

"TAMA RERETI"

A traditional story depicted in the whakairo/carvings found in the wharekai at Te Rau Aroha marae in Bluff. The whānau at Awarua share these pūrākau to help keep these stories alive.

**TEACHER SUPPORT MATERIAL FOR KURA
(LITERACY, THE ARTS, SOCIAL SCIENCES,
SCIENCE, MATHS, ICT, TECHNOLOGY)**



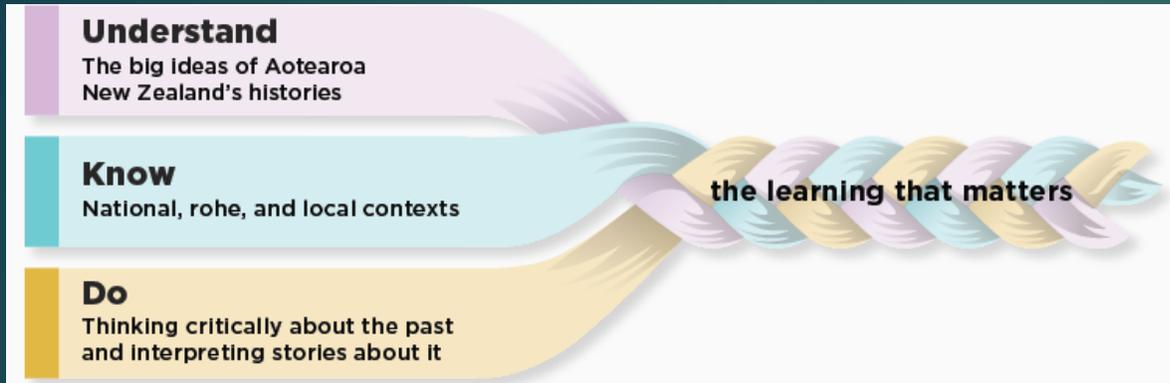
*Creative Commons Licence: "Tama Rereti", By Te Rūnanga o Ngāi Tahu, September 2023,
No Commercial Use, No Derivatives*

Some teaching/learning activities & ideas



<i>Each title below links you to the page you need</i>	
<u>Curriculum refresh, ANZH statement</u>	<u>Ngāi Tahu language strategy “Kotahi Mano Kāika”</u>
<u>The Ngāi Tahu Education Strategy</u>	<u>Karakia to calm winds on the sea</u>
<u>Critical skills development</u>	<u>Social Inquiry strategy</u>
<u>Some tips for analysing texts</u>	<u>Write yourself into the story</u>
<u>Compare and Contrast different story versions</u>	<u>Kīwaha use</u>
<u>Create art works</u>	<u>“Consequence Wheel” activity</u>
<u>Tito waiata – compose a waiata</u>	<u>Read sketch retell activity to learn the story easily</u>
<u>Correct Pronunciation</u>	<u>Using cultural contexts</u>
<u>Aurora information and fun facts</u>	<u>Early exploration of the Southern Seas</u>
<u>Northern Lights vs Southern Lights</u>	<u>Existing resources to support the learning</u>
<u>More constellations information</u>	<u>Create quizzizz, kahoots, reinforcement activities</u>
	<u>Helpful website links</u>

Learning experiences for the key knowledge



Aotearoa NZ
Histories
curriculum is the
first refresh, with
implementation
to begin 2023

The curriculum refresh will honour our obligations to Te Tiriti o Waitangi, be inclusive so that all ākonga see themselves and succeed in their learning, is clear about the learning that matters and is easy to use. This teacher resource will support learning experiences expected, have a local mana whenua perspective and will enable all to gain a deeper knowledge of a traditional pūrākau (legend) from the southern region. Referring to the Aotearoa NZ Histories curriculum for further ideas, content and resources allows a well-rounded curriculum coverage that needs to include local historical contexts.

[Back to contents page](#)



Te Rūnanga o Ngāi Tahu

The Ngāi Tahu Education Strategy



We strive for our tamariki to see their culture in the classroom, as it uplifts pride and wellbeing, and their self confidence and belonging. Do your aspirations for education align with Te Rautaki Mātauranga? Check it out.

[Back to contents page](#)

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 understand 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. They are also embedded through tukutuku panels, and whakairo (traditional Māori carving) featured in Māori traditional houses. This pūrākau "Tama Rereti" is a great example of that, as it is featured in the carvings in the wharekai at Te Rau Aroha marae, Awarua (Bluff).

