



TE TĀHUHU O TE MĀTAURANGA  
MINISTRY OF EDUCATION

# KIA MAANU KIA ORA WATER SAFETY

Water safety resources for kaiako at kura and mainstream schools for Years 1 – 8 students. Linked to Te Marautanga o Aotearoa of the National Curriculum.



**Kia Maanu  
Kia Ora**  
Stay Afloat Stay Alive

**Water  
Safety**  
NEW ZEALAND

# KARAKIA

Tukua te wairua kia rere ki ngā taumata  
Hei ārahi i a tātou mahi me tā tātou whai  
i ngā tikanga ā rātou mā  
Kia mau, kia ita  
Kia kore ai e ngaro  
Kia pupuri  
Kia whakamaua, kia tina!  
TINA!  
Hui ē!  
TĀIKI Ē!

# INTRODUCTION

These resources have been developed on behalf of the Ministry of Education by Water Safety New Zealand.

They provide kaiako classroom or outdoor activities to help tamariki learn about keeping themselves safe around water through strengthening their connection to wai through whakapapa, mātauranga and tikanga.

Resources include background material, unit plans, assessment material in the learning area of hauora of Te Marautanga o Aotearoa. These topics also have Technology, Te Reo and Social Studies as minor curriculum foci, if they're not already the major curriculum focus. The centrepiece of Te Marautanga o Aotearoa is founded on the aspiration to develop successful learners, who will grow as competent and confident learners, effective communicators in the Māori world, health of mind, body and soul and secure in their identity, and sense of belonging.

E tipu ai te pakiaka tangata,  
me whakatō he purapura wairua.  
Whakahaukūtia te whenua ki te  
waiora pūmau kia puta ai ko te  
Hauora.

For the roots of humanity to grow well,  
spiritual seeds must first be sown.  
Irrigate with the enduring  
waters of life, and  
Hauora will result.

# HAUORA

**These resources can be organised across the four strands of learning:**

## **WAIORA – personal health and development**

Piki mai, kake mai. Homai te waiora ki ahau.  
Come to me, join with me. Bring me the waters of life.

Students will explore and learn about food and nutrition that sustain the physical body, and explore the notion of sustenance that contributes to the wellbeing of mind and spirit. Students will also describe, consider and analyse aspects of personal growth and development, safety and safe practices.

## **KOIRI - Movement concepts and motor skills**

Ko te piko o te māhuri, tērā te tupu o te rākau.  
As the sapling is bent, so the tree will grow.

Students will develop and apply movement concepts and motor skills and have opportunities to participate in and enjoy physical activities.

## **TAIAO - Health and the environment**

Hāhā te whenua, hāhā te tangata.  
Desolate land, desolate people.

Students will discuss and exchange ideas about the close and enduring relationship between people and the natural environment, exploring ways to lessen harmful environmental impacts.

## **TANGATA - People and relationships**

He taura taonga e motu, he taura tangata e kore e motu.  
A string of beads is easily broken, but human bonds can never be severed.

## 1 - Identifying different bodies of water in Aotearoa

Page 5

- Characteristics of different bodies of water from the students local area
- History and importance of these bodies of water
- Water safety and measures in and around these bodies of water

## 2 - The importance of a name

Page 9

- The history behind the names of certain areas and locations in Aotearoa
- Our tupuna were skilled navigators. Kupe was the very first to navigate on waka, the long journey from Hawaiki to Aotearoa. Maui fished up the North Island, Te ika ā Maui. Our ancestors were very adept at understanding the water

## 3 - Historical water safety practises

Page 13

- Water safety practises of our ancestors
- Water safety practises of today when in, out and around water
- Utilising water safety practises of old and recent, to support better water safety around all bodies of water

## 4 - Dangers and safety rules for places we swim

Page 17

- Four simple rules to remember when you're in, on or around water
- To listen and read the water
- Safe behaviour in the different types of water

## 5 - Testing materials for floatation

Page 23

- Traditional stories where floatation devices and survival methods were used
- Survival methods in the water
- To predict, test and evaluate the use of everyday objects and materials as floatation aids

## 6 - Knowing our rivers

Page 27

- Aspects of research, investigate and ask questions about a river from home
- The special features of a river

## 7 - Rocky Shores, Sandy beaches and River mouths

Page 31

- The dangers that are present in the various coastal environments (i.e. rocky shore, sandy beach and river mouth)
- Strategies they can use to understand and minimise these dangers



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# ONE

**LESSON - Identifying bodies of water in Aotearoa**

## Description

Level: 3/4

This activity helps students understand about different bodies of water in their local environment and more broadly across Aotearoa. In addition, students will understand why these bodies of water are significant to people. Students will identify recreational uses of these bodies of water and how to mitigate risk when recreating in, on and around these waters.

The focus of the example lesson will be on the Ngai Takoto iwi (Muriwhenua) and the waterways connected to Ngai Takoto. Whakataukī, mōteatea and historical records will be used from Ngai Takoto iwi.

Information can be found on the Ngai Takoto iwi website <https://ngaitakotoiwi.co.nz>

# Achievement Objectives

## Te Marautanga o Aotearoa

### Te Reo (3/4)

#### Listening and speaking

- Connecting with kaumātua, iwi and marae, recording and presenting.
- Show understanding through kōrero.

#### Vocabulary

- Show understanding of words specific to a subject.
- Use a research strategy.

### Hauora

- Find and use safety measures in a number of context.
- Taking part in water activities (waka ama, diving, fishing, collecting kuta).

### Tikanga ā Iwi

#### Place and Environment

- Explain reasons and ways a person can show their connection to a special place or environment.
- To learn and use traditional practices eg: diving, fishing, collecting resources, travelling, navigating waka of various types.
- To learn and use life-saving practices.

## Te Aho Matua

### Te Ira Tangata

- The student is enthusiastic about learning in a nurturing environment based on traditional Māori values beliefs and concepts.

### Te Ao

- The student acknowledges his or her place in the Māori world and in the wider world.
- The student is secure in the knowledge of ancestral links and the hopes and aspirations of whānau, hapū and iwi.
- The student actively investigates and explores the Māori world and the wider world.

### Ngā Iwi

- The student exhibits personal pride in their whānau, iwi and hapū.

## Puna Wai

### Whakapapa

- Identify iwi and hapū that whakapapa to that water.
- Retell stories and history that relate to that water.

### Mātauranga

- Explore the many reasons why these waterways are significant to iwi and hapū (food, transport, historical events, taniwha etc).

### Tikanga

- Explore the tikanga that is practiced by the iwi associated with that waterway.

## Success criteria

Students are able to

- Discuss the iwi and hapū that whakapapa to their local waterways. Understand and show historical connections of iwi to their local waterways.
- Identify, understand and use knowledge associated with a waterway in their local environment.
- Identify how whānau and friends stay safe in, on and around the water.

# Wānanga 1

## 1. Prior knowledge activity

Gather information about what the children already know about the bodies of water in their local area, the significance of these waterways, the types of uses these waterways have, and how they keep safe when they are at these waterways with whānau.

### Activity

Hang a number of pictures of a variety of bodies of water around the class.

