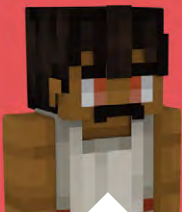


EXPLORE NGĀ MOTU

REALM E
EXPLORING



Understand and respect this world

Oceans, land, people, flora and fauna are gifts to be used and respected to sustain life for all.

The islands of **Ngā Motu** are a rich ecosystem that provide these gifts.

Story

Realm A – Knowing

Realm E – Exploring
Explore Ngā Motu

Realm I – Creating

Power Up Card A

WERO

Find out who and what resides in the **Ngā Motu** world.

Pay special attention to the makeup of the **whenua**, from **maunga** to **puke** and **tāhuahua**, from **awa** to **roto**, **repo**, **tātahi** and **ākau**, from **ana** to the **ngahere**, right down to the **tipu** and **kīrehe** that covers this **whaitua**, and anything else that resides there.

Notice who inhabits the spaces, from **Ngā Manu a Tāne** to **Te Aitanga a Punga** and all of **ngāi kīrehe** that may live there.

Explore what you see on Ngā Motu and identify the physical attributes of the islands.

Suggest a way to collect this information so that it can be shared with others who have not experienced the Ngā Motu world.

Some ways this could be captured:

- Use the in-game camera and portfolio to create an out-of-game resource such as a PDF using the portfolio export feature
- Record in-game footage with voiceover

YOU COULD LEARN:

- To identify unique key characteristics/ attributes of the Ngā Motu world (Level 3)
- To make decisions about creating, manipulating, storing, retrieving, sharing and testing digital content for a specific purpose, given particular parameters, tools, and techniques (Level 4)



Story

Realm A – Knowing

Realm E – Exploring
Explore Ngā Motu

Realm I – Creating

Power Up Card A

WHAT IS THIS WHENUA?

REALM E
EXPLORING

What is our story?
What makes us unique?

How can you and your class learn about the customs and practices of the guardians of the **whenua** your school sits on?

Find out about the location of your school. What is its history? What is unique about the land it sits on?



Story

Realm A – Knowing

Realm E – Exploring
What is this Whenua?

Realm I – Creating

Power Up Card A

WERO

Find out about the location of your school, including the **tikanga** of the local people of the **rohe** that your school is situated in.

Make contact with your local **marae/pā** and find out how your class can arrange to visit and learn about the customs and practices of the **kaitiaki** of the lands your school is on.

In a new Minecraft: Education Edition world, create a visual representation of a local or school tradition that you have.

Try to include in your creation the reasons why you think you do these things.

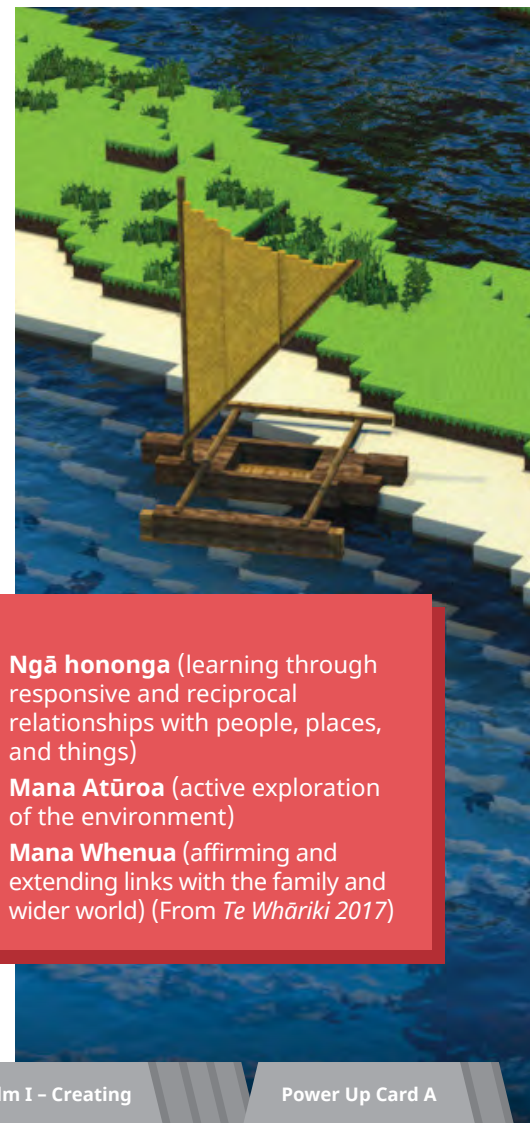
Consider including these elements:

- What is the local area known as? **Māori** name (and **Pākehā** name if applicable)

- What is the local **iwi/hapū**
- What are the unique customs of your local area?
- Are there any **taonga** in your local area?
- Are there any **atua** connected with your land?