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.

[Back to contents page](#)

Critical skills development



1. Learn the information, embed the knowledge - mōhio tanga. Research widely
2. Use your content knowledge and 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. Any additional expert help should be approved by mana whenua also.
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

Back to contents [page](#)

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

Some tips for analysing texts

Māori history is the foundational and continuous history of Aotearoa New Zealand. To not investigate that cultural history, means the learning is incomplete. In Ngāi Tahu takiwā, that means Ngāi Tahu sources (as opposed to a Māori voice from another iwi) is crucial.

The study of stars and natural phenomena is a universal context, however, this resource focused on Ngāi Tahu pūrākau, a legend handed down, which has particular significance to Ngāi Tahu. Maybe some of the sources of the Tama Rereti story are not told in the same way as Ngāi Tahu would tell their story?

When analysing texts from other sources, keep in mind:

- ▶ Who is the source? Who is telling this story? What is their authority to give that information?
- ▶ Are dates and sources shown in the information source (i.e. can you tell when that information was recorded?)
- ▶ Who's perspective is given? Who's is missing?
- ▶ Are the sources reliable? How do you know that?
- ▶ Is the information unbiased and does it portray a balanced view?

Social Inquiry strategy - Te rautaki pakirehua pāpori



Zero in on one aspect of interest about your topic and following this social inquiry model:

- ▶ **Plan** – identify your focus area, and your methods of research. Plan methods of presenting the information
- ▶ **Explore** – ask further questions and conduct your research. Read from a variety of sources, ensuring validity and authenticity in the information.
- ▶ **Use and choose** – organize the information and evaluate your discoveries, with justifications.
- ▶ **Create** a presentation for your material – make sure it is clear and you can use a range of formats; practice your presentation so you can confidently
- ▶ **Share** your mahi to a wider audience, and finally
- ▶ **Review** – assess the process and skills you used. What action/s can you take?
 - ▶ What would improve an inquiry like this in the future?
 - ▶ What did you do really well? What did your friends do really well?

Back to contents [page](#)

TAMA RERETI a traditional pūrākau

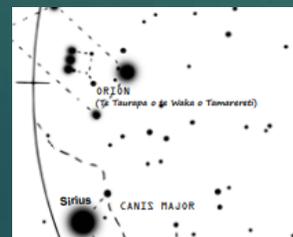


The images link you to **eight** sources of information about the legend of Tama Rereti.

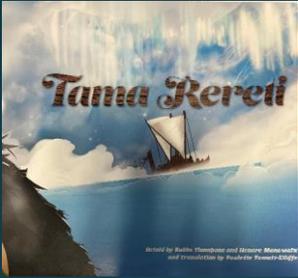


There are some similarities and some different points of view expressed through these accounts.

Chart the commonalities and differences.



Back to contents [page](#)



A traditional story depicted in the whakairo/carvings found in the wharekai at Te Rau Aroha marae in Bluff. The whānau at Awarua share these to help keep these stories alive. This book is published as a bi-lingual story book (English and Te Reo Māori) and the artwork brings the pūrākau to life. Retold by Bubba Thompson, Henare Manawatu and translation by Paulette Tamati-Elliffe. This publication is available for purchase at the Ngāi Tahu Shop [Books Archives - Te Rūnanga o Ngāi Tahu \(ngaitahu.iwi.nz\)](http://Books Archives - Te Rūnanga o Ngāi Tahu (ngaitahu.iwi.nz))

Tama Rereti was the captain of the waka **Te Rua o Maahu**, the first waka ever to sail far down into the deep southern ocean.

Night after night **Tama Rereti** would watch flickering, dancing lights in the night skies. They were so amazing he wanted to know what they were. He built his waka **Te Rua o Maahu** so he could go and find out. Seventy young chiefs and two tohunga volunteered for the journey to find the lights, and so began their adventure to the deep southern ocean. Many months went by with no sign of **Te Rua o Maahu**, the home people were worried. Then one stormy, stormy night a waka was seen, far out at sea, high on top of huge waves heading towards the rocks.

The home people helplessly watched the waka being smashed to bits on the rocks. They quickly realized it was **Tama Rereti** and his men on board **Te Rua o Maahu**. It was a disaster. Only the two tohunga survived. They were rescued and carried to the fire to warm up. They were given food and drink and begin to tell the story of their adventure.

