Whakapapa (Ngā Tikanga, Ngā Mātāpono me te Kaitiakitanga)
Whakapapa (Our Values and Principles, Looking After our Environment)

I ahu mai ngā whakaaro ki tēnei wāhanga mahi i te kaumātua o Ngāti Te Ata, i a Kahurangi Ngāneko Kaihau Minhinnick. Nō tōna rangatahitanga i kōwhiria e ngā kaumātua ko ia hei upoko i te whawhai ki te mana o te whenua, ki te mana o te wai o Ngāti Te Ata. E kore e mātua tēnei mea te whakapapa i te tōu anō whānau me ngā here ki ngā wā o mua. Me āta manaaki, me āta tiaki te taiao me ōna katoa hei oranga mō ngā uri whakaheke.

The inspiration for this unit of work originates from the revered elder of Ngāti Te Ata Dame Kahurangi Ngāneko Kaihau Minhinnick. Since her early teens, she was chosen by her elders to lead the fight for the lands and waters of Ngāti Te Ata. Whakapapa is more than just your family and historical ties, it is also about looking after and appreciating the land, its resources and waters for future generations.

Ngā Whāinga
Ka taea e te tauira:

1. Te mārama kei tērā tangata, kei tērā tangata āna haepapa hei takitahi i tāna noho takitini ki roto i tētahi rōpū
2. Te mārama ki te mana o te tangata, tōna tūranga me āna haepapa ā-tikanga ā-iwi, ā-ahurea, ā-ōhanga hoki
3. Te mārama ki ngā mahi ā-ahurea me tana whakaata i ngā tikanga, i ngā kawa me ngā uara o tētahi iwi
4. Te mārama ki te mana nui o te iwi Māori hei tangata whenua ki ngā hapori o Aotearoa

Achievement Objectives
Students will:

1. Understand that people have different roles and responsibilities as part of their participation in groups
2. Understand that people have social, cultural, and economic roles, rights, and responsibilities.
3. Understand how cultural practices reflect and express people's customs, traditions, and values.
4. Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.

Ngā Whāinga Akoranga
He momo whāinga i tēnei wāhanga mahi:

1. Te mārama ki te mauri o te taiao
2. Te mōhio, te mārama ki ā tātou haepapa hei kaitiaki mō te taiao
3. Te wānanga i te hua kei puta i tā tātou tiaki i te taiao
4. Te tiro ki ētahi āheinga o tātou kia tiakina ai te taiao
5. Te whakawhiti whakaaro ki te hapori kia akiaki i a rātou ki te tiaki i te taiao

Learning Intentions
Possible learning intentions for this unit of work are to:

1. Understand the importance of the environment

2. Recognise and understand the role that we play in caring for the environment
3. Discuss the effect we can have on our environment through our actions
4. Investigate the ways that we can take responsibility to care for our immediate environment
5. Communicate our ideas with a wider community to encourage others to care for our environment also

Pou Tarāwaho: Kāhu Pōkere

Kāhu Pōkere Mātauranga Framework

Hei rite tēnei pou tarāwaho ki te kāeaea o Ngāti Ata me tāna rere i ngā wai, i ngā maunga, ki runga i te whenua.

This framework aligns with the chiefly bird, the Kāeaea (NZ Falcon) of Ngāti Te Ata as he soars across the waters, mountains, and lands of the tribe.

1. Tau / Year 1 - 2 Whāriki A, E, I
2. Tau / Year 2 - 3 Tarata A, E, I
3. Tau / Year 3 - 4 Hue A, E, I
4. Tau / Year 4 - 5 Tōtara A, E, I
5. Tau / Year 5 - 6 Maunga A, E, I
6. Tau / Year 6 - 7 Whetū A, E, I
7. Tau / Year 7 - 8 Marama A, E, I

Tuhinga **Text**	**Hei Mahi** **Tasks and Activities**
Uenuku Tau / Year 1 - 2 Whāriki A **Kaitiaki Taiao Environmental Tip** Haria āu rāpihi i muri i tō haere ki te taiao Always take your rubbish with you after visiting nature	1. Kōwhiria tētahi wāhi i tō kura, i tō hapori rānei, ki reira kohi rāpihi ai 2. Whakarōpūngia ngā rāpihi kua kohia e kitea ai e koe te momo rāpihi ka kaha waihotia 3. Wānangahia ko wai pea te momo tangata ka waihotia ngā rāpihi 4. Titiro ki te taiao, ki te wāhi rā kia whai whakaaro ai ki ētahi momo take kua waihotia. Hei tauira, he toa e tata ana? Ka nui ngā ipu para? He hangarua ētahi o ngā rāpihi? 1. Choose an area of your school or local environment to visit to collect rubbish over a period of a couple of days 2. Sort and classify the rubbish collected to determine which is most commonly left behind. 3. Discuss who may be responsible for leaving this rubbish behind. 4. Look at the environment to see if there are any reasons why this may be left behind i.e is there a shop close by? Are there enough rubbish bins? Are you able to recycle any of this rubbish?