- Awa (river)
- Wahapū (harbour)
- Repo (swamp)
- Roto (lake)
- Moana (sea)
- Manga (stream)
- Te Takutai (Coastline)

Write questions below around each picture to try to draw out the prior knowledge the children have about the various bodies of water. Here are some sample questions

- What lives in this type of water?
- What types of work or play happen on this type of water?
- What do we need to be careful of?
- What do you see and hear when you look at this type of water?

(The purpose of this question is to draw out the characteristics of this type of water such as, "it is fresh water, it is salt water, there is a current, it has breaking waves, a taniwha lives there etc)

- Do you know any stories, songs, whakapapa or anything else to do with this type of water?

## 2. General introduction to the various types of waterways and their characteristics

Discussion around answers to questions from the previous activity and teacher provides any further knowledge or understanding that they may need.

## 3. Introduce Tuwhakaterere te tangata mōteatea, and how this mōteatea links the whakapapa of Ngai Takoto and relevant waterways of the Ngai Takoto people

Play: Tuwhakaterere te tangata

Lyrics: Ngā kupu o Tuwhakaterere te tangata

Discuss waterways mentioned in Tuwhakaterere te tangata mōteatea

Learn mōteatea

# Wānanga 2-8

## 1. Study the waterways identified in the Ngai Takoto Environmental Plan

Each wānanga will focus on one waterway from the Ngai Takoto Environmental Plan. The length of each wānanga may vary depending on the amount of information or number of people that can be found to contribute. During these lessons kaumātua can be invited in, trips to the waterways themselves, local iwi authority or marae can also take place.

- What type of waterway is it? How do we know this? Discuss and/or identify the various features
- What types of uses were associated with that area?
- What can be found within that waterway
- Tikanga/mātauranga/stories associated with each waterway
- What do we have to do to keep ourselves safe in this type of waterway?
- Is it still healthy? How do we know?

## 2. Identify on a map the different waterways within the area of Ngai Takoto

(Awanui, Rangaunu, Ngātu etc). List, research and discuss possible uses of that waterway (fishing, travel, weaving resources, collecting different kaimoana, rongoa).

## 3. Tamariki create a presentation to show their learning

Presentations could be created as a Powerpoint, Poster, Piece of Writing, Waiata, Rotarota, Artwork, Mural, Book creator, Google animation. Tamariki are to show the following information in their presentation.

- Identifies the waterway discussed
- Outlines why the waterways were significant to Ngai Takoto
- What the waterway was used for
- A story to do with the waterway
- Tikanga of the waterway to keep safe

# Wānanga 9-10

Break into small groups. Each group is given a significant waterway of Ngai Takoto. Groups are to create a verse for a whole class mōteatea. Groups share their verse with whole class. Using all verses, the class creates a mōteatea on the waterways of Ngai Takoto.

## Assessment

- Mōteatea presentation
- Whānau hui to show tamariki presentations at the marae
- Mural or art work to present to the marae/kaumātua that helped

## Extra learning opportunities

Whakataukī - He iti pioke no Rangaunu, he au tōna  
(Small although the dogfish maybe, great is its wake)

Whole class discussion about the Whakataukī and where it comes from.



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# TWO

**LESSON - Identifying place names**

## Description

Level: 3/4

The focus of this unit is to help children understand place names within their local area as well as the wider Aotearoa. The tamariki will study the events and people that led to the naming of those places.

Place names are usually named after a significant event, an important person or as a commemorate. Tamariki will research the many ways water can be described so we might get a better understanding into place names that we are unfamiliar with.

# Achievement Objectives

## Te Marautanga o Aotearoa

### Te Reo (3)

#### Language functions

Student will develop their written language that they are familiar with.

#### Vocabulary

Students can correctly select new words for various contexts.

### Hauora (3)

Students are able to express their thoughts for the connection between people and place.

### Tikanga ā iwi (3)

#### Place and Environment

Students can explain reasons and pathways that show the connection of people to special places and environments.

## Te Aho Matua

### Ngā Iwi

The student is secure in the knowledge of ancestral links and the hopes and aspirations of whānau, hapū and iwi.

- The student exhibits personal pride in their whānau, iwi and hapū.

### Te Ao

4.5 - The student is enthusiastic to learn about traditional Māori values beliefs and concepts and its association to the environment.

4.6 - Students display values of kaitiakitanga for the land, oceans and forests and understand the historic tikanga associated with kaitiakitanga over these taonga.

## Puna Wai

### Whakapapa

-The whakapapa that arises from the names and the stories.

### Mātauranga

- There is a reason and story to a name and there is knowledge within these stories.

### Tikanga

- To understand the importance of stories that have been handed down.  
- There are tikanga and warnings in these names.

## Learning Intentions

### Students learn about

- How places in their local iwi, hapū and Aotearoa were named
- Our tūpuna and how they were masters of language and could describe water in many ways (stories, history, warnings)

## Success Criteria

### Students are able to

- Describe how five bodies of water in their local area were named
- Retell the history associated with an area and how it was named
- Create a word art poster or pātere to show the many and varied words our tūpuna used for water.

## Lesson moves

Inquiry Question - Where did the names from our iwi and hapū come from, and wider Aotearoa?

# Wānanga 1

## 1. Teacher led introduction into Kaupapa.

Start by discussing Te Ika ā Maui

- Where did this name come from?
- Who named it?
- What is the story behind the name?

### Whole class discussion

Every name usually has a story. Where did their name come from?

Longest place name in NZ –

**Taumatawhakatangihangakoauauotamateaturipukakapikimaungahoronukupokaiwhenuakitanatahu**

How did this place get its name?

## 2. Activity

In pairs, tamariki discuss place names that they already know, that are named after the following categories.

Tamariki are to prepare a 30sec-1min presentation about their findings.

- Food
- Event
- Person
- Feature or characteristic

# Wānanga 2-5

## Names of Waterways

### 1. Teacher led whole class discussion

For each lesson the teacher can choose a different waterway to discuss how it was named. If for instance, the class discuss the name Te Ika ā Maui, the below are questions to help start discussions

- Where is the name from?
  - Who is the name from?
  - What is the history behind this name? Explain and expand on what you already know
- \*Other names to consider for discussion: Taupō-nui-a-Tia, Te Whanganui-ā-Tara, Te Oneroa-a-Tōhe

### 2. In groups tamariki are to research a waterway that is named after the following

Wānanga 2 -Food

Wānanga 3 -Event

Wānanga 4 -Person

Wānanga 5 -Feature or characteristic

### 3. Tamariki retells the events that led to the naming of each waterway.

These can be created as role plays, waiata, google animation, book creator.

### 4. Tamariki retell or present their stories to the class

### 5. Whole class research on some of the names that our tūpuna gave for the different type of water, and adjectives for water i.e. how water bacts, states of water, descriptions of water, water activities.

The aim is to produce a whole class glossary of words associated with water.

# Wānanga 6

## Naming your own places

You've learnt about how our tūpuna named places because of things that they saw, heard, ate, or did. This lesson is where you can name a few places of your own. Using a map of an area you go to regularly, make up at least 5 names to remember things you've seen, heard, eaten or done at those places.

# Wānanga 7

Using the research on the names that our tūpuna gave for the different type of water, and adjectives for water, tamariki are to create a pātere or poster on the word art web site (<https://wordart.com/>).

