996)

- The NZ Council of Christian Social Services have a series of fact sheets about poverty in NZ.  
[www.casi.org.nz/mythsaboutpoverty](http://www.casi.org.nz/mythsaboutpoverty)
- **Make Poverty History** brings together over 200 charities, campaigns, trade unions, faith groups and celebrities united by a common belief that 2005 offers a unprecedented opportunity for global change.
- The Child Poverty Action Group Aotearoa New Zealand [www.cpag.org.nz](http://www.cpag.org.nz) has stories and information on how poverty affects families in Aotearoa New Zealand.

**Privatisation** When a government sells off nationally-owned enterprises to private companies (who are often foreign investors). The International Monetary Fund and World Bank often make privatisation one of the conditions of their loans. Privatisation is typically associated with layoffs and pay cuts for workers in the privatised enterprises. Privatisation also changes the primary focus of the enterprise from providing a state service to making a profit.

**Protocols** The forms of ceremony and etiquette observed by diplomats and heads of state; a code of correct conduct: *safety protocols; academic protocol*; the first copy of a treaty or other such document before its ratification; or a preliminary draft or record of a transaction.

**Recycling** To use again, especially to reprocess – especially rubbish such as glass, plastics, paper, organic waste (as compost) etc.

The average Kiwi household who throws away just one bag of rubbish every week could compost the kitchen scraps and garden waste to make over 7 bags of compost and make a stack of paper and card that'd be over 8 metres high. Up to 65% of our rubbish could be recycled or composted. Some 22 million plastic bags are used in NZ every week- each of which will take 500 years to break down.  
[www.reducerubbish.govt.nz](http://www.reducerubbish.govt.nz)

**Realistic** Expressing an awareness of things as they really are.

**Recession** An extended decline in general business activity, typically two consecutive quarters of falling real gross national product.

**Reconciliation** Part of a process of restoring a relationship gone wrong, typically as the result of one party causing a rift; to end a relation of enmity and to substitute for it one of peace and good will.

**Renewables** Energy sources which can be replenished at the same rate it is used i.e. wind, solar, geothermal, water (hydro), wave, biofuels etc..

**Slogan** A memorable phrase used in a political, commercial, religious, and other contexts as a repetitive expression of an idea or purpose.

**Socialism** Any of various theories or systems of social organisation in which the means of producing and distributing goods is owned collectively or by a centralized government that often plans and controls the economy (sometimes called 'the welfare state', as seen in Aotearoa's centralised health, welfare and education systems).

**Solar Power** The technology of obtaining usable energy from the light of the Sun. *Solar energy* has been used in many traditional technologies for centuries and has come into widespread use where other power supplies are absent, such as in remote locations and in space.

**Sovereignty** The exclusive right to exercise supreme, permanent political authority, especially over a nation, but also a geographic region, group of people, or self.

**Speculative** Not necessarily based on fact or investigation; concerned primarily with theories or hypotheses rather than practical considerations.

**Structural Adjustment** A term used to describe the policy changes implemented by the International Monetary Fund (IMF) and the World Bank in developing countries.

Structural Adjustment Programs (SAPs) were, until recently, the standard International Monetary Fund (IMF) and World Bank policy package for developing countries. They combined loans with forced economic policy reform. Key measures included: privatising government-owned enterprises and government-provided services, cutting government spending, orienting economies to promote exports, trade liberalisation, higher interest rates, removing subsidies on consumer items such as foods, fuel and medicines and tax increases. SAPs were heavily criticised for deepening rather than reducing poverty. In the two regions with the most experience of SAPs, per capita income has stagnated (Latin America) or plummeted (Africa). Poverty Reduction Strategy Papers (PRSPs) replaced SAPs in 1999, but PRSPs still come under attack from critics who argue that they need to be more flexible to fit the needs of different countries as they are all at different stages of development, have different capacities and also different political and administrative systems.

**Subjective** Particular to a given person; personal i.e. a *subjective experience*.

**Subsistence** The very bare minimum sufficient to maintain life in terms of food, water, shelter, income etc.

**Sustainable Development** The Encyclopedia of Sustainable Development is a web-based resource produced by the Atmosphere, Climate & Environment Information Programme, with many easy to understand facts and statistics about sustainable development.  
[www.docm.mmu.ac.uk/aric/esd/index.html](http://www.docm.mmu.ac.uk/aric/esd/index.html)

**Sweatshop** A factory where people work in poor conditions for what is often less than a living wage, making a variety of products including clothes, toys, shoes, and other consumer goods. The term comes from the lack of adequate ventilation and implies generally unsafe conditions. Workers may suffer physical, mental, or sexual abuse as well as having to work long hours. Some companies employ children. Most countries where sweatshops are found forbid trade unionisation, making it hard for employees to protest or improve their conditions.

You can look via this US based website at the environmental record of some of the big global brands ([www.coopamerica.org](http://www.coopamerica.org)), this includes campaigns by organisations and groups and the records of companies on labour recycling and competition. This list of companies, broken down by industries, reveals who the real good and bad guys are.

**Tikanga** A wide range of meanings — convention, culture, custom, ethic, etiquette, fashion, formality, lore, manner, meaning, mechanism, method, protocol, style.

Generally taken to mean “the Māori way of doing things”, it is derived from the Māori word *tika* meaning ‘right’ or ‘correct’.

