

# KAITIAKITANGA & SUSTAINABILITY

## OVERVIEW

Kaitiakitanga is often understood as guardianship but is also about reciprocity. If we act wisely as kaitiaki then our ocean resources will provide for us and remain healthy for generations to come. In these activities we explore kaitiakitanga as well as different viewpoints on how we should / could use resources sustainably and act as good kaitiaki. See also the slide set [Kaitiakitanga](#).

## FOCUS QUESTIONS

- *What is my role in our kaitiakitanga of the ocean?*
- *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 new words and concepts have we learnt*

## LEARNING OUTCOMES

- Understand the reciprocal nature of kaitiakitanga (i.e. that the ocean will sustain us but only if we look after it)
- 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
- Use specialised words and terms in relation to ocean sustainability

## LOCATION

Indoors

## 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

- Taking action: consumer choice
- Collaborative action project




## MATERIALS

- Slide set [Kaitiakitanga & sustainability](#)
- [Teacher Outline](#) (this)
- Copies of [Kaitiakitanga worksheet](#)
- Copies of [Value statement cards](#)
- Access to internet (for film clips etc)
- Something to write with
- For older learners: [Sustainability aspects chart](#) and [Aspects of ocean sustainability chart: Hoki](#)

## PROCEDURE

1. CONSIDER what we mean by kaitiakitanga [slides 15 & 16] and complete the [Kaitiakitanga Worksheet](#) [slide 16]
2. SORT [Value statements cards](#) (page 7) [slide 17] according to what you agree and disagree with:
  - a. Align value statement cards (blue text) with agree / disagree cards (green text) and be prepared to justify your choice.
  - b. Use blank cards to write one new statement about the sustainability of the sea that you agree with and one that you disagree with.
  - c. Take one statement you disagree with and try to argue this case. Find reasons why someone might agree with this statement.
3. EXPLORE the idea of sustainability and that there are many different viewpoints and uses for the sea and ocean resources [slides 18, 19, 20].
  - a. Create a continuum with strongly agree at one end and strongly disagree at the other.
  - b. Have learners place themselves along the continuum line according to their agreement with the following statements:
    - i. “Human needs and requirements are more important than protection of the environment. The needs of current generations are more important than the future!”

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- ii. “The ocean is a food basket. Marine life and other ocean resources primarily provide us with food and other uses.”
    - c. Question learners on their stance. Discuss the reality that there are different viewpoints and uses of the sea.
  4. For Older learners [level 7 & 8] INVESTIGATE different aspects of sustainability [slides 21 & 22].
    - a. Provide learners with a copy of the [Sustainability Aspect Chart](#). Have learners read the different definitions and highlight key words.
    - b. Discuss the key aspects as a class.
    - c. Have learners work in pairs to reword the aspects in their own language. The following student definitions may help:
      - **Environmental sustainability:** Making sure all forms of life (animals and plants) and their habitats are cared for. This will ensure that all ecosystems in both natural and man-made environments will be maintained so that all the different forms of life can exist together.
      - **Social Sustainability:** All people are considered equal whether they are from different cultures, ages or social groups and they all have the same rights to exist and grow in a supportive community within a healthy environment.
      - **Cultural Sustainability:** All cultures are valued for their way of living in the world. Communities respect different cultures and allow all the opportunity to share their attitudes and values and to participate in decision-making about their environment.
      - **Economic Sustainability:** We must consider how we use resources from the land, sea and air, to make money, so we don’t run out or destroy the earth now and in the future.
    - d. Read the [Marine Stewardship Council New Zealand Hoki Story](#)
    - e. Complete the [Aspects of Ocean Sustainability Chart: Hoki](#). Ask them to come up with ideas of some environmental, social, cultural and economic aspects of sustainability as they relate to the New Zealand Hoki fishery. Examples of what they might come up with could include:
      - Environmental – overfishing hoki will impact entire ecosystem; climate change will impact spawning and size of hoki stocks
      - Social – fishing companies employ (without discrimination) men and women from all cultures and walks of life

- Economic – fishers and fishing companies need to be able to make a living and continue to make a living from hoki
  - Cultural – eating fish is an important aspect for us as tangata whenua (manakitanga)
- f. Use the blank [Ocean Sustainability Chart](#) to explore one or more fisheries or ocean related issue that exists near where you live.

## KEY WORDS

Kaitiakitanga

Sustainability

Values

## 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 ākonga 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+)



## VALUE STATEMENT CARDS

**Agree**

It is important for us to understand the ocean, what happens there and how it is changing

Marine life can be affected if we take too many of one species

The deep ocean is a long way from me. What happens there doesn't matter to me

Kaitiakitanga means taking from the sea and giving back to the sea

**Disagree**

The sea is so big it will not be affected by what I do

We have a responsibility to fish sustainably so there will be fish left for future generations

It is my right to go fishing and take what I want no matter what

Kaitiakitanga means I can take kaimoana however I want!



**Agree**

**Disagree**

Empty response box for 'Agree' column, row 1.

Empty response box for 'Disagree' column, row 1.

Empty response box for 'Agree' column, row 2.

Empty response box for 'Disagree' column, row 2.

Empty response box for 'Agree' column, row 3.

Empty response box for 'Disagree' column, row 3.

Empty response box for 'Agree' column, row 4.

Empty response box for 'Disagree' column, row 4.





# SUSTAINABILITY ASPECTS CHART

The adoption of ways of thinking and patterns of behaviour, by individuals, groups, and society as a whole, that meet the needs and aspirations of the present generation without compromising the ability of future generations of all living things to meet their needs and aspirations.

<h2>Economic Sustainability</h2> <p>Economic sustainability means using resources to provide necessary and desirable products and services for the present generation without compromising the ability of future generations to do the same.</p>	<h2>Environmental Sustainability</h2> <p>Environmental sustainability is about maintaining the integrity of life support systems. This aspect incorporates the important notions of biodiversity and ecosystem services. Environmental sustainability is fundamental to a sustainable future.</p>
<h2>Social Sustainability</h2> <p>Social sustainability is about equity within and between generations and within and between ethnic and social groups. It is inclusive of people's mental and physical wellbeing and the cohesion of their communities based on a fair distribution of natural resources.</p>	<h2>Cultural Sustainability</h2> <p>Cultural sustainability refers to the nourishment and sharing of attitudes and values that represent diverse ways of viewing the world. Cultural sustainability is inclusive of political sustainability, which is about all citizens having the opportunity to express their views freely and participate in decision-making.</p>

Definitions from the TKI Senior Secondary Curriculum Teaching Guides





# HOKI SUSTAINABILITY ASPECTS

**Economic  
Sustainability**

**Environmental  
Sustainability**



**Social  
Sustainability**

**Cultural  
Sustainability**



## SUSTAINABILITY ASPECTS

<p><b>Economic Sustainability</b></p>	<p><b>Environmental Sustainability</b></p>
<p><b>Social Sustainability</b></p>	<p><b>Cultural Sustainability</b></p>