## Assessment

- Presentation of their word art poster or pātere.
- Retell through chosen media, the events of how a town was named.



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# THREE

**LESSON - Traditional methods for keeping safe in the water**

## Description

Level: 2

Our tūpuna were masters at understanding how to look after themselves spiritually, mentally and physically in the various water environments they encountered.

Throughout the unit a number of class trips can be organised. These will be to a local waterway with whānau to practice traditional and modern ways of keeping safe by the water. Examples could be a trip to collect pipis, waka ama, fishing off wharf, learn to surf trip.

- Traditional methods tamariki could practice may include – karakia, mihi, kaitiaki, koha, tuakana/teina, tamaiti/pakeke, tides, currents.
- Modern methods tamariki could practice may include – wearing life jackets, wetsuits, reading weather maps, internet weather forecasts, using vhf radios

## Achievement Objectives

### Te Marautanga o Aotearoa

#### Tikanga ā iwi

##### Te Āo Hurihuri 2.1

Explain the various ways of our tūpuna in the old days.

#### Te Reo ā waha 2.4

##### Āheinga Reo (functions)

The learner understands aspects of speaking about important topics.

##### Rautaki Reo (strategies)

The learner is developing speaking skills to expand and clarify their thoughts.

#### Health

##### Waiora 3

Explain health and safety practices in a range of contexts.

##### Taiao 2

Identify and discuss aspects of the environment that the learner enjoys.

### Te Aho Matua

#### Te Ira Tangata

- The student is physically, spiritually and emotionally confident.

#### Te Ao

- The student acknowledges his or her place in the Māori world and in the wider world.

- The student is secure in the knowledge of ancestral links and the hopes and aspirations of whānau, hapū and iwi.

- The student actively investigates and explores the Māori world and the wider world.

#### Ngā Iwi

- The student exhibits personal pride in their whānau, iwi and hapū.

### Puna Wai

#### Mātauranga

Various ways of looking after ourselves before, during and after activities on the water

#### Tikanga

Various practices that were used to keep ourselves safe.

## Learning Intentions

### Students learn

- How our tūpuna kept themselves safe in the various water environments they encountered
- Methods used today to keep ourselves safe before, during and after activities on the water
- How to use the old knowledge and the new knowledge to keep safe

## Success criteria

### Students are able to

- Discuss, and research how our tūpuna kept themselves safe.
- Compare these traditional methods with modern day methods and technologies.
- Recite a karakia and mihi that can be used either before, during or after a water activity.

# Wānanga 1

## Karakia

Use this karakia as a basis for this lesson, <https://teara.govt.nz/en/video/6799/maui-chants-a-fishing-karakia>

### 1. Discuss the following questions

What was the person doing? Have you heard of a karakia like this one? Can a karakia be a song? Who was the person doing the karakia/waiata? Why do you say that?

- a) Who is Māui doing this karakia to?
- e) Who is Tangaroa?
- i) Why is he doing a karakia?
- o) Do you and your whānau use karakia? When do you karakia and why?

Look at each line and what was being said

Hikitia, hāpainga ki tōku wairua

Tū hikitia rā tōku mōhiotanga

kei runga I te Moana-Nui-a Kiwa

Ki te hī ika

Tangaroa

Lift up, Raise up to my spirit

Let my knowledge arise

on the great ocean of Kiwa (Pacific Ocean)

To catch this fish

O Lord of the sea

### 2. Whole class activity

Learn the Māui karakia (Maui chants a fishing Karakia) and put actions to the karakia so children understand it.

# Wānanga 2

## Karakia and mihi

Read Te Reti Ngaru <https://kauwhatareo.govt.nz/en/resource/te-reti-ngaru/>

### 1. Ask questions such as

Q. What did the whānau do before entering the water to keep themselves safe?

A. Karakia

Q. Does anyone know a karakia for going into the water?

Q. What did the whānau do while in the water to keep themselves safe?

A. Swam between flags, adults with children in water at all times

Q. What did the whānau do after their swim to keep themselves safe?

A. Mihi

Q. Why do we mihi and who do we mihi to?

### 2. Whole class activities

- Create a karakia that this whānau could use at the beach.

- Create a mihi that the whānau could use before they leave

Lesson 1 and 2 can be adapted to discuss the other traditional methods that we used to keep ourselves safe (i.e. koha, kaitiaki, rāhui, taniwha)

# Wānanga 3

### 1. How did our tūpuna look after the environment?

Wānanga with kaumātua and whānau about traditional methods (where possible wānanga at marae, or waterway). Main topics of discussion with kaumātua are - kaitiaki, rāhui, koha, taniwha

# Wānanga 4

## How do we keep ourselves safe by the water today?

- 1. Use flash cards of modern day whānau and discuss how these people have used the following**
  - Tikanga to keep themselves safe such as Atua, karakia, rāhui, kaitiaki, mihi, koha, taniwha, tuakana/teina, tamaiti/pakeke, wearing life jackets, wetsuits, weather maps, internet weather forecast, radios, checking tides
  - Mātauranga to keep themselves safe such as weather, waves, tides, currents, taniwha, kaitiaki, whetū, māramataka, tipua
  - Discuss how these are similar or different to traditional methods.
  - How can we use traditional methods today to keep ourselves safe at the various waterways?
- 2. Mural**

The tamariki produce a classroom mural of traditional and modern ways of keeping safe.

# Wānanga 5

## Ongoing whānau trips to a local waterway

- 1. Throughout the unit a number of class trips can be organised.**

These will be to a local waterway with whānau to practice traditional and modern ways of keeping safe by the water.

Examples could be a trip to collect pipis, waka ama, fishing off wharf, learn to surf trip.

Traditional methods tamariki could practice may include – karakia, mihi, kaitiaki, koha, tuakana/teina, tamaiti/pakeke, tides, currents.

Modern methods tamariki could practice may include – wearing life jackets, wetsuits, reading weathermaps, internet weather forecasts, using vhf radios

# Assessment

- The tamariki will be assessed on the use of traditional and modern ways of keeping safe during the whānau outings
- The tamariki produce a classroom mural of traditional and modern ways of keeping safe.

## Flashcards

Please see separate file in reference to wānanga 4 activity

## Ongoing activities

Choose a local waterway or project that the class/kura can become involved in looking after or supporting as kaitiaki



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# FOUR

**LESSON - Dangers and safety rules for places we swim**

## Description

Level: 3/4

The Water Safety Code consists of four simple rules to remember when you're in, on or around water. Being prepared, tamariki being watched by adults, understanding potential dangers around water and how to recognise them and how to stay safe in, on and around water will help tamariki understand how they and their whanau can have a safe and enjoyable time around water.

# Achievement Objectives

## Te Marautanga o Aotearoa

### Health 4

Personal Health & Development  
Safety 4.

Find and use information to make and action safe choices in a range of contexts.

### Movement concepts and Motor Skills

Physical Education 2.

Demonstrate willingness to learn new skills and strategies, and extend their abilities in movement-related activities.

## Te Aho Matua

### Te Ira Tangata

The student is enthusiastic about learning in a nurturing environment based on traditional Māori values beliefs and concepts.

