

**He tikanga mō te tiaki ō  
ngā taonga ake ō  
Aotearoa**



**ZEALANDIA™**  
TE MĀRA A TĀNE



## Overview:

<b>Lesson Number:</b>	This is not a stand-alone lesson. Concepts can and should be incorporated throughout the inquiry process.
<b>Key Competencies:</b>	<b>Thinking; Using language, symbols, and texts; Managing self; Relating to others; Participating and contributing.</b>
<b>Unit/Topic:</b>	Primary focus: Science Secondary: Learning languages
<b>Te Reo/Tikanga Māori:</b>	Names of animals in Māori. Pre-European Māori world view.
<b>Values:</b>	Excellence; Innovation, <b>inquiry</b> , curiosity; <b>Diversity</b> ; Equity; <b>Community and participation</b> ; <b>Ecological sustainability</b> ; Integrity; <b>Respect</b>
<b>Principles:</b>	Treaty of Waitangi Cultural diversity
<b>Level/s:</b>	1 and 2
<b>Learning Languages Strand:</b>	<b>Communication:</b> <ul style="list-style-type: none"> <li>• Language knowledge</li> <li>• Cultural knowledge</li> </ul>
<b>Achievement Objectives:</b> <b>Communication:</b>	<i>Students will:</i> <b>Language knowledge:</b> <ul style="list-style-type: none"> <li>• Recognise that the target language is organised in particular ways.</li> <li>• Make connections with their own language(s).</li> </ul>
<b>Achievement Objectives:</b> <b>Communication:</b>	<i>Students will:</i> <b>Cultural knowledge:</b> <ul style="list-style-type: none"> <li>• Recognise that the target culture(s) is (are) organised in particular ways.</li> <li>• Make connections with known culture(s).</li> </ul>
<b>Lesson Objectives:</b>	Lesson objectives will be defined by the lesson you are taking. This lesson is designed to be incorporated throughout the unit.

## Resources in Folder:

- Conservation Kupu list.
- He Manu list.

## Resources Online:

Websites your students may use through this lesson:

- Online version of Te Aka Māori-English, English-Māori Dictionary and Index (has encyclopaedic entries including the names of plants and animals):  
<http://www.maoridictionary.co.nz/>
- A summary of Māori conservation traditions:  
<http://www.teara.govt.nz/en/conservation-a-history/page-2>
- Department of Conservation's outline of its Māori partnerships:  
<http://www.doc.govt.nz/about-us/our-partners/maori/>
- Tiritiri Matangi resource to help students understand Māori values and includes a number of bird legends:  
<http://www.doc.govt.nz/documents/getting-involved/students-and-teachers/field-trips-by-region/auckland/18-maori-perspectives.pdf>
- The history of bird catching in Aotearoa:  
<http://www.teara.govt.nz/en/te-tahere-manu-bird-catching/page-1>
- A collection of Māori myths, legends and contemporary stories:  
<http://eng.mataurangamaori.tki.org.nz/Support-materials/Te-Reo-Maori/Maori-Myths-Legends-and-Contemporary-Stories>

## Resources to Set Up:

- Vocabulary He Manu list – one per student from this lesson.
- You may choose to adapt the Conservation Kupu resource to give to your students.
- Access to websites above.

## Unit Structure:

### Language knowledge strand: Te reo Māori

#### Intent:

The intent of this section is to help students to recognise and become not only familiar with appropriate English terms through the unit but also to connect these terms with their Te reo Māori equivalents.

Note: This material can be used throughout the tracking and trapping programme. In the table below are suggestions for where you may find it appropriate to use these kupu.

These kupu are found throughout the unit. The best way to incorporate them is to use the kupu followed by its English translation, thereby normalising the use of Te reo Māori in the classroom. Students will take in the words not only by listening but also see Te reo Māori being used in a clear and meaningful way.

### **Tuatahi (the first) list: 27 Conservation Kupu (for teacher use)**

English word	Māori kupu	Story/explanation	Suggested session
Compare two species	Whakatairite		Maths
Graph	Kauwhata		Maths
Data	Raraunga		Maths
Fish	Ika		Inquiry
Lizards	Mokomoko		Inquiry
Birds	Manu		Inquiry
Insects	Aitanga pepeke		Inquiry
Foot prints	Tapuwae		Lesson One (Investigate)
Bait	Māunu		Lesson One (Investigate)
Map	Mapi (loan)		Lesson One (Investigate)
Predator	Konihi		Lesson One (Investigate)
Rat (all types - don't worry about specific names)	Kiore		Lesson Two (Investigate)
Mouse	Kiore		Lesson Two (Investigate)
Hedgehog	Tuatete		Lesson Two (Investigate)
Stoat	Toriura		Lesson Two (Investigate)
Protect	Tiaki		Lesson Three (Investigate)

English word	Māori kupu	Story/explanation	Suggested session
Identify	Tauhuhi		Lesson Three (Investigate)
Endemic	Taketake		Lesson Three (Investigate)
Treasure	Taonga		Lesson Three (Investigate)
Catch	Tārora		Lesson Four (Instigate)
Record/To write down	Tuhi		Lesson Four (Instigate)
Area	Rohe		Lesson Four (Instigate)
Male and female (animals)	Tourawhi=male Uha=female		Lesson Four (Instigate)
Nest	Kōhanga		Lesson Five (Evaluate)
Result/solution	Otinga		Lesson Five (Evaluate)
Safe area	Rāhui		Lesson Five (Evaluate)
Report	Pūrongo		Lesson Five (Evaluate)

### Tuarua (the second) list: 27 original names for our forest manu

Note:

- Birds may have varying names due to local dialect.
- It is best to focus on one group of birds. In this set we are looking at forest birds of Aotearoa. Therefore, this list does not include wetland birds and a large amount of other birds, for example, takahē.
- The list has been broadly ordered from rarest to most common.

