

## ***Taonga Aotearoa***

An experiential learning activity that helps students make connections with each other, where they are now, where they come from, and what is important to them

### **Concepts:**

Interdependence

### **Learning Areas:**

Can be used in any learning area

### **NZC Level:**

1-8

### **Timeframe:**

1 lesson or less

## **EfS in the NZC**

Through this activity, students can develop:

- the vision of connectedness
- elements of the key competencies *relating to others, participating and contributing, and using language, symbols and text*
- values of *diversity, and community and participation*
- reflective thought

## **The Learning Context**

The purpose of this activity is to help students understand that they can have a link to a place and to other people through a place or a taonga (treasure, precious object). Students can be asked to bring their own taonga or you can provide a variety of objects for them to choose from.

The activity can be used as a tool to introduce students to each other, to a new environment, or to a new learning context or opportunity. This activity helps establish relationships between learners.

### Student learning outcomes

Possible learning outcomes from using this tool:

- Discovering commonalities with others in the group
- Growing understanding that by sharing thoughts and feelings connections can be made with other people.

### Teaching inquiry

Will this strategy support my students to learn this?  
How will we know?

### Learning sequence

1. Lay out a blue piece of fabric (Pacific Ocean) with a map of New Zealand in the centre.
2. Around it place many taonga related to New Zealand, such as shells, driftwood, rocks, plants (leaves, bark, fruit, fungi etc), animals (birds, insects, reptiles, mammals).
3. Invite students to choose one taonga and then stand in a circle around the map.
4. Students introduce themselves by sharing their taonga and placing 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.
5. Reflect:
  - What happened in the activity? Why?
  - What did you find out?
  - What connections did you make with others in the group?
  - What other things could be considered taonga?



### Teaching and learning

#### Learning inquiry

What happened during the learning?

How did my students respond?

How will this learning contribute to a sustainable future?

How can this learning make a difference?

What is next?

<p><b>Next steps:</b></p> <p>Possible next steps could be:</p> <ul style="list-style-type: none"> <li>• Students could create a mihi/pepeha from making connections to their special place</li> <li>• Investigate Māori relationships with the land/sea in your area</li> <li>• Students could relate their taonga to values they hold</li> <li>• Making connections between students' taonga and values around the environment. Use these to further explore environmental values</li> <li>• Find a connection with someone else in the class and create shared writing</li> <li>• Investigate biodiversity through the lens of Taonga.</li> </ul>	<p><b>Focusing inquiry</b></p> <p>What are my student's needs and abilities?</p> <p>How do I know?</p> <p>What is the next focus for our learning?</p>
<p><b>Things to think about...</b></p> <ul style="list-style-type: none"> <li>• Students could bring their own Taonga with them to place on the map.</li> <li>• If the activity is being done to introduce students to a new environment include things could be considered Taonga in that environment.</li> <li>• If the activity is introducing students to a new context consider what other things could be considered Taonga in that context? For example, in a consumerism context a selection of kiwiana (eg buzzy bee, pineapple lumps) could be included.</li> </ul>	