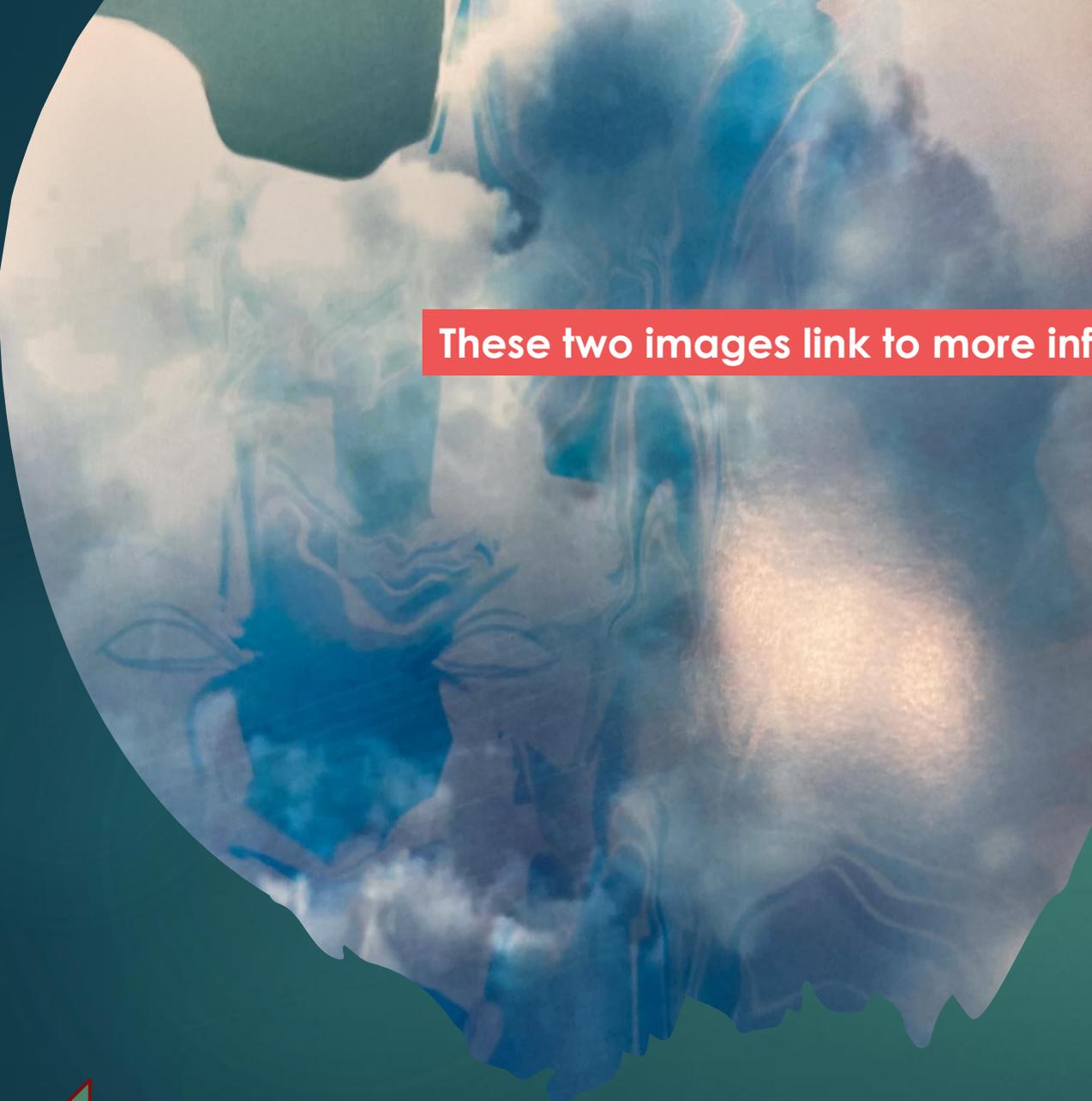
Te Rua o Maahu had sailed for many weeks, finding nothing, until one day they were finally blocked by giant cliffs of ice. The masses of ice groaned and creaked and steamed in the sun, smelling like burnt flax. The crew sailed along the foot of the cliffs until the days became shorter and shorter and eventually the sun disappeared completely. In the darkness, **Tama Rereti** and his men saw something spectacular. A colourful halo of lights flowing in the night skies. It was what **Tama Rereti** had been searching for **Ngā Kahukura o Hine Nui Te Pō** (Aurora Australis). Still unable to venture further the crew caught fish to eat. One day **Tama Rereti** was gulping down a shrimp taken from the puku of another fish. It got stuck in his throat, he couldn't get it out, he choked and died. His crew wrapped his body and decided to take their captain home.