### Te Reo

The student is immersed in te reo me ngā tikanga Māori.

### Te Ao

The student acknowledges his or her place in the Māori world and wider world.

### Āhuatanga Ako

The student is actively engaged in learning.

## Puna Wai

### Whakapapa

Tangaroa.

### Mātauranga

- Listening to the water.
- Reading the water.
- Acting appropriately depending on what you hear and see.

### Tikanga

- Always be in pairs (takirua ki uta, takirua ki tai).
- Life Jackets.
- Do not turn your back to the water.
- Give a koha back.
- Practice makes perfect.
- Have two forms of communication.
- Our Kaitiaki are our masters of safety.
- Learn to play safely.

## Learning intentions

### Students learn

- The four simple rules to remember when you're in, on or around water.
- To listen and read the water, and act appropriately in the different types of water.
- Tikanga to keep themselves and others safe.

## Success criteria

### Students are able to

- Identify guardians associated to waterways in Aotearoa.
- Create a lesson to teach the class on how to read water and to prepare safely for water activities.
- Create a poster that either; Identifies water hazards or/ the four safety codes and other rules to follow when you're in, on or around water.
- Discuss how to keep themselves and others safe using a variety of scenarios.

# Wānanga 1

## Atua and Kaitiaki

### 1. The battle of Tangaroa and Tāwhirimātea

Students recap and review the story of Tangaroa and his battle with his brother Tāwhirimātea. Discussion could be around Tangaroa's moods, his strengths. The battle between the brothers creates elements that we need to be able to read, and be careful of when we are around weather.

Some iwi have different/other guardians,

- Hinemoana
- Taniwha
- Kiwa
- Kaitiaki

### 2. Tuhirangi

Teacher talks about one of Kupe's taniwha Tuhirangi who lives in the Cook Strait who protected canoes crossing between the two Islands.

### 3. Tamariki research other guardians of different iwi or of their local area and create a Powerpoint/Presentation of three different examples.

Tamariki need to identify

- Name of the guardian and their relationship to Tangaroa. (ie child of Tangaroa, no relation)
  - Where are they guardians (which iwi or area of NZ)
  - A story associated with the guardian
- Q. How do they keep us safe?

# Wānanga 2

## Understanding and learning how to read water and to prepare safely for water activities

This lesson is about using knowledge and strategies to help keep yourself safe during a water activity.

Being able to read the water is an essential skill when wanting to participate safely in water activities. The aim of this lesson is to look at the various methods or knowledge people use to effectively read water conditions.

These include

- Using weather maps
- Using Marine forecasts
- Using swell maps
- Checking for hidden hazards
- Understanding and identifying waves
- Understanding and identifying rips
- Understanding and identifying currents
- Being able to see signs of danger
- Being able to read water turbulence

### 1. Activity

Tamariki will be broken into pairs or threes dependent on class numbers. Each group will be given one of the methods above to research and then teach to the entire class. Group lessons will be at least 15 minutes.

The features of the method that the tamariki may need to teach their class may include:

- What is their subject?
- What does their subject look like?
- Important features of their subject
- How can it be identified?
- How can knowing about it help to make an activity safe?
- How can using it make an activity safe?
- How can knowing about it help others?
- What type of water body will this be most effective for or found in?
- Students are also to show and or play an example where possible

# Wānanga 3-4

1. Groups present their 15-20min lesson to the class.

## Wānanga 5

### Tikanga to keep themselves and others safe

Pātai - What are some rules for keeping ourselves safe in the different bodies of water?

1. **Contact organisations such as Water Safety NZ, Surf Life Saving, DOC, and knowledgeable people in the community**  
Ask these people to either come to the school to talk to children or meet at the waterway to discuss hazards and how to keep safe in the different bodies of water. While at these bodies of water, tamariki can practice traditional tikanga taught in the previous lessons such as karakia, mihi, koha etc

## Wānanga 6

### Tikanga to keep themselves and others safe

1. **Class discuss the learnings from their previous lesson and create a list on the white board**
  - Hazards to be aware of in, on and around water
  - Safety practices learnt
2. **Whole class discussion on the four safety codes to remember when you're in, on or around water.**
  1. Be prepared
  2. Watch out for yourself and others
  3. Be aware of dangers
  4. Know your limits
3. **Using their knowledge learnt plus the following resources printed, tamariki are to produce a poster on either**
  - How to identify risks in different bodies of water
  - The four safety codes and other rules to follow to remember when you're in, on or around water

### Resources that need to be pre-printed

**Beaches:** <https://watersafety.org.nz/how%20to%20be%20beach%20water%20safe>

**Rivers** <https://watersafety.org.nz/how%20to%20stay%20safe%20around%20rivers>

Displays these posters in the class.

(Another activity if time permits, is for the tamariki to create a short video either discussing potential dangers around water, how to recognise dangers, and how to stay safe in, on and around water)

# Wānanga 7

## Safe Scenarios

Teacher prints scenario on A3 paper. Teacher poses each scenario to the tamariki. Tamariki are to discuss ways that they can keep themselves safe in the different situations. Teacher writes the answers that the tamariki come up with on the A3 paper. Teacher discusses any other ways to keep safe that the children did not discuss.

Scenario	How to keep safe
<p>You are at the beach and want to go for a swim</p> <ul style="list-style-type: none"> <li>- Where do you swim?</li> <li>- How do you enter the water safely?</li> <li>- Waves are coming quickly</li> <li>- What do you do?</li> </ul>	<p>Always swim between the red and yellow flags where the lifeguards can see you, Stay in the shallow water, never swim alone, turn back to the wave as they splash.</p>
<p>You are visiting a lake you have never been to before.</p> <ul style="list-style-type: none"> <li>- How do you know it is safe to swim?</li> <li>- The water gets very deep, very quickly</li> <li>- What do you do?</li> </ul>	<p>Read the safety signs, check the weather, ask a local, swim in the designated swimming zone, check for hazards (currents, wildlife, etc.), check the depth before entering.</p>
<p>You are at the pool and suddenly realise you are out of your depth</p> <ul style="list-style-type: none"> <li>- what should you do?</li> </ul>	<ol style="list-style-type: none"> <li>1. Stay calm</li> <li>2. Float, scull and tread water</li> <li>3. Wave</li> <li>4. Call for HELP!</li> </ol>
<p>You are playing on a large inflatable in a lake. The conditions are very windy and you fall off. The inflatable blows away</p> <ul style="list-style-type: none"> <li>- What do you do?</li> </ul>	<ol style="list-style-type: none"> <li>1. Stay calm</li> <li>2. Float, scull and tread water</li> <li>3. Wave</li> <li>4. Call for HELP! Do not try to swim after the inflatable. Use a survival stroke to get to safety.</li> </ol>
<p>You are out boating with your family and the boat capsizes 25/50m from shore</p> <ul style="list-style-type: none"> <li>- What do you do?</li> </ul>	<p>Huddle together, place elderly, children or injured people in the middle of the huddle. Always stay together holding hands or linking arms. Use survival strokes to head to shore.</p>
<p>You are at the beach with your family, but there are no red and yellow flags and the water looks rough.</p> <ul style="list-style-type: none"> <li>- Should you go swimming?</li> <li>- What conversation would you have with the adults in your family?</li> <li>- You see someone swimming who is caught in a rip current</li> <li>- What could you do?</li> </ul>	<p>Check for safety signs. Do not enter the water if conditions look dangerous. Call for HELP!, Dry rescue strategies – talk, reach, throw using items available.</p>

# Assessment

- Presentation of Kaitiaki
- Group lesson to class on understanding and learning how to read water and to prepare safely for water activities
- Posters on identifying hazards and the four safety codes along with other rules to follow to remember when you're in, on or around water
- Safe Scenarios



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# FIVE

LESSON - Testing materials for floatation

## Description

Being able to stay afloat, especially after a while in the water, gets harder and tiring for people.