Uenuku Tau / Year 1 - 2 Whāriki A **Kaitiaki Taiao Environmental Tip** Haria āu rāpihi i muri i tō haere ki te taiao Always take your rubbish with you after visiting nature	Mā te aro ki tāu rangahau ā-tatauranga wānangahia ngā āheinga ōu hei kōkiri i ngā mahi whakatika hē, waihoki, tuaringia ōu whakaaro ki ētahi atu. Hei tauira, tāngia he pānui whakaahua; whakaaturia he whakaari poto, he pakiwaituhi rānei pea e pā ana ki ngā hua o ngā rāpihi i te taiao; hangaia he ipu para e hāngai ana ki ngā hiahia o te tangata me tana pīrangi ki te whakamahi. Using the information from your statistical investigation discuss a way that you can take action to improve the identified problem and share your ideas with others i.e create posters, present a short play or animation to share the impact of rubbish on your environment, design a rubbish bin that people will want to use
Tau 1 - 2: Whāriki E - **Kaiwhare** **Tiakina te Taiao - Kupu Āwhina** Kia mutu tō whakamahi wai, hurihia te kōrere wai e whakakāhore ai te rere o te wai. Years 1 - 2 : Whāriki E - **Kaiwhare** **Tāiao Tip - Environmental Tip** Turn the tap off when you are not using it	1. Tīkina he pākete, he ipu nui rānei, kātahi, waiho ki roto i te puoto. 2. Mā tētahi tamaiti te kōrere wai e huri kia rere ai te wā, kātahi a ia ka waku i ōna niha. 3. Ka mutu te mahi a te tamaiti, ka whakakorengia te rere o te wai, ā, ka tirohia te wai kua tau ki te puoto. Ka whaiwhakaaro ki te nui o te wā ka waiho mai mēnā te katoa o te whānau ka tukuna te wai kia rere i a rātou e waku niho ana. 4. Ināianei, waiho te pākere ki roto i te puoto, mā tētahi atu tamaiti e waku niho, heoi anō i tēnei wā ka whakakorengia te wai i te wā e waku niho ana. 5. Tirohia ngā hua, ngā ōritenga, ngā rerekētanga pea. Wānangahia te whakakorenga wai i te wā waku niho, wānangahia te hua kei kitea i tētahi wiki, tētahi marama, tētahi tau hoki. Ki ō whakaaro, ka pēhea te nui o te wai ka mahue atu? 6. Tuhia he ōhio manomano mō ētahi wā ka mahue te moumou wai. Hei tauira, te uwhiuwhi, te whāngai tipu, te whakatika kōrere wai e turuturu ana. 7. Wānangahia ētahi wā hei tiaki wai i ēnei mahi. 1. Place a bucket or suitably large container in the sink. 2. Have a child turn on the tap and begin to brush their teeth. 3. Once they have finished, turn the tap off and measure how much water was collected. Discuss this with the class how much water they think would be collected in their house if everyone left the tap on while brushing their teeth. 4. Now place the container in the sink and have another child brush their teeth, but this time ensuring that the tap is turned off while they don't need it. 5. Compare the results. Discuss the impact that this simple action could have in a household over a week, a month and a year. How much water could they save? 6. Brainstorm other things we do where we may be able to save water i.e showers, watering the plants, fixing a leaky tap. 7. Discuss ways that we can save water during these activities.

