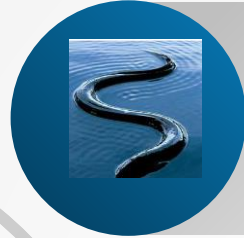


Tuna - adaptive, shape shifting, sustainers of life and a significant Ngāi Tahu taonga species



Ideas to inspire, inform and assist in learning inquiries, with links to many reliable resources



Starters to inspire inclusion into everyday curriculum from ECE to Secondary schools



Reliable sources of information to grow understanding about this fascinating taonga species

Some teaching/learning activities & ideas

Each title below links to takes you to the page you need

Watch the Mahinga Kai video on TUNA	An inquiry from the video	Healthy waterways survey	Potential enquiry questions
Terminology about tuna with pronunciation tips	tuna catching methods	Compare lamprey, moray and freshwater eels	
Conservation Volunteers NZ Educational Resources		Consequence Wheel activity	Activating Prior Knowledge
Ideas to engage with learnings about tuna	make a hinaki	Readers Level 5	Readers Level 3 Ready to Read texts
Understanding sustainable practices		Critical skills development	Kauwhata Reo resources
Retell the migration journey as a play	Kīwaha use	What does Science tell us about tuna? NIWA	
Investigation: places of habitation	videos, waiata, poems	Compose a waiata about tuna	Fertile questions
Cultural contexts	tuna lifecycle	Story Stones Story Road	Wetlands are important
“Waitaha Wai” – helpful resources	Sign language use	Seasonal migration of tuna	Links to curriculum and NCEA (6 pages)
Ngai Tahu Language and Education strategy links		Mahinga Kai is 9th Tall Tree	
Aotearoa NZ Histories curriculum planning guide		Quizzes as reinforcement activities	
Further helpful links		Helpful website links	



SOME Terminology for catching tuna

Hīnaki

Pā tuna

Patu tuna

Toi

Kōumu

Kōrapa

Matarau



Search the kupu: Hear the kupu: This site allows you to search the kupu (word), and by pressing the speaker icon, you can hear the word spoken. Keep pressing the speaker and repeating the correct pronunciation until you have it!

(link in each kupu)



"If you pronounce Māori words correctly, it implies you have **respect for the language**. If you have respect for the language that would imply you have **respect for the culture**. If you have respect for the culture, you most probably have **respect for the people**." *(link to article in the image)*

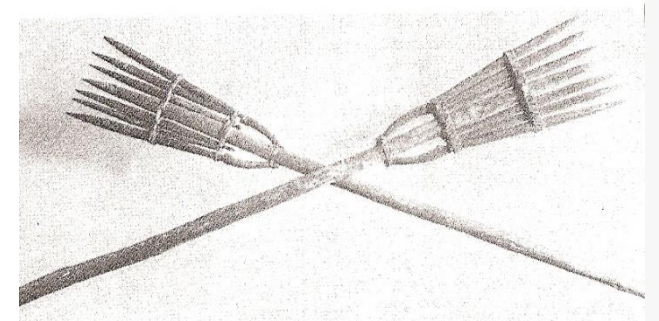
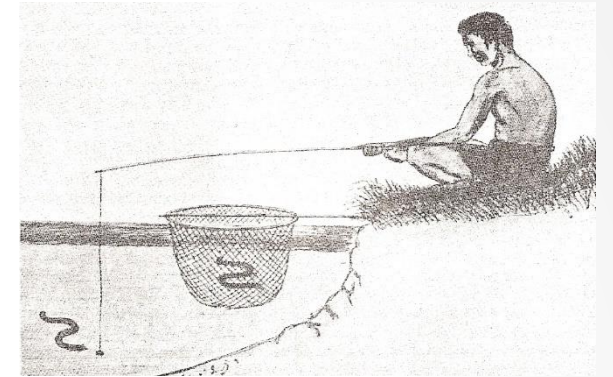


Te reo Māori pronunciation guide: Learn to pronounce Māori words correctly to become more confident using them. Access the guide from Victoria University *in the image*

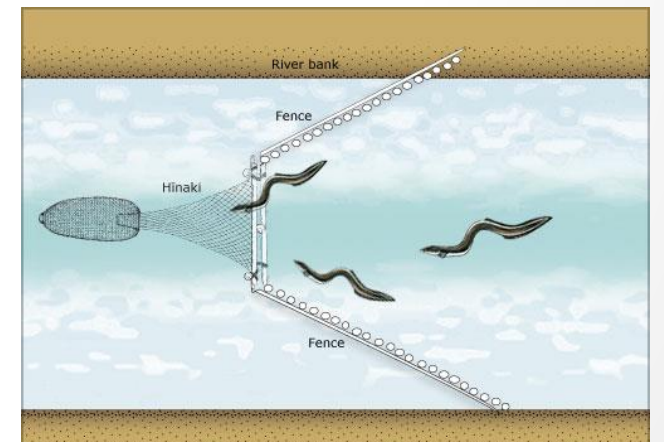
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Tuna catching

(Video linked in the title)



What other names can you find for tuna catching methods? Check out [this video](#) (and others you may find) on the eel trap. You could test it out in your local stream. Don't forget to measure and take photos before releasing.



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Wetlands and Estuaries are important to our taonga – the tuna

“**Wetlands** are areas where water is the primary factor controlling the environment and associated plant and animal life”.

“**Estuaries** are special places where rivers meet The sea. Each one is unique, ranging from small Lagoons to extensive wetland harbour systems”.

“**Tuna** are not only historically important to Māori, they are our taonga today. But pressure on some species is resulting in their decline”.



The three links in the images provide information about Wetlands, Estuaries and tuna (eels) themselves. By reading these three factual accounts, put together a presentation about tuna to share what you have learned, and to answer the “why” about the importance of conserving and preserving wetlands, estuaries and tuna.

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Fertile questions [Fertile questions | Services to Schools \(natlib.govt.nz\)](https://natlib.govt.nz/services-to-schools/fertile-questions)

Fertile questions are questions that are deep, complex, and perfect for inquiry. Because they are rich, finding answers to them requires research and can take some time. Find out how to use these questions with your students.

Characteristics of fertile questions: Fertile questions have some or most of the following characteristics:

Open — they have no single, definitive answer but rather several different and possibly competing answers.

Undermining — they cast doubt on individual assumptions or 'common sense'.

Rich — they require research and grappling with information and ideas.

Connected — they are relevant to the learners and the world in which they live, and particular disciplines and fields.

Charged — they have an ethical dimension with emotional, social and/or political implications.

Practical — they are researchable within the world of the student.

The fertile questions model was developed by Yoram Harpaz and Adam Lefstein.

[Teaching and learning in a community of thinking \(pdf, 325KB\)](#) has more about this model.

Examples of fertile questions

- Here are some example questions from the curiosity card 'Māori bartering with Joseph Banks' (link to the site embedded in the image).
 - Why did Tupaia make this picture?
 - What kind of encounter is this?
 - How do strangers become friends?
 - In this picture, is this activity an exchange or a purchase?
 - He tohatoha, he hokohoko rānei te mahi i roto i te pikitia?




