

Theme two: Porirua Harbour as a Taonga

Level 3 & 4 Social Science



*Living
Waters*

TIAKINA NGĀ TAONGA - PROTECT THE TREASURES

Theme two:

Porirua Harbour as a Taonga

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Achievement Objectives:

- Explore how people view and use places differently.
- Understand how cultural practices vary but reflect similar purposes.

Conceptual Objectives:

- The cultural values held by Ngati Toa shape their perspective of Porirua Harbour.
- People's ideas about kaitiakitanga of Porirua Harbour can vary. (Kaitiakitanga means guardianship and protection. It is a way of managing the environment, based on the Māori world view.)

Learning framework

Links to social inquiry approach	Activities	What to look for
Establishing what we know		
Is Porirua Harbour something we use OR something we look after?	1. Valuing our harbour	Building conceptual understandings by <ul style="list-style-type: none"> • Considering different practices that have the purpose of caring for oceans or rivers. • Exploring ways of applying these practices to waterways in their community.
Experiencing the Harbour		
How do different people value the harbour? What is the environmental impact of our activities on the Harbour?	2. Visit to Takapuwhia 3. Using our harbour	Gaining first-hand knowledge by <ul style="list-style-type: none"> • Experiencing the harbour and the people who have close cultural ties • Observing human activity and identifying ways this may impact on the health of the Harbour
Building on knowledge		
Finding information What can we learn about caring for the environment from other groups?	4. Exploring stories 5. Exploring values and action	Deepening understanding by <ul style="list-style-type: none"> • Exploring perspectives from various cultures about the sea, Porirua harbour, and marine resource management. • Considering how the actions of one group's treatment of the environment can have adverse flow on effects for another

Planning for action		
Exploring values and perspectives Different groups, similar environmental practices. Why? Considering responses and decisions What's the benefit?	6. Creating our own legends	Developing critical thinking by <ul style="list-style-type: none"> Analysing different responses and decisions made by different individuals and groups to achieve a desired outcome.
So what, now what		
Social action What is possible? What is important to me?	7. We are kaitiaki	Deepening sense of kaitiakitanga by <ul style="list-style-type: none"> Reflecting on learning, exploring options and then taking action to help improve the health of the harbour.

Establishing what we know

Activity 1: Valuing our Harbour

Discuss with the class how people from their own cultural background look after rivers, streams and oceans.

- Begin by asking them how their families use the Porirua Harbour and Catchment: Do they get fish or shellfish from it? Do they collect watercress or other plants? Do they use it for recreation? If so, in what way? In what other ways is it special to your family?
- Discuss what they do to look after the waterways that they live near: Do they pick up rubbish out of the gutter? Wash their car on the grass? Other examples can be found at cleanwaterways.org.nz

Discuss and clarify the meaning of the following opinions with the class. Do students agree or disagree with these opinions?

- The Porirua Harbour is a waahi tapu (a sacred place)
- The Porirua Harbour is our food larder
- People have mana moana (authority over the sea). If so, who?
- The Porirua Harbour is a place to have fun,
- People have a kaitiakitanga (guardianship) role over the Porirua Harbour. If so, who?
- Add any other opinions your students have thought of regarding the harbour in your class discussions.

Watch “January: Recreation” and “December: The Future” from the *Living Waters* documentaries. Draw a star chart which shows how people use or enjoy the harbour. Ask students to note down what issues are starting to appear that may prevent people from enjoying the harbour.

Continuum exercise

Make a continuum on the wall with “Porirua Harbour is something for us to use” on one end and “Porirua Harbour is

something we need to look after” on the other. Using post it notes, ask the students to write their name and one of these opinions on the post it note, and place it where they think it fits on the continuum. Using post it notes means the students can move their note if they change their mind during the unit. They could also write the names of people who featured in the two documentaries on post-it notes and put them where they think they would place themselves on the continuum.

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 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.ngatitooa.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.

Activity 3: Using our Harbour

On return to class, build on the discussion from Activity 1 to consider other ways students have utilised the harbour, or have seen others utilise the harbour. Ask students to discuss with their families how they use or enjoy the harbour, draw a picture or take a photo of this activity and report back to the class.

