**ACTIVITY: Mapping the future**

**Activity idea**

In this activity, students use the Ake Ake approach to explore changes that have taken place in their local environment in the last 50–100 years and to plan for the next 50 years.

By the end of this activity, students should be able to:

* name the five key components important for the sustainability of any society
* describe aspects of their area 50–100 years ago according to these five components
* describe changes in these components that have taken place from then to now
* draw a picture of how they would like their area to look like in 50 years’ time, considering the five components
* explain the components of their picture including why they want certain changes.

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**Introduction/background**

Part of the restoration of the Waikato River involves thinking about the future of the river.

Researchers have developed a model (Ake Ake) to help iwi identify and understand the changes that have taken place in and around the river over time and why. The model then helps iwi think about what they would like for the future of the river and for future generations who would live there.

The Ake Ake model helps people explore these ideas through five key components important for the sustainability of a society – environmental, social, cultural, economic, and health and wellbeing. An explanation of four of the key components (or aspects) of sustainability, the concepts within them and examples of what these aspects and concepts look like in this context can be found in the teacher resource [Aspects of sustainability](https://www.sciencelearn.org.nz/resources/461-aspects-of-sustainability-teacher-resource).

In this activity, students use this method to explore their own area – the changes that have occurred over time and how students would like to see their area in 50 years’ time. This activity helps to make students aware that what we do now affects the future and the people who come after us.

Students should explore the Ake Ake model first through the student activity [Ake Ake – forever and ever](https://www.sciencelearn.org.nz/resources/458-ake-ake-forever-and-ever) to help them understand the changes that have occurred for Māori over time. The model can then be applied to their own situation in this activity.

**What you need**

* Access to the student activity [Ake Ake – forever and ever](https://www.sciencelearn.org.nz/resources/458-ake-ake-forever-and-ever), the article [Model for identifying cultural indicators](https://www.sciencelearn.org.nz/resources/438-model-for-identifying-cultural-indicators) and the video clips The [Ake Ake model](https://www.sciencelearn.org.nz/videos/244-the-ake-ake-model) and [Cultural indicators](https://www.sciencelearn.org.nz/videos/243-cultural-indicators)
* Drawing paper and crayons or coloured pencils

**What to do**

1. Students could learn about the Ake Ake model as a method for pictorial mapping of individual perspectives by:
* doing the student activity [Ake Ake – forever and ever](https://www.sciencelearn.org.nz/resources/458-ake-ake-forever-and-ever)
* reading about Lorraine Dixon and her Ake Ake project in the article [Model for identifying cultural indicators](https://www.sciencelearn.org.nz/resources/438-model-for-identifying-cultural-indicators)
* viewing the video clips [The Ake Ake model](https://www.sciencelearn.org.nz/videos/244-the-ake-ake-model) and [Cultural indicators](https://www.sciencelearn.org.nz/videos/243-cultural-indicators).
1. As a class, discuss the Ake Ake model:
* What is the aim of doing this?
* What are the three main steps?
* What are the areas or components that are included when thinking about changes made over time?
1. Use the Ake Ake approach to consider the future for a local area near the school:
* Students learn about the past of the area where they live. What was it like 50–100 years ago environmentally? Economically? Culturally? Socially? What was the health and wellbeing of the people like? This could be done by inviting grandparents and/or great grandparents to come and talk to the class. Prepare some questions for them based on each of the component areas. What was the environment like here? Were there many buildings? Cars? Was pollution a problem? Did you have what you needed? What was your job? Did you mix a lot with members of family? Friends? What social activities did you do together? What were some common illnesses at the time?
* Students identify the present situation. Are there environmental concerns in your area? What are they? What is the nature of the economy in your area? How are people financially? What are the different cultures of people in your area? Do they follow their cultural traditions? What is your culture? Do you follow any practices that are culturally significant? How are people socially in your area? Do they mix easily with others, or do people tend to live in isolation? If they mix, where does this happen? What social events are there? How healthy are the people in your area? Are they a good weight? Overweight? Do you think most people have a good diet? Do they have easy access to takeaway food? Are they physically fit? Do people walk/run, get involved in sport? Students can discuss these questions with their parents for homework and share the responses in a class discussion. Responses should be recorded (on a board or large piece of paper).
* Discuss the changes that have taken place since students’ grandparents’ time. Are they positive or negative changes? What further changes would your students like to see happen and why? Make some suggestions about how these changes might take place.
1. Students draw their area showing how they want it to look in 50 years’ time. Consider each of the components and try to reflect them in the drawing, for example, people jogging might show that exercise is an important component for health and wellbeing.
2. Students share their drawings to the class or in groups, explaining each component depicted in their picture.
3. Collate all of the drawings into a class book. You might like to archive this (or add to a time capsule) for future students to show them the thoughts of students today!