Accidental immersion, where people didn't intend to be in the water, but ended up in the water is a major cause of preventable drowning fatalities. This activity helps tamariki learn about traditional floatation materials and about modern day items including regular household items.

Level: 2

# Achievement Objectives

## Te Marautanga o Aotearoa

### Te Reo Māori (2)

#### Language Functions

**Oral** - Can converse and order conversations to achieve a desired outcome.

**Written** - Can find meaning in a piece of writing and can understand the writers intention.

#### Language strategies

**Written** - Can use strategies to find meaning in stories and presentations that are new to them.

### Social Studies (2)

Can describe links between people and environments.

### Technology

Technological Features can discuss the relationships between people and their environment

- Explain the rules around the uses of certain objects.

#### Test and evaluate

- Objects that have been studied.

### Health (2) Health & Safety

Can present rules and safety practices to do with staying safe in a variety of contexts.

## Te Aho Matua

### Te Ira Tangata

- The student is enthusiastic about learning in a nurturing environment based on traditional Māori values beliefs and concepts.

### Ngā Iwi

- The student is secure in the knowledge of ancestral links and the hopes and aspirations of whānau, hapū and iwi.

- The student exhibits personal pride in their whānau, iwi and hapū.

### Te Ao

- The student actively investigates and explores the Māori world and the wider world.

### Āhuatanga Ako

- The student is actively engaged in learning.

## Puna Wai

### Whakapapa

Traditional stories of iwi areas.

### Mātauranga

- To understand the floatation devices.

- To learn survival swimming strokes.

### Tikanga

- Karakia.

## Learning intentions

### Students learn about

- Traditional stories where floatation devices and survival methods were used
- Survival methods in the water
- To predict, test and evaluate the use of everyday objects and materials as floatation aids.

## Success criteria

### Students are able to

- Name traditional materials used as floatation devices or used to make waka
- Practice survival methods in the water
- Work within a group to predict, test and evaluate the suitability of regular items as floatation aids.
- Write a statement saying which items they would grab if they were at the river, lake or beach to help someone float.

## Lesson moves

Inquiry question - What strategies could our tūpuna have used to help them survive in the water?

# Wānanga 1

### 1. Prior knowledge.

Brainstorm with students

- What do you know about floatation?
- Do you need to worry about being able to float when you go fishing, diving or swimming?
- When would you need to float?
- What objects float?
- What objects sink?
- Why is it important for us to know how to float?
- What are some swimming styles we can use to help us stay survive in the water

### 2. Teacher retells the story of Rauhoto and Te Urunga Or Hinepoupou who swam the Cook Strait.

**Rauhoto and Te Urunga:** <http://nzetc.victoria.ac.nz/tm/scholarly/tei-Pom01Lege-t1-body2-d31.html>

**Hinepoupou:** <http://nzetc.victoria.ac.nz/tm/scholarly/tei-Pom02Lege-t1-body-d3-d16.html>

On a map look at the distance Rauhoto or Hinepoupou swam. Whole Class discussion

- How do you think she could do this?
- How would you prepare for a swim like this?
- What methods would she use to float?
- What strokes could she have used and why?
- What floatation devices could she use?
- What could Tuwharetoa have given her to help her float?

### 3. Survival swimming activities

Discussion of different survival strokes such as

- Dog paddle
- Side stroke
- Survival backstroke
- Survival breaststroke
- Sculling horizontally

Use the web link below to watch videos and practical activities that could be completed with the children.

<https://www.watersafe.org.nz/topic/survival-strokes-2/>

# Wānanga 2

## Swim session

### 1 Class discussion on the different survival strokes discussed in the previous session

### 2 Swimming Lesson at local pools

- Kia Maanu Kia Ora Water Skills for Life Lessons
- Lesson Floating on Water – Personal Buoyancy
- Moving through the Water – Propulsion
- Survival Strokes and sculling horizontally activities

<https://www.watersafe.org.nz/topic/survival-strokes-2/>

# Wānanga 3

## **Pātai: What did our tūpuna use to help them float and what could we use?**

Teacher retells the story of Hinemoa and Tutanekai.

<https://whakarewarewa.com/how-hinemoas-unrelenting-love-for-tutanekai-conquered-all/>

- Class discussion on what Hinemoa used to help her float?
- What strokes could she have used to help her survive the long swim?
- Why did she take off her clothes to swim?
- Tamariki brainstorm and the teacher records all the different floatation aids that they know can support a person in the water (so they don't sink). Both traditional and modern day materials can be included in the brainstorm.

Ask, what materials are these floatation aids made from?

Examples may include plastic, light weight wood such as cork or balsa, air (in inflatable devices), different fabrics, rubber, closed-cell plastic foams (PVC) and kapok.

### **Activity**

Teacher places students into groups of four (or models with whole class). Each group has a bucket of water and is provided with samples of different materials and items to test for their ability to float for one minute or more (a piece of wood, pumice, hue, or wood samples with different densities, plastic, tin foil/aluminium, small plastic bottle, seaweed, denim fabric, other fabric samples such as polyester, wool, polar fleece and neoprene wet suit material). Tamariki record their predictions, carry out the testing then record their results. Tamariki then make suggestions as to why some materials are better in the making of floatation aids than others.

# Wānanga 4

## **1. Pool session**

Tamariki are put into peers. Each group are given a number of items such as plastic bottles, denim clothing, wetsuits, polyester, wood etc. In peers the tamariki are to try and use these items to help them float. Tamariki record which items help them to float.

## **2. Kia maanu Kia Ora (Akoranga WSL)**

- Lesson Floating on Water – Personal Buoyancy
- Moving through the Water – Propulsion
- Survival Strokes and sculling horizontally activities

<https://www.watersafe.org.nz/topic/survival-strokes-2/>

# Assessment

- Survival swimming lessons
- Class discussions
- Tamariki predictions and results of which materials are better for floatation aids



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# SIX

LESSON - Knowing our River



## Description

Level: 1-4

This activity helps students understand about the river in their local environment which they may recreate around or swim in. In addition, students learn about the significance of our river. This research activity has students investigate our local river. The activity is planned as a group activity where different groups investigate different aspects of our local river and develop a collective understanding of the river.

# Achievement Objectives

## Te Marautanga o Aotearoa

### Te Reo Māori

#### Taumata 1 (He Pakari)

-To speak about a subject.

#### Taumata 2

-Speak to expand on thoughts.

-Prepare a diagram where students can outline their thoughts.