**Taki** To tow with a line, lead, entice, challenge, begin or continue a speech, recite, make a speech.

**Tangata Whenua** People who are of the land through their ancestral connection to it.

**Te Ao Turoa** is the Māori term for the environment; the relationship of Māori with Te Ao Turoa is one of Kaitiakitanga (stewardship or guardianship). This relationship uses whakapapa to link all things, both in the natural environment and in the social world. Māori have the same origin as the elements protected and treasured within Te Ao Turoa and are essential elements of the identity and integrity of the people. (Source; Te Aratīatia Learning and Development 2003)

**Tino Rangatiratanga** Self-determination; A ‘rangatira’ is a chief and ‘-tanga’ means the quality of chieftainship. The phrase can be fairly literally translated as ‘absolute/unqualified chieftainship’. The nearest conceptual translation is ‘self-determination’, although many also refer to it as ‘absolute sovereignty’ or Māori independence.

**Trade Justice** Trade justice is a campaign by non-governmental organisations, such as consumer groups, trade unions, faith groups, aid agencies and environmental groups. These organisations lobby for changes to the rules of world trade so that poor people can work their own way out of poverty - essentially for trade justice (i.e. 'fair trade') not 'free trade'.

**Treatment** A written document outlining the plot, characters, and action for a script but not including certain elements of a finished script, such as camera directions and dialogue.

**Tourism** The practice of travelling for pleasure; the business of providing tours and services for tourists.

Tourism can be good and bad for the environment, for many developing countries it was be a major source of income but also have major impact on both the environment and on the culture and identity of the local people and their cultures. Sites of interest may include: [Biodiversity and Tourism](#) information about the impact of tourism on the environment; [Negative socio-cultural impacts](#) of tourism; and [Untamed Path](#) provides information about ecotourism and other related issues.

**Eco Tourism** or **ecological tourism**, is a form of tourism which has both environmental and social connotations. It is defined both as a concept-tourism movement and as a tourism (specifically sustainable tourism) section.

**US Census Bureau, International Division**  
[www.census.gov/cgi-bin/pc/idbagg](http://www.census.gov/cgi-bin/pc/idbagg)

**Water** In New Zealand we each use around 150 litres of water every day and in the developing world people use less than 10 litres a day. There is a lot we can each do, from only flushing when really necessary and taking a shower rather than a bath.

- 'Water Te Wai' is a Global Education Centre resource which explores many aspects of the 'wet stuff' that is so abundant in and around Aotearoa New Zealand.  
[www.globaled.org.nz/schools/global.html](http://www.globaled.org.nz/schools/global.html)
- Seaweek is about raising awareness of the coast and ocean and encouraging all New Zealanders to help look after their local marine areas, celebrate the sea and can promote the health of our ocean, [www.seaweek.org.nz](http://www.seaweek.org.nz).

**Whanaungatanga** Relationship, kinship.

**Whakapapa** Genealogy, genealogical table, lineage, descent.

**Wind power** Electricity derived from the wind (as by windmills, which are a machine that runs on the energy generated by a wheel of adjustable blades or slats rotated by the wind.)

**World Food Programme** The world's largest humanitarian agency is the food aid branch of the United Nations. From its headquarters in Rome and more than 80 country offices around the world, WFP works to help people who are unable to produce or obtain enough food for themselves and their families.  
[www.wfp.org/english/](http://www.wfp.org/english/)

**World Bank** The World Bank Group makes loans or guarantees credit to its 177 member countries. As well as financing public projects such as roads, power plants and schools, the Bank also makes loans to reorganise a country's economic system by funding economic and social programs. These conditions to loans were originally known as Structural Adjustment Programs (SAPs), but after much criticism are now packaged (critics say re-branded) as Poverty Reduction Strategy Papers (PRSPs). The Bank is governed by a board with voting power decided by the level of a nation's financial contribution. Therefore, the United States has roughly 17% of the vote (and, traditionally, the President is American), with the seven largest industrialised countries (G-7) holding a total of 45%. Meanwhile, the

developing countries whose economies and societies are most impacted upon by Bank programmes and policies have relatively little influence.

**World Trade Organisation (WTO)** The World Trade Organisation (WTO) is an international organisation that oversees a large number of agreements defining the “rules of trade” between its 148 member states. It is committed to reducing or abolishing international trade barriers, thus liberalising trade. The Act that established the WTO created a number of agreements on goods, agriculture, intellectual property (TRIPS) and services (GATS). In the late 1990s, the WTO became a major target of protests by the anti-globalisation movement. Protestors argue that the WTO is unfairly structured (with voting power biased towards the richer, more developed countries) and that while its policies affect the entire world, it is not democratically elected or accountable. Also, the WTO contains no minimum standards to protect labour, human rights, social or environmental standards.

**WorldWatch Institute** Provides independent research for an environmentally sustainable and socially just society.

[www.worldwatch.org](http://www.worldwatch.org)

**Youth Development Strategy Aotearoa** is led by the Ministry of Youth Development and is about involving youth in the solutions, co-ordinating and connecting young people and organisations on issues both locally and through a regional structure with central Government.

[www.myd.govt.nz](http://www.myd.govt.nz)

‘Youth Action Net’ is programme that ‘invests in the power and promise of young people to create positive change’, the website has links to groups and campaigns across the world.

[www.youthactionnet.org](http://www.youthactionnet.org)