



This section of the unit encourages students and educators to learn about tikanga and to explore some of the rich history of the Wairarapa region. They will explore a Māori world view of creation, the naming of some important geographical locations and some local kōrero, karakia and whakatauki that are special to this region.

Students will be guided through the process of researching their own personal pepeha, which is way in which Māori greet and connect with each other and contributes to a sense of belonging. Pepeha and whakapapa are seen as taonga, and this process should be carried out in a respectful and thoughtful manner.

For students of non-Māori descent, or Māori students who are unable to find these connections, a suggested template is provided to help them to consider the formation of their own personal pepeha. These should not be used in place a child's own ancestral pepeha where it is available.

The pepeha activity leads to students producing a visual pepeha display. These are made up of a student portrait photo wrapped in a kahu. The kahu covers and protects the students precious pepeha, and can be opened up to reveal an illustrated presentation.



A number of resources are provided to accompany this section of the unit Teachers are encouraged to explore these, including the Rangitāne website before starting to gain an understanding of the span of learning that can be covered depending on the directions taken on the learning journey.

Whakatauki:

Ka rarapa ngā kanohi, ko Wairarapa.

-His eyes sparkled, hence we have Wairarapa