Te Manaaki i a Papa-tū-ā-nuku — Caring for Papa-tū-ā-nuku

Approach: One to one

Focus: Caring for environment.

Resources: Postcard.



Questions/instructions:

This activity is called Caring for Papa-tū-ā-nuku.

When people go into the bush, visit the beach or do anything in the outdoors, they should care for the land. **Show picture.**

Imagine your class is going on a trip to the bush. Your class needs to care for the land during your trip.

Ko te manaaki i a Papa-tū-ā-nuku te ingoa o tēnei mahi.

Kia haere te tangata ki te ngahere, ki te moana, ki ērā atu mahi o waho rānei, e tika ana me manaaki rātou i te whenua.

Whakaaturia te whakaahua.

Me whakaaro noa koe, kei te haere tō akomanga ki tētahi haere i te ngahere. E tika ana, me atawhai te rōpū i te whenua.



1. What are the important things for you and your class to think about and do before you go into the bush?

Tell me as many as you can think of.

Me aha koutou i mua o te haerenga ki te ngahere? He aha ētahi tikanga?

Kōrerohia mai, te nuinga.

2. After everyone has been in the bush it is time to go back to school.

What are the important things about caring for the land to think about and do before leaving?

Tell me as many as you can think of.

Kua tutuki te haere ngahere, kua tae ki te wā kia hoki ai ki te kura.

Me aha koutou i mua o te wehenga atu. He aha ētahi tikanga?

Kōrerohia mai.

| | % responses | |
|--|-------------|----|
| Ideas included (both questions): | GEd | MI |
| · · · · · · · · · · · · · · · · · · · | 10 | 07 |
| respect the land (e.g. historical, spiritual significance) | 13 | 87 |
| protect animals/plants | 85 | 59 |
| light fires only if/where appropriate | 5 | 0 |
| suitable care when fires used (dead wood only, extinguish properly) | 1 | 0 |
| sanitation (use toilets if available, avoid fouling water sources, bury biodegradable waste) | 3 | 3 |
| carry out non-biodegradable rubbish | 75 | 68 |
| Overall quality of reponse: | | |
| excellent/very good | 1 | 39 |
| good | 13 | 43 |
| fair | 53 | 13 |
| poor | 33 | 5 |
| Total score: 5-9 | 8 | 18 |
| 4 | 10 | 24 |
| 3 | 41 | 40 |
| 2 | 17 | 7 |
| 0-1 | 24 | 11 |

Commentary:

Students in Māori immersion (MI) settings scored statistically significantly higher than Māori students in general education (GEd).