

Tirohanga Whānui

Overview



What teachers need to know

This is an overview of our six lessons in the **Te Hono Atu (Connecting In)** theme. Each resource can be used as a stand-alone activity or alongside others in the series. Together these resources explore how important it is for us to connect with our environment, our friends and whānau, and our past. We look at how our transport choices impact on us locally and globally and how we can all make a difference.

Ākonga (students) will gain these key understandings:

- Everything is connected in our environment.
- We have choices about the way we travel to kura (school).
- How we choose to travel to kura has an effect on the world we live in and the people in our community.
- There are many benefits of engaging in active travel (walking or wheeling) to and from kura.



Summary of resources

Lesson	Learning Intention	Learning Experience (Activities)	Time	Year group	Learning area
Lesson 1: He huringa i ahau? Can I make a difference? <i>Includes Learning Resource (story) for students.</i>	To understand that people can affect their natural environment in positive ways.	Introduce your wider topic. Discuss citizenship muscles, and how we can make a positive difference. Read The Starfish Story. Watch 2 YouTube clips to explain climate change.	45- 60 mins	4-8	Social Sciences
Lesson 2: Ka whai hononga te katoa Everything is connected <i>Includes Learning Resource (worksheet) for students.</i>	To find connections between a set of keywords and communicate their ideas.	Discuss ways of getting to kura and the effects of travel on the natural environment. Use a concept map to explore understanding of connectedness in our world.	60 mins	4-8	English
Lesson 3: He toi tairongo Sensory collage	To portray feelings and experiences about outdoor environment through a piece of visual art.	Take class on a walk outside of kura, along pathways that lead to your school gates. Focus on using your senses. Create a collaborative mural or personal sensory collage drawing on experiences of walking to kura.	1-2 hours	4-8	The Arts (Visual Arts)
Lesson 4: Whakaahua hāereere ki te kura Travelling to school montage	To know the different ways to active travel. To express an opinion.	Watch video clips to see different children's journeys to kura. Discuss the different ways to active travel. Create a personal montage of ways you could travel to kura. State how you feel about how you travel to kura.	60 mins	4-8	English
Lesson 5: Te ara o mua Historical travel <i>Includes Learning Resource (interview questions) for students.</i>	To research and communicate ideas learnt from a primary source.	Look at using primary and secondary sources to collect information. Share images and examples of interviews to show how people travelled in the past. Interview an older person about the way they travelled to kura. Share and discuss how things have changed over time.	In class: 30 mins At home: 30 mins	4-8	English
Lesson 6: Ngā hua ara ōkiko Active travel benefits <i>Includes Learning Resources (interview prompts and chart) for students.</i>	To know the benefits of active travel (walking or wheeling).	Role-play an interview in pairs talking about the benefits of active travel (walking or wheeling). Share with the class. Collate and display their answers for each question on the Benefits of Active Travel chart.	60 mins	4-8	Social Sciences, English

Learning areas

Social Sciences and Social Studies – from the New Zealand Curriculum:

Level 2 – Students will:

- Understand how people make choices to meet their needs and wants.
- Understand how places influence people and people influence places.

Level 3 – Students will:

- Understand how people make decisions about access to and use of resources.

Level 4 – Students will:

- Understand how people participate individually and collectively in response to community challenges.

English – from Te Mātaiaho – The Refreshed New Zealand Curriculum:

Years 4-6 – Progress outcome for English by the end of year 6.

Do – Te whakamahi rautaki ki te whai māramatanga (Comprehending and creating texts):

- I can use writing as a tool to think about, record, and communicate experiences, ideas, and information.

Years 7-8 – Progress outcome for English by the end of year 8.

Do – Te whakamahi rautaki ki te whai māramatanga (Comprehending and creating texts):

- I can use the codes and conventions of different modes and text types for effect in the texts I compose.

The Arts and Visual Arts:

Level 2 – Communicating and Interpreting – Share the ideas, feelings, and stories communicated by their own and others' objects and images.

Level 3 – Communicating and Interpreting – Describe the ideas their own and others' objects and images communicate.

Level 4 – Communicating and Interpreting – Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.



Meanings of terms and concepts

Kaitiakitanga – Guardianship and protection. It is a way of caring for the environment, based on the Māori world view. A kaitiaki is a guardian such as an atua (see below) or a person or group that cares for an area such as a lake or forest.

Manaakitanga – Hospitality, generosity, support, respect and care for others. Nurturing people so that they feel valued and looked after. Encouraging a feeling of belonging in this community/place/ planet.

