

Ko te Mauri i Taku Hapori

Mauri in my Community



Teaching Resource

Lesson 2 of 3

Year: 4-8

Class time: 60 mins

Homework: 30 mins

Prep time: 5 mins

What teachers need to know

This is Lesson 2 in a series of three lessons about kaitiakitanga. See [Overview](#).

The purpose of this lesson is to develop an understanding of mauri, and various ways to make a difference in our communities and the world. Ākonga (students) will interview whānau members, as examples of good citizens in our community.

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

Your ākonga will need someone to interview, out of school time.

Teacher preparation:

 5 mins

- Read through this resource.
- Print and copy or digitize the chart for students to complete.
- Gather equipment – rope and music for warm up activity.

Learning intentions – students will:

- Develop an understanding of mauri, and how we can increase it.
- Find out who and what contributes to making our communities a good place to be.
- Interview whānau about how they contribute to the groups they belong to.

Success criteria – students can:

- Identify ways they could contribute to increasing the mauri of a group or place.
- Identify different ways other people contribute to groups, show kaitiakitanga and manaakitanga, good citizenship and increase the mauri in their community.



New Zealand Curriculum Achievement Objectives

Health and Physical Education:

Level 2 – Healthy communities and environments:

- D1 Societal attitudes and values – Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.
- D2 Community resources – Identify and use local community resources and explain how these contribute to a healthy community.

Level 3 – Healthy communities and environments:

- D1 Societal attitudes and values – Identify how health care and physical activity practices are influenced by community and environmental factors.
- D2 Community resources – Participate in communal events and describe how such events enhance the well-being of the community.

Level 4 – Healthy Communities and Environments:

- D1 Societal attitudes and values – Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.
- D2 Community resources – Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.
- D3 Rights, responsibilities, and laws; D4 People and the environment – Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

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:

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



Learning experience

Warm up activities

Share these whakataukī and sayings with your class and play All Aboard.

These activities show that we can all make a difference, especially when we all work together. And that even if our part seems small, we can collectively achieve big things and solve big problems.

- **Ahakoa he iti, he pounamu.**
Although it is small, it is a treasure.
- If you think you are too small to make a difference, try sleeping with a mosquito.
- Big things have small beginnings.



10 mins

All Aboard activity

Materials needed: rope, music.

- Tie a piece of rope in a loop large enough for ākonga to fit within it and lay it on the ground. Invite everyone to sit inside the circle.
- Once they have accomplished this, congratulate them on working together so they all fit and now challenge them to see if they can do even better. To challenge them further, make the rope smaller.
- Now, invite ākonga to once again sit within the circle. Once they have accomplished this, congratulate them again and see if they are up for another challenge. Continue to make the rope smaller and smaller until you see they are beginning to run out of solutions as to how they can all fit within the circle.
- Eventually, the circle will be much too small to fit every student.
- The goal is for students to cooperate with each other and work close together to come up with creative solutions.
- As you watch your students, encourage them by asking questions to think about the various ways they can go about trying to fit everyone in. You will be surprised with some of the solutions they come up with such as putting only hands in, feet in, fingers in, etc.
- At the end, discuss what you observed and invite feedback.

1. Discuss together:

50 mins

- The definition of mauri: The essential quality or feeling of a being, group of people, place or ecosystem. Revisit the definitions of kaitiakitanga, manaakitanga and citizenship. See [Overview for meanings of terms and concepts](#).
- How good is the mauri of our playground? In pairs rate our playground on a scale of 1-5.
- What things make the playground a good place to be? Or not to be?
- Who can make the playground a good place to be? Or not to be? Who makes a difference?
- What are the benefits of it being a good place to be, for people and other living creatures?
- What are the benefits for you of contributing? (For the school and for you personally?)
- What would happen if we did not all contribute to making it a good place to be?
- As a citizen of our playground – what could we do to make it a better place? How could we practice kaitiakitanga or manaakitanga?

2. Ask students to complete this chart:

How I add to the mauri of my groups/places:	At home	At school	In my community
Some things I do to increase mauri:			
What are the benefits for me?			
What are the benefits for my whānau? School? Community?			
Some other things I could do to increase mauri:			

3. View real life examples of people contributing to the mauri of different groups in their community:

🎬 Watch Akbar Khan, an inspirational young man's ideas on how he contributed to the global community in:

8 min 02 secs  Ads:

[Playing with Good Garbage \(From Bags to Riches\)](#).

🎬 Watch this video as an example of kaitiakitanga:

3 min 45 secs  Ads:

[Bill Kerrison – Saving NZ's longfin eel](#)

If watched in previous lesson, remind students how Bill Kerrison is making a positive difference to the mauri of his local ecosystem.

📖 Read the newspaper article: [Firewood delivered to families in need](#).

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4. Interviewing our whānau:

Discover real life examples of people contributing to the mauri of different groups in our community.

- Discuss how to construct an interview, such as; using open-ended questions, and the super six: who, what, where, why, when and how?
- Co-construct an interview to use with a family member to find out how they make a difference to the groups they belong to, such as; whānau (family), kura (school), hapori (community), Aotearoa New Zealand, or the planet.
- This could be a range of things, such as; housework, gardening for food, charity, social crisis donation, give a little campaigns, reducing their carbon output, writing letters to the media or government on issues, community projects, volunteering, caring for children, preparing hangi, baking for the school fair, community projects, helping at school, helping neighbours, volunteering for other organisations, fundraising and such like.
- Make sure ākonga cover these things in their interview:
 - What groups do they belong to?
 - How do they make a difference to these groups?
 - How do they show kaitiakitanga and manaakitanga?
 - How do they make a difference and have a say in what happens?

5. Homework:

- Students will interview a member of their whānau.
- Share the results of the interviews and create a display of the different ways people are good citizens, show kaitiakitanga and manaakitanga, and increase the mauri in their community.
- Ask whānau to come and share how they contribute and what it means to them.

Further activities, resources and links

- To download the Overview, and other lessons in this theme, visit:
 - Kaitiakitanga Lesson 1: [Kia hua mai he Kōnekeneneke \(Making a Difference\)](#)
 - 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.](#)

