

Years 1 - 2

Kaitiakitanga

This lesson plan has been developed to primarily assist English-medium schools, with the hope of helping you begin your journey into better understanding and incorporating Te Ao Māori into your schooling. Suggested lesson plans may take significantly longer dependent on how confident you are as a teacher with the concepts, and may have to be adjusted to your class's year level. Use whichever sections you wish - good luck and we hope this resource helps you on your journey!

Lesson Description & summary

Our identity is tied to our whenua and to the natural world. We have many expressions that assert this connection. Your Pepeha is one example.

In return we know that our environment can protect and provide for us. Many whānau and iwi have Kaitiaki in their local regions. In some way or form these Kaitiaki represent the language of the environment and are often singing messages or 'tohu' that even express our weather and climate. If these messages are ignored there is often a 'utu' or consequence that can impact the well-being of our whānau, hapū and communities. By recognising these 'tohu' (Signs) we can better understand our role as Kaitiaki to help protect the environment we live in.

The Pīpīwharau is one example. The Pīpīwharau or Shining Cuckoo migrates to Aotearoa from the Solomon Islands and the Bismark Archipelago at the beginning of the warmer months of the year. Its voice warns us of the rising temperatures we have to look forward to in the summer season.

One way of measuring rising temperatures is by listening to when and how long the Pīpīwharau sings for. Which prompts us to think about what type of season we are in for. Longer and rising temperatures equates to changing climates. Which may mean we could even see the Pīpīwharau around Aotearoa for much longer.

In this topic students will explore their understanding of Kaitiakitanga looking at characteristics that define species within our locality and as Kaitiaki. They will explore the meaning of 'tohu' and become holistic thinkers in the natural world.

Put on your cultural glasses in search of Kaitiaki in our local regions.

Remember we are born as Kaitiaki! (Guardians)

Core Objective:

Explore ways we can read 'Tohu' in the natural world to gain knowledge about the characteristics of our local Kaitiaki. Making connection to climate change by connecting with our own environment in a Te Ao Māori world view.

Learning Outcomes

Students will:

- Build their understanding on Kaitiakitanga
- Identify Kaitiaki in their locality
- Explore characteristics of Kaitiakitanga
- Identify 'tohu' in the natural world
- Explaining Take-Utu-Ea and what each word means in relation to Tikanga Māori. (Issue - Consequences - Resolution)

Curriculum Links: Level 1 - 2

Major links:

English

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

Sciences

- Investigating in science
 - *Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.*
- Communicating in science
 - *Build their language and develop their understandings of the many ways the natural world can be represented.*
- Participating and contributing
 - *Explore and act on issues and questions that link their science learning to their daily living.*
- Living world
 - *Recognise that all living things have certain requirements so they can stay alive.*
- Interacting systems
 - *Describe how natural features are changed and resources affected by natural events and human actions.*

Learning Language

- Communication
 - *Selecting and using language, symbols, and texts to communicate*
 - *Receive and produce information.*
- Language knowledge
 - *Recognise that the target language is organised in particular ways.*
 - *Make connections with their own language(s).*

Social Sciences

- Social Studies
 - *Understand how cultural practices reflect and express people's customs, traditions, and values.*
 - *Understand how time and change affect people's lives.*

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- *Understand how places influence people and people influence places.*

Possible lesson sections and expected times:

- Warm up game (5 - 10 minutes)
- Introduction Activity - (10 minutes)
- Kaitiakitanga - (30 minutes)
- Tikanga Kaitiaki (30 minutes)

Total: ~ 60minutes+

Preparation Resource

Dictionary [Maori to English](#)

Identify someone in your class, school or the community who has the confidence to read basic Te Reo Māori words.

[Te Reo o te Taiao/Language Vocab of the environment](#)

Other School Journals: Resources

[Tuna Heke & Kaitiakitanga SSJ L2](#)

[Penguins on our planets SSJ L3](#)

[SSJ Māori Resource Management: Rahui](#)

Activities

Warm up (5-10 minutes)

Begin by introducing this language game! AEIOU

The vowels in Te Reo Māori exemplify sounds from the environment. Learning the vowels in Te Reo will further enhance your ability to connect with the natural world from a cultural lense.