“He paku te ika, i rāoa ai a Tama Rereti” (it was a small fish that choked Tama Rereti).

The journey home was long. It was cold. There were fierce storms and very little food. The crew grew weak. As they reached the shore they had no strength left to save the waka and it crashed onto the rocks. When the storm died down a tangi was held on the beach for **Tama Rereti** and all of his men. The shattered wood from the waka **Te Rua o Maahu** was gathered up and burnt in a huge fire. The spirits of **Tama Rereti** and his men could be seen through the flames heading towards the heavens, where they remain as stars today.

The bow piece of the waka became known as the stars of the Southern Cross (**Te Pūtea iti a Tama Rereti**). The decorative pāua on the stern post became **Autahi**. The anchor rope (**Te Taura o te Punga**) became known as the pointers. The anchor of the waka (**Te Punga o te Waka a Tama Rereti**) can be seen today as the Coalsack. This is the story of his **Tama Rereti** found **Ngā Kurakura o Hine Nui Te Pō**.

[Back to contents page](#)



These two images link to more information and fun facts

Did you know?

Ngā Kahukura o Hine-nui-te-pō and Ngā Kurakura o Hine-nui-te-pō are two names for the Aurora Australis – the Southern Lights

What other Māori names can you find for this luminous electrical atmospheric phenomenon?

Back to contents [page](#)



TE AKA
Māori Dictionary

Northern Lights vs Southern Lights

12

- ▶ Where can you best see each aurora from?
- ▶ The magnetic poles have some influence – explain that phenomena?



- ▶ What constellations refer to **Tama Rereti**?
- ▶ What are those constellations otherwise known as?
- ▶ Are those names English in origin, or from another language?
- ▶ How are they described?

- ▶ Constellations appear at certain times in the southern sky – when is **Te Waka o Tama Rereti** visible?
- ▶ What different parts of **Te Waka o Tama Rereti** are mentioned in the star-finding information?