Tau 1 - 2: Whāriki E - **Kaiwhare** **Tiakina te Taiao - Kupu Āwhina** Kia mutu tō whakamahi wai, hurihia te kōrere wai e whakakāhore ai te rere o te wai. Years 1 - 2 : Whāriki E - **Kaiwhare** **Tāiao Tip - Environmental Tip** Turn the tap off when you are not using it	Mā te aro ki ngā whakaaro i hua i ngā wānanga tiaki wai kōwhiria he āheinga ōu ki te kōkiri i ngā mahi whakatika take, ā, tuari atu ō whakaaro ki ētahi atu. Hei tauira, tāngia he pānui whakaahua; whakaaturia he whakaari poto, he pakiwaituhi e whakaatu ana i te painga o te whakakore i te rerenga wai. Using the ideas from your water saving discussion decide on a way that you can take action to improve the identified problem and share your ideas with others i.e create posters, present a short play or animation to share the importance of turning off the tap when you are not using it
Tau 1 - 2: Whāriki I - **Kāeaea** **Tiakina te Taiao - Kupu Āwhina** He hua nui i ngā taputapu whāngai manu. Years 1 - 2 : Whāriki I - **Kāeaea** **Tāiao Tip - Environmental Tip** Bird feeders are a great way to enjoy wildlife at its best	Te maha hoki o ngā manu taketake o Aotearoa he momo tata korehāhā nō te ngaronga o tō rātou kāinga ki ngā kāinga o te tangata. Tuhia he ōhio manomano mō ngā āheinga ki te akiaki i ngā manu ki te hoki atu ki te wāhi o tō kura. Rangahaua ngā momo rākau, ngā momo tipu ka whakamaneatia ngā manu. Tērā pea ka whakaaetia te whakatipu i te papa tākaro o te kura. Many of New Zealand's native birds are endangered because their environment has been threatened by people's need for housing. Brainstorm ways that you can encourage the birds to return to your school environment. Research the types of trees and plants the birds are attracted to. You may be able to plant these in your playground.

Tau 1 - 2: Whāriki I - **Kāeaea** **Tiakina te Taiao - Kupu Āwhina** He hua nui i ngā taputapu whāngai manu. Years 1 - 2 : Whāriki I - **Kāeaea** **Tāiao Tip - Environmental Tip** Bird feeders are a great way to enjoy wildlife at its best	1. Pānuitia te tuhinga, 'Feeding the Birds' (Yellow 2) 2. Tirohia ngā momo manu ka kitea i tō kura, ka mutu, rangahaua ngā kai pai ki a rātou. 3. Hei whakaarohanga, hangaia he taonga whāngai manu hei waihotanga huri noa i te kura, tērā pea ka hangaia mā ētahi rauemi i te kāinga. He tauira pai kei tēnei whārangi ipurangi: https://www.diyncrafts.com/3515/home/23-diy-birdfeeders-will-fill-garden-birds 1. Read the Ready to read text Feeding the Birds.(Yellow 2) 2. Investigate the sorts of birds found around your school and research the things that they like to eat. 3. You may be able to make bird feeders like in the text to put around the school or you may prefer to make one using an old household item. There are some great examples on this website. https://www.diyncrafts.com/3515/home/23-diy-birdfeeders-will-fill-garden-birds
Tau 2 - 3: Tarata E - **Ngā Uru Tarata o Huatau** **Tiakina te Taiao - Kupu Āwhina** Whiua ngā mean kirihou me ngā pepa ki roto i ngā ipu hangarua tika Years 2 - 3: Tarata E - **Ngā Uru Tarata o Huatau** **Tāiao Tip - Environmental Tip** Place paper and plastic in the correct bin for recycling	Whakaritea he pūnaha hangarua mā roto i te akomanga. Wānangahia te whakarōpū i ngā pepa, i ngā taputapu kirihou i mua i te karawhiu tōtika atu ki roto i te ipu para. He ngāwari noa iho pea te whai i ētahi ipu e toru. Heoi anō, he aha hei tohu ko tēhea te ipu pai mō āu momo rāpihi. Kia tau ai he pūnaha pai akiakina ētahi atu akomanga kia pērā hoki i a koutou. He pūnaha pai mō te katoa o te kura pea? Ki te tari? Ki te kāinga? Kia pēhea tāu akiaki tāngata kē ki te whakarite i tētahi pūnaha hangarua? Establish a system of recycling with-in your classroom. Discuss ways that you can separate paper and plastic before it goes into the rubbish bin. It may be as simple as having three separate bins, but how can you make sure that people know which bin to use? Once you have the system working well, encourage other classes to do the same. Can you get your system to be used across the school? In the office? At home? How can you encourage others to use your system for recycling?

