

# KO MOANA TE ĀU. KO ĀU TE MOANA

## OVERVIEW

In Aotearoa New Zealand we have a unique and strong connection to the sea. Our whenua [land] was fished from the sea [by Maui] and many of our tūpuna [ancestors] were fishing folk. We are an island nation so most of us live near the sea! Activities in this topic investigate how we value, view and connect with Tangaroa, the sea.

Activities aim to develop tūrangawaewae through encouraging a sense of connectivity with coastal places, the sea and the life that lives there. Activities also provide opportunity to discover commonalities with other groups and grow understandings that by sharing thoughts and feelings we can connect with other people.

See also slide set [Ko āu te moana. Ko moana te āu.](#)

## FOCUS QUESTIONS

- *How do I feel connected with the sea and coast?*
- *How do different people value and use the sea and coast differently*
- *What different viewpoints do people hold about the sea and use of ocean resources? What is my viewpoint?*
- *What is my role in our kaitiakitanga of the ocean?*

## LEARNING OUTCOMES

- Develop a sense of connectedness and tūrangawaewae with sea and coast
- Understand that different people value and use the sea and coast differently
- Explore different viewpoints do people have about the sea and use of ocean resources
- Understand the reciprocal nature of kaitiakitanga (i.e. that the ocean will sustain us but only if we look after it)
- Use specialised words and terms in relation to ocean sustainability

## LOCATION

Indoors & Outdoors

## DURATION

50 mins +

## LEVEL

Level 3 - 8

## CURRICULUM

Science, Social Science, Tikanga-ā-iwi, Geography, Pūtaiao, Hauora

**Key competencies:** Thinking; Managing Self; Relating to others; Participating & contributing

## NEXT STEPS

- Kaitiakitanga: Caring for the ocean
- Taking action: consumer choice
- Whakapuāwai: Collaborative action



## MATERIALS

- Slide set [Ko āu te moana. Ko moana te āu](#)
- [Teacher Outline](#) (this)
- Access to internet (for film clips, Powtoon etc)
- Something to write with
- Blue tack (or similar) and white board or wall
- Mobile device with camera and cardboard camera application
- [Value statement cards](#) (page 7)

## PROCEDURE

### CONNECTIVITY:

1. CONSIDER how we are connected to the ocean through our whakapapa, actions and kai [food] [slides 9 & 10]

### UNIQUENESS OF OUR RELATIONSHIP GROUP RESEARCH:

2. EXPLORE the uniqueness of our relationship with the ocean here in Aotearoa New Zealand [slide 11]. In small groups, research one of the following and present back In GROUPS RESEARCH one of the following statements:
  - a. Our whenua [land] was fished from the sea [by Maui] and many of our tūpuna [ancestors] were fishing folk [HISTORY] [NOTE: Research should include history of fishing and significance of fishing in our history or personal stories from whānau or ancestors]
  - b. Unlike some other countries most of us live near the sea! [GEOGRAPHY] [NOTE: Research should include some comparison with other countries and some analysis of how far away most of us are from the sea in relation to other countries, could also make and compare maps]

### CONNECTIVITY:

3. WATCH the film clip [Ko au te taha Moana. Ko te taha moana ko au](#) [2:52]. Create a poem, waiata / song, piece of music or picture that conveys what the sea or a coastal place near you means to you [slide 12]

#### TAONGA IDENTIFICATION:

4. IDENTIFY a taonga o Tangaroa by completing the following [slide 13]:

- a. Lay out a blue sheet or piece of fabric (Pacific Ocean) with a map of Aotearoa New Zealand in the centre.
- b. Have a kete of many taonga (and/or have learners bring their own) related to the coast and sea such as shells, driftwood, rocks, seaweed, pictures of fish etc
- c. Invite learners to select one taonga and stand in a circle around the map. Students introduce themselves by sharing their taonga and placing it around the Aotearoa coastline or ocean at a place that is important to them or where they come from. Invite them to share their sense of connection with the place chosen.
- d. Extending:
  - Create a mihi / pepehā
  - Explore more deeply [tūrangawaewae and Māori sense of place](#)
  - Investigate tangata whenua relationships with the sea in your rohe / area
  - Relate your taonga to values that you hold (what environmental values do you hold?)
- e. Reflect:
  - What happened in the activity and why?
  - What did you discover?
  - What connections did you make with others in the group?




[Adapted from [Ministry of Education – Education for Sustainability](#)]

#### DISCOVER DIFFERENT OCEAN VALUES AND USES:

5. WRITE about how your whānau [family] and tūpuna [ancestors] use and value the sea (e.g. for fishing, for kayaking, for sailing, for collection of kai moana...). [slide 13] With blue tack stick your paper on the white board and SHARE with the rest of the group one way your whānau / tūpuna use and value the sea. DISCUSS how people and culture view and use the sea and coastal places differently.