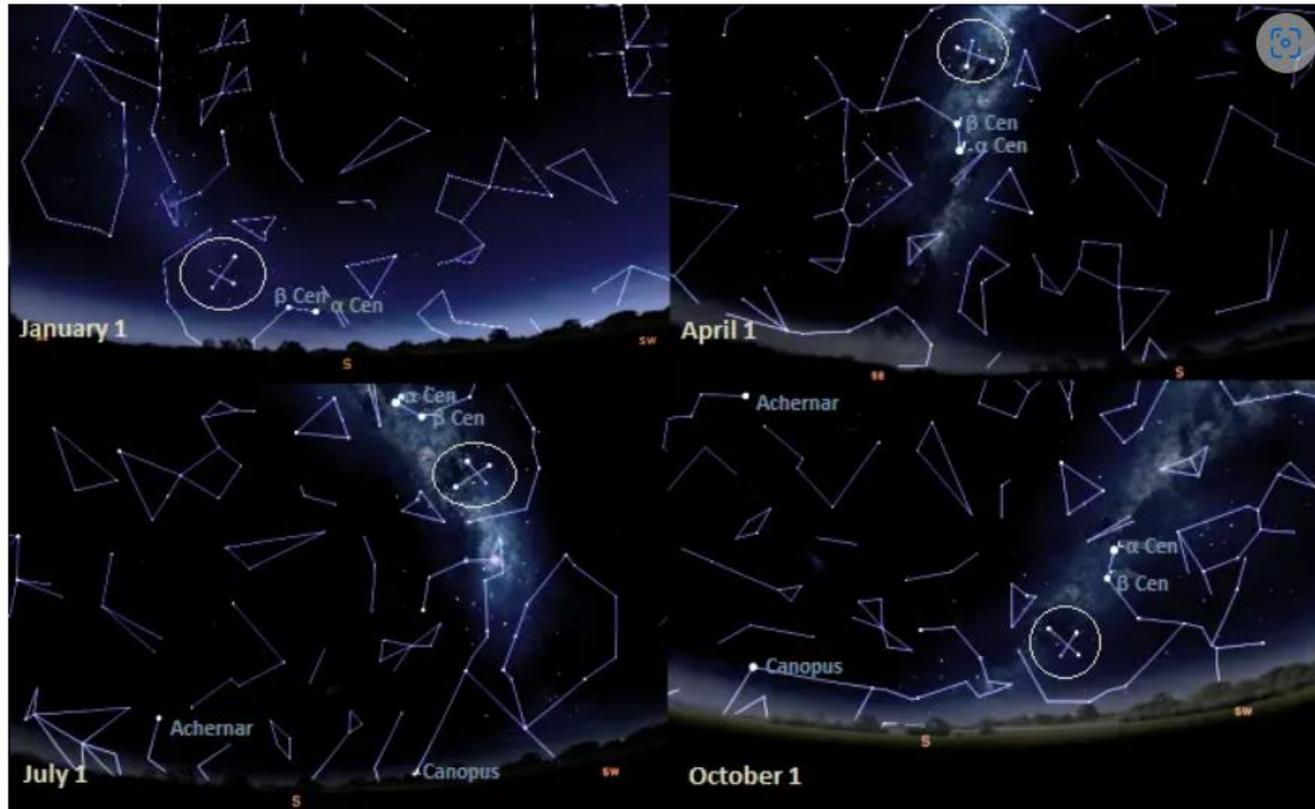


Back to contents [page](#)

The Southern Cross looks different depending on the time of year.

**OTAGO
MUSEUM**

EDUCATION @ TŪHURA



The Southern Cross as it appears at different times of the year, image: Stellarium

Learn more about constellations in our Southern skies through the Otago Museum.

[Back to contents page](#)

Pronunciation is important

Go to www.maoridictionary.co.nz

This site allows you to search for information, 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!

Why do we need to say those words correctly?

"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."

[Read the article here](#)

Te Reo Māori pronunciation guide

Learn to pronounce Māori words correctly to become more confident using them. Access the guide from Victoria University [here](#)

Do the best you can until
you know better.
Then when you know better,
do better.

-Maya Angelou

Back to contents [page](#)

For Ngāi Tahu language revitalisation ...



FOR NGĀI TAHU EDUCATION STRATEGY ...



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

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

Back to contents [page](#)

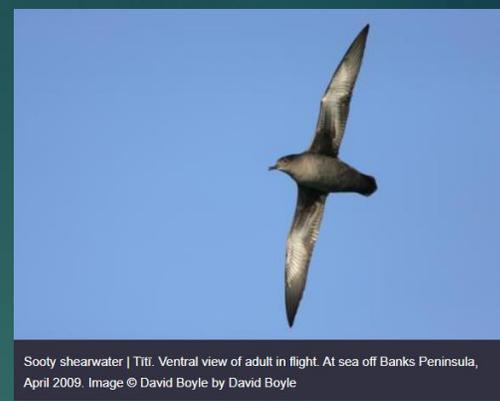
MAHI TOI: create art works

Nāia ētahi momo arapāho, momo tikanga toi mā koutou
A variety of art methods and media could be used ...

Icy, colder climates attract different birds and fish.

What birds may Tama Rereti and his men encountered on the journey?

What fish may they have caught?



Sooty shearwater | Titi. Ventral view of adult in flight. At sea off Banks Peninsula, April 2009. Image © David Boyle by David Boyle



toroa
Photo courtesy of John Moorfield

Toi rōpinepine - Mosaic: create mosaic tiles of a southern sea bird of your choice

Uku - Clay: mould a bird to scale; use your mould for a 3-D creation

Toi Piripiri - Collage: create a bird picture from magazine images or coloured paper. You may want to create the Kurakura o Hine-nui-te-pō as a background

Peita - Paint: a landscape of what Tama Rereti saw on his journey.

Or something else?

Back to contents [page](#)

A karakia to calm the winds

NEW ZEALAND
KARA*KIA

Whakataka te Hau

Ngai Tahu c.1500

Reading the information through the link above, you will see several versions, several translations offered, and the longer karakia from which these lines have been taken and altered in places. Below left is the popular recited karakia with the translation offered. Through the link below, you can listen to Justice Joe Williams explaining the origin and meaning of this karakia.

Whakataka te hau ki te uru,
Whakataka tō hau ki te tonga.

The wind swings to the west
then turns to the south, settles down.

Kia makinakina ki uta,
Kia mataratara ki tai.

Making it prickly cold inland
Making it piercingly cold at sea.

E hi ake ana te ata kura
he tio, he huka, he hauhunga.

The glowing morning will rise
on ice, on snow, on frost.

Haumi e! Hui e! Taiki e!

Join! Gather! Intertwine!



