

MATARIKI

Education Resource



Te Ipu Kāhui Rangi | Te Papa Education Team

Produced with sponsorship support
from Te Taura Whiri i te Reo Māori,
the Māori Language Commission

'Kia ita!'
Te Taura Whiri i te Reo Māori
MĀORI LANGUAGE COMMISSION



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About this resource

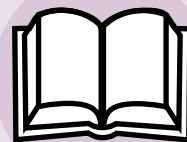
Tēnā koe

This unit of work aims to raise your students' awareness of Matariki, a significant festival that is celebrated throughout Aotearoa New Zealand. It is designed for primary students, years 0–8, and has cross-curricular links with Social Sciences and Science.

The unit provides you with up-to-date content knowledge and practical classroom activities. You will find a range of literacy-based learning activities that you can choose from based on your students' year level. The final lesson asks your students to participate in a nationwide collaborative project – the creation of a feather kākahu (cloak) that will be displayed at Te Papa!

Handy Māori vocabulary lists are included so you can extend your students' reo Māori.

How to use this resource



Step 1 – Teach lessons 1–4 to your class.

Step 2 – Teach lesson 5 using the feather template provided. You could print the template onto coloured card.



Step 3 – Post your students' paper feathers to Te Papa using this address:

The Education Team | Te Ipu Kāhui Rangi
Te Papa Tongarewa
PO Box 467
Wellington

Step 4 – Pass it on! Encourage another class or a neighbouring school to take part.



Step 5 – Check out the weekly progress photos of the kākahu (cloak) on Te Papa's Flickr page and watch it take shape!

Curriculum links

Learning area	Level	Curriculum links	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Social Sciences	L1	Understand how the cultures of people in New Zealand are expressed in their daily lives		✓	✓	✓	
	L2	Understand how cultural practices reflect and express people's customs, traditions, and values	✓		✓	✓	
	L3	Understand how cultural practices vary but reflect similar purposes Understand how people remember and record the past in different ways		✓	✓	✓	
	L4	Understand how people pass on and sustain culture and heritage for different reasons, and that this has consequences for people	✓	✓	✓	✓	
Science	L3	Planet Earth and Beyond	✓				
English	L1–4	Processes and strategies	✓	✓	✓	✓	✓
	L1–4	Ideas	✓	✓	✓	✓	✓
	L1–4	Language features	✓	✓	✓	✓	✓
	L1–4	Purposes and audiences	✓	✓	✓	✓	✓
Learning Languages – Te reo Māori	L1–4	Make connections with known cultures	✓	✓	✓	✓	✓

LESSON 1: INTRODUCING MATARIKI

Matariki tāpuapua

Matariki of many pools



Background information

The **star cluster** known as Matariki **rises** during the cold months of **winter**, usually between the end of May and the beginning of June. Its rising signals the beginning of the Māori New Year.

About 500 