Using this link: [Te Reo o te Taiao/Language Vocab of the environment](#), turn to page 4 and sound out the vowels as it has been described on the page.

[Feeling confident? Click on this link and give this song a go!](#)

Introduction Activity (10 minutes)

Begin this lesson by introducing the topic 'Kaitiakitanga'

- Start by asking the students to get into the groove of pronouncing the Topic in Te Reo. (It is a good idea to ask someone who is confident in speaking Te Reo, to lead.)
- Using your thinking hats: (Break down the word into two parts.) and brainstorm what it means to be a Kaitiaki
- What is a Kaitiaki in the environment?
- What and how does the environment act as a Kaitiaki for us as People? [What is Kaitiakitanga \(Te Ara\) Encyclopedia](#)

Kaitiaki - tanga

Kaitiaki - protector

Tanga - Suffix used making verb

General definition: Guardian or protector

Kaitiakitanga (30 minutes)

The Kaitiaki of our whenua

Activity 1:

Explore the concept of kaitiakitanga with your students and encourage them to think of ways that they can become kaitiaki in their homes at school or in class.

- Start by asking them to "activate their Kaitiakitanga"
- What can we see in the classroom that needs Kaitiaki action!

Get them to think about what that looks like and allocate 1 minute to act as a Kaitiaki in some way or form.

Some suggestions may need to be written on the board helping guide them in this short activity

- Picking up rubbish
- Putting something away where it belongs
- Giving someone a hug
- Washing dishes
- Caring or protecting someone

Take a few minutes to discuss what just happened and how they are feeling. Ask them to think about how their actions have shifted the climate* in the classroom.

*Climate in this context may represent the following:

- Energy in the classroom
- How does it look and feel
- Spaces etc

Activity 2: (Class, group activity)

The following texts from the journal might be useful sources of information, ideas, and inspiration:

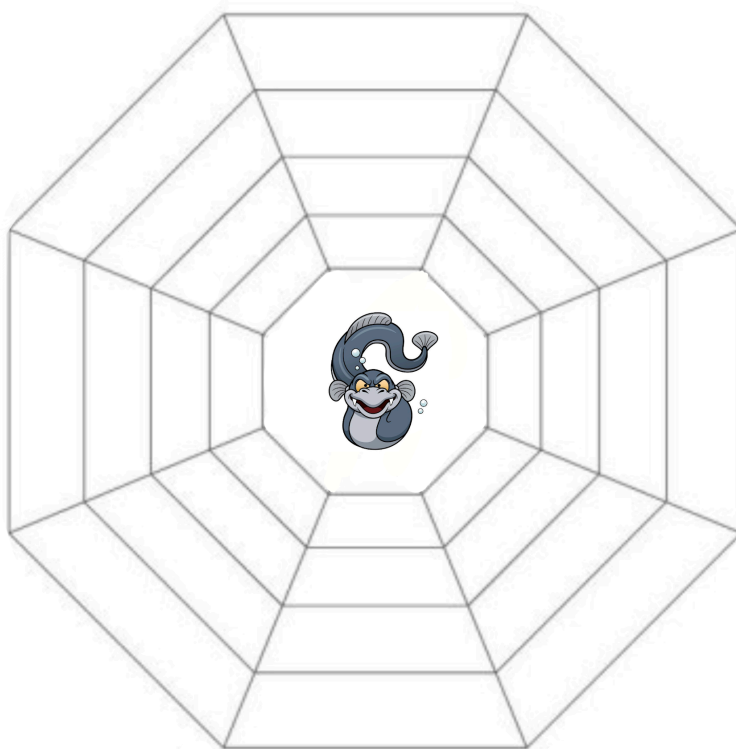
Listen to the story about the Tuna by clicking into the link!

[Tuna Heke & Kaitiakitanga SSJ](#)

Complete the Hīnaki Chart! Use this chart to capture any information from the text. Explain to them the purpose of a Hīnaki (Eel net) and how this chart is designed like a hīnaki to capture eels, in this context will be used to capture information from the text to do with the characteristics of the Tuna. **Printable version found [here](#).**

The goal for this activity is to capture any characteristics about the Tuna... What, When, Where, How - is a good starter to think about when writing down any information about the Tuna.

