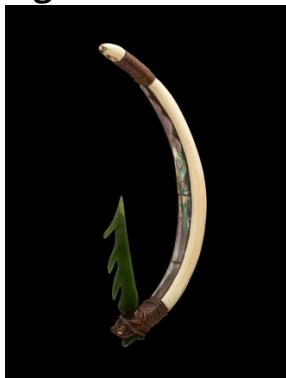


CREATE – How do we tune into the environment?

Grow your own living relationship with the taiao that surrounds you

Big ideas



Pā Kahawai (trolling lure), date and maker unknown. Purchased 1968. Te Papa (ME011848)

- An active, practising relationship with the natural world around us helps us to understand it's inherent role in our shared wellbeing
- Spending time in te taiao also helps us to feel more content, grounded and connected
- Mauri is the life supporting capacity of an ecosystem, and where atua can thrive, te taiao can too
- Connecting with nature is an important part of remembering we belong inside the wider ecosystem.
- Colonisation has impacted on food sovereignty.
- Returning to whenua and connecting with sustaining food landscapes is part of the decolonisation journey and impacts positively on the vitality of te taiao.

Social Sciences

Understand

E kore au e ngaro; he kākano i ruia mai i Rangiātea.

We know who we are and where we come from; therefore, we can move forward with confidence.

Māori history is the foundational and continuous history of Aotearoa New Zealand.

Māori have been settling, storying, shaping, and have been shaped by these lands and waters for centuries. Māori history forms a continuous thread, directly linking the contemporary world to the past. It is characterised by diverse experiences for individuals, hapū, and iwi within underlying and enduring cultural similarities.

Know	Do	
<p>Te tūrangawaewae me te taiao Place and environment</p> <p>This context focuses on the place of Aotearoa New Zealand in Te Moana-nui-a-Kiwa and the world. It explores the economic, cultural, recreational, spiritual, and aesthetic significance of places for people, and how communities seek to enhance liveability and wellbeing within the resources they have available. It considers the interrelationships between human activity and the natural world and the consequences of competing ideas about the control, use, protection, and regeneration of natural resources.</p>	<p>Phase One (Year 1-3)</p> <p>Places and environments are often significant for individuals and groups. People express their connection to places in different ways.</p> <p>Within Aotearoa New Zealand's histories</p> <p>Tangata whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae.</p> <p>Phase Two (Year 4-6)</p> <p>People interact with places, resources, and environments for personal, social, cultural, economic, and spiritual reasons.</p> <p>People's actions can have long-term positive and negative environmental impacts on places, the people who live in them, and the wider world.</p> <p>Within Aotearoa New Zealand's histories</p> <p>People adapted their technologies and tools to the new environment of Aotearoa New Zealand</p> <p>Phase Three (Year 7-8)</p> <p>People's connections to places, resources, and environments can generate</p>	

	<p>cooperation or lead to disputes over rights and responsibilities, with differing consequences.</p> <p>Within Aotearoa New Zealand's histories Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features.</p> <p>Phase Four (Year 9-10) The liveability of places is influenced by natural and cultural factors. The ways in which people and communities enhance or damage this liveability is influenced by the resources they have available to them and by their values and perspectives.</p>		
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Health and PE		Level 1	Level 2	Level 3	Level 4
Personal health and physical development	A4 Personal identity		Identify personal qualities that contribute to a sense of self-worth.	Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.	Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.
Relationships with other people	C2. Identity, sensitivity and respect	Demonstrate respect through sharing and cooperation in groups	Describe how individuals and groups share characteristics and are also unique.	Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.	Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.
	C3 Interpersonal skills	Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.	Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.		

Health and PE		Level 1	Level 2	Level 3	Level 4
Healthy communities and environments	D3 Rights, responsibilities, and laws	Take individual and collective action to contribute to environments that can be enjoyed by all.		Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.	Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.
	D4 People and the environment				