*"Karakia are a way to
bring us all together for a
common purpose".*

Justin Tipa, Kāi Tahu, 2019

Back to contents [page](#)



Photo courtesy of New Zealand Birds Online [page](#)

Write yourself into the story

Be Tama Rereti, or one of the tohunga

What could you say and do?

Re-tell that story or encounter, with you in it.

Consider including kīwaha into your story – some examples are on the next page

Illustrate and publish for the class/school library.

Give the new story an interesting title.

Copy the story book for the junior class and go and read the story to those tamariki.

Share your story back to the Awarua Marae,
Email: office@awaruarunaka.iwi.nz.

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!*

Āna, e pūkana mai ana!	There it is! Right under your nose!
ā, kō ake nei	Shortly, presently (in the future)
Maniori!	Noisy! Shush! Be quiet! *
Auē! Taukuri ē!	Oh no, how dreadful!
I pērā rawa te makue o te ika	The fish was so tasty
Ko Māui atu au i a koe!	I'm cooler than you'll ever be! *
Kei whea mai!	Outstanding, terrific, wonderful
Kia tūpato!	Watch out! Be careful!
Auē! Titiro atu!	Wow! Look at that!

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

* Ngāi Tahu kīwaha

Back to contents [page](#)

Ngā Toi – The arts

20

Tito waiata – compose a waiata about the journey on Te Rua o Maahu

It could be an action song, a haka, a pātere, a chant or even a rap, or something else – you choose the genre

Teach others your song.

Perform it to the class/school.

Choose a tune, a rhythm that is easy to follow and others will learn it effortlessly.

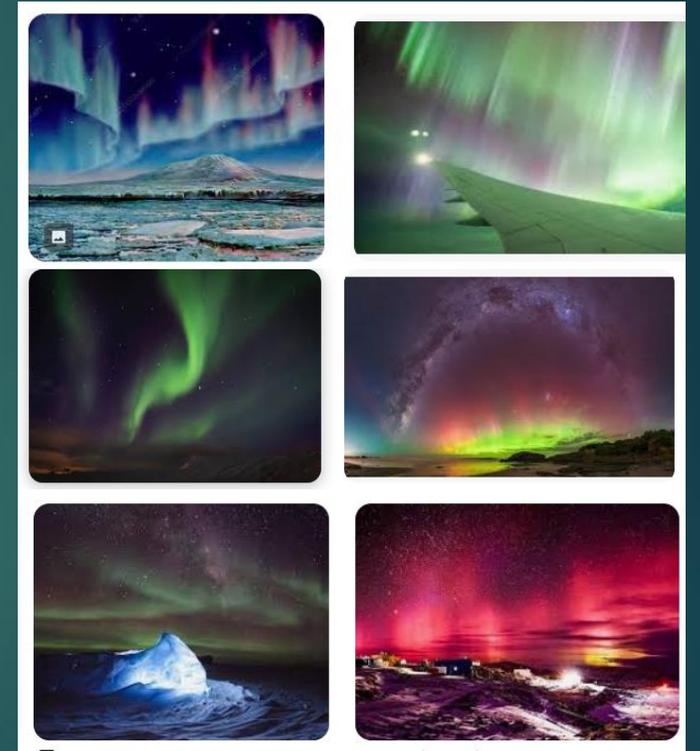


Photo thumb-tiles accessed via
a Google search, 20.6.2023

Back to contents [page](#)

Read, sketch, retell, display, view

21

Kaiako instructions to ākonga

- ▶ I am going to read the story. “tama Rereti”.
- ▶ I am going to read it in four “beats”. Four separate parts.
- ▶ You have four pieces of paper, one piece for each beat of the story.
- ▶ You have to quickly sketch something that will remind you what you hear so that you can retell the story later. You can’t use letters, numbers or words.
- ▶ I will read each beat of the story two times. You might want to listen the first time, and then draw, or you might want to start drawing immediately.
- ▶ When I have finished reading it the second time, I will give you two minutes to finish your sketch.
- ▶ It doesn’t have to be a saleable work of art, it is just a sketch that will remind you of the story so you can retell it when asked.
- ▶ He pātai? Any questions?
- ▶ Let’s start now.

READ AND SKETCH

- ▶ Read each beat through slowly and clearly, two times. Then leave two minutes for ākonga to finish up their sketches, before moving onto the next beat.

RETELL

- ▶ Moving around the room ask students to retell one fact from Beat 1, to the best of their recollection, using their sketch to help. Ask a second student to add to what has been told. When all details have been recalled, proceed to the following beats 2, 3 and 4.

