

Theme two: Porirua Harbour as a Taonga

Level 5 Social Science



*Living
Waters*

TIAKINA NGĀ TAONGA - PROTECT THE TREASURES

Theme two:

Porirua Harbour as a Taonga

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Achievement Objectives:

- Understand how cultural interaction impacts on cultures and societies
- Explain how people's management of resources impacts on environmental and social sustainability.

Conceptual Objectives:

- Understanding of how the kaitiakitanga of Ngati Toa has influenced decision making.
- People's decisions have an impact on the Porirua Harbour and its surroundings.

Learning framework

Links to social inquiry approach	Activities	What to look for
Establishing what we know		
Focus of learning topic What makes a place taonga?	1. Taonga Aotearoa	Building conceptual understandings of <ul style="list-style-type: none"> • The concept of 'taonga' and the application of this to students own experience.
Experiencing the Harbour		
Finding information What's so special about the harbour?	2. Field trip to Takupawahia and Onepoto arm of the harbour	Developing a sense of connection through <ul style="list-style-type: none"> • Familiarizing students with Ngati Toa's view of the Porirua Harbour and Catchment, now and in the past. • Encouraging students to start shaping their own reasons for viewing the area as taonga.
Building on knowledge		
Putting it into context How have human decisions impacted on the harbour? Who is responsible for protecting the harbour?	3. The Porirua Harbour and Catchment as taonga 4. Consequence Wheel 5. What is kaitiakitanga?	Deepening understanding of How decisions people have made in the past have directly impacted the Porirua Harbour and Catchment and are still felt today. Developing critical thinking by Encouraging students to think of the reasons behind - and the consequences of - the decisions that were made.

Planning for action		
Exploring values and perspectives Who will be happy about council environmental reforms	6. Perspectives on strategies	Developing a critical thinking by <ul style="list-style-type: none"> Analysing different strategies that have been put in place to protect the biodiversity of the Porirua Harbour and Catchment. Considering the consequence of these actions.
So what, now what		
Considering responses and decisions What changes would you like to see? Social action How can I make a difference? Did I make a difference?	7. We are kaitiaki	Developing a sense of kaitiakitanga <ul style="list-style-type: none"> Thinking about how students can exercise kaitiakitanga over the Porirua Harbour and Catchment themselves. Using initiative in exercising kaitiakitanga over an area within the Porirua Harbour and Catchment.

Establishing what we know

Diagnostic

If you feel that your class has a strong understanding of taonga, you may choose to go straight to the selecting a context section. Otherwise, continue with this section.

Activity 1: Taonga Aotearoa

Ask students to think about a place that they feel linked to and have a strong connection with. Lay out a blue piece of fabric (Pacific Ocean) with a map of New Zealand in the centre. Around it place many taonga (treasures, precious objects) related to New Zealand eg shells, driftwood, rocks, plants (leaves, bark, fruit, fungi etc), animals (birds, insects, reptiles, mammals), or ask students to bring something from home. Invite students to choose one taonga and then stand in a circle around the map. Students introduce themselves by sharing their taonga and place it on Aotearoa at a place that is important to them or where they come from. Students can go further afield (outside of New Zealand) if they would like to.

- As a class, discuss what human choices could be made to improve their special place or, by contrast, impact on it negatively? What state is it in? Who has cared for this place or been responsible for it? Think about both now and in the past. Who might in the future?

Experiencing the harbour

Activity 2: Visit to Takapuwahia

Takapuwahia Marae is located next to the Onepoto Arm of the Porirua Harbour and is the oldest remaining settlement in Porirua. It's people, Ngati Toa Rangatira welcome schools in the catchment to visit the wharenui, to learn about their ancestors and how life at the pa has been so strongly shaped by its close proximity to the harbour. Students will be welcomed onto the

marae and be hosted by kaumatua who will spend the day telling stories to and answering questions from students and teachers. This is a rich way to develop understanding of the concepts explored throughout this theme such as kaitiakitanga, taonga, mana moana and waahi tapu. Students will also have the opportunity to demonstrate their own sense of kaitiakitanga by conducting a clean-up of the foreshore near the marae. Keep Porirua Beautiful will happily help to coordinate this activity.

To arrange a visit to Takapuwahia please contact the Takapuwahia Marae Bookings Officer. The details (including email) for the booking officer are found on webpage (scroll down the list of the marae committee until you find an email for bookings) <http://www.ngatitoa.iwi.nz/ngati-toa/marae/>

To arrange a clean-up of the foreshore near the marae contact keep Porirua Beautiful who are supported by Porirua City Council

Website: <http://www.pcc.govt.nz/About-Porirua/Our-City/Keeping-Porirua-Beautiful>

Phone: 021 352 288

Email: kpbpeople@gmail.com

Building on knowledge

Activity 3: Porirua Harbour and Catchment as a taonga

As a class discuss the concept of Porirua Harbour and Catchment as taonga.

