

# Whanaungatanga

## Lesson summary

Whanaungatanga represents relationships, kinship, sense of family connection - and relationship through shared experiences and working together which provides people with a sense of connection & belonging. It develops as a result of kinship rights (Close whakapapa connections) and obligations, which also serve to strengthen each member of the kin group. (Whānau) It also extends to other species that fall under the line of 'Whakapapa' connections.

This week's call to action is Tree planting! And this week's Mātauranga Māori lesson seeks to support that!

In this topic students will be encouraged to explore aspects of Tāne Mahuta focusing on our whanaungatanga with native Trees. In Te Ao Māori did you know we consider trees to be our cousins! This is due to the whakapapa connection we share through Tāne Mahuta. In addition to your 'call to action' this week! Students will use Tikanga Māori to help guide your cultural practice to plant trees.

## Core Objective:

Understand, explore and apply Tikanga practices to tree planting

## Suggested Specific Learning Intentions

- Understand the purpose of a Karakia and describe its importance
- Understand the meaning of whanaungatanga
- Understand and describe how trees are related to people
- Identify, recognise the Māori name for native trees in our region, school and or country
- Describe aspects about the tree that gives meaning in Te Ao Māori
- Recite a Karakia in a group and pronounce the words correctly

## Lesson sections and expected times:

- Warm up Quizlet (5 minutes)
  - Introduction (5 minute)
  - Our Native Trees (40 minutes)
  - Planting with Tikanga(20 minutes)
- Total: ~ 1.10minutes

---

**Major links:****Major links:****Science:**Living world Life processes

- Recognise that there are life processes common to all living things and that these occur in different ways. (3 - 4)

Planet earth and beyond

- Appreciate that water, air, rocks and soil make up our planet and that these are earth's resources. (3 - 4)

Nature of Science

- Extend their experiences and personal explanation of the natural world through explanations of the natural world through exploration, play, asking questions, and discussing simple models. (1 - 4)

**Social Science**Social Studies

- Understand how cultural practices vary but reflect similar purposes (3 - 4)
- Understand how people remember and record the past in different ways. (3 - 4)

**English**

- Listening, Reading and Viewing - Ideas
- Speaking, Writing, and Presenting - Purposes and
- audiences, Ideas, Language Features, Structure

## Resources

Dictionary [Maori to English](#)

[Science of Trees](#)

**Additional resources:**

Learn more about Rongoā Māori (traditional medicinal use of plants) in:

- [Junior Journal 48, Level 2, 2014](#) – Helpful trees and plants, Rongoā Māori
- [The science of Rongoā: Connected L3 2015](#)
- [Science Learning Hub - Rongoā Māori](#): [beta.sciencelearn.org.nz](http://beta.sciencelearn.org.nz)
- Nga taonga o te ngahere – treasures of the forest. By Tom Paul 1987.

Lesson begins

## Activities

### Warm up game (5 Minutes)

Tāne Mahuta native trees: [Quizlet link](#)

#### NZ native trees

Leave the first rating

Learn

STUDY

Flashcards

Write

Spell

Test

PLAY

Match

Gravity

Pohutukawa



6/12



### Introduction Activity (5 minutes)

Begin this lesson by introducing the Topic: Whanaungatanga. Describe the topic in relation to the activity... "Building relationships with trees in our region" is a way of treating them as if they were our whānau.

Whānau - Family

### Our native trees (40 minutes)

Whakatauki - Proverb

Ko te Manu e kai ana te miro, nona te ngahere!  
Ko te manu e kai ana te mātauranga, nona te ao!


The bird who eats the berry owns the forest  
The bird who feasts the knowledge will own the world

Start building relationships with your trees! (Whanaungatanga)

1. Identify native trees in your school or region! Page 15 - [Science of Trees](#) (Focus on learning Te Reo Māori names) If there are any in your school, encourage your students to connect with them. The aim for this section is to identify and name as many native trees as you can in your locality. You may want to ask your students to create flash cards!