DISPLAY

- ▶ Display the beats on the floor
- ▶ Give everyone an opportunity to view each other's work.
- ▶ Let students decide which one (or more) from each beat to display on the walls

Q&A

- ▶ Ask questions about the story: Kaiako to have prepared some questions to elicit information – have your answers alongside the questions for you.

(prepared questions for this story are on the following slide)

[Back to contents page](#)

Questions to gauge understanding and recall of “TAMA RERETI”

Ngā Pātai - Questions

1. What was the name of the captain of the waka Te Rua o Maahu?
2. Tama Rereti looked into the night skies. What did he see and do?
3. Who, and how many, people volunteered for the journey, to where?
4. At home people were worried as they were gone so long? How long?
5. What was the weather like and what did those on shore see when the waka returned?
6. When the waka crashed, who survived? What was the first things the rescuers did?
7. At sea on the journey, Te Rua o Maahu was blocked by what? How was it described?
8. The days became shorter until the sun disappeared, but they saw something in the darkness. What was that?
9. And then something terrible happened to Tama Rereti. What was it (cause and effect)?
10. The journey home was long. It was cold. What happened?
11. There was a tangi for all who had died. What happened to the waka? What was seen?
12. The parts of the waka became known as different stars. Which ones can you remember?

Ngā Whakautu - Answers

1. Tama Rereti
2. He saw flickering, dancing lights, he wanted to know what they were, he built his waka so he could find out.
3. 70 young chiefs and two tohunga volunteered, and they went to the deep southern ocean
4. Many months went by without any sign of Te Rua o Maahu.
5. It was a stormy, stormy night and they saw the waka far out at sea high on top of huge waves heading towards rocks.
6. Just the two tohunga survived, they were carried to a fire to warm up, given food and drink.
7. Giant cliffs of ice. It groaned and creaked and steamed in the sun, smelt like burnt flax.
8. A colourful halo of lights glowing in the night skies – Ngā Kahukura o Hine Nui te Pō (Aurora Australis)
9. He gulped down a shrimp, it got stuck in his throat, he choked on it, and died.
10. There were fierce storms and very little food. The crew grew weak. That had no strength to save the waka and it crashed on the rocks.
11. The shattered wood from the waka was burned, the spirits of Tama Rereti and his men could be seen through the flames heading towards the heavens, as stars.
12. Bow – stars of Southern Cross (Te Pūtea iti a Tama Rereti), pāua on stern post became Autahi. Anchor rop became known as the pointers (Te Taura o te Punga), the anchor is the Coalsack (Te Punga o Te Waka a Tama Rereti).

[Back to contents page](#)

Take a moment to reflect on the outcomes,
praising the group effort to recall the story

“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 birds, 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 – **five** links are included on this page. You may find other sources too

TEARA

The Encyclopedia of New Zealand

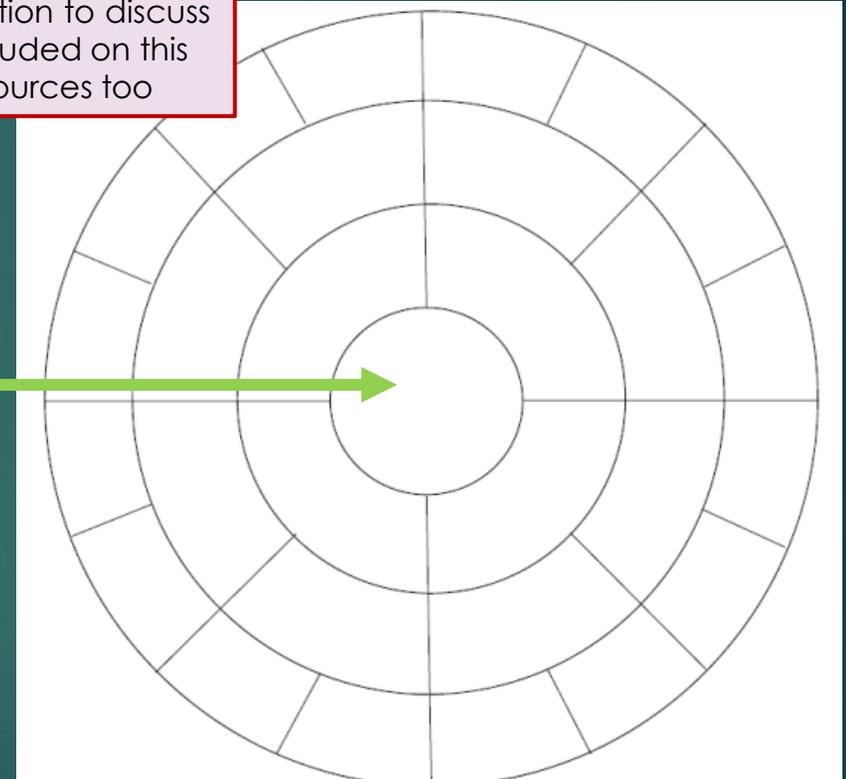
In our story TAMA RERETI we heard how they became weak due to lack of fish . What are the impacts on fish populations in the Southern Ocean?