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Te reo ROTAROTA

NZ and Māori sign language for tuna, kupenga, hī ika, awa and moana


New Zealand Sign Language *dictionary*



↓

eel

tuna



net (fishing)

kupenga




fishing

hī ika, mātira



river

awa



sea

moana

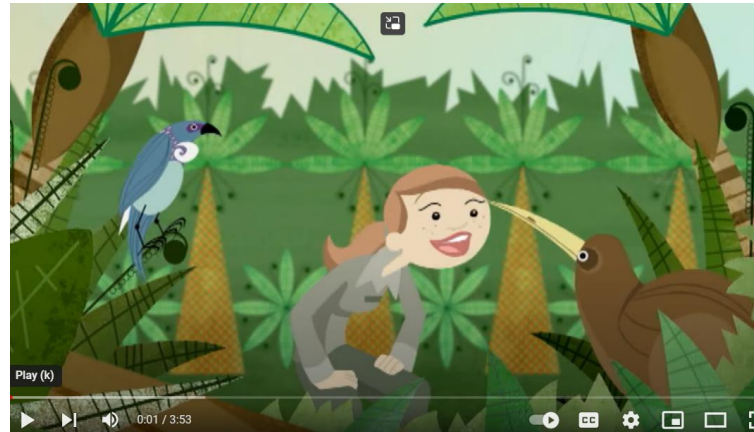
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Each pic links to a short video showing you how to sign those kupu

videos, waiata, rotarota about tuna

Here are a sample of videos available on YouTube:

Assigning videos to groups of ākonga and asking them to report back on the contents is a proven method to engage students in viewing with purpose. You may wish to define some prompts in advance to concentrate on your focus topic.




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Kauwhata Reo resources (in te reo Māori)



Te Tuna Kōpiko

Te Tuna Kōpiko



He Kaitiaki Tuna, He Toa Mahi Kai – Mā te Kaiako

PUKAPUKA

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Te Hekenga Tuna

the seasonal migration of tuna



Literacy:

Become an AQUAMAN to accompany tuna in a lake or river in Aotearoa, preparing for the “hekenga tuna” – seasonal migration. You can breathe underwater and can accompany the tuna. Write about what you reasonably assume or believe you would have seen, heard, done or said, and encountered along the way. What changes do eels make on their journey?

Be prepared to create this story for a younger class to have in their Big Book corner to learn about eel migration. You may want to illustrate it yourself, or work with an artistic buddy to produce your pakiwaitara – your story. Give it an interesting title, that makes us want to read it.

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“Mahinga kai” is the 9th tall tree

“What does it mean?”



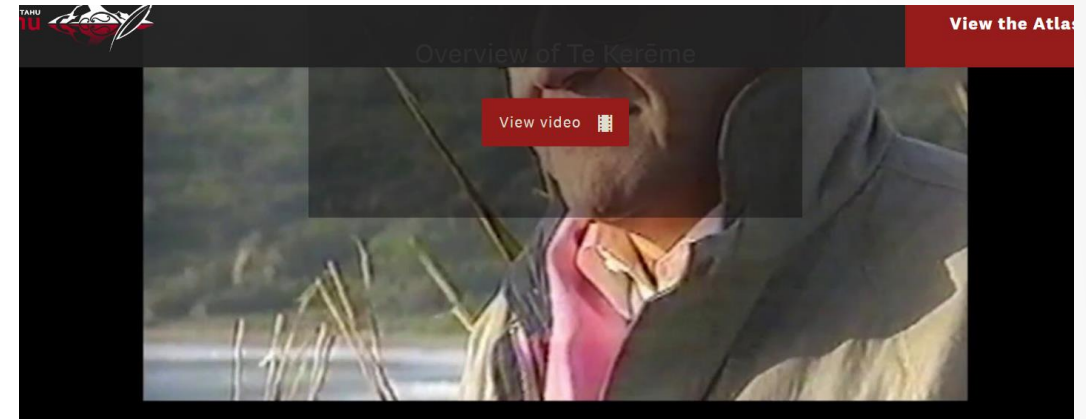
Create a food map:

Traditional food gathering methods and sites is considered the “**9th tall tree of Ngāi Tahu**” – check out the link in the image for an explanation. Mahinga kai places also includes sea locations, and many are now protected “mātaitai reserves”.

Māori always settled near to fresh and abundant food sources, and their pā were often coastal settlements, allowing easy access to sea, rivers and forests for food gathering.

Create a map of the food species that you would find in your local region. Knowing that the whānau, hapū and iwi would have gathered kai from here, do you consider their diet varied and interesting? Why do you say that? If you were gathering one of those food species now, how would you prepare it to eat? How would you gather it? Compare and contrast traditional methods with modern methods using a Venn diagram.

What other food sources would they have accessed for a balanced and varied diet?



The Ngāi Tahu Settlement

Extension: Understand how “mahinga kai” traditional food gathering methods and places contributed to the Ngāi Tahu claim, will help develop a well rounded understanding of the Treaty of Waitangi Settlement - this topic is most suited to **Years 7-13**

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TITO WAIATA - compose a SONG

Tito waiata –

compose a song, haka, rotarota (poem) of the journey of the tuna from the river or lake out to sea to breed.

Teach others your song and perform it to the class/school/whānau. Add actions, even using reo rotarota (NZ sign language).

You can borrow a well-known tune (but if you want to publish and record your composition, you need to get permission for the song use).

(If you choose a tune or a rhythm that is easy to follow, others will learn it more easily)

Aotearoa New Zealand Histories programme planning

For planning templates and guides and for example contexts, go to [Aotearoa NZ Histories](#) page

For local history contexts, contact your local marae office, and for wider Ngāi Tahu content, check out the link to [teacher resources](#)

Planning guide

This guide provides you with prompts for planning your Aotearoa New Zealand's histories programme.



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CURRICULUM LINKS – Aotearoa New Zealand histories

Understand the big ideas

- Māori history is the foundational and continuous history of Aotearoa NZ.
- The course of Aotearoa NZ's histories has been shaped by the use of power.
- Relationships and connections between people and across boundaries have shaped the course of history.

Know contexts:

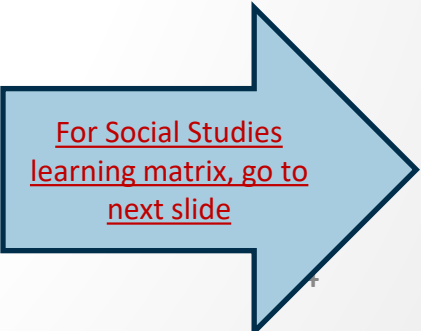
- Whakapapa me te whanaungatanga – culture & identity
 - The past shapes who we are today, our familial links and bonds.
- Tūrangawaewae me te kaitiakitanga - place and environment
 - The relationships of individuals, groups, and communities with resources, and on the history of contests over their control, use and protection.