#### Taumata 3

-To be able to speak to gain understanding and form a conclusion or query.  
-Use research strategies.

### Hauora, Taumata 3

#### Haumarutanga (4)

-Identify and use safe practices.

### Tikanga ā iwi

#### Te Wāhi me te Taiao

3.2 - Explain reasons and ways that shows our relationship to a special place or an environment.

## Te Aho Matua

### Ngā Iwi

- The student is secure in the knowledge of ancestral links and the hopes and aspirations of whānau, hapū and iwi.  
- The student exhibits personal pride in their whānau, iwi and hapū.

### Te Ao

- The student actively investigates and explores the Māori world and the wider world.

### Ahuatanga Ako

- The student is actively engaged in learning.

### Te Ira Tangata

- The student is enthusiastic about learning in a nurturing environment based on traditional Māori values beliefs and concepts.

### Te Reo

- The student is immersed in te reo me ngā tikanga Māori.

## Puna Wai

### Whakapapa

- Gods of the river.  
- Relationships of whānau, hapū, iwi to the river.  
- Relationships between whānau, hapū, iwi

### Mātauranga

- Stories that have been handed down of river names.  
- Being able to navigate the river, to collect food and resources.

### Tikanga

- To understand the tikanga of the river so that we do it correctly. (no matter what their activity) and to return home safely.

## Learning intentions

### Students learn about

- Aspects of research, investigate and ask questions about a river from home.  
- The special features of a river.

## Success criteria

### Students are able to

- Research about a special topic  
- Produce findings about their topic

## Lesson moves

**Lesson introduction** To introduce the topics of rivers, the tamariki can read the story of Te Tai o Poutini who was the kaitiaki of the mauri of pounamu (<https://www.wcdhb.health.nz/about-us/west-coast-legend-poutini/>) or a kaitiaki of their own area.

Inquiry question - How is our river?

# Wānanga 1

## He tīmatanga

This is a research topic. Please see the assessment activities that the children can use to show their understanding of their learning from their research. The teacher will divide students into groups. The main objective of this unit is to carefully investigate and research about old aspects of the river, and new aspect of the river.

Here are some topics they can research

### Name

- Where is the name of our river from?
- Does the river only have one name? or do different areas have different names?
- To research names of streams, swamps and lakes that are connected to the river
- Names of the catchment area - Find where these names came from
- Name of the source of the river
- Names of things that live in the river
- Names of lands that are divided by the river
- Names of whanau, hapū and iwi living along the sides of the river

### Food

- What types of food are found in the river?
- What tikanga should we follow when collecting food? ie Karakia, going to right places, collecting at right time, koha, warnings
- Are the foods that our tūpuna ate from the river, still available to eat today?  
Q. If they are not alive is it possible to bring them back?
- Gain the understanding of the lifecycle of the different types of food in the river
- When are the right times to collect the different types of food?
- What are the different methods for collecting these foods?
- How did our ancestors preserve these foods?

### Resources

- What types of resources were collected by whānau, hapū, iwi from the river?
- How were they collected?
- What were the tikanga of collecting these resources? i.e karakia, correct time and place, koha, warnings
- What were these resources used for? (weaving, making fishing lines etc)
- Where are the best places to collect these resources from along the river?
- Do they have a spiritual or physical kaitiaki?

### Road

- How did our tūpuna use the river for transport?
- What types of waka was used?
- How were those waka carved or made?
- Which type of wood is the best to use to carve a waka?
- What are the tikanga for carving a waka?
- Are fishing waka different to travelling waka?
- How do we read the river to navigate safely?
- The different names of currents, the eddies, and signs for navigations
- When are the best times to travel the river?
- Who are the people and groups that are traveling the river now?

### Kaitiaki

- Who are the traditional guardians?
- What are some of the stories handed down about some of these kaitiaki?
- Who looks after the river now? i.e. iwi, rūnanga, DOC

## Assessment

- Prepare a play
- Hui ā iwi to present their findings
- Prepare a speech or report to put forward to the marae annual meeting
- Send a report to the iwi authority, or the rūpū who looks after the river now
- Prepare a trip along the river (learn about the places and stories of the river)
- Mural on the school walls or a building of the community
- Compose a song, lament, chant, action song, haka or poem
- A picture of their findings
- Create an on-going relationship with other groups (scientific, land care or water care)
- Prepare a movie



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# SEVEN

**LESSON - Rocky Shores, Sandy beaches and River mouths**

## Description

Level: 3/4

We participate in many different activities around the coast lines of our homes. Within these environments lie many dangers that we need to understand. Knowledge handed down from our tūpuna and knowledge developed by organisations of today can ensure of safety when in these various environments. The aim of this unit is to learn about and understand the many dangers of these environments as well as understanding and practicing the safety knowledge associated with each area.

Where possible contact with NZ Surf lifesaving and complete the surf education courses. Here you are taught how to identify rips, how to exit rips, how to use rips to help you.

- Beach Ed – at the beach
- Surf to school – in the classroom

## Achievement Objectives

### Te Marautanga o Aotearoa

#### Te Reo Māori (3/4)

##### Language Functions

- The student is able to express themselves to develop understanding.
- The student is developing skills in the different genres of writing that they are familiar with.

##### Vocabulary

Are able to select and use new vocab in various contexts.

##### Language strategies

Are able to use various research strategies.

#### Health (3)

Connections to environment

Students can express thoughts about connections between people and place.

#### Social Studies (3)

##### Place and Environment

Students can show how people are connected to special places.

### Te Aho Matua

#### Te Ira Tangata

- The student values his or her identity, is self confident and displays positive self-esteem.
- The student is physically, spiritually and emotionally confident.

#### Ngā Iwi

- The student exhibits personal pride in their whānau, iwi and hapū.
- The student acknowledges the importance attached to the different roles and responsibilities.

#### Te Ao

- The student acknowledges his or her place in the Māori world, the wider world.

### Puna Wai

#### Whakapapa

- Traditional stories of iwi areas.
- Tangaroa and the many kaitiaki of the coastal environments.
- The on-going battle between Tangaroa and Tāwhirimātea and how this can create dangers.

#### Mātauranga

- To understand the many dangers of different coastal environments and how to minimise the dangers to us.

#### Tikanga

- To learn practices to use before, during and after coastal activities to ensure our safety.

## Learning intentions

### Students learn about

- The dangers that are present in the various coastal environments (i.e. rocky shore, sandy beach and river mouth).
- Strategies they can use to understand and minimize these dangers.

## Success criteria

### Students are able to

- Identify dangers in each coastal environment.
- Discuss their understanding about how to minimise these dangers when going into the different environments.
- Practice and use some of these strategies to ensure they can safely conduct activities or mahi in these environments.

## Lesson moves

For each environment we will look at the following aspects

- The dangers present in that environment
- The strategies we can use before, during and after activities in that environment to keep ourselves safe

## Inquiry questions

- What dangers are present in the environment?
- How do we keep ourselves safe before, during and after activities in that environment?

# Wānanga 1-3

## Sandy Beaches

### Whole class discussion about the activities that they already do in this environment

- What do they do in this environment?
- What are the dangers that they know of?
- What have their whānau taught them about the dangers of this environment?
- Have they experienced these dangers?
- If they had experienced these dangers, what did they do?
- What are some of the strategies that they used to keep safe?
- What have they heard in the news, on the web, in the newspapers about accidents in this place?