### Why are trees important in Te Ao Māori?

2. Research the importance of a native tree in your area.  
Helpful resource: [Link](#)

Photo	Description	Te Ao Maori
	<p><b>Pohutukawa</b></p> <p>Description: The wood is a rich reddish brown in colour, heavy, compact and of great strength. It is reputed to be durable and resistant to the marine worm, teredo.</p> <p>Flowers: Red plume comes in a fluffy string like form.</p> <p>When the flower plume and size increases. This is an indication that the sea urchins 'Kina' are ready to be harvested from the sea.</p>	<p>To the Māori pohutukawa is a sacred tree, for it is from the ancient trees on the cliffs at Te Reinga that the spirits of the dead left this land. Legend tells us that the red of the flowers comes from the blood of the mythical hero Tawhaki, who fell to his death from the sky. The Māori made some use of the wood of pohutukawa; mainly for small implements, paddles and mauls including weaponry and adzes.</p>

3. **(Suggested Follow up activity)** Why are trees important in Te Ao Māori? Explore these other areas
  - rongoa
  - Kai
  - Waka
  - Kakahu
  - Whare
  - Weaponry
  - Whakairo
  - Tohu

### Planting with Tikanga (20 minutes)

Either watch this short story on [Rangi builds a boat!](#) or read this resource: [The Legend of Rātā](#)



Prompt questions:

- What is Tikanga? (Karakia & asking for permission)
- Who is the Atua of the forest?
- What did Rata & Rangi fail to do?
- How did Rangi parents feel when he asked?

Briefly discuss the impact farming and civilisation has had on the NZ native forestry. (Return to Watching Squawk squad Topic 6 Reforestation video below) [Treemendous video link](#)

Further questions:

- “Do we need to ask for permission from Tāne to plant trees?”

If Tāne were a person much like Rangi parents, in Te Ao Māori he is the parent Atua for man and trees. Planting a tree restores life back into the whenua increasing Tāne’s ‘Mana’ as well as Papatuanuku the earth mother. There are many benefits including restoring ecosystems and improving biodiversity.

Explain to your students: that this is an act of Aroha and Karakia evokes the intended purpose. Which in this case is to ‘Tuku Aroha’. Breathing life back into the whenua (Reforestation)

Aroha - Breath of life

### **Teacher background information:**

Brief summary about Tāne:

Tāne was the creator of the Trees, birds, as well as the first wahine according to the Māori narratives and Whakapapa. He was the seeker of light, who was able to fetch the 3 baskets of knowledge and in his many attempts to create the first woman from the red earth at a place called Kurawaka, he was responsible for creating Te Waonui o Tāne. Forest flora and fauna. After many trials and errors came the trees until finally

---

was born the first wahine known as Hineahuone. Thus is the reason why we share a close relationship to the Trees, plants and all its offsprings. (Whanaungatanga)

The narrative of Tāne provides a foundation for Tikanga (Customary protocols) where the cultural responsibility requires us to care for them as they do for us through rongoa, resources, oxygen etc.

Karakia is a vehicle for the process of 'Tuku Aroha'.

### **Activity start:**

Encourage your students to learn this Karakia for the formal ceremony when planting your first tree.

This Karakia recites the beginning of life and the stages of growth - a great Karakia to use for planting your first tree. There are many ways to recite Karakia. (It can be sung and it can be recited like a prayer)

Important to remember the focus of this topic, being whanaungatanga. Karakia has a stronger influence when done together as one voice. Goodluck

Optional: watch/listen to the video for guidance [Waiata Karakia](#)

### **Karakia:**

Te Pu (root, origin).

Te More (tap root).

Te Weu (rootlets).

Te Aka (creeper, vine).

Te Rea (growth).

Ko te Wao-nui (great wood).

Te Kune (conception, form).

Te Whe (sound).

Te Kore (chaos, void).

Te Po (darkness, &c.).

Ki ngā tangata Māori nā Rangī rāua ko Papa

Ko tēnei Te timatanga o Te Ao x2

---

**Output:**

- Send us a video of your ceremonial tree planting!

----- Lesson ends-----