Tau 2 - 3: Tarata E - **Ngā Uru Tarata o Huatau**

Tiakina te Taiao - Kupu Āwhina Whiua ngā mean kirihou me ngā pepa ki roto i ngā ipu hangarua tika

Years 2 - 3: Tarata E - **Ngā Uru Tarata o Huatau**

Tāiao Tip - Environmental Tip Place paper and plastic in the correct bin for recycling

E whai hua anō ai ngā pepa kua kohia e koe, hangaia he pepa hou mai i aua pepa hei pepa mahi toi.
Whakamātautia ētahi mea anō, pērā i te tāpiri i tētahi tae, te āpiti i ētahi katonga pua putiputi, he kākano.

Take the used paper you have collected and make new paper to use for artworks. Explore ways to create different colours or textures by adding petals or seeds to the mixture.

CHEAT SHEET

How to Make Handmade Paper from Recycled Materials

STEP 1: CUT UP PAPER
Cut or rip up paper into 1" squares. Soak your paper for a few hours or overnight. Drawing, printmaking, and watercolor papers are best because they are made from stronger fibers. Your fiber/scrap choice and its characteristics dictate the quality of the final sheet. Newspaper and magazine paper make weak and brittle paper.

STEP 2: BLEND IT & MAKE A VAT OF PULP
Fill up a kitchen blender with water. Throw in a good handful of the cut up scrap papers. Blend until it's a pulp.

Fill your tub or vat with the pulp, about 1/3 to 1/2 way. Add more water to the vat. The more pulp to water, the thicker your paper will be.

STEP 3: PULL SOME SHEETS
- Stir your vat of pulp.
- Hold the mould screen side up, and place the deckle evenly on top.
- Holding them together at a 45 degree angle, dip the mould and deckle to the bottom of the vat and scoop up, holding the mould and deckle horizontally.
- As you lift it out of the slurry, give it a quick shake back and forth, and left to right to align the fibers and make a more uniform sheet. Stop shaking before the sheet is fully drained.
- Let the water drain to a drip.

STEP 4: COUCHING
AKA transferring the wet sheet from the mould to a a flat, absorbant surface. Set up your dampened felt or absorbant materials with a board underneath.

- Remove the deckle from the mould.
- Place a long edge of the mould on the felt.
- In one smooth motion, place the mold face down, press down, and lift from that initial edge. Think of this like a close the door, open the door, motion.

STEP 5: PRESSING
Option 1: Hand Pressing
- Place pellon or paper towel on top of your freshly couched sheet. With a sponge, press gently at first, then press firmly with as much pressure as possible. Have a rolling pin or old paint roller? Use that to press your paper more.

Option 2: Board Pressing
- Place another felt on top of your freshly couched sheet. Continue to couch another sheet, layer another felt, and repeat. Layer one final felt and another wood board when you've made a stack. Take the post outside to a concrete or stone surface. Stand on it!

STEP 6: DRYING (1-2 DAYS)
Option 1: Surface Drying
- Find a flat, non-porous surface. Smooth wood boards, plexiglass, windows, and formica surfaces work well.
- Take your wet sheet and gently press onto the flat surface. Make sure the edges are pressed down well.
- Let the paper dry. Peel it off.

Option 2: Exchange Drying
- Get blotters, towels, or other absorbent, dry, flat material.
- Layer the material and then your wet paper on top.
- Repeat. Create a stack.
- When you're done, place a wood board or a book on top. Weigh it down with more books or something heavy.
- Check it once every day and exchange the damp material with dry material until your handmade paper is dry.

Option 3: No Restraint Drying
- Take your wet sheet and throw it on a shelf, table, counter...and let it dry. The paper will be very bumpy.

Option 4: Dry on Pellon or Cloth
- Peel and hang up the cloth or pellon (with the wet paper still stuck to it), and hang on a clothesline with the top edge of the pellon. Peel when dry. Your paper will be slightly wavy.

Material List
Scrap Papers*
Plastic storage tub or vat
Kitchen blender
Wood boards OR sponge & rolling pin
cloth, towels, blankets or other absorbent material
mould & deckle
optional: clothesline & pins, drying material or surface