### Activities at the sandy beach could include

- Swimming
- Surfing/boogie-boarding/skim-boarding
- Collecting tuatua, pipi, hūwai, scallops, toheroa
- Drag netting in the surf
- Surfcasting
- Playing touch on shore
- Beach launching or retrieving a boat
- Paddling a waka ama

### Dangers they need to learn about

- Rips
- Waves
- Wind (Hypothermia)
- Holes
- Sand banks

### Strategies

- Karakia
- Knowing how to read weather and wind maps
- Knowing how to identify rips and what to do if caught in one
- Knowing how to read sets of waves and where waves are breaking
- Knowing about the types of waves
- Swimming between the flags
- Practicing tikanga such as not turning your back to the sea, not yelling and screaming close to the water, not eating kaimoana in the water, not taking too much, not taking from areas that are in rāhui

### Group strategy

Children will be broken into groups where they will be given or can choose a danger or a strategy. These lessons are self-directed learning where the aim is for the tamariki to learn about their strategy or danger and create a presentation or resources to teach their teina (younger students in the school).

# Wānanga 4-6

## Rocky Shores

### Whole class discussion about the activities that they do in this environment

- What do they do in this environment?
- What are the dangers that they know of?
- What have their whānau taught them about the dangers of this environment?
- Have they experienced these dangers?
- If they had experienced these dangers, what did they do?
- What are some of the strategies that they used to keep safe?

### Activities at the rocky shore could include

- Swimming/bombing
- Surfing/boggy boarding
- Collecting oysters, kina, pāua, mussels
- Diving
- Fishing off the rocks

### Dangers they need to learn about (Mātauranga)

- Rips
- Waves
- Tides
- Wind (Hypothermia)
- Walking across the rocks
- Rocks
- Dragged or dumped on rocks
- Slipping off rocks
- Taking too much kaimoana

### Strategies (Mātauranga and Tikanga)

- Karakia
- Knowing how to read weather and wind maps
- Knowing how to identify rips and what to do if caught in one
- Knowing about wave action and set waves
- Never diving alone
- Knowing when the tides are (rock fishing)

### Group strategy

Children will be broken into groups where they will be given or can choose a danger or a strategy. These lessons are self-directed learning where the aim is for the tamariki to learn about their strategy or danger and create a presentation or resources to teach their teina (younger students in the school).

### Rocky Beach visit

Visit rocky beach to collect kaimoana and practice safe tikanga around the beaches

# Wānanga 7-9

## River mouth/ Harbour entrance

### Whole class discussion about the activities that they do in this environment

- What do they do in this environment?
- What are the dangers that they know of?
- What have their whānau taught them about the dangers of this environment?
- Have they experienced these dangers?
- If they had experienced these dangers, what did they do?
- What are some of the strategies that they used to keep safe?

### Activities at the river mouth could include

- Swimming
- Surfing
- Fishing off the river bank/whitebaiting
- Netting
- Paddling a waka ama
- Boating
- Skurfing/skiing/wakeboarding

### Dangers they need to learn about (Mātauranga)

- Rips
- Waves
- Tides
- Wind (Hypothermia)
- Walking across the rocks
- Rainfall increasing river flow
- Debris
- Currents and eddies created by the river meeting the sea

### Strategies (Mātauranga and Tikanga)

- Karakia
- Knowing how to read weather and wind maps
- Knowing how to identify rips and what to do if caught in one
- Knowing about wave action and set waves
- Knowing about river flow

### Group strategy

Children will be broken into groups where they will be given or can choose a danger or a strategy. These lessons are self-directed learning where the aim is for the tamariki to learn about their strategy or danger and create a presentation or resources to teach their teina (younger students in the school).

### River mouth/Harbour entrance visit

Visit river mouth or harbour entrance

# Assessment

- Survival swimming lessons
- Class discussions
- Activities in the different environments
- The activities that have been prepared for the younger students
- The teachings and support given to the younger students

## Karakia timatanga

Nā te kune te pupuke  
Nā te pupuke te hihiri  
Nā te hihiri te mahara  
Nā te mahara te hinengaro  
Nā te hinengaro te manako  
Nā te manako ko te wānanga  
Nā te wānanga ko te mātau

From the conception the increase  
From the increase the thought  
From the thought the remembrance  
From the remembrance the consciousness  
From the consciousness the desire  
From the desire the learning  
From the learning, knowledge became fruitful

Tukua te wairua kia rere ki ngā taumata  
Hei ārahi i a tātou mahi me tā tātou whai i ngā  
tikanga ā rātou mā  
Kia mau, kia ita  
Kia kore ai e ngaro  
Kia pupuri  
Kia whakamaua, kia tina!  
TINA!  
Hui ē!  
TĀIKI Ē!

Allow one's spirit to exercise its potential  
To guide us in our work as well as in our pursuit  
of our ancestral traditions  
Take hold and preserve it  
Ensure it is never lost  
Hold fast  
Secure it  
Draw it together  
It is affirmed

Mā te whakapono  
Mā te tūmanako  
Mā te titiro  
Mā te whakarongo  
Mā te mahi tahi  
Mā te manawanui  
Mā te aroha  
Ka taea e mātou

By believing and trusting  
By having faith and hope  
By looking and searching  
By listening and hearing  
By working and striving together  
By patience and perseverance  
By all being done with love

E te whānau kua huihui mai  
Whāia te mātauranga kia mārama  
Kia whai take ngā mahi katoa  
Tū māia, tū kaha  
Aroha atu, aroha mai  
Tātou i a tātou katoa

For those gathered today  
Seek knowledge for understanding  
Have purpose in all that you do  
Stand tall, be strong  
Let us show respect  
For each other we will succeed

## Karakia Whakamutunga

Whakairia te tapu  
Kia wātea ai te ara  
Kia turuki whakataha ai  
Kia turuki whakataha ai  
Haumi ē  
Hui ē  
TĀIKI Ē

Restrictions are moved aside  
So the pathway is clear  
To return to everyday activities  
Together as one  
It is affirmed

Unuhia te pō, te pōwhiri mārama  
Tomokia te ao, te ao whatu tāngata  
Tātai ki runga  
Tātai ki raro  
Tātai aho rau  
Haumi ē  
Hui ē  
TĀIKI Ē

From confusion comes understanding  
From understanding comes unity  
We are interwoven  
We are interconnected  
Together as one  
It is affirmed

Kua mutu a mātou mahi mō tēnei wā  
Manaakitia mai mātou katoa  
O mātou hoa  
O mātou whānau  
Āio ki te aorangi

Our work has finished for the moment  
Bless us all  
Our colleagues  
Our families  
Peace to the universe

## Karakia

Whakaheke i waho  
Whakaheke i tua  
Whakaheke i roto  
I ēnei pia, i ēnei tama  
He aro tawhito  
He aro tipua  
Ki a koe e lo e

Cause to descend outside  
Cause to descend beyond  
Cause to enter into  
These neophytes, these sons  
The ancient knowledge  
The divine knowledge  
Regarding thee, o lo

