

LEARNING AREA: SOCIAL STUDIES AND HEALTH

Lesson Aim: Students learn how transport behaviours can be understood through a Māori worldview

New Zealand Curriculum Level 4

Lesson Overview

In this lesson sequence, students learn about the four dimensions of hauora (Te Whare Tapa Wha) and how this relates to active transport, active citizenship and kaitiakitanga. The lesson sequence should be adapted and extended to meet the needs and background knowledge of the class.

Lesson 1: Explore the 4 dimensions of the Te Whare Tapa Wha health model, and how all four dimensions are dependent on each other for overall hauora.

More information about this model of health can be found here: <https://www.r2r.org.nz/maori-health/whare-tapa-wha.html>

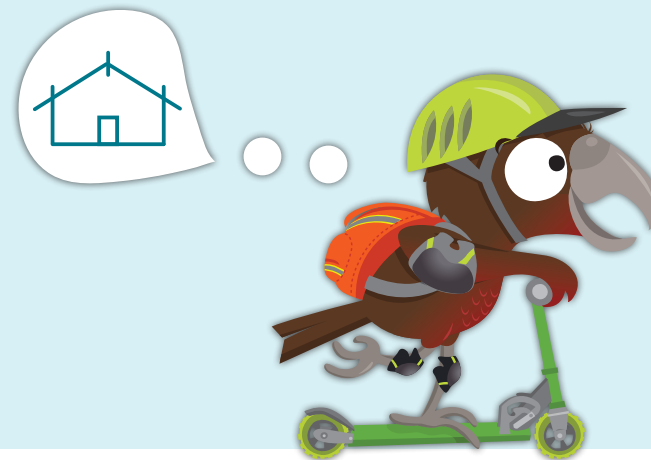
Lesson 2: Explore what kaitiakitanga means and how transport related behaviours can impact on the mauri of Papatūānuku and Ranginui (for better and for worse). Key teaching points relating to Atua i te Taiao (elements in the environment):

- Air is viewed as a taonga derived from Ranginui (the sky father). Māori legend tells that following the separation of Ranginui and Papatuanuku (the earth mother) their child Tawhirimatea fled with Ranginui to his new home in the sky. From there Tawhirimatea controls the wind and elements.
- Carbon emissions degrade and lessens the mauri or life-force of this taonga. It also affects the mauri of other taonga, for example plants and animals, as all living things need air and all things share the same air.
- It's important to Māori to exercise kaitiakitanga to protect and maintain the mauri of taonga.

Lesson 3: How can we be kaitaki and active citizens to protect the mauri of our community and whenua (land)? Students to research and describe how replacing sedentary and polluting forms of everyday transport, with active and sustainable modes supports this. If possible, arranging for someone from your local iwi, or a whānau member with relevant knowledge to come and share what they know about this would be very appropriate at this point.

Lesson 4: Linking back to the first lesson, how can active and sustainable transport choices support the four dimensions of hauora for ourselves and for our community? Potential for this activity to be organised as a group jig-saw, whole class, or individual activity.

See example on last page.



Contextual Te Reo

[Māori Dictionary](#)

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|-----------------------------------------|----------------------------------|------------------------------------------------|------------------------------|
| • Haere = Journey, trip, travel | • Kori tinana = physical workout | • Taha Wairoa = Spiritual Health | • Mauri = Life force |
| • Hauora = health / wellbeing | • Kaitiakitanga = guardianship | • Taha Whānau = Social Health | • Papatuanuku = Earth Mother |
| • Whakapakari tinana = physical fitness | • Taha Tinana = Physical Health | • Taha Hinengaro = Mental and Emotional Health | • Ranginui = Sky father |

Specific Achievement Objective Indicators

Social Studies

- Understand how people participate individually and collectively in response to community challenges.
- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Health

- Investigate and/or access a range of community resources that support wellbeing and evaluate the contribution made by each to the wellbeing of community members.
- Specify individual responsibilities and take collective action for the

Key Competencies

- **Relating to Others:** Seeing an issue from another perspective; making choices to benefit a collective.
- **Participating and Contributing:** Actively making a behaviour change to benefit the health of a community.

Adaptations for different year levels

- **Levels 1-3:** These levels should still focus on the Te Whare Tapa Wha model of health, however will require this to be simplified. These year levels could also focus on how ways of getting to school have changed over time and speculate about why these changes may have occurred. Use lots of visual cues to stimulate imagination.
- Lower year levels can also learn or re-visit the Māori creation story through different learning areas (e.g. literacy, drama, visual art).

Opportunities for cross-curricular links

- **Drama:** Using role play, students explore different perspectives and positions of stakeholders who are effected by sustainable and active transport in Aotearoa (e.g. member of local iwi versus Government agency who want to expand roading) – be inventive (but realistic) with scenarios!
- **Science:** How do fossil fuels and carbon emissions impact on the mauri of the whenua? What impact does this pollution have on other areas of Māori importance, e.g. waterways, soil nutrients, supply of kai.
- **Visual Arts:** Using artistic conventions, convey understanding of Te Whare Tapa Wha and how it relates to transport.
- **Poetic Writing:** Students communicate how they feel about un/sustainable and in/active forms of transport through a Māori perspective.

Other ideas for this lesson

- How does the Māori worldview integrate with a scientific worldview?
- Create a pouwhenua (landpost) for the school which communicates relevant learning which can be applied for future behaviour change. Pouwhenua acknowledge the association between the people and the land. Specifically, they reflect the relationship between the ancestors, environment, and the reputation or standing of the tangata whenua.

How can Te Whare Tapa Wha be applied to behaviour choices?

Taha Tinana / Physical Health

Wellbeing of tamariki is ensured through learning about and promoting transport modes which look after their physical safety, and provide them with exercise.

Taha Whānau / Social Health

The input and support of families within the school community is included and encouraged. This ensures that a community is working together for the collective goal of keeping children safe and sharing transport options.

Taha Hinengaro / Mental and Emotional Health

We think deeply about the impacts of our daily actions, and ways to challenge and improve the way we are travelling.

Taha Wairoa / Spiritual Health

We want to ensure that the mauri (life force) of Papatuanuku and Ranginui is healthy. We will therefore reflectively make good choices to enhance the feeling of the community.