

TOGETHER FOR OUR MOANA - WE'RE SHAPING OUR FUTURE

CORE LESSON 1 - KAITIAKITANGA

NZ CURRICULUM LINKS:

Learning areas:	Achievement objectives:
Te Ao Maori <i>te reo (language), tikanga (customs and traditional values)</i>	By learning te reo Māori, students are able to participate with understanding and confidence in situations where te reo and tikanga Māori predominate and to integrate language and cultural understandings into their lives ; strengthen Aotearoa New Zealand's identity in the world.
Aotearoa NZ Histories <i>Turangawaewae me te kaitiakitanga - place and environment</i>	Adapting to new environments - look at technology and tools used. Think about how people use and affect the environment.
Literacy	Listening, Reading, Viewing
Science <i>Science capabilities</i>	Living things and how they interact with the environment. Engage with science Gather data Citizen Science
Maths	Data gathering, graphing, number, measurement, statistics.

Background information for teachers:

From Te Ara

Understanding kaitiakitanga

Kaitiakitanga means guardianship and protection. It is a way of managing the environment, based on the Māori world view.

Māori world view

In the Māori world view, people are closely connected to the land and nature. Kaitiakitanga is based on this idea of humans as part of the natural world.

Traditional practices

In the past, people followed traditional practices when they were hunting, fishing, growing or finding food. These helped them to care for the environment.

They included:

- temporary bans (rāhui) on taking food from an area
- using the lunar calendar (maramataka) to decide when to plant and harvest
- taking only what was needed
- hunting and fishing only for food, not as sport

Tiaki

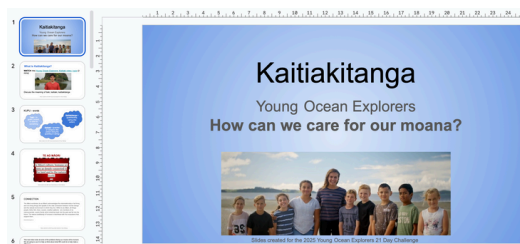
The word tiaki is the basis of the longer word kaitiakitanga. Tiaki means to guard. It also means to preserve, foster, protect and shelter. So, notions of care and protection are at the heart of kaitiakitanga, and give it its conservation ethic.

Role of kaitiaki

The prefix kai means someone who carries out an action. A kaitiaki is a person, group or being that acts as a carer, guardian, protector and conserver.

Slides of lesson plans

Slides of lesson plans found [HERE](#)



This is an option for teachers to teach and learn with the class on a screen to follow along together.

Overview

Start to think about ways to care for our environment.

Learning intention

Tamariki are learning to understand the importance of the ocean in their lives, and ways we can care for it.

Success criteria

Students can:

- Explain how people affect the environment
- Take part in a positive action to care for the environment.

LEARNING SEQUENCE

Based on the Inquiry model



Inspire

Provoke curiosity
and wonder



Explore/Educate

Gather information
Use / apply
learning



Activate

Reflect and act

LESSON PLAN

Teachers are encouraged to choose and adjust activities to suit the learning needs and interests of their tamariki.



Inspire

 Allow approximately 25 mins

What is Kaitiakitanga?

- Watch [YOE Kaitiaki video / quiz](#)



Video is 1:09 minutes

- Discuss the meaning of tiaki, kaitiaki, kaitiakitanga.
[Kaitiakitanga](#) means guardianship.
Tiaki = to care for / guard / protect;
Kaitiaki = the person doing the caring / guardian / caregiver.
- This next video looks at some of the problems facing our moana at the moment. We are going to use it to help us think about what WE could do to help make a difference. **Watch** - [Sea Legacy video 'Sea of Hope'](#) our own Young Ocean Explorers feature in this video! (Teacher discretion recommended for younger or sensitive students.)



Video is 14 minutes but worth the watch!



Educate

 Allow approximately 15 mins

Brainstorm - Name 5 ideas that we can do to care for our moana (ocean) to keep it healthy. Which one could YOU try?

Here are some ideas to get you started - you can probably think of more!