- Draw a star chart and write down the different groups that would value the Porirua Harbour as taonga and list the reasons why.
- Watch the *Living Waters Documentary: April Pollution*.
 - Why did Ngati Toa choose to settle in Porirua?
 - How have the decisions of the past affected the Porirua Harbour and Catchment?

- Watch the *Living Waters* episode: *January: Recreation*. Note down on the star chart any other groups shown in the film that value the harbour and why.
 - o How does Tipene Kenny describe being on the water?
 - o What does he mean when he says the harbour is more than a landscape?
 - o What impacts can we see on the harbour from human decisions?
- Discuss as a class how people's decisions can affect the harbour and the community. E.g. how pollution and litter in the harbour affects waka ama groups.

Activity 4: Consequence wheel

Useful references for this activity include the *Living Waters* Documentaries (see suggestions below), the Porirua District plan and [The Porirua Harbour and catchment strategy](#).

As a class pick one decision that has been made in the past and fill out a [consequence wheel](#). Some examples of decisions for discussion include: Stormwater drains into the harbour, straightening the Porirua Stream, development of industry by the stream, pollution from the Porirua Hospital, reclamation of the harbour.

Ask students to write the decision in the centre wheel. As a class discuss how the different choices have affected the Porirua Harbour and its surroundings. Record answers in the next ring out. Encourage students to include plant and animal life in their consequence wheel to see how change in their habitat affects them.

Once this activity has been modelled, have students complete their own consequence wheel in groups. Allocate each group a different decision that has been made at some time in the past. Ask students to analyse how this decision has impacted the Porirua Harbour and its surroundings. Encourage students to look at a range of perspectives, why these decisions were made and who they are continuing to effect.

Display the consequence wheels on the wall and discuss as a class. Ask the class to consider the impact different decisions would have had on local Iwi. How would it impact on their ability to gather food out of the harbour? How would they feel seeing their taonga being destroyed? Were they involved with decision-making?

Suggested *Living Waters* Documentaries:

November: Industrial Catchment: This looks at the reclamation of the harbour after the 1940s. The impact that had on local Maori who used to gather their kai from the harbour. How the reclaimed land and development on the river beds have affected freshwater fish. It also looks at the impacts of the industry on the streams.

April: Pollution: Taku Parai describes when Ngati Toa first came to Porirua Harbour, the harbour as a 'provider of life' and how it provided an abundance of food sources and fisheries. The harbour was also valued for its spiritual connotations and connections. Taku Parai explains the petition to the Crown in 1888 asking them to preserve the harbour which unfortunately didn't happen with

the Porirua Asylum being built in 1897.

August: Sediment: This episode looks at the importance of the inlet as a feeding ground for the young. The biggest crisis for the harbour is sediment. (Result of development).

February: Fishing: This episode looks at the impact of reclamation and the development that has had a big impact on fish life and discusses the issue of sediment.

December: The Future: This episode looks at the various parts of the community that use the harbour and their aspirations for the future. This film addresses what we can do to improve the situation such as developing ownership and belonging. It recognises the benefits that are so close to us.

Activity 5: What is Kaitiakitanga?

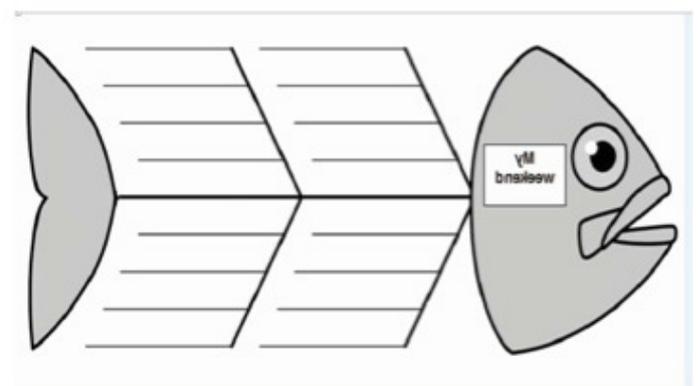
In small groups, students are to research the term kaitiakitanga.

How does this link into other closely related concepts such as tan-gata whenua, kaitiaki, customary practices and rahui. What are some challenges for the kaitiakitanga today and in the future?

Discuss with the students how understanding has grown about the importance of kaitiakitanga as decision makers have realized some choices in the past have been at the expense of environment and the people who depend on it. Kaitiakitanga has been legislated for in the Resource Management Act to ensure that we are respecting our taonga.

- Discuss how kaitiakitanga is defined in the 1991 Resource Management Act.