E te Atua  
Manaakitia mātou  
Arahina mātou i a mātou akoranga  
I tēnei wā i runga i tōu ingoa tapu  
Āmine

Oh lord  
Bless us together  
Help us though our learnings  
At this time in your holy name  
Amen

Kia hora te marino  
Kia whakapapa pounamu te moana  
Kia tere te kārohirohi i mua i tōu huarahi

May the calm be widespread  
May the ocean glisten like greenstone  
May the shimmer of light ever dance across your  
pathway

E Rangi, e Papa, e te whānau Atua  
Whakatōhia to koutou manaakitanga  
Ki roto i tēnei mahi o mātou

Rangi and Papa and the family of deity  
Infuse your blessings upon us in this work we  
do

E te Atua  
Homai ki a mātou  
Tōu māramatanga  
Tōu rangimārie  
Tōu kaha me tōu aroha  
Mo tēnei wā  
Āmine

Oh Lord  
Give to us  
Your knowledge  
Your calmness  
Your strength and love  
at this time  
Amen

# Waiata

- Tangaroa Whakamautai: [http://folksong.org.nz/tangaroa\\_whakamautai/index.html](http://folksong.org.nz/tangaroa_whakamautai/index.html)
- Waiaroha: <http://folksong.org.nz/waiaroha/index.html>
- Tai aroha: [http://folksong.org.nz/tai\\_aroa/index.html](http://folksong.org.nz/tai_aroa/index.html)
- Whakataka te hau: [http://folksong.org.nz/whakataka\\_te\\_hau/index.html](http://folksong.org.nz/whakataka_te_hau/index.html)
- Aio ki te Aorangi: [http://folksong.org.nz/aio\\_ki\\_te\\_aorangi/index.html](http://folksong.org.nz/aio_ki_te_aorangi/index.html)

## Whakatauki

**Kaua e huri tuara ki te mana o Tangaroa**

Never turn your back on the might of Tangaroa

**E kore e taea te oranga mo te tangata I te aroha me te pipi anake**

We can no longer live on love and pipi

**Ehara taku toa i te toa takitahi, erangi he toa takitini**

It is not through one alone but through many that we will succeed

**Whāia te māturanga hei oranga mō koutou**

Seek knowledge for the sake of your wellbeing

**He toka tū moana arā he toa rongonui**

Your strength is like a rock standing in raging waters

**He moana pukepuke e ekengia e te waka**

A choppy sea can be navigated

**He manga wai koia kia kore e whikitia**

It is a big river indeed that cannot be crossed

**Ko te pae tawhiti whāia kia tata  
Ko te pae tata whakamaui kia tina**

Seek out distant horizons  
Cherish those you attain

**Hāpaitia te ara tika pūmau ai te rangatiratanga  
mō ngā uri whakatupu**

Foster the pathway of knowledge to strength, independence and growth for future generations

**Kahore te toka e haere ki te pāua  
Ka haere te pāua ki te toka**

The rock does not go to the pāua  
The pāua goes to the rock

**E kore te pātiki e hoki anō ki tōna puehu**

A flounder will not go back to the mud it has stirred

**He toka tūmoana he akinga nā ngā tai**

A standing rock in the sea lashed by the tides

**Homai te wairingiringi o Kaharaukoro**

Give us the flowing waters of Kaharaukoro

**Iti koe e ngā pipi, he wai ū tangata tonu**

Small though you are pipi, you are still as mother's milk

# Kīwaha

- Nau anō i mahi	You did it!
- Koia kei a koe	Good on you! You're awesome!
- Tino kino te pai	Quite the best
- Kei reira katoa	Fabulous! Right on!
- Tō kerewa hoki	Your'e clever
- Kei runga noa atu koe	Your'e up there
- Te mutunga mai o te pai	Ultimately awesome
- Tau kē koe	Your'e neat alright
- Mīharo	Awesome

## Kōrero mo te taniwha

### Iwi:

Ngāti Awa, Ngāi Tūhoe, Ngāti Pūkeko  
Ngāti Kahungunu, Ngāti Raukawa  
Ngāti Ranginui  
Rangitane ki Wairarapa  
Ngāti Kahungunu, Ngāpuhi  
Ngāi Tūhoe, Taranaki, Ngāti Hauiti, Ngāti Whakaue  
Ngāpuhi, Te Hikutu, Irish, Scottish, Yorkshire  
Ngāti Raukawa, Ngāti Toarangatira  
Kōrero of the taniwha of Wairoa, Tauranga  
Moana video

### Ipurangi:

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<https://www.kikomoana.com/#/gr-/>  
<https://www.kikomoana.com/#/hgr-/>  
<https://www.kikomoana.com/#/stt/>  
<https://www.kikomoana.com/#/ttrm/>  
<https://www.kikomoana.com/#/wf-6/>  
<https://www.kikomoana.com/#/ml-/>  
<https://www.kikomoana.com/#/mjt-48/>  
<http://www.ranginui.co.nz/te-pura---the-guardian-taniwha-of-wairoa.html>

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# PAPA KUPU

**Whanga = Bay**

**Āhuatanga = Characteristics/Elements/Facets**

**Awa = River**

**Haere kōtui = Arm in arm**

**Hapori = Community**

**Hukapapa = Snow**

**Hurihanga ora = Life cycle**

**Iwi taketake = Indigenous**

**Kaiwhakatere = Navigator**

**Karekare = Rough sea**

**Kauāpuru = Breaststroke**

**Kauere = Rip**

**Kauhoe = Swim**

**Kaukōue huapae = Side scull**

**Kaukuri Dog = Paddle**

**Kautaha = Sidestroke**

**Kautīraha = Backstroke**

**Kirihou = Plastic**

**Koero = Melt**

**Kopeke = Cold**

**Kōtutu = Preserve**

**Kōue = Scull**

**Mahana = Warm**

**Māingoingo = Surfcasting**

**Manga = Mangrove**

**Māniania = Slippery**

**Mānu = Float**

**Marautanga = Curriculum**

**Matapae a Tangaroa = Marine forecast**

**Matapae huarere = Weather forecast**

**Matapae ngaru = Swell forecast**

**Matepā = Hazard**

**Moana = Ocean**

**Mōrearea = Danger**

**Ora = Well**

**Papanga = Fabric**

**Pari = High tide**

**Pūahatanga = Harbour entrance/River Mouth**

**Puke = Hill**

**Puna, rere = spring**

**Rangahau = Research**

**Rauemi = Resource**

**Repo = swamp**

**Rewa = Float**

**Roto = Lake**

**Ruku = Dive**

**Tahuahua = Sand banks**

**Tai = Tide**

**Taiao = Environment**

**Takiwā = Land area**

**Takiwā whāngai = Catchment area**

**Takutai = coast**

**Tautohu = Identify**

**Te Tai Tamawāhine = East Coast**

**Te Tai Tamatāne = West Coast**

**Tai Timu = Low tide**

**Tūāpapa = Foundation**

**Tūhono = Connect**

**Wera = Hot**

**Whakamārama = Understand**

**Whakatūpatotanga = Warnings**



Lifting aspiration and raising educational  
achievement **for every New Zealander**