Māori name	English name	Story/explanation
Whekau	Laughing owl	
Mōhua	Yellowhead	
Kōkako	Blue-wattled crow	
Kiwi pukupuku	Little spotted kiwi	
Kākāpō	Night parrot	
Kākāriki karaka	Orange fronted parakeet	
Hihi	Stitchbird	

<b>Māori name</b>	<b>English name</b>	<b>Story/explanation</b>
Kākā	Bush parrot	
Kākāriki whero	Red crowned parakeet	
Kākāriki kowhai	Yellow crowned parakeet	
Koekoea	Long tailed cuckoo	
Kārearea	New Zealand falcon	
Titipounamu	Rifleman	
Weka	Wood hen	
Tieke	NI Saddleback	
Korimako	Bellbird	
Kererū	Wood pigeon	
Pīpipi	Brown creeper	
Miromiro	Tomtit	
Pīwakawaka	Fantail	
Pōpokotea	Whitehead	
Rīroriro	Grey Warbler	
Pīpīwharauoa	Shining cuckoo	
Toutouwai	North Island Robin	
Ruru	Morepork	
Tūi	Parson bird	
Tauhō	Waxeye/Silvereye	

**Wrap:**

It is important when doing your wrap up as a class for each session to recap on what language and cultural factors you have included in that session.

For example, after the first Investigate lesson you may want to highlight the Te reo Māori names of the manu that students researched. A great way to get students to remember Te reo Māori names is by explaining the meaning or adding a story. (Kākāpō: Kākā=parrot Pō=night) This will help students to retain and understand the kupu.

**Cultural Knowledge Strand: Tikanga Māori****Intent**

This second strand incorporates becoming familiar with the cultural aspects of the unit. It focuses on two main aspects; the use of story in Te Ao Māori and traditional conservation practices.

For example:

- Sharing stories around manu, to help students to connect with a particular bird.
- Explaining how tikanga was and is used in protecting areas (rāhui) and species such as kākā and kērēru or kaimoana to help students understand the importance of and reasons for protecting these taonga.

**Tuatahi (the first) aspect: Use of story in Te Ao Māori**

This is best used early in the unit when looking at NZ birds and reasons for why people track and trap. This activity can also be used in your writing sessions.

**Listening / Reading / Writing / Art Activity**

Below are links to a number of myths and legends which you are probably familiar with:

- <http://www.doc.govt.nz/documents/getting-involved/students-and-teachers/field-trips-by-region/auckland/18-maori-perspectives.pdf>
- <http://eng.mataurangamaori.tki.org.nz/Support-materials/Te-Reo-Maori/Maori-Myths-Legends-and-Contemporary-Stories>

Use one story per session (and over several weeks), so as not to overwhelm them, have your students read or listen to Māori stories.

Following this, ask them to produce their own myth. They may choose to adapt existing stories or create their own e.g. how the tūi got its white tuft or why the ruru is nocturnal.

You can then choose what medium they could use to present these e.g. written story, piece of artwork.

**Tuarua (the second) aspect: Traditional conservation**

This activity can be used in the evaluation period of the unit and is designed to be a short introduction into the concept of **rāhui**. The objective is for students to understand what a rāhui is (as opposed to them becoming tohunga (experts) in it). It explores the important place of Rāhui Kaitiakitanga in Tikanga Māori.

Nowadays rāhui are most often placed on water areas.

This activity focuses on the similarities and differences between marine reserves and rāhui:

- Get students in groups to look at the following pages and watch the short videos:

**Rāhui** <http://www.teara.govt.nz/en/kaitiakitanga-guardianship-and-conservation/page-6>

**Freshwater guardians**

<https://www.youtube.com/watch?v=9V7gXGWEBJQ&t=133s>

**Marine Reserves**

<https://www.youtube.com/watch?v=XojGQPGVdVQ>

<https://www.youtube.com/watch?v=TkrTIZHglvY>

- In groups, get them to present to the class the similarities and differences between these two concepts. It is up to you as the teacher as to how they present this. For example, you may want them to present on A3 paper using a Venn diagram.

<https://www.gliffy.com/uses/venn-diagram-software-template/>

**Wrap:**

At the end of each lesson revise what Te Ao Māori aspects you have covered e.g. talk about your school/area as a Whakarahui (Rahui=safe area Whaka=to make/do).

**Points for Next Session:**

**Evaluation:**

**Points to Improve:**

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