Do Inquiry practices

- Identifying and exploring historical relationships
- Identifying sources and perspectives
- Interpreting past experiences, decisions and actions



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[For Social Studies learning matrix, go to next slide](#)

Social Studies Learning Matrix, Curriculum Levels 6, 7 and 8

BIG IDEAS

- ❖ Cultures are dynamic and change through hononga and interaction
- ❖ Societies are made up of diverse systems
- ❖ Global flows influence societies

Social Studies Learning Matrix
Curriculum Levels 6, 7, and 8

For some of the outcomes at each curriculum level, click on the link above

Significant learning: Across all curriculum levels, ākongā will:



UNDERSTAND AND USE APPROPRIATE INQUIRY FRAMEWORKS THAT ARE CULTURALLY SUSTAINING AND ETHICALLY SOUND



ASK CHALLENGING QUESTIONS, GATHER INFORMATION AND BACKGROUND IDEAS TO DEEPEN CONCEPTUAL UNDERSTANDING WITH ATTENTION TO MĀTAURANGA MĀORI AND PACIFIC KNOWLEDGES



REFLECT ON AND EVALUATE THE UNDERSTANDINGS DEVELOPED THROUGH SOCIAL INQUIRY



PARTICIPATE IN THOUGHTFUL SOCIAL ACTION IN RESPONSE TO SOCIAL ISSUES OR OPPORTUNITIES

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[For NCEA 1, 2, 3 information, go to next slide](#)

NCEA Level 1 units: Social Studies, History

Social Studies

- 92048 – 5 credits: Demonstrate understanding of findings of a Social Studies inquiry
- 92049 – 5 credits: demonstrate understanding of perspectives on a contemporary social issue
- 92050 – 5 credits: demonstrate understanding of decisions made in relation to a contemporary social issue
- 92051 – 5 credits: describe a social action undertaken to support or challenge a system
- 91039 – 4 credits: describe how cultures change (Context: societal change as a result of technology)
- 91041 - 4 credits: using resources provided, students can describe consequences of cultural change/s

History

- 91003 - 4 credits: written examination – interpret sources of an historical event of significance to New Zealanders
- 91005 - 4 credits: written essay: Describe the causes and consequences of an historical event
- 91006 – 4 credits: answering questions on one topic studied to describe how a significant historical event affected New Zealand society

Some of these NCEA units will match well with this tuna context and the skills learned are transferrable skills for the NCEA assigned contexts each year.

[For NCEA 2, 3 information, go to next slide](#)

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NCEA Level 2: Education for Sustainability

NCEA Level 3: Environmental Sustainability

Level 2: 91733: 4 credits:

Demonstrate understanding of initiatives that contribute to a sustainable future

Level 2: 90814: 4 credits:

Demonstrate understanding of aspects of sustainability

Level 3: 90831, 5 credits:

Analyse the impact that policies have on a sustainable future

Level 3: 91736, 4 credits:

Analyse how different world-views, and the values and practices associated with them, impact on sustainability

Some of these NCEA units will match well with this tuna context and the skills learned are transferrable skills for the NCEA assigned contexts each year.

[For NCEA 2 information, go to next slide](#)

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NCEA Level 2 units: Social Studies, History

Social Studies

- 91279 – 4 credits: (context 2023: conflict(s) arising in regard to the advertising industry) – using resource booklet provided to analyse resources, students can demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas
- 91281: 4 credits: written essay (750-800 words) to describe how cultural conflict(s) can be addressed

History:

- 91231: 4 credits: written examination – Examine sources of an historical event that is of significance to New Zealanders
- 91233 - 5 credits: Examine causes and consequences of a significant historical event
- 91234 – 5 credits: written essay: Examine how a significant historical event affected New Zealand society

Some of these NCEA units will match well with this tuna context and the skills learned are transferrable skills for the NCEA assigned contexts each year.

[For NCEA 3 information, go to next slide](#)

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NCEA Level 3 units: Social Studies, History

Social Studies

- 91596 – 4 credits: Demonstrate understanding of ideological responses to an issue
- 91598: 4 credits: Demonstrate understanding of how ideologies shape society

History:

- 91436, 4 credits: written examination – Analyse evidence relating to an historical event of significance to New Zealanders
- 91438 - 6 credits: Analyse the causes and consequences of a significant historical event
- 91439 – 6 credits: written essay: Analyse a significant historical trend and the force(s) that influenced it

Some of these NCEA units will match well with this tuna context and the skills learned are transferrable skills for the NCEA assigned contexts each year.

A reminder: check out other curriculum links, particularly **literacy**, that can be achieved through this topic of study at every level

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For Ngāi Tahu language revitalisation ...



There are many opportunities around language learning for the Ngāi Tahu students in your kura, and resources that anyone can access.

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For Ngāi Tahu Education Strategy ...



Maybe your school strategies align with Ngāi Tahu's? Check it out

Ngāi Tahu Mahinga Kai video series

This is a lifestyle series featuring 12 ten minute episodes filmed in the stunning landscape of Te Waipounamu. It captures the stories and essence of traditional food gathering practices passed down through the generations.



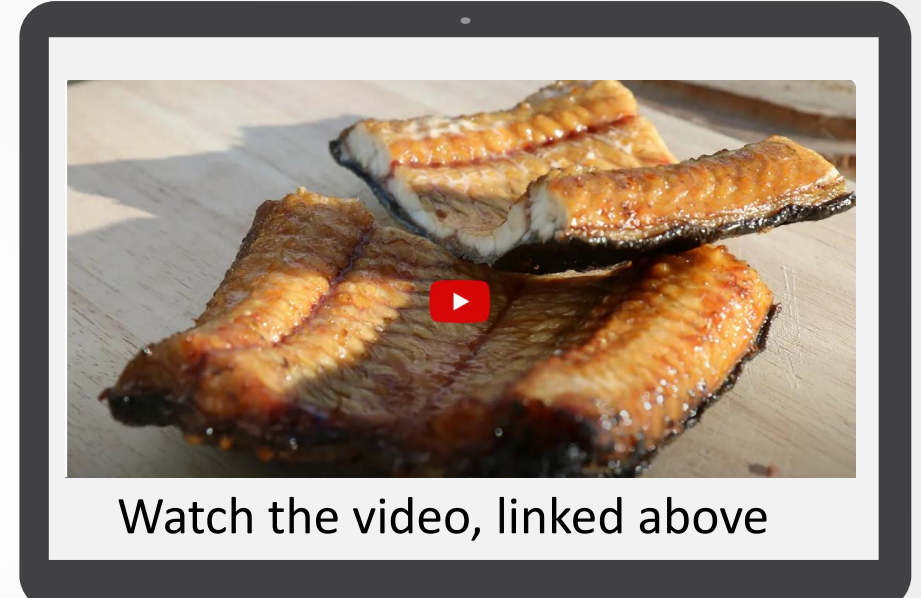
The annual tuna migration from Lake Wairewa features in this video, with Ngāi Tahu sustainably harvesting and processing tuna.