Watch “January: Recreation” and “February: Fishing” from the *Living Waters* documentaries and note down how people use or enjoy the harbour.

In small groups, hand out the pictures of the different activities people do related to the harbour. Make sure that each group member has the picture they have drawn or taken of their family. Ask the groups to discuss what problems may prevent people from enjoying this activity now or in the future, and note these down as shown in the example below:

Use	Problem	Consequence
Fishing	Fewer fish	Less food
	Pollution	Unsafe fish
Swimming	Pollution	Unsafe to swim there
Walking	Bad smell	Avoid going there
Sailing	Sedimentation	Limited access around harbour, strandings

Ask groups to share back the potential problems they have identified and choose one they would like to focus on as a class. Once this problem is identified, discuss with students what solution they would like to see happen, and focus on this as a positive outcome. For example, if the problem they identify is the bad smell that occurs occasionally near the harbour, the result they desire may be “The harbour will smell nice”.

Have students record their problem and desired outcome. They will use it next in the So what, now what? section.

Building on knowledge

Activity 4: Exploring stories

Gather together some traditional stories and legends about people’s relationships with the sea, either from Aotearoa or elsewhere in the Pacific. Read these with the class and discuss what impact these stories have on how people view the sea.

Watch ‘April: Pollution’ from the *Living Waters* Documentary series. How does Taku Parai describe the harbour when Ngati Toa first came into the area? How did the building of the Porirua Asylum change all this? Imagine being a child when these things happened. How would it make you feel about the sea and sea life? What would be important for you to tell your own kids? What would you think would be the most important thing to do to protect the harbour? Write a diary entry explaining your thoughts

and feelings on the changes to the harbour which was once a provider of life for your people.

Invite people from different cultures to come and talk to the class to find out what they think is important in looking after the harbour and catchment. You may have some family or staff members from your school community who you can contact, or contact the Porirua City Council Harbour Coordinator for some suggestions.

Activity 5: Exploring values and action

Revisit the continuum exercise from Activity 1. Start by brainstorming all the different individuals and groups that the class has met, watched or heard about as part of the study so far. Write the name of each person or group on a Post-It note and if possible hand them out so each student has one note.

On the whiteboard draw a long line, at each end write opposite statements that examine aspects of people’s values and actions around the harbour. Students then place their note where they think that person or group should be. Discuss as a class as you go. Examples of statements could be “Responsible for caring for the harbour” and “No responsibility for the health of the harbour”; “Actions improve the harbour” and “Actions harm the harbour” and so on.

To finish reflect on what they have learnt about the way people value the harbour and the way their actions affect not only the health of the harbour, but the lives of people who use it for different reasons.

Planning for action

Activity 5: Creating our own legends

Ask students to think back to the problem they are trying to resolve and their desired result. Revisit their list of individuals and groups and consider actions each of these could take to achieve their desired result.

Ask students to write (and illustrate) their own contemporary legend about the Porirua Harbour. The story should focus on why their characters are trying to solve the problem they identified and how they achieved their desired outcome.

The stories could be read to junior classes by the students, published online or even in the local newspaper.

So what, now what?

Activity 6: We are kaitiaki

Take some time to reflect on what the students have learnt and experienced throughout the unit. Ask them to consider what they knew about kaitiakitanga at the start, and what it means to them now. They can discuss this as a group using a talking stick to ensure that everyone has a turn and is listened to. The reflection process should use a lot of probing questions from the teacher

help the students connect what they learnt to how they feel about the harbour. For example “how did you feel when you learnt that...”, “Who do you remember the most and what did you think of their actions?”

Use the Action Planning Template below to work with the students to identify an issue that they would like to address and a process for taking action. This is from the Education for Sustainability section of the TKI website. Refer to the Porirua Harbour and Catchment Action Plan for ideas for issues to address (i.e. sedimentation, pollution and ecological restoration) and possible actions to address them.

Contact the Porirua Harbour Strategy Coordinator at the council if needed.

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?
 - Did our actions impact on the issue we identified?
 - What do we need to do next?