#### SHARE OUR VIEWS & CONNECTION:

6. WATCH the short film about [the Kāpiti coast with Koro Don](#) where he shares his connection with the sea and the Kāpiti coastline [slides 12 & 13]. Learners MAKE a short film or [Powtoon](#) like the one posted about [Kāpiti](#) by Koro Don. Alternatively learners capture local



perspectives about the sea and coastline, history, and identity. They draft five questions based on their research, and could video a range of community members responding to these questions, and edit the responses to group the answers to each question together. This video can be shared online or used as a class resource for discussing “*what we agree on, and what we don't*” and the variety of viewpoints and uses of the sea and kai moana.


#### TŪRANGAWAEWAE SEA VISIT:

7. EXPLORE the concept of tūrangawaewae and acknowledge the place we are connected to. EXPERIENCE the sea. Visit the coast near you and explore natural landscape features, being mindful and respectful of important Māori sites and tikanga for them. If possible, ask a knowledgeable local guide to accompany learners, to help bring tangaroa and the surrounding whenua to life. Ask learners to sit in the stillness, and record all that they can see, touch, hear, and smell, taking note of human impact and presence. [slide 14] [Adapted from [Pūtāra – A call to action](#)]
8. COLLECT and IDENTIFY shells from your local beach. Identify using Māori, Scientific and Common names. Present as a collection with labels see the [Teacher Guide – All About Shells](#). Pick one shell that you particularly like, find out about the animal that lives in that shell. WRITE a story about that animal.

#### 360 DEGREE VIEW:

9. CREATE a 360-degree view of a coastal place of connection [slide 14]:
  - a. Have learners VISIT a coastal site that they feel an attachment to. This could be done as a homework activity or as a field trip by visiting a place that is significant in some way for your class/ group. This could be a coastal site that is near your school or where field work has been completed.
  - b. Have learners write about why they appreciate this place and be prepared to share. CREATE a 360-degree view of this place. This can be done using an application such as Cardboard Camera. This app allows learners to record both image and voice as they rotate with the camera button pressed. The aim is to use the technology to immerse another person in how you see and connect to this place. If no technology is available, then the activity can be completed using hand drawing and written script.
  - c. Discuss with learners that the aim is to reflect on and then convey ‘Why is this place special’?
  - d. If using the app then model how to use the app, moving and talking slowly.
  - e. Learners plan and write down what they will say.
  - f. Create the narrated image. A few versions may be needed to get it right.



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- g. In groups, use a device to share the images.
- h. Reflect and discuss
- What were the common things that several learners spoke about or filmed?
  - What was it exactly about the spot that they chose that they liked? Was it its beauty, or a particular plant or animal or a memory of a prior experience?
- i. Extending:
- Make a plan to help conserve and protect a favourite place.
  - Collect any rubbish and conduct a rubbish survey

[Adapted from [Monterey Bay Aquarium – A 360 degree sense of place](#)]

#### AROUND THE WORLD:

10. INVESTIGATE another cultures views and relationship with the sea. What do we have in common? What do they value most? What does this show us about our country's relationship with the Tangaroa? [slide 15]

#### GROUP INQUIRY:

11. REVIEW AND REFLECT using the following group inquiry questions [slide 15]. Group BRAINSTORM then divide into groups with each group discussing and researching if necessary their answers to each of these inquiries:
- a. What do we know of the mythology and history of our ocean and coastal places?
  - b. Who are the people that belong to Tangaroa and our coastal whenua? What stories can they tell us about the sea and coastline?
  - c. What was our ocean and coast like in times gone by? What sights, smells, and sounds have vanished or changed?
  - d. In what ways is the ocean around us now suffering or thriving? If the ocean could sing a song to us, what song would it choose and why?
  - e. How does do we as citizens of Aotearoa New Zealand tell our collective story - about the ocean, kai moana, and fishing industry to rest of the world?



## KEY WORDS

Viewpoints

Values

Tūrangawaewae

Sense of place

Connectedness

## CURRICULUM LINKS

### **Nature of Science (Level 3-8)**

- Participating and contributing

### **Social Science (Level 3-8)**

- Understand how people view and use places differently (Level 3)
- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people (Level 4)
- Understand how people participate individually and collectively in response to community challenges (Level 4)
- Understand how people's management of resources impacts on environmental and social sustainability (Level 5)

### **Geography (Level 6, 7, 8)**

Geographic research


Contemporary New Zealand geographic issue

Geographic topic at a global scale

Application of geographic concepts

### **Tikanga-ā-iwi (Level 3-8)**

- *Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papa-tū-ā-nuku e takoto nei.* Place and Environment
- *E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.* The Changing World
- *E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai engari, me tiki ki te matamata.* The Economic World



### **Pūtaiao (Level 3-8)**

- The Natural World
- Philosophy and history of science

### **Hauora (Level 3-8)**

- Relationships to earth and sky (natural environments) (Level 4+)