Learn about places mentioned, terms used, and methods to catch and hunt tuna



Learn about river health, and caring for tuna and their habitat



Watch the video, linked above

[Manaaki Tuna](#) also has stories and books, articles and resources – check it out

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Respond to the questions related to the video on the [Next Slide](#)

“Tuna” video – he pakirehua – an enquiry

1. Where is Wairewa? Explore [Kā Huru Manu](#) to find out. What's the name of the stream, lake, the significant maunga (mountain) and whareniui (meeting house) there?
2. We know that “wai” means water; what does “rewa” mean? There are several definitions; which makes sense to you for this location, and why?
3. Describe the first thing laean suggests we should do when preparing to catch or hunt tuna?
4. In the video, how was the term “mahinga kai” explained - what does it mean?
5. What tools did you see being used in the video? What is a ‘whata’, and how is it used? What other tools/methods could you use when hunting tuna?
6. The health of the awa is so important. What caused it to turn green? What improved its health? How can we care for the wellbeing of tuna and their habitat?
7. Listen for this whakataukī (proverb); *‘Ka hāhā te tuna ki te roto, ka hāhā te reo ki te kāika, kā hāhā te takata ki te whenua’*, and in your own words, describe what it means.
8. “The 9th Tall Tree of Ngāi Tahu” was mentioned – in what context? What does it mean for people and their well-being?



The Ninth Tree

Jul 5, 2015

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Click on the images
to link to the
resources

Acknowledgement to “Conservation Volunteers New Zealand for
“Tamariki for Tuna” educational resources, accessed 28.2.2024
[Tamariki For Tuna – Longfin Eel Educational Resources - Conservation
Volunteers New Zealand](#)

How has human activity caused
the decline in eel populations?
What can be done about that?



Access the posters and
reading activities to learn
more about this amazing
species

Learn how to become a
conservation volunteer



Read about the tuna migration and
lifecycle – what is the most fascinating
fact you have learned today?

“The Great Migration” is a
story of the tuna’s journey



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IDEAS TO ENGAGE WITH TUNA INFORMATION

Literacy, technology, ICT use, science, maths, art

- Imagine you are preparing to hunt tuna. Make a plan (including a list of what to pack). Design and make your own spear or gaff to take (using found materials).
- In pairs, co-design a Google Slide presentation describing: the 3 types of tuna, their habitats, life-cycle, migrations and highlight the best time to catch tuna.
- Feed mince to tuna! Discover, identify and count tuna living in a stream or river near to you). Record yourself, observe and take notes of their type, size, movement.
- Ask ākonga to talk to their whānau about traditional or current fishing practices from their culture. Ākonga could bring images or items that illustrate these practices and display them. As a class, discuss similarities and differences between the various practices.
- Create an artwork featuring tuna – you may be inspired by Ngāi Tahu artist [Priscilla Cowie](#) and informed by the movement of tuna. Explore tuna formations through drawing then do a print ([collagraph](#), [card relief](#)).



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Understanding **tuna** leads to an understanding about sustainable practices



That article was from 2016 –
what has changed?

From reading the information in the above links and other TUNA materials, watching the video and discussions with your classmates, you will have found out about the high algal production which affects the health of the lake. Consider and report on the following:

- What has contributed to this state?
- What solutions have been suggested?
- Do you have other ideas of actions that can be taken?
- What can you do to influence change?

Present and share the information in this study, so they can be aware of the challenges for this lake. Don't forget to offer some ideas for solutions.

Taking the perspective of the tuna, how does it feel when the lake is unhealthy? How do the elver thrive in that environment? Present your ideas to others.

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Click on the images to access the information



Forest & Bird

TE REO O TE TAIAO | *Giving Nature a Voice*



▼ ABOUT THIS PAGE

Title: Tuna, The Eel: His Life History

Author: M. S. Nestor

In: The New Zealand Railways Magazine, Volume 9, Issue 3 (June 1, 1934.)



**A creature of mystery:
New Zealand's love-hate
relationship with eels**

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Lamprey
kanakana
piharau



Freshwater Eel
tuna



Moray Eel
kaingārā
pūharakeke

Conduct a comparison study about these **three species** of somewhat similar species:

What's the same?

What is different?

Think of appearance, features, habitat, size, lifespan, migratory habits

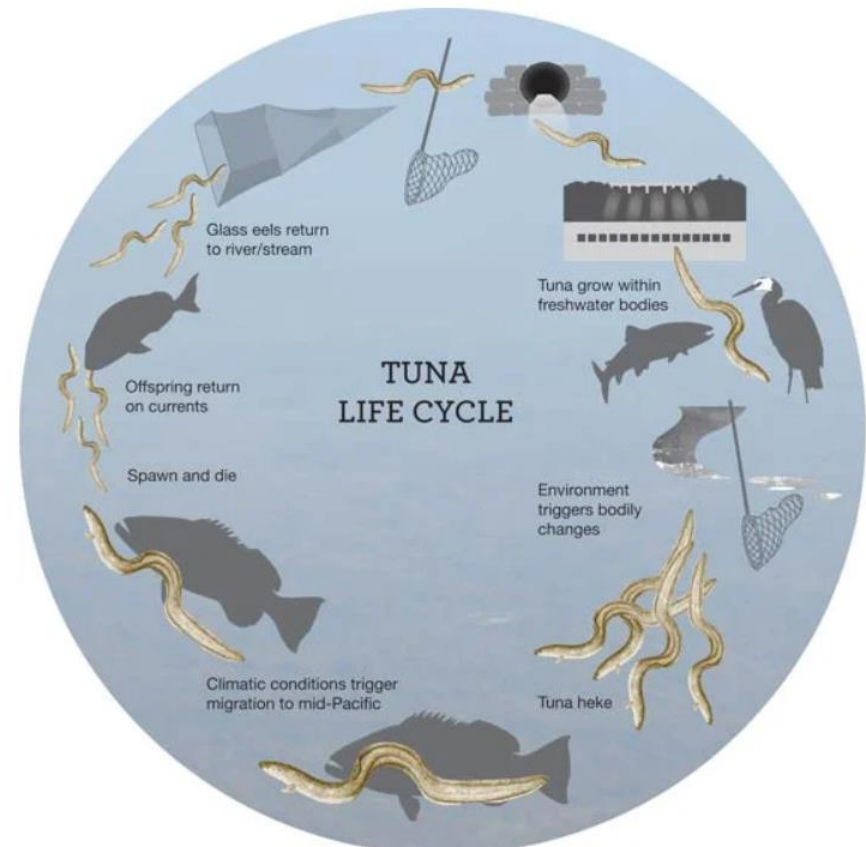
Display the comparative information visually, for others to learn from

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Tuna life cycle – Te Hurihanga ora o te tuna

Department of Conservation
Te Papa Atawhai has curated information about the historically important tuna, and presented the information as a bi-lingual resource. Visit their page at www.doc.govt.nz/tuna

Tuna life cycle / Te hurihanga ora o te tuna



Eel diagram - look how hard it is to be a tuna! Shaded images behind the tuna are the barriers or pressures that tuna face throughout their life cycle e.g. drop culverts, dams, predation, human consumption. [View larger \(PDF, 1.120K\)](#)

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Retell the tuna migration journey as a play

Go to the Kīwaha page for ideas to insert into the dialogue [link here](#)

Write the dialogue for a hatchling tuna and his pals, and tell the story from birth to eventual arrival in Aotearoa, back to the place where the mother had left from. Think of what they may have been saying to each other while they were being brought along the ocean currents, what they may have seen or encountered along the way. Present your play to a wider audience. Capture the play (e.g. on an iPad) so the story can be learned by others. You could also make costumes and props to support.