Mauri – The essential vital quality and wellbeing of an individual, a group, a place or an ecosystem. Understanding the mauri or wellbeing of a place helps us to see why kaitiakitanga is important. When mauri is weakened by neglect, overuse or pollution, many other life systems are affected, eg, cars and roads and their effect on wildlife and nature. By practising kaitiakitanga we can help to protect and nurture the mauri of a community and place.

Whanaungatanga – Making connections. It is about relationship, kinship, sense of family connection – a relationship through shared experiences and working together which provides people with a sense of belonging. It develops as a result of kinship rights and obligations, which also serve to strengthen each member of the kin group.

Natural environment – includes water, land, air and all things living and growing.

Te taiao (the environment) – Air is viewed as a taonga (precious resource) derived from Ranginui (the sky father). Māori legend tells that following the separation of Ranginui and Papatūānuku (the Earth mother) their child Tāwhirimātea fled with Ranginui to his new home in the sky. From there Tāwhirimātea controls the wind and elements. Carbon emissions degrade and lessen the mauri (life-force) of this taonga. It also affects the mauri of other taonga, for example plants and animals, as all living things need air and all things share the same air. It's important to Māori to exercise kaitiakitanga – to be caretakers to protect and maintain the mauri of a place or a precious resource such as clean air.

Ngā atua (the Māori gods):

Atua – elemental identities that tell the story of our environment.

Papatūānuku – the Earth, the mother of all the elements.

Ranginui – the sky – the father of all the elements.

Tānemahuta – the male atua of the forest, birds and insects.

Haumiatiketike – the male atua of uncultivated wild food and ferns.

Rongomātāne – the male atua of kumara and cultivated foods and the atua of peace.

Hinepūtehue – the female atua of gourds and their music and peace.

Tangaroa – the male atua of oceans, rivers and lakes.

Hinemoana – the female atua of oceans, rivers and lakes.

Hinepūkohurangi – the female atua of mist.

Tāwhirimātea – the male atua of the wind.

Tūmataunga – the male god of humans, of battle, determination, resilience and leadership.

Children often respond to stories and persona to inspire them to take action for the environment. To access the creation stories and understanding of atua talk to your local mana whenua.

Active travel – is an approach to travel and transport that focuses on physical activity (walking and wheeling) as opposed to motorised and carbon-dependent means.

Citizenship muscles – These are muscles that are built by using the skills we need to make positive changes in our communities. See: [The Story of Stuff project](#).

Concept mapping – This strategy shows what ākonga know about a topic. It will also prompt them to start identifying the relationships and connections. Concept mapping could be used pre and post learning or as an assessment tool. For a related activity, see Lesson 2: [Ka whai hononga te katoa \(Everything is connected\)](#).

Primary source – A primary source is direct or first-hand evidence about an event, object, or person. They include historical and legal documents, eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects.

Secondary source – A secondary source is one that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching. For the purposes of a historical research project, secondary sources are generally scholarly books and articles.

Benefits of active travel:

- Mental health – being outdoors, connecting with others.
- Fitness – physical exercise.
- Independence – developing responsibility away from parent and siblings.
- Fun – meeting friends, enjoying the outdoors.
- Resilience– being active whatever the weather.
- Escape – from annoying siblings.
- Contributing to less carbon in the atmosphere that is causing global warming.
- Contributing to less pollution in the air.
- Contributing to a less congested school gate at drop off and pick up times.



Further activities, resources and links

Pukapuka (picture books):

- In the Beginning – Peter Gossage (Scholastic NZ Ltd - 2001)
- Ngā Atua – Robyn Kahukiwa (Mauri Tū 2012)
- Children of Earth and Sky – Retold by Pita Graham (Māori Nature Traditions Series - 1995)
- Counting the Stars – Four Māori Myths, Gavin Bishop (Random House 2009)
- Illustrated Māori Myths and Legends, Queenie Rikihana Hyland (Penguin Group (NZ) 2010)
- Ron Bacon 1995 series of Māori myths

Links to pūrakau (stories) about atua (Māori gods):

- Rangi and Papa pūrakau – [Wikipedia](#)
- Story of Tāwhirimātea – [Te Kete Ipurangi](#)
- Māori Creation Traditions – [Te Ara – Encyclopaedia NZ](#)
- Tales from the Mythologies of Creation, Maui and Aoraki – [YouTube](#)
- A Māori Creation Story in Sand – Ranginui and Papatūānuku – [YouTube](#)
- See [New Zealand Association of Environmental Education](#) for more resources and inspiration.