In the same groups, have students choose an area within the Porirua Harbour and Catchment that the Porirua City Council has demonstrated kaitiakitanga over. Analyse how the principles of kaitiakitanga are being followed and record your findings on a fishbone diagram. For more information about how to use [fishbone diagrams click here: http://ssol.tki.org.nz/Social-studies-Years-1-10/Teaching-and-learning/effective_teaching_in_social_studies/teaching_strategies/graphic_organisers/fishbone_diagram](http://ssol.tki.org.nz/Social-studies-Years-1-10/Teaching-and-learning/effective_teaching_in_social_studies/teaching_strategies/graphic_organisers/fishbone_diagram)



Examples of Porirua City Council Strategies:

- Landscape Management Strategy:

- Porirua Harbour Strategy:
- The Pauatahanui-Judgeford Structure Plan (2012): a framework for land development in the Judgeford basin. This involved runanga staff and Ngati Toa. Taonga including ancestral Pa and accessways throughout the area. The Council to incorporate this in a plan for a future walkway alongside the Pauatahanui Stream – the details of integrating this into the structure plan framework will be considered in the development of the Riparian Management Plan.
- The Heritage Management Strategy (2010): The role of the council is a formal structure that exercises kaitiakitanga. One of the achievements of the steering group was the physical protection of Te Pa o Kapo in Titahi Bay with bollards to prevent access by vehicles driven by the general public over the historic coastal pa site.

Community groups also display kaitiakitanga. Have the same groups of students investigate the different ways the principles of kaitiakitanga are being applied by community groups. Present findings to the class a star chart of power point presentation.

Examples of Community groups:

- PICT – Pauatahanui Inlet Community Trust
- PHT – Porirua Harbour and Catchment Community Trust
- PHIAG – Porirua Harbour Inter-agency Advisory Group (representing all of the contributors and signatories to the Strategy)
- Porirua Science Group
- The Porirua Harbour Environmental Education Group.
- GOPI – Guardians of Pauatahanui Inlet
- Porirua Harbour Iwi project: This a collaborative project between NIWA and Ngati Toa. NIWA is undertaking a body of research by working in collaboration with Ngati Toa. Drawing on oral histories NIWA are researching and documenting customary and ecological information about key fish and shellfish species in Porirua harbour. During 2012, historic information about these species and their habitats was gathered to assist with developing appropriate surveys to monitor and care for these species in the future. Part of this process included undertaking a number of oral history interviews with kaumatua and Iwi members. These were recorded on film and audio for preservation and are available on the Ngati Toa website.

Planning for action

Activity 6: Perspectives on strategies

The Porirua City Council strives to exercise kaitiakitanga and take a formal role in the stewardship over the Porirua Harbour and Catchment. The choices the council makes are met with mixed reactions, as people within the community have different values and perspectives.

Refer students to the Porirua Harbour and Catchment Strategy and Action Plan investigated in the previous section. Copies are available from the Porirua City Council and on the council website. Select one of the “big three” issues addressed in the strategy (sed-

imentation, pollution and ecological restoration), and ask students to create a star chart to show the different perspectives within the Porirua community towards how that particular is being addressed by the strategy and action plan. Who will be pleased with the actions and who will be will not?

Create a role-play or debate to show the various groups reactions. It may help to interview different people of the community and ask them to give their perspective on the change of rules and how it affects their lives. For example: local residents vs. developers.

Considering responses and decisions for taking action

Activity 7: We are kaitiaki

Ask students to reflect on how they feel about the harbour and catchment. Is it taonga to them? If so, why? Use a discussion circle and talking stick so students can share how their feeling about the harbour and catchment might have changed over the course of the study. Invite them to select a place within the catchment that they would like to practise kaitiakitanga. This might include a contributing stream near the school or a beach in the outer harbour. What issues exist in that area that are causing – or could potentially cause – harm to the local ecosystem. What changes would they like to see happen to help alleviate these issues?

Use this template for [planning action](http://efs.tki.org.nz/Curriculum-resources-and-tools/Action-Planner): (<http://efs.tki.org.nz/Curriculum-resources-and-tools/Action-Planner>)

1. Identify an issue with students
2. Look at the overall vision with students; i.e. what is it that we want to achieve?
3. Plan the action: Consider what exactly needs to be done to achieve the vision. This could include several smaller projects within the larger project that either the whole class is involved with, or small groups within the class facilitate.
4. Check that the action addresses the issue.
5. Consider the skills required to carry-out the action and where more information can be found.
6. Consider how people will think and feel about the planned action and how you will find this out.
7. Make some decisions: what could influence the decision on what to do? List the options and criteria in a decision making matrix to choose the action.

Criteria should include:

- ensuring the action addresses the issue
 - resources required
 - time and learning
 - (add your own criteria as required)
8. Carry out the action.
 9. Reflect on change. Some questions may include:
 - How can we make people more aware of the issue and our action(s)?
 - Did our actions meet our vision?