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Kīwaha use

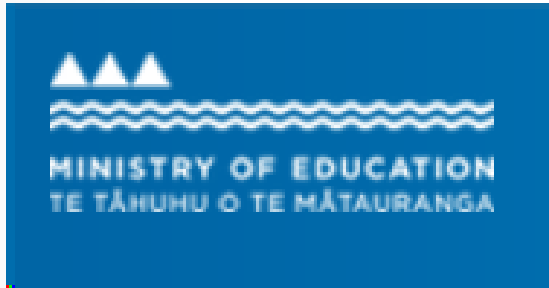
Insert these kīwaha Māori (slang or colloquial phrases) into the story in places where it makes sense 😊 Read the finished story to others. (the translation are there to help you choose the right ones; they might not all be able to fit into the story). *Read them with expression!*

He toki koe!	You are an expert!
Me upoko pakaru koe	Don't give up, be determined
Ko Māui tonu atu au i a koe!	I'm cooler than you'll ever be!
Auē! Taukuri ē!	Oh no, how dreadful!
Auē, te paru rawa o te wai nei!	Gee, this water is dirty as!
Hoake tātou!	Let's all go (quickly)
Ka kino kē ia	He's so clever
Kia tūpato!	Watch out! Be careful!
Areare mai ōu taringa	Listen! Open your ears
Wananei!	Choice!
Anā, e pūkana mai nā!	There it is, right under your nose!
Aua hoki	I don't know

And any other kīwaha that you know that will fit into the story well 😊

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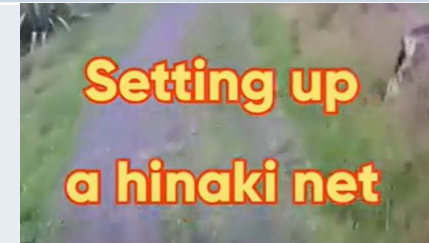
Make a hinaki



Access these resources through the links in the images.

Watch other videos to learn more about catching eels (tuna)

Make your hinaki to use it. If you catch tuna, don't waste them!



Choose your materials (traditional or contemporary)

Review the process, take photos, and display for others

Reflect on successes, challenges, solutions

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Story stones

In Māori culture, knowledge was passed on through wānanga, through waiata and games, and natural resources (leaves, feathers, stones, sticks) were also used.

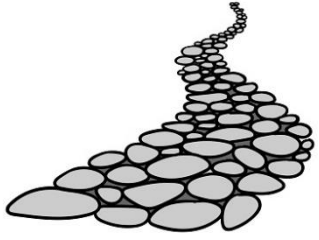
Story stones are great teaching tools to develop the communication skills of tamariki which promotes language skills and encourages their imagination and creativity. The stones allow non-verbal or pre-writing early learners to create stories and narratives using their social and emotional skills.

Kaiako (or ākonga) can paint or affix images to the stones to represent each part of the story and re-tell this story (and others) using the stones as prompts.

Many early childhood settings use a similar method as a “Board story” with visual prompts.



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Story Road

- This activity helps ākonga retell a story accurately.
- Have them form small groups, and ask each group to draw pictures to show the main events in the migration journey of the tuna. Ensure that all the important events are covered.
- Draw a “road” on the floor using tape or chalk and ask the groups to place their images in the correct order on the road.
- If there are any disagreements about the order, encourage ākonga to return to the historical prompts to check.
- Once the groups have agreed, tape a copy of each image in its correct place.
- Ākonga can then practise walking down the road telling a particular version of the story.
- The story road can also be used to develop understanding of time order words or relationships.
- Ask ākonga to stand by one picture and describe what happened before and/or after that event or what caused the event and/or what were the consequences of that event.

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Using cultural contexts: some tips



The Aotearoa NZ Histories curriculum encourages schools to develop a relationship with mana whenua. Don't make your first engagement a request for information or assistance. Without an existing relationship, your starting point should be to contact the curriculum lead in your local MoE. Their mandate is to connect schools with mana whenua.

Each school may have different starting points. An early task may be to understand who mana whenua is. The marae, pepehā, and any further information you can ascertain and learn is a great start. It may be that the papatipu rūnanga has an approach of progress they would like you to take. It would be great to establish what stories mana whenua are willing to share widely. Be prepared to use those stories, often starting with migration or creation narratives, explore the relationships and connections from that point. Acknowledge that the idea of historical thinking for iwi Māori starts at a different point than a western view. Understand also that oral histories are valid and reliable – just because it wasn't "written" doesn't invalidate the history. Oral histories are embedded in tribal pepehā, waiata such as mōteatea and haka, as well as karakia and well known whaikōrero.

Ensure Ngāi Tahu sources are used and uplifted as the primary information source. Acknowledge all sources and be prepared to question the perspective that source represents. Explore your own ideas of what mātauranga is/what history is in Aotearoa NZ. Interrogate your biases.

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Tuna – Eel – Potential inquiry questions

- What adaptations of technologies and tools did Maori make in order to cultivate kai in Aotearoa New Zealand?
- How did mana whenua interact with the natural environment in order to cultivate kai?
- How were iwi and hapū economies shaped by the particular resources of their rohe?
- How did specialisation in food production create opportunities for exchange between iwi, hapū and whānau?



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Acknowledgement: these ideas from the Aotearoa New Zealand Histories page and resource, accessed 1.8.2024 at tahurangi.education.govt.nz

Tuna – Eel – Activating prior knowledge

NOTE: Learning about our past involves interpreting multiple stories and recognising the varied experiences and perspectives of different groups of people across time and place, many of which are at odds with contemporary attitudes and values. Stories with themes of discrimination, exclusion, and racism may understandably give rise to feelings of hurt, blame, loss, anger and guilt. Safely exploring such stories requires a positive school culture that focuses on community, belonging, diversity and tolerance. See the “Supporting people’s wellbeing section of the Leading Local Curriculum Guide – Part 2 / Aotearoa New Zealand’s histories (page 18 of the downloadable PDF) for more information – [linked here](#)

Before reading a story or article, activate the prior knowledge of ākonga to help them fully engage with the text. There are many ways you might do this. For example:

- Display an image from the text and ask ākonga to imagine what was around the outside of the image or, if there are people in the image, what they might have been seeing, hearing, thinking and/or feeling at the time.
- If ākonga have specific knowledge about or connections to the topic, ask them beforehand whether they would like to share what they know with the class.
- Ask ākonga to predict what the text could be about and how it might connect with other learning they have done (in or out of school) related to Aotearoa New Zealand’s histories.
- Take two concepts that are explored in the text and ask ākonga to define them and then show how they are connected.
- Prompt ākonga to share ways that historians might approach a source – for example, by asking questions about its purpose, audience, perspective, and relationship to other sources.



