

Making connections: Aotearoa New Zealand and Asia

16 inquiry cards and
4 discussion/project cards
for year 7 and 8 ākonga



Asia New Zealand
Foundation

Te Whītau Tūhono |

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Children in the playground of Mount Cook School, Wellington. Dominion Post (Newspaper): Photographic negatives and prints of the Evening Post and Dominion newspapers. Ref: EP/1975/3058/24-F. Alexander Turnbull Library, Wellington, New Zealand.

A1 Connections and partnerships through food and trade

People influence places and places influence people. When new migrants come to a country, they bring parts of their culture with them, but they are also influenced by their new place.

Find out about Asian migration in your community.



Watch:

[But WHERE are you From? | Growing up NZ Chinese | Xin xi lan](#)

Brainstorm and record the ways that you think Asian migrant groups have influenced communities in Aotearoa New Zealand. Examples include sports, food, music, and religion.

Create a map of your local area showing where you can buy foods from Asia, or where there are temples or sports/hobby clubs.



Title: Two men sitting on a bench eating noodles. Reference number: EP/1973/1970/1-F, Alexander Turnbull Library, Wellington, New Zealand. Scope and contents: Photographed by an Evening Post staff photographer on the 7th of May 1973. Image ran with an article titled "Can you pick the mystery food?".

Look at the image above from a 1973 newspaper article. Write a caption and an article describing what you think is happening in the photo.

Think about what you learnt from Card A1 and **how new people can influence the food preferences of a community.**

When you have finished, **investigate to find out the original story behind the image.**





Photo by Paul Einerhand on Unsplash

A3 Connections and partnerships through food and trade

For migrant communities around the world, food is a connection to home. However, our concept of home can evolve over time. Our preferences are a reflection of ourselves, and the complex identities we form through our experiences.



Read:

**Food connects Kiwi-Japanese
to home | Asia Media Centre**



**Write about the ways you connect with your identity
and culture through food.**



A4 Connections and partnerships through food and trade



Read:

The billion dollar Māori economy must look towards the Asia-Pacific region for shared prosperity | NZ Herald

Identify the three ways in which Māori business values and Asian business values are compatible.

"I believe the Māori business world is the future of NZ's prosperity. The reason why I say this is because they are here forever, their business strategy is forever and their self determination cannot be compromised. This is in tune with Chinese business thinking, long term and relationships are important.

Māori world view is not just about economics, but also includes working with the environment, retaining their culture, supporting social matters, and enhanced with their spirituality. Similar to Chinese Yin and Yang.

Our cultures are similar and the way that business is done is based on relationships and a shared vision for mutual respect and understanding."



Read:

Meng Foon: Chinese and Māori business relationships are the future of New Zealand's prosperity | NZCTA

Find out about an iwi-run business in your community:

- What is the history of the business?
- How do they embody the values you explored above?
- Do they trade with Asian business partners? Can you find out where and why?
- Do they market their products or services directly to Asian people or regions? Can you find out how and why?





B1 Connections and partnerships through cultural taonga and sport



Read:
[Culture of waka ama |
Waka ama](#)



Used with permission from Paul Roozendall, photographer



Read:
[History of dragon boating |
Globe Trottin' Kids](#)

Dragon boating and waka ama

Waka ama in Aotearoa New Zealand and boat races across Asia, including dragon boating, have a long history. Read the articles that go with each of these images to find out more.



Photo by Anantha Krishnan on Unsplash

B2 Connections and partnerships through cultural taonga and sport



Read:

[Vallam kali \(Snake boat racing\) | Wikipedia](#)



Describe the events shown in the images from this set of 4 cards:

- What can you see in the image?
- If you were at the event, what would you be able to hear?
- Do these events look popular? How do you know?
- How would people prepare for these events?



"drive north | d6 tha wang pha longboat festival" by arcibald is licensed under CC BY-NC 2.0.

B3 Connections and partnerships through cultural taonga and sport



Read:
[Thailand's Long Boat-Racing Season | Take Me Tour](#)

Find out about the history and importance of boat racing in Viet Nam, Aotearoa New Zealand, China, India or Thailand.

Does boat racing have a similar purpose in all these places? Make a comparison chart showing what you find.