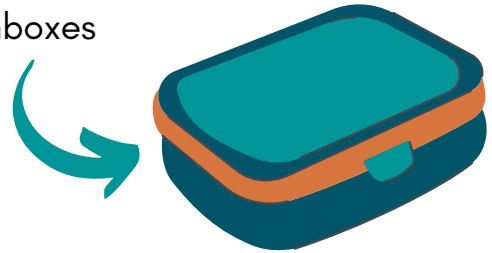
- Supporting marine protection ([This 'hope story' about EMR - Experiencing Marine Reserves' shows a powerful way one person made a difference](#) 3:15 mins)
- Fishing within the limits
- Rahui ([this video gives a good example of rahui in action](#) 5:49 mins)
- Protected species - scallop bans etc
- Thinking about what you eat ([This hope story shows how one person is making a difference](#) 1:34mins)
- Picking up plastic ([This hope story shows how a group of tamariki made a difference in their area](#) 3:25 mins)
- Using less plastic ([This hope story show how tamariki tested replacing plastic ropes with harakeke mussel ropes](#) 5:46 mins)
- Change how you do things ([This hope story shows how a group of tamariki are changing how people use coffee cups](#) 3:52 mins)
- Disposing of rubbish responsibly - recycling if possible
- Sustainable practices - walking to school if you can, turning off lights, refilling your own containers instead of buying packaged food (from bulk stores like Bin Inn)
- Learning more about the ocean
- Sharing your ideas with others
- Plant around streams and rivers ([This hope story shows how a group of tamariki are making a difference in their area](#) 7 mins)
- Buy secondhand
- Reduce, reuse, recycle, refuse, repair
- Pick up plastic ([this video shows how you can help to make a difference](#) 1.06 mins)



Educate

 Allow approximately 30 mins

Maths opportunity - explore plastic use in lunchboxes



TASK:

- 1.) In a group: How many pieces of plastic do you think your school throws out each year?
- 2.) Estimate then follow these steps:
 - Count how many plastic pieces you throw away in one day.
 - In a group, add all your individual totals together then divide by number of people to get an average.
 - Multiply by the number of students in the school.
 - Multiply by number of school days in a year.
 - How close was your estimate?
- 3.) Write a summary of what you have found out:
 - Title
 - Why is it important to find out about plastic waste?
 - What have you found out?
 - What next? - What other details could you look into? (types of plastic, areas worse than others, different days worse than others?) What could you use this data for?
- 4.) Has this changed your view on the plastic pollution problem at your school? Could you look beyond school? Any areas that are especially polluted? What local areas are kept clean?
- 5.) How can we improve? What can you do?
- 6.) Find the average amount of plastic in lunchboxes each week in your class. Are people bringing less plastic? What is helping? What makes it difficult?



Activate

 Timing will vary

- **While outside pick up at least 1 piece of plastic or other rubbish** – make a difference in YOUR community. Log your rubbish data on the

[21 day challenge graph.](#)

Each daily entry goes into the draw to win amazing prizes for your class and school



- **Plastic rubbish maths challenge** – try these problems:
 - If you picked up one piece of rubbish a day, how much rubbish would you pick up in a week? A month? A year?
 - If everyone in your class picked up one piece of rubbish a day, how much rubbish would you pick up in a week? A month? A year?
 - If everyone in your school picked up one piece of rubbish a day, how much rubbish would you pick up in a week? A month? A year?
 - If everyone in New Zealand picked up one piece of rubbish a day, how much rubbish would you pick up in a week? A month? A year?
- **Design** a lunch that has no single use plastic wrapping. List the things you could put in a plastic-free lunch, or draw what you would put in your lunchbox that has no plastic wrapping. Design a lunch for every day of the week. Think about how you could get sandwiches etc in your lunch without using cling film.
- **Tell other people** about ways they can care for the moana and why it is so important. How can you spread the message to care for our ocean? Design a poster, write a story or poem, make a slide show, to **share the message of how to be kaitiaki.**

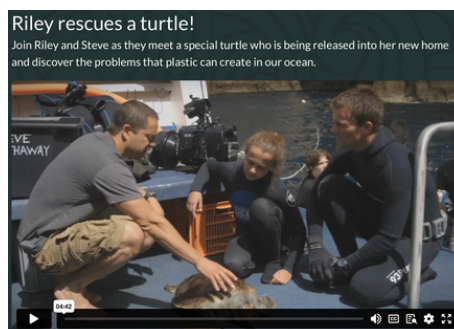
EXTRA LEARNING IDEAS AND RESOURCES

• Read

- [The Plastic-Free Challenge - school journal Level 2](#)
- [Plastic planet - poem - school journal Level 2](#)
- [The Young Eco-Leaders Award - play - school journal Level 3](#)
- [How to reduce our footprint - school journal level 4](#)
- [Marine Reserves - school journal level 3](#)