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Acknowledgement: these ideas from the Aotearoa New Zealand Histories page and resource, accessed 1.8.2024 at tahurangi.education.govt.nz

Critical skills development



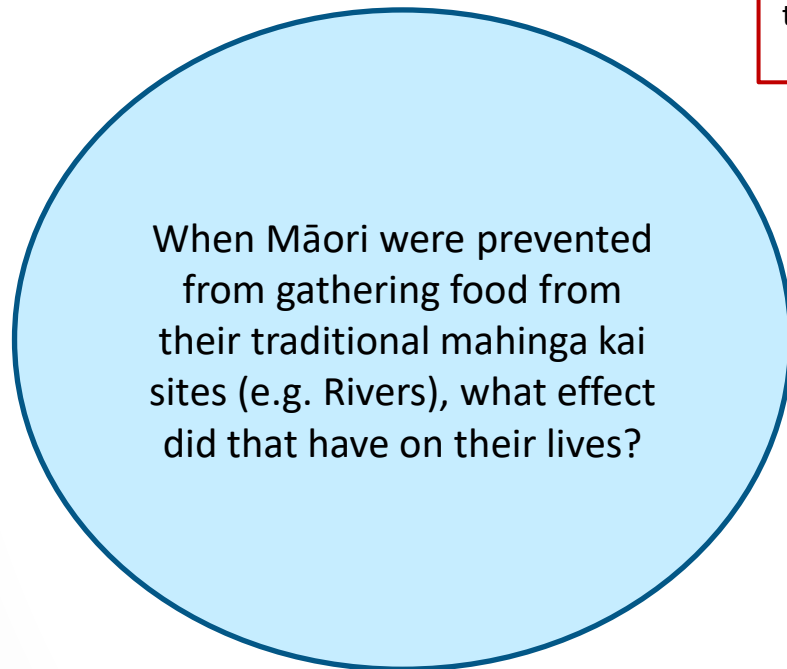
1. Learn the information to embed the knowledge - mōhiotanga. Research widely
2. Use your content knowledge and your social sciences curriculum knowledge to design explicit teaching points for your ākonga
3. When using an iwi cultural narrative, consult with and engage with mana whenua at the outset, and ensure you stay true to the story without making assumptions about the facts.
4. Have a variety of reliable sources of information at the ready for your students to explore
5. Start with a rich question
6. Plan for progression within progressions – take the learning to where the students' interest directs, delving deeply with critical questioning skills
7. Revisit the same big ideas and practices in different contexts
8. Encourage ākonga to look at everything with a critical eye

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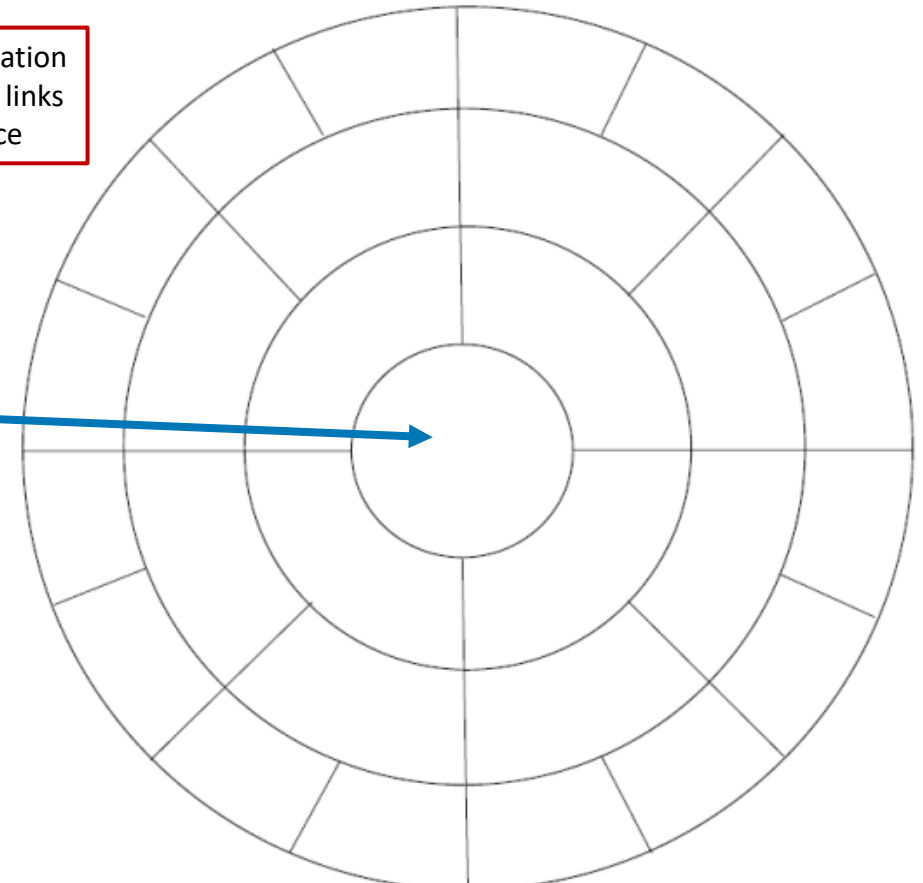
Acknowledgement: these ideas adapted from ASSEN Conference workshop, July 2022

“Consequences wheel” activity

Consequence Wheel link: Starting with the “BIG IDEA” in the centre circle, wānanga together as to the impact of that “action” in every widening circles. Think of the impact on people, their well being and ability to gather kai, the environment, and show consequences that have an ongoing effect through the wheel. Here is an example for the centre “BIG IDEA”.



Access a wide range of information to discuss and debate – many links are included in this resource



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“Waitaha Wai” – helpful resources (focused on the Canterbury region)

Below are links to various resources with learning outcomes that can be achieved through scientific, social and mathematical investigations, as stated here. You can open and download the resources for yourselves.

