

Te hanga i te Rerekēatanga

Making a Difference



Kaitiakitanga, Manaakitanga and Raraunga (Citizenship)

What teachers need to know

This is Lesson 1 in a series of three lessons about kaitiakitanga. See [Overview](#).

The purpose of this lesson is to understand the concepts of kaitiakitanga, manaakitanga, and citizenship and how they are linked. A citizen is a member of a group of people who exercise kaitiakitanga and show manaakitanga. As citizens we belong, we matter, we have a voice, and we can make a difference.

You may need to familiarise yourself and your ākonga (students) with the meanings of some terms and concepts, for pepeha, kaitiakitanga, manaakitanga and citizenship ([see meaning of terms in Overview](#)).

Teacher preparation:

- Read through this resource.
- Have technology available for showing links to videos and resources.



5 mins

Learning intentions – students will:

- Understand the concepts of kaitiakitanga, manaakitanga, and citizenship.
- To understand what it means to be a good citizen in the groups they belong to.
- Understand that working collectively together is an effective way to make a difference in our communities and for the planet.

Success criteria – students can:

- Explain what kaitiakitanga, manaakitanga, and citizenship mean.
- Describe how they could make a difference in the groups they belong to.



New Zealand Curriculum Achievement Objectives

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

Level 2 – Students will gain knowledge, skills, and experience to:

- Understand that people have social, cultural, and economic roles, rights, and responsibilities.
- Understand how cultural practices reflect and express people's customs, traditions, and values.

Level 3 – Students will gain knowledge, skills, and experience to:

- Understand how groups make and implement rules and laws.
- Understand how cultural practices vary but reflect similar purposes.
- Understand how people view and use places differently.

Level 4 – Students will gain knowledge, skills, and experience to:

- Understand how formal and informal groups make decisions that impact on communities.
- Understand how people participate individually and collectively in response to community challenges.

The Arts – Drama:

Level 2 – Developing ideas: Develop and sustain ideas in drama, based on personal experience and imagination.

Level 3 – Developing ideas: Initiate and develop ideas with others to create drama.

Level 4 – Developing Ideas: Initiate and refine ideas with others to plan and develop drama.

Education for sustainability concepts:

- Participation for change.
- Connectedness.
- See [Education for sustainability](#).



Warm up activities

Share these whakataukī and sayings with your class. Play 'Human Knots'. These activities show that we can all make a difference, especially when we all work together.

- He waka eke noa.
We are all in this together.
- He rau ringa e oti ai.
Many hands make light work.
- Ehara taku toa i te toa takitahi engari he toa takimano.
My strength is not that of an individual but that of the collective.

Human Knots

- Ākonga get into groups (between 6-8 people); and form a large circle.
- They stand in the circle, crossing arms at the wrist.
- Next, they grasp hands with 2 different people across from them. They must not take a neighbour's hand or two hands from the same person.
- Ākonga now work together to try and untangle the knot without letting go of any hands.
- Once they have untangled themselves, and are still holding hands, encourage them to lean back, balancing their weight and try to sit down, then stand back up again as a group.





50 mins

1. Display the words kaitiakitanga and manaakitanga and their definitions. Discuss their meanings.

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 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. It is about nurturing people so that they feel valued and looked after, encouraging a feeling of belonging in this community/place/ planet.

2. Watch this video as a good example of kaitiakitanga:

3 min 45 secs

Bill Kerrison – Saving NZ’s longfin eel

3. Show newspaper article, “**Boy’s selfless birthday donation wows foodbank**” as an example of manaakitanga.
4. Think, pair, share:
What are some ways you have looked after or nurtured the natural world, people, animals, places and family?
5. Record examples under the words – kaitiakitanga and manaakitanga and make a third list for both.
6. Display the kaitiakitanga and manaakitanga scenarios (see [Overview](#)) or write your own.
Ask students to visualize each scenario before and after or do short role-plays of these.
 - What makes this an example of kaitiakitanga?
 - What makes this an example of manaakitanga?
 - What or whom has this action made a difference for?
7. Share or develop personal or class pepeha (see [Overview](#) for definition of terms) – highlighting groups we belong to.
8. Brainstorm (as a class) all the groups you might belong to. Some examples include; whānau (family), church, sports teams, classroom, school, Guides or Scouts, marae, hapū, iwi, town or city, local suburb, community, awa (river), maunga (mountain), whenua (land/country), Ao te whenua (planet earth), road user, Kiwi Conservation Club.
9. Ākonga (students) write their own list, or think, pair, share:

Groups I belong to are...

10. Display and discuss the definition of citizenship. See [Kaitiakitanga Overview](#) and its criteria.
11. In pairs, discuss these questions:
 - How do you feel about being a citizen of your different groups?
 - Within each group do you feel you have a 'voice' that people listen to you?
 - How do you participate/contribute positively to these groups, eg. discussions, actions, voting.
 - What makes a good citizen of any group? *I think a good citizen is someone who ...*
12. Create a class definition of citizenship. For example, "A citizen is a member of a group of people who exercise kaitiakitanga and show manaakitanga. As a citizen I matter, belong, can make a difference and have a say in what happens."
13. Share situations or examples where you have had to make a choice and reacted like a good citizen. For example, "seeing little kids walking home and needing to cross the road".
14. Role playing Citizenship – Exercising our Citizenship Muscles. Explain that role playing these shared examples of citizenship will help the students to exercise their *Citizenship Muscles* (credit: Story of Stuff Project) and develop an understanding that being a good citizen takes practice. Ask ākonga to create a role play (in small groups) to show what a good citizen would do in different situations.
15. Discuss:
 - What aspects of manaakitanga, kaitiakitanga and citizenship did you notice?
 - Have you ever experienced something similar? How did you feel? What did you do?



Further activities, resources and links

- To download the Overview, and other lessons in this theme, visit:
 - Kaitiakitanga Lesson 2: [Te Mauri i taku Hapori \(Mauri in my community\)](#)
 - Kaitiakitanga Lesson 3: [Ngā Atua i te Taiao \(The Māori Gods in the Environment\)](#)
 - Kaitiakitanga: [Tirohanga Whānui \(Overview\)](#)
- Or visit the theme: [Carbon and climate – digital kete.](#)