Comparison charts are explained here:
[Miro comparison charts | Miro](#)



Photo by Jessica Gale on Unsplash

B4 Connections and partnerships through cultural taonga and sport



Read:

Which boat comes first in Vietnam's 'cultural race'? | Asia Media Centre

While traditional boats are still an important form of transportation for many communities, some have now been adapted for racing. What purpose might boat racing have in cultures that no longer rely on boats for transport? Choose one of the countries represented in the images featured on this set of cards and investigate their use of boats, now and in the past. **Present your findings using images.**





C1 Cultural expression and reciprocity

People express their culture and identity in a variety of ways – and not everyone from the same culture celebrates it in the same way. When migrants come to a country, they may adapt some of their own cultural expressions, as well as adapting to the cultural expressions of the communities they have joined.

With a partner, brainstorm what you think *cultural reciprocity* might be. Then find a definition for cultural reciprocity that is easy to understand. Think of examples of cultural reciprocity found in Aotearoa New Zealand communities.





Tony Hisgett from Birmingham, UK, CC BY 2.0, via Wikimedia Commons

C2 Cultural expression and reciprocity



Read:

[5 Things Māori and Asian cultures
Have in Common | Asia Media Centre](#)

and discuss:

- Why do people look for commonalities between groups?
- Are there any more commonalities you can find?
- How is manaakitanga shown in your school?
- How is whanaungatanga shown in your school?
- In what ways do you show respect for your elders/kaumātua?





Photo by Ethan Wong on Unsplash

C3 Cultural expression and reciprocity

Cultural expressions are often seen at festivals celebrating significant cultural calendar events, such as Lunar New Year or Diwali.

Discuss why festivals are important to people, especially migrants.

Make a calendar of festivals and language weeks that happen in your community over the year and ask for these events to be included in your school newsletter.





C4 Cultural expression and reciprocity

Explore the two perspectives below.



1. Read the quote below from Diwali Downunder:

Transforming and Performing Indian Tradition In Aotearoa/New Zealand, by Henry Johnson and Guil Figgins in the New Zealand Journal of Media Studies | NZETC

Festivals such as Diwali have now moved from the relatively private sphere of ritual, sacred performance within the Indian community to a public and mostly secular display in its New Zealand context. With tens of thousands of people attending the festivities each year in Auckland and Wellington, Diwali in New Zealand has been transformed from a small religious festival to a mainstream expression of South Asian (mainly Indian) culture. The festival has been transformed in its diasporic context and might be viewed as creating culture and a new type of tradition in New Zealand. As a site of cultural meaning, Diwali in its public context now has significance for many New Zealanders, Asian and non-Asian alike.



2. Read:

Korean Culture Festival had me shed a tear | Asia Media Centre

Explore the ways these two authors describe the festivals:

- Do you think they are speaking from “outside” or “inside” the two cultures? What makes you think that?
- Why is there a difference between the two accounts from the private and public perspectives?
- How are the ways they have presented their perspectives different? Is there a difference in tone, depth and vocabulary? How does this reflect their intended audiences?
- Which of these perspectives makes you want to attend the festival? Why?
- How do each of these writers describe the ways that cultures are sustained and evolve through festivals in Aotearoa New Zealand?

HE AHA TE MEA NUI O TE AO?
HE TANGATA HE TANGATA HE TANGATA! *



Maori Proverb: What is the most important thing in the world? It is people it is people it is people!

He aha te mea nui o te ao? He tangata he tangata he tangata! 6 February 2011. Evans, Malcolm Paul, 1945- -Digital cartoons. Ref: DCDL-0017011. Alexander Turnbull Library, Wellington, New Zealand.

Building empathy and understanding can help people to appreciate the cultures of others while still retaining their own. Sometimes appreciation is about recognising similarities as well as differences between cultures.

A lot of migrants are expected to *assimilate* when they get to a new country. Find a definition of the word assimilation that is easy to understand. Think about what assimilation might mean for new immigrants.



Read:
Story: [Cambodians | Te Ara](#)

How could assimilation help or hinder empathy and understanding?



Image courtesy of Loading Docs

D2 Building empathy and understanding



Read:
**Similarities between
Māori and Japanese |
English Rakugo NZ**



Watch:
**Similarities Between Indonesian
and Māori Language and Culture
| Kiwindo**

Make a chart with the te reo Māori kupu in the first column, then the Asian languages, and then English.
See if you can add in at least five more kupu Māori.

Here's one to start you off: the Māori word for 5, *rima*, is similar to *rima* in Seediq (Taiwan), *lima* in Tagalog (Philippines), and *dimy* in Malagasy (Madagascar).