Tau 3 - 4: Hue A - **Te Manurewa o Tamapahore** **Tiakina te Taiao - Kupu Āwhina** Ko tētahi hua o ngā māra ko ngā kai pai Years 3 - 4: Hue A - **Te Manurewa o Tamapahore** **Tāiao Tip - Environmental Tip** A garden is a great way to provide healthy food.	I ngā rā o mua, he mea nui te mahi tahi ki te whāngai i te iwi. Ehara i te mea wāhi nui tō rātou mā o mua. He pai ake te utu, ko te tūtaki tētahi i tētahi he hua nui o tēnei tūāhuatanga. 1. Rangahaua ko ēhea huawhenua ngā pea ki te whakatipu i tēnei wā o te tau. 2. Uiuia ngā tauira o tō akomanga, o akomanga kē rā, kia mōhio ai koe ko ēhea ngā huawhenua pai rawa ki te nuinga. 3. Whāia he wāhi pai i tō kura ki te whakarite i tētahi māra. Mēnā kāore he wāhi nui ō koutou, whai whakaaro ki te whakatipu huawhenua ki roto i ētahi ipu. 4. Whakaritea tō māra, whakatōngia ētahi kākano, ētahi tipu rānei. 5. Me maumahara ki te whāngai, ki te whakapaipai hoki i te māra i ngā wā katoa. He kaupapa mō nāianei, haere ake nei. Kia maoa ngā huawhenua, ko tētahi hua ko te whakarite huamata mā te katoa. In the past, with limited space, communities used to work together to provide food for each other. This was a cheaper option and was a great way to get to know your neighbours. 1. Investigate which vegetables are most suitable to be planted at this time of the year. 2. Survey your class or other classes around the school to find out which of these vegetables will be most popular. 3. Find a suitable place around your school to create a garden or investigate ways to plant vegetables in containers if space is limited. 4. Build your garden and begin planting, either from seeds or seedlings. 5. Remember to water and weed the garden on a regular basis. This is a long term project. 6. Once your vegetables are ready, you will be able to create a delicious meal to share with others.

Tau 3 - 4: Hue A - **Te Manurewa o Tamapahore** **Tiakina te Taiao - Kupu Āwhina** Ko tētahi hua o ngā māra ko ngā kai pai Years 3 - 4: Hue A - **Te Manurewa o Tamapahore** **Tāiao Tip - Environmental Tip** A garden is a great way to provide healthy food.	I ngā rā o mua, i kitea ai te whakawhanaungatanga, te manaakitanga mā roto i ngā āhua e hāngai ana ki te pātaka kai. He pātaka kai kei ētahi kura, pērā i Te Kura o Clendon Park kei Manurewa, he mea tautoko tō rātou pātaka nā te kaupapa o 'Feed the Need.' Kei roto tonu i te kura, ā, ka āhei te whakamahi i ngā haora o te kora. Kei Te Kura Tuarua o Massey hoki tētahi pātaka i whakatūria e ngā tauira. Ka tū tēnei pātaka ki waho i ngā kēti kura hei whakamahinga mā te hapori i ngā wā katoa. Mā runga Pukamata, mā ngā pānui hoki te hapori ka akiakina ki te tuari toenga kai. He maha ngā toenga kai i ngā kura nā te moumou tina a ngā tamariki mēnā ehara i te kai reka ki a rātou. Hei mahi takitini mā te katoa, whakaarohia mēnā ka whai hua koutou i tētahi pātaka kai. Ka mātua i tētahi ipu mō ngā toenga kai (kāore anō kia kainga, kāore anō kia tango mai i te tākai) hei hoatu ki tāngata kē. Tīkina ngā kai e hiahia ana e koe, tākohatia ētahi kai āu. Ēkene pea, me mātaki tētahi i ngā whakahaere o tēnei mahi kia tau noa ngā tikanga, kia mōhio ai te katoa ki te whakamahinga o tēnei pātaka. Ki te hia whakarite pātaka mō te hapori, mō te iwi, akiakina ngā tāngata ki te tautoko. Tērā pea he pakihi e hiahia ana ki te whāngai atu ki te pātaka, heoi, mā te tuhi reta whakawaiwai e mōhio ai. Another way that communities worked together was to pool their resources and this can be through the establishment of a pataka kai (food cupboard). Some schools like Clendon Park School in Manurewa have a pataka kura, which was established with the support of Feed the Need. This pataka is in the school grounds and only available during school hours. Other schools like Massey High School in Massey have a pataka which was established by the students. This pataka is outside the school gate and is available to the wider community at any time. Through Facebook and regular notices the community is encouraged to share any extra kai they have with others. Schools have a lot of wasted food, with students throwing the lunches they don't like away. As a class, consider whether a pataka is something you would like to establish. It could be as simple as a container for unwanted food (uneaten and wrapped) that is available to others. The idea is to 'take what you need and leave what you can'. You may need to monitor it until the novelty wears off but it should run itself with time. If you would like to establish a community pātaka look for ways to encourage others to support you to make it more sustainable. Some businesses may be able to supply materials or even food for your pataka if you write persuasive letters.