There are specific resource sets for **Kaiapoi**, **Banks Peninsula**, and also **Te Waihora**, as well as other education resources as listed below. (The messages will still be relevant for your environment)

- [Waitaha wai: An education programme for Canterbury teachers \(PDF File, 43.58MB\)](#)
- [Waitaha wai: Waterways of Christchurch \(PDF File, 6.5MB\)](#)
- [Waitaha wai: Canterbury mudfish / kowaro - a taonga species for iwi - An environmental resource for schools \(PDF File, 2.03MB\)](#)
- [Waitaha wai: Discovering your local waterway : The Kaiapoi Catchment \(PDF File, 2.45MB\)](#)
- [Waitaha wai: Discovering your local waterway : Lake Ellesmere / Te Waihora and Its Tributaries \(PDF File, 1.57MB\)](#)
- [Waitaha wai: Discovering your local waterway : Banks Peninsula / Horomaka \(PDF File, 1.57MB\)](#)

LEARNING OUTCOMES

- An understanding of human interaction with lake and river habitats
- An understanding of the dynamic nature of local waterways
- An understanding of the different values of this area in particular Tangata Whenua and their association with the area
- How to monitor water quality of a lake and/or river
- A generic understanding of the influences and factors affecting waterways

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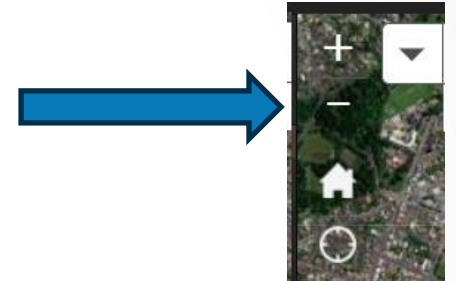
Investigation: places of habitation

Through the Ka Huru Manu site, search for your school location. Then using the symbols to the left of the search bar on the map, zoom out (using 'minus' symbol) so other places will come into view. Each time you click on the 'minus' symbol the image zooms out. Rivers are shown as blue lines on the map.

Click onto one of those rivers, and read the pop up menu that appears to the left, where information about that place is given. Find at least three locations where "tuna" is mentioned.

What more can you find out about those locations.

- What is that location's commonly used name?
- How did they get that name?
- Are those locations healthy for tuna?
- What can be done to protect that, or repair that state?



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Stream name

Group Name

Habitat surrounding a stream is as important as what is in the stream. Plants around the water's edge reduce the impact of flooding, erosion, and pollutants from run-off and provide habitat and food for wildlife and stream invertebrates.



Habitat factors	Score 8	Score 6	Score 4	Score 2	Total
Does the stream have protective plant cover for stream life	Over 1/2 the stream has logs, stones and plants overhanging	Up to half the stream has cover	Less than 1/3 has cover	Very little or no cover	
Does the stream flow change	Variety of water depths, pools and riffles	Some variety	Little variety	Stream flows straight and at one depth	
Sediment on the stream bed	Stones and pebbles with up to 1/4 fine sediments	1/2 stones 1/2 fine sediment	About 1/4 stones, the rest fine sediment	Mainly fine sediment, very few stones	
How stable are the banks	No erosion	Some signs of erosion	Half the stream bank is eroding	Very unstable	
Land use around the stream	Lots of bush and trees at least 30 metres wide from stream	Mostly vegetated about 20 metres wide	Thin margin of vegetation about 5-10 metres wide	Mainly grass cover or pasture land	
Bank vegetation	More than 1/2 the stream bank has plants overhanging	Up to 1/2 the stream bank has protective cover	Less than 1/3 has cover	Very little plant overhanging	

rating excellent 40-48
fair 20-29
good 30-39
poor 12-19



Healthy waterways survey

Acknowledgement: Waitaha Wai resource, an education programme for Canterbury teachers, [pg.37](#)

“Habitat surrounding a stream is as important as what is in the stream. Plants around the waters edge reduce the impact of flooding, erosion, and pollutants from run-off and provide habitat and food for wildlife and stream invertebrates.”

Rate your local waterway
– what rating did it achieve?

[•Waitaha wai: An education programme for Canterbury teachers \(PDF File, 43.58MB\)](#) (page 37 for the Habitat Survey)

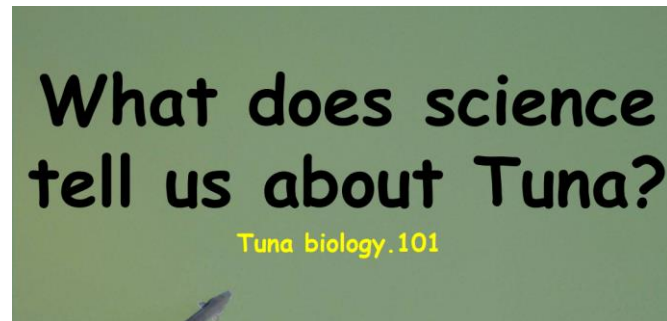


NIWA resources

Check out these resources to learn about tuna

NIWA – Taihoro Nukurangi (the National Institute of Water and Atmospheric Research) has extensive and comprehensive information about tuna – ecology and biology, so check their website through the link in the image below.

Think of ways your class can improve the habitat in the waterways near to your school to increase the numbers of eels, and put your plan into **action**.



Acknowledgement: <https://niwa.co.nz>, accessed 28.2.2024: Shared with permission for "content copying for accessibility"

School Journal fiction

Retell of a Samoan legend



Kōpūwai and the Clever Girl

retold by Brian Potiki

illustrated by Scott Pearson

This story is from Rapuwai, an ancestral iwi of Ngāi Tahu. It is set on the banks of the Mata-Au/Clutha River, in Otago, and comes from a time long ago when moa roamed the land and giant tuna swam in the rivers.



TEXT

Series: School Journal Level 3 May 2017

Curriculum level: 3

Reading year level: 5

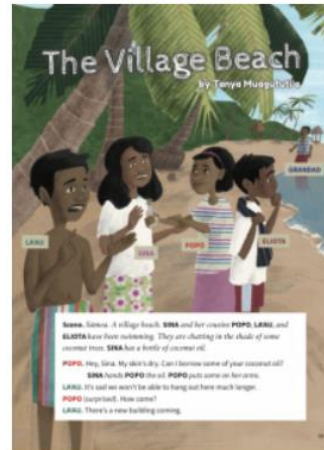
Category: Fiction

Topics: challenge, cleverness, Clutha River, Kōpūwai, legends, Māori traditional stories, Mata-Au, monsters, myths, Ngāi Tahu, Otago, Rapuwai, trickery

In: School Journal Level 3 May 2017

Publication date: May 2017

[Order this text >](#)



The Village Beach

by Tanya Muagututi'a

illustrated by Josh Morgan

"We won't be able to hang out here much longer... There's a new building coming"



TEXT

Series: School Journal Level 3 November 2017

Learning area: English, Social Sciences

Curriculum level: 3

Reading year level: 5

Category: Fiction

Topics: change, coconuts, conservation, drama, environment, Pasifika, play, Sāmoa, Sina and the Eel, tourism, traditional stories

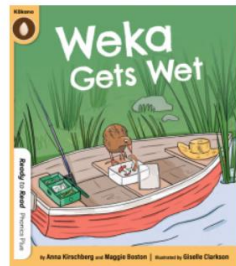
In: School Journal Level 3 November 2017

Publication date: November 2017

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Ready to Read phonics plus resources



Weka Gets Wet

It's a hot day down by the awa and we meet Weka looking to get out of the sun. Tuna helps Weka cool down, but Weka is not impressed.

Focus sounds: Ww Hh Kk

New high utility words: Weka, waka, Tuna

Previously used high utility words: The, a, he, sees, is, go



0:00 / 1:09

Series: Ready to Read Phonics Plus

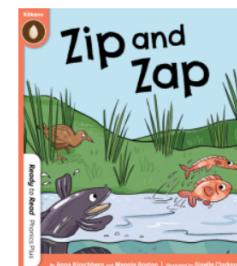
Curriculum level: 1

Phase: Kākano | Seed

Scope: Single consonants, Short vowels, Consonant digraphs

Publication date: March 2021

[Order this text](#)



Zip and Zap

Tuna and Weka are hungry and on the hunt for kai. They meet Zip and Zap in the awa. What will happen to Zip and Zap when Tuna and Weka build a dam?