Siyuwj, CC BY-SA 4.0, via Wikimedia Commons

D3 Building empathy and understanding



Read:
**Meng Foon: A journey in te
ao Māori | E-Tangata**

Discuss how learning te reo Māori can help connect us as a society and publish an opinion piece for a class blog.





Photo by Tyler Lastovich on Unsplash

D4 Building empathy and understanding



Learn and present:
Pepeha for non-Māori | E-Tangata

Te reo speakers, or those who have written a pepeha before, could help the tauwi members of the group.





E Being tauīwi (non-Māori)

The preamble to the Treaty of Waitangi asserts that all subjects of Aotearoa New Zealand, recently emigrated and to emigrate in the future, are part of the Treaty agreement. This means that all migrants and their descendants are officially Tangata Tiriti (the people of the treaty), or tauwiwi.

Start with the statistics:

- When did the first migrants come to Aotearoa from Asia?
- Where did they go and why did they come?
- There were a number of “waves” of Asian migration – when did they occur?
- What percentage of our population identifies as Asian now?
- How many of the people who identified as Asian in the last census were born in Aotearoa New Zealand? How many in other countries?

Investigate:

- What or who are tauwiwi?
- What is tino rangatiratanga?
- What responsibilities or obligations might tauwiwi have under the Treaty?
- Is being tauwiwi different from being Pākehā? Or tangata tiriti?
- Can you find a situation or community in which Asian migrants are helping to uphold tino rangatiratanga with Māori?
- Generate three more questions of your own to find out more.

Draw a Venn diagram with a description of each role and three roles and responsibilities they carry in Aotearoa New Zealand.



F Manaakitanga (showing respect, generosity and care)

Manaakitanga | おもてなし | Omotenashi

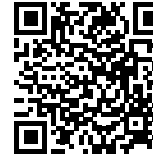
- What do Manaakitanga and Omotenashi mean? How are they similar?
- What are some ways in which manaakitanga is experienced by visitors to Aotearoa New Zealand?
- What are some ways in which omotenashi is experienced by visitors to Japan?
- What are the commonalities between the two approaches?
- Why are manaakitanga and omotenashi important values?
- Have any of these practices evolved or changed over time?

Create an advertisement for Japanese tourists coming to Aotearoa New Zealand, showing how they will experience manaakitanga omotenashi if they visit your community.

Make a timeline of historical events that relate to Chinese migration, using these resources



Read:
Asia and
Aotearoa
New Zealand
| Te Ara



Watch:
Aotearoa New
Zealand and China:
An unofficial 180
years of history
(video) | Shine



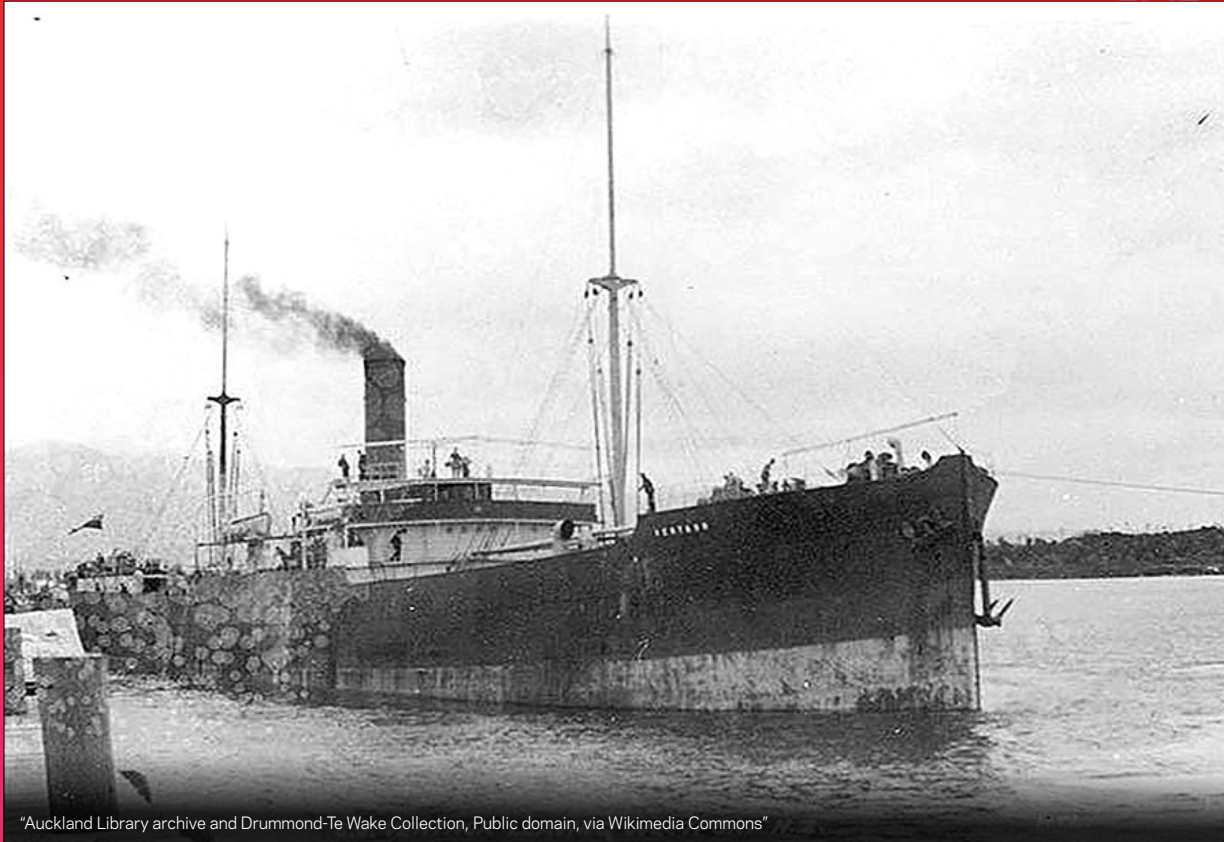
Watch:
The History of
Japanese in
New Zealand
| Asia Media
Centre