Climate change direct effects on Antarctic fish and indirect effects on ecosystems and fisheries management

Cool Antarctica



Antarctic and Southern Ocean Coalition



Back to contents [page](#)

Early exploration of the Southern Seas

The Antarctic Centre has a variety of education options for all levels, including Online modules. Exploring the changing climate in the Antarctic, the impacts of global warming, and project-based learning approaches to inspire tamariki to take action. Click the link above to check out the opportunities.

**INTERNATIONAL
ANTARCTIC
CENTRE**

“From the early Māori Rangatira like Tamarereti, who chased the Tahu-nui-a-rangi (Aurora) to Ui-te-Rangiora who saw icebergs rise from the sea, in our education programme you’ll learn about the first people who travelled into Antarctic waters. Learn about how Māori navigated the Southern Oceans, how they lived according to Matariki and showed kaitiaki for the Tohorā (Whales) and Kororā (Penguins) through their relationship with Tangaroa the God of the seas”

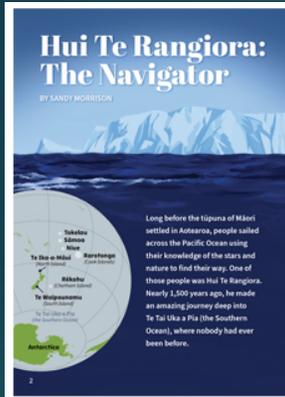


[Back to contents page](#)

“Te Kaiwhakaterere o te Raki” pou at Antarctica

EXISTING RESOURCES TO SUPPORT THE LEARNING

School Journal Level 2 June 2022



Hui Te Rangiora: The Navigator

by Sandy Morrison

Long before the tūpuna of Māori settled in Aotearoa, people sailed across the Pacific Ocean using their knowledge of the stars and nature to find their way. One of those people was Hui Te Rangiora. Nearly 1,500 years ago, he made an amazing journey deep into Te Tai Uka a Pia (the Southern Ocean), where nobody had ever been before.

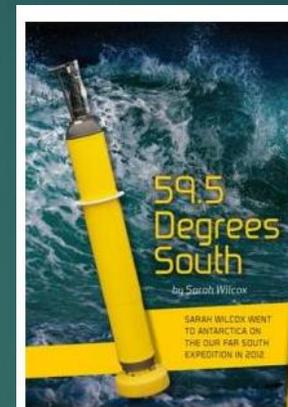


TEXT



DOWNLOAD
AUDIO

School Journal Level 3, 2013



59.5 Degrees South

by Sarah Wilcox

59.5 degrees south is the GPS position where the author dropped an Argo float into the Southern Ocean. This article is a recount of her journey on the NIWA ship, Kaharoa.



TSM
PDF

School Journal, Level 3, 2017



The Subantarctic Islands



written and illustrated by Giselle Clarkson

This visual text uses words and cartoon-style images to provide information about the five groups of islands that are found between New Zealand and Antarctica. The information is presented in a lively way, organised into sections that tell what and where the islands are, the weather they share, and their flora and fauna.

Information and tips for using comics in the classroom:

 [Reading Comics Teacher Support Material](#)
(PDF, 10 MB)



TEXT



TSM
PDF

What other navigation or southern ocean stories have you found?

[Back to contents page](#)

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

Typeform



Kahoot!

Game PIN

Enter

Back to contents [page](#)

QUIZIZZ

FlexiQuiz

Click on the image to visit websites

Aotearoa New Zealand's histories
Planning together

Understand

Know

Do



The New Zealand
Curriculum Online

Aotearoa New Zealand's
histories in the
New Zealand Curriculum



NZHTA



Aotearoa NZ's Histories

Back to contents [page](#)



Te Rūnanga o Ngāi Tahu