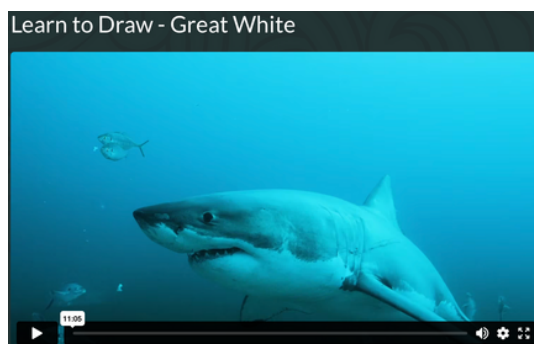
- **Caring for sea creatures** Watch this early Young Ocean Explorers video - [Riley rescues a turtle](#). Find out more about organisations that help sea creatures in New Zealand. Look at Kelly Tarltons, Project Jonah, Forest and Bird, Experiencing Marine Reserves.

Video is 4:42 minutes



- **Learn to draw** - try drawing one of these kaitiaki. YOE videos - Learn to Draw

- [Great White Shark](#)
- [Bronze Whaler Shark](#)
- (Both videos are around 11 mins but will take longer than that to do with a class.)



- **Watch** - [YOE Hope Stories - Sea cleaners](#). Learn about an organisation that is doing something to make a difference. [YOE community story - Kaitiakitanga](#)

EXTRA LEARNING IDEAS AND RESOURCES

- **Watch this Young Ocean Explorers video** – [why is plastic so bad for sea creatures?](#) Shocking but true – there is so much plastic getting into the ocean. What can we do about it? Discuss and list ideas. *Video is 2:05 mins*



- **Imagine** – draw your ideal natural environment for your area. How would it look if it was thriving? Label the parts that are different from what is there now. For example; community recycling bins, no rubbish on the roadside or beach, lots of fish in the sea / river / lake.
- **Sort** – look at the different types of rubbish you have found. [Use this tally chart](#) to record your findings. What type of rubbish did you find the most of? PREDICT – if you collect rubbish every day for the 21 days which kinds of rubbish do you think there will be most of? Why?



MATHS - statistics	
Each day of the 21 Day Challenge look at what has been collected by your class (or yourself), then add to this tally chart. PREDICT how many pieces of rubbish your class will collect. At the end of the 21 days COUNT how many items your class found.	
You might like to do this in groups and see which group in your class can get the most. Or you might like to have a friendly competition with another class. Remember - anything we pick up is great as it means less rubbish getting to our ocean!	
HEALTH AND SAFETY - don't pick up anything that looks sharp or dangerous - show your teacher. You may like to wear re-useable gloves to pick up rubbish if you have some. Make sure you wash your hands well after you have handled any rubbish.	
Material rubbish is made of	Tally eg:
Glass	
Metal	
Cardboard/ paper	
Plastic	

EXTRA LEARNING IDEAS AND RESOURCES

SONGS:

- [Tiki Taane song – kaitiaki](#)
- [We are kaitiaki song and lyrics](#) – Leila Franklin
- [Kaitiaki song – TOCK.earth Caring for the Earth](#) (good for younger students)
- [Kaitiaki song in te reo](#) – Graeme Dingle Foundation
- [Love our Sea](#) – Young Ocean Explorers with Chris Lam Sam (good for younger students)
- [Kina kina song](#) – Loopy Tunes (good for younger students)



PEOPLE MAKING A DIFFERENCE:

- [Riley's TED talk](#)
- [Plastic free lunch campaign](#)
- [The Ocean Cleanup](#) (Boyan Slat)
- [Kids ocean clean up](#)

Find out more:

There are many other lesson ideas from Young Ocean Explorers – choose another one. [Young Ocean Explorers](#) You can find out about some of the amazing creatures that live in or visit the moana around New Zealand. There are also lessons on some of the amazing places in Aotearoa's ocean. Or you could explore ideas of how people are connected to the moana / ocean.