Read:
The Kiwinoi
community: What
we know about
Filipinos in NZ |
Asia Media Centre

Make a comparison between Filipino and Chinese migrant experiences.

Add the times that Asian communities were or were not shown manaakitanga to your timeline - what were the reasons for this?



"Auckland Library archive and Drummond-Te Wake Collection, Public domain, via Wikimedia Commons"

G Whanaungatanga (kinship and a sense of family connection)

The story of The SS Ventnor shows the strong connections between Chinese migrants and tangata whenua in Aotearoa New Zealand and illustrates how both groups value whanaungatanga. Find out as much as you can about The SS Ventnor, identify the common values or circumstances that united the two groups, and how the shared value of whanaungatanga brought strangers together.

The Ventnor story:



Read:

[The Story of the Ventnor
| Literacy Online](#)



Read:

[Communities unite to remember
ancestors lost at sea | Asia New
Zealand Foundation](#)



Read:

[Honouring the dead: Sinking of
SS Ventnor in 1902 creates a
unique bond between Chinese
and Māori | Stuff](#)



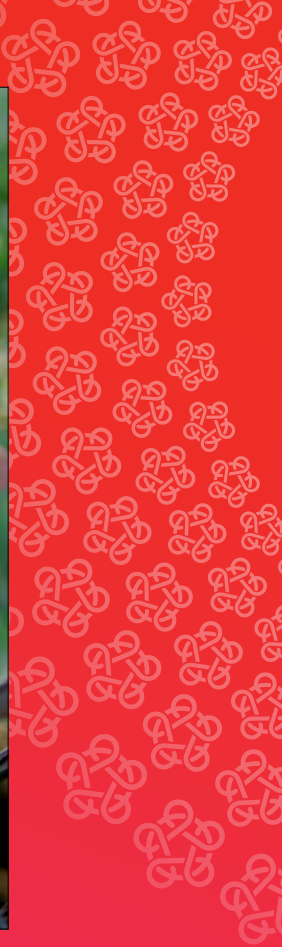
Watch:

[The Ventnor Disaster | Toitū
Otago Settlers Museum](#)



Read:

[Manaakitanga and Aroha:
The story of the SS Ventnor
| Asia Media Centre](#)



H Kaitiakitanga (stewardship and guardianship)

Toitū te marae a Tāne, toitū te marae a Tangaroa, toitū te iwi

If the land is well and the sea is well, the people will thrive

When Māui fished up the North Island, it came with a duty to care for and respect his new land.

In what ways are the people in your community making sure that the land, sea and people are thriving?



Watch:

**How Mr. and Mrs. Gock Saved
the Kumara | Loading Docs**



When Aotearoa New Zealand gave two young Chinese refugees citizenship in the 1940's they found an unlikely way to return the gift – by saving the almighty kumara.

Design a mural that will celebrate the contribution Asian communities have made to your community. Include words as well as images in your design.