



Ka whai hononga te katoa

Everything is Connected

What teachers need to know

This is Lesson 2 from a series of six lessons about connecting with our environment and people. See [Te Hono Atu – Overview](#).

The purpose of this lesson is to show that everything on the planet Earth is interdependent. Introduce te ao Māori atua and who they represent, to understand how our actions do affect the natural environment.

Your ākonga (students) will need the Learning Resource: [Te Whakamahere Huatau – Ka whai hononga te katoa \(Concept Mapping – Everything is Connected\)](#).

You may need to familiarise yourself and your ākonga with the [meanings of some terms and concepts](#) such as: concept mapping, kaitiakitanga, whanaungatanga, te taiao and the many atua (Māori gods). Here are some [pukapuka \(picture books\)](#) and [pūrākau \(stories\)](#) about atua you could use in your classroom.

Teacher preparation:

- Read through this resource.
- Print the learning resource [Te Whakamahere Huatau \(Concept Mapping\)](#) per ākonga/pair/small group.
- Prepare materials (large paper, scissors, glue).



5 mins

Learning intentions - students will:

- Find connections between a set of keywords and communicate their ideas.

Success criteria – students can:

- Make a statement about how their choice of travel mode affects Ranginui and Papatūānuku.
- Connect given keywords using given phrases and explain their choices.



New Zealand Curriculum Achievement Objectives:

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

Know, Understand, Do:

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.

Education for sustainability concepts:

- Interdependence.
- See [Education for sustainability](#).



Learning experience

 60 mins

1. Stand or sit in a circle and use a koosh ball or earthball as a talking tool.

Display and discuss:

- What do you know about how people travel from home to kura (school) or mahi (work)?
 - How might our choices of travel positively or negatively affect te taiao (our natural environment), Ranginui (the sky) and Papatūānuku (our earth)?
2. Concept Mapping – Everything is connected (Te Whakamahere Huatau – Ka whai hononga te katoa):
 - Give each group a copy of the learning resource [Te Whakamahere Huatau \(Concept Mapping\)](#).
 - In pairs or small groups, ākonga will cut out the words. Then they will spread them out and glue them onto a large blank piece of paper (or plain A3 paper).
 - They will make connections between these words using arrows and action phrases to show their understandings of the inter-relationships.
 - They will use a blue pen to draw an arrow to show how these words are connected in a positive way. They may name the relationship using words such as helps, supports, increases.
 - They will use a red pen to draw an arrow where these words are connected in a negative way.
 - They may name the relationship using words such as harms, causes, decreases.
 - Ākonga will share their maps with another group or the whole class - explaining the relationships.
 3. Extension activity:
 - Draw or write an example of something in te taiao that you feel connected to.
 - Can you explain why you feel this connection to a friend?

Further activities, resources, and links

- Next lesson: [He toi tairongo. Sensory collage](#) (Lesson 3 of 6).
- See the list of [pukapuka \(picture books\)](#) and [links to pūrakau \(stories\) about atua \(Māori gods\)](#) that you could use in your classroom.