Inquiry Web



Suggested follow up activities

- Research & design a Hinaki (hands on)
- Explore the habitat of a Tuna
- Explore other Kaitiaki in your area
- [Reading & Writing lesson plan](#)

Tikanga Kaitiaki (30 minutes):

Lesson Summary: As we all know Climate change affects everyone and everything around us. Te Ao Māori relies on holistic thinking and feeling by recognising 'tohu'. One method to measure climate change is through 'tohu' from observation. If we notice shifts in the natural world, periodically & environmentally. For example these 'shifts' may look like

- Kaitiaki species outside of their natural habitat
- Rising streams from sea levels causing Tuna to be out of place
- Species declining in streams or on the whenua etc
- Temperatures rising for longer periods of time

These are tohu linking back to climate change.

What can we do as Kaitiaki to better improve these situations. We can all do our bit to help!

1. **Activity**

Ask the students to listen to the environment as if it were a living being. The earth is our mother and the sky our father.

'Whakarongo ki Te Taiao - listen to the environment'

Start Observing!

Your observation tool is your body and all your senses!

Make a list of observations, jotting down sensory 'tohu' in your area. Break this down into a sensory game! Spend 10minutes outside each day at a chosen landmark significant to your area. This is the habitat you will observe

Dedicate each sensory system to 10minutes of observations a day.

Remember to tune into the environment. Karakia is a really important strategy and will help to bring your students in this space and in alignment with nature.

Suggested Karakia to recite prior to conducting observation

Ask the students to read out loud and mindfully together, this simple Karakia..

Invoking intentions for observing 'tohu'

Karakia	Invoking
Haa ki roto Haa ki waho X 3	Deep breath in Deep breath out X3
Nau mai ngā tohu o te Waonui, o Te Wai Tai, o Te Wai Māori.	Pay attention and bring forth the tohu of the environment.
Ko Tane, Ko Rongo, Ko Tangaroa, Ko Tawhirimatea, Ko Haumietiketike, Ko Tumatauenga.	Acknowledging Atua of the natural world: Tane, Rongo, Tangaroa, Tawhirimatea, Haumietiketike, Tumatauenga.
Ko Ranginui kei runga Ko Papa ki raro	Ranginui the sky farther Papatuanuku the earth mother

Tihei Mauri Ora	Let there be life
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Dedicate 10minutes using one sensory each day. This will take some practice. With practice and time outdoors you will begin to notice more significant 'tohu' each day.

Suggested template for recording 'tohu'

What do I:

See - arohia	hear - rongohia	feel - paangia	Smell - hongia

When your students become confident. Allow them to observe the following domains. Have them use all their senses to become holistic observers!

Te Rangi/Sky, weather, climate, sun
Te Whenua/The Land

2. **Activity (10 minutes)**

With student observation data collected each day, have them Identify 1 Kaitiaki from their findings. Work on this project over the course of the week. Each day aim to add more information.

- Using the Hīnaki chart approach. Ask the students to simply draw and describe the characteristics of this Kaitiaki (*This might prompt them to conduct further observation outside*)
That's ok! Encourage any opportunity to connect with the natural world.

Prompting questions to help in the field of characteristics:

- What makes this species a Kaitiaki?
- How does it benefit the environment?
- Does the Kaitiaki fly or swim?
- Where does it live?
- Who are its neighbours (Other species that live around it)
- What sort of habitat does it live in?
- Do they travel overseas?
- What do they eat
- Where do they hang out
- Do they like to hang out in the sun or rain?
- Do they project sound?

Suggested Assessment Criteria:

Novice	Apprentice	Practitioner	Expert
I am learning to identify a Kaitiaki in our area. I am learning the meaning of 'tohu'	I can identify significant Kaitiaki in the area. I am learning the meaning of Kaitiakitanga I can identify a more then 3 'tohu'	I can name more than 2 Kaitiaki significant to the area. I can explain the meaning of Kaitiakitanga I can explain the meaning of 'tohu'	I can Identify more than 3 Kaitiaki. I can Identify each Kaitiaki habitat and name some 'tohu' living in that habitat. I am able to describe more three characteristics of a chosen Kaitiaki. I can explain how a 'tohu' in the environment links to climate change and the effects on a Kaitiaki.