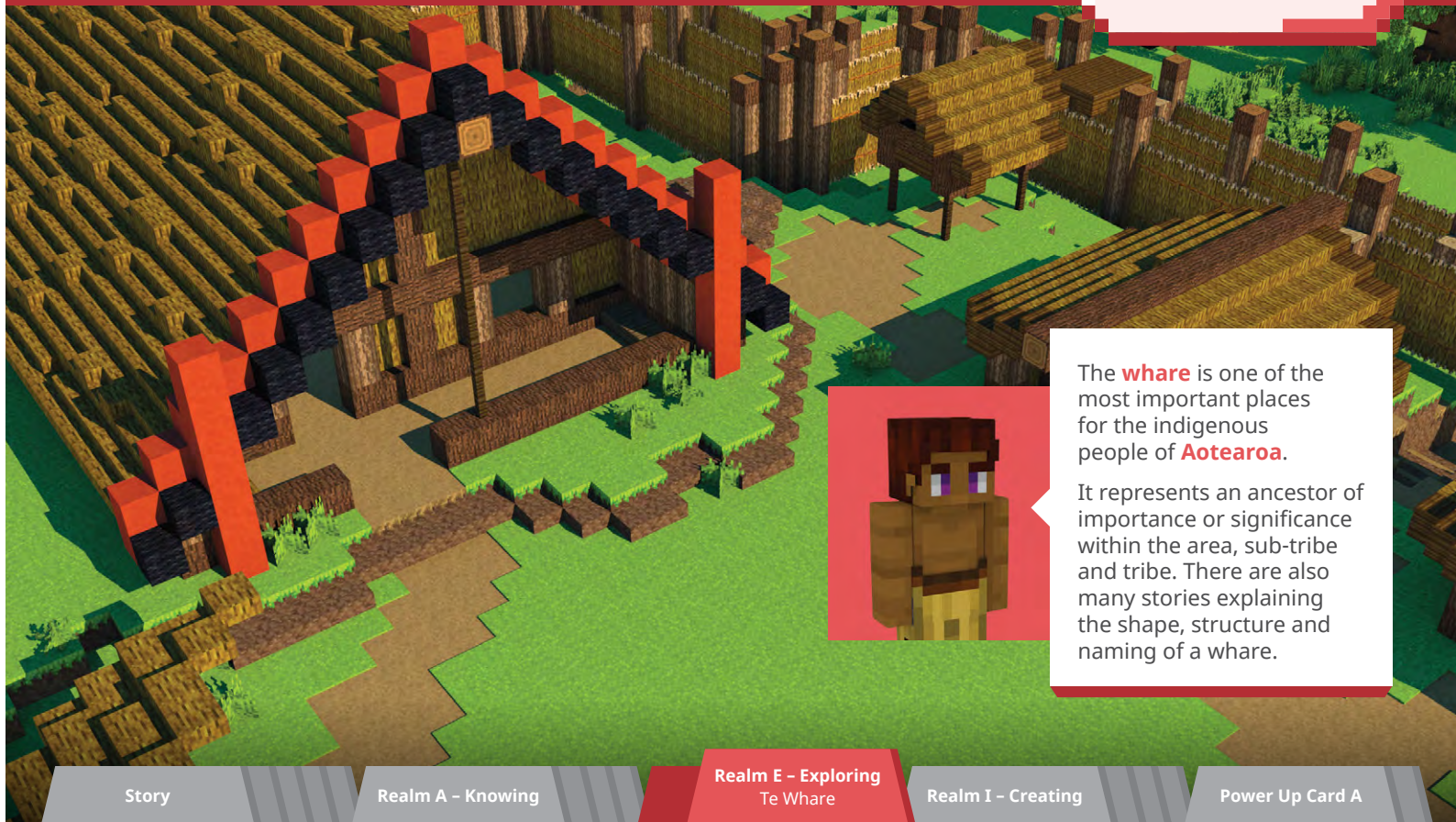
YOU COULD LEARN:

- To understand how the status of **Māori as tangata whenua** is significant for communities in New Zealand
- **Whakamana** (personal empowerment)
- **Whānau tangata** (integration of family)
- **Ngā hononga** (learning through responsive and reciprocal relationships with people, places, and things)
- **Mana Atūroa** (active exploration of the environment)
- **Mana Whenua** (affirming and extending links with the family and wider world) (From *Te Whāriki 2017*)



TE WHARE

REALM E
EXPLORING



The **whare** is one of the most important places for the indigenous people of **Aotearoa**.

It represents an ancestor of importance or significance within the area, sub-tribe and tribe. There are also many stories explaining the shape, structure and naming of a whare.

Story

Realm A – Knowing

Realm E – Exploring
Te Whare

Realm I – Creating

Power Up Card A

WERO

Visit the **wharenui** on **Ngā Motu**. What structural features do you notice? What materials have been used? Why is this?

Use the camera and portfolio to record the features and the significant role they play in the whare.

Make contact with your local **marae** and find out how your class can arrange to visit to listen to the narratives about the **whare** there.

Think about:

- What is in the whare and why is it the way it is?
- What are the key visual forms represented in the whare?
- How do they share their messages?
- What is their main purpose?

If the local representative(s) allow it, you might be able to ask some specific questions, so be ready to listen carefully and take notes.

Questions you might ask:

- Why is the whare positioned the way that it is?
- How does it personify the ancestor(s)?

YOU COULD LEARN:

- To identify the main features of the whare in terms of what they look like and what they do. You make judgements on how well these features do the job they are supposed to do (Level 3)
- To identify the ways that people have approached making both shelters and how their materials, the ways they look and construction influence the place it is in and the people who use it (Level 4)



Story

Realm A – Knowing

Realm E – Exploring
Te Whare

Realm I – Creating

Power Up Card A