Focus sounds: Yy Zz

New high utility words: for, kai, yells, we, you, make

Previously used high utility words: Tuna, looks, I, see, says, the, awa, can't, Weka, a, by



0:00 / 1:06

Series: Ready to Read Phonics Plus

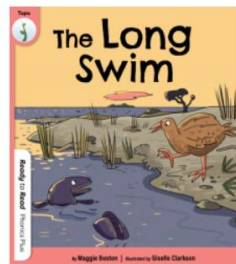
Curriculum level: 1

Phase: Kākano | Seed

Scope: Single consonants, Short vowels, Consonant digraphs

Publication date: March 2021

[Order this text](#)



The Long Swim

Tuna is a long-fin eel that goes out to sea to breed at the end of his life. In this story Tuna says good-bye to his good friend Weka.

Focus sounds: revision

New high utility words: sea, haere rā

Previously used high utility words: Weka, the, Tuna, awa, me, says, I, to, is, a, what, asks, my, go, you, we



0:00 / 1:07

Series: Ready to Read Phonics Plus

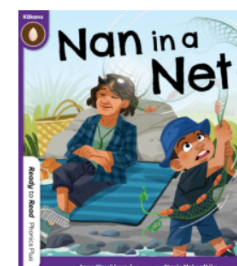
Curriculum level: 1

Phase: Tupu | Seedling

Scope: Initial and final blends, Long vowels, Consonant patterns

Publication date: March 2021

[Order this text](#)



Nan in a Net

Tāne is going eeling with Nan down by the awa. Nan has to get up early so she takes a nap, but she will need to watch out for Tāne and his net!

Focus sounds: Cc Ll Bb Nn Ss Ii Uu

New high utility words: go, to, awa, me, tugs

Previously used high utility words: is, Tāne, says, no, the, a, out



0:00 / 1:27

Series: Ready to Read Phonics Plus

Phase: Kākano | Seed

Scope: Single consonants, Short vowels, Consonant digraphs

Publication date: March 2021

[Order this text](#)

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Readers – Level 3



Testing the Waters

by Bronwen Wall



How clean is the water in your river? Scientists are testing the health of the Maitai River. Find out what data they collect and what can be done to make our rivers cleaner and healthier for everyone.



TSM
WORD



TSM
PDF



GOOGLE
SLIDES



REUSABLE
CONTENT

Series: Connected 2017 Level 3 - Mahi Tahī

Learning area: English, Mathematics and Statistics, Science

Curriculum level: 3

Category: Non-fiction

Strand: Statistics, Nature of science, Living world

Capability: Engage with science

In: Connected 2017 Level 3 - Mahi Tahī

Publication date: November 2017

[Order this text](#) ▶



Water Worries

by Rachael McMillan



“Water Worries” combines explanations and persuasive arguments in a report that describes the serious water issues we face in New Zealand. The addition of a short procedural text tells how to make a water harvester at home.



TSM
PDF

Series: School Journal Level 3, April 2012

Learning area: English, Science

Curriculum level: 3

Reading year level: 6

Category: Non-fiction

Related titles: Listed in TSM

Topics: water, issues, New Zealand, procedural text, water harvester

In: School Journal Level 3, April 2012

Publication date: April 2012

[Order this text](#) ▶

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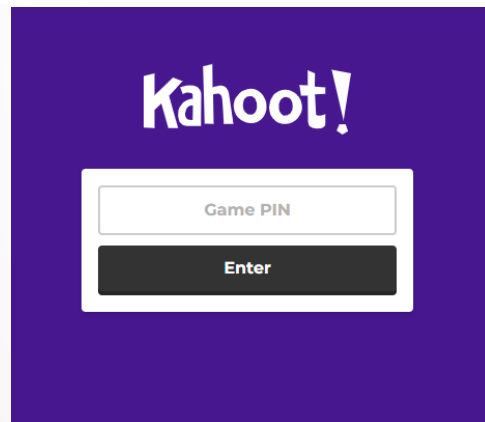
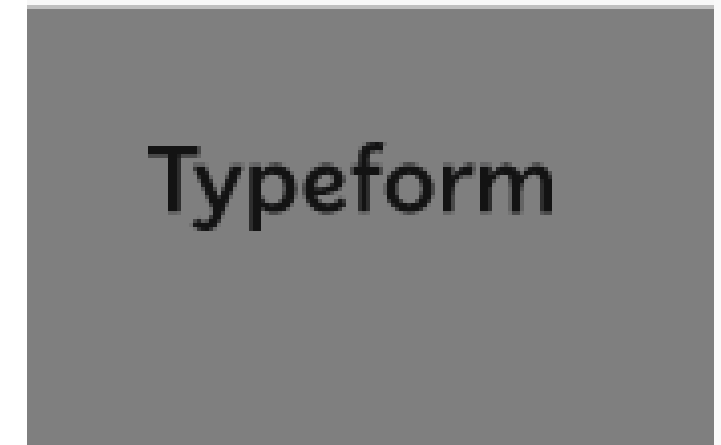
Best Quiz Creation Sites for Education

- ClassMarker. ...
- EasyTestMaker.
- Factile.
- Fyrexbox.
- Gimkit. ...
- GoConqr.
- Google Forms.
- GoToQuiz.

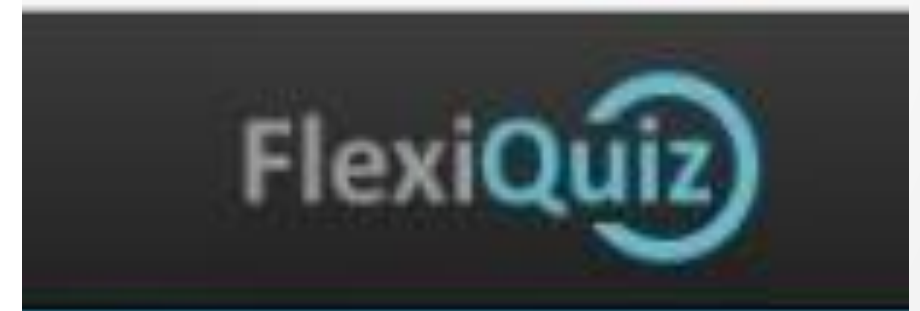
your students could create their own quiz to test each other's understanding of the story – here are some platforms they could use



Te Rūnanga o Ngāi Tahu

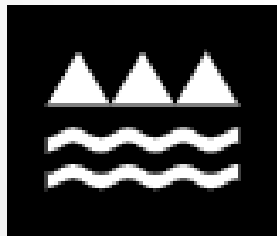


QUIZIZZ



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Click on the image to visit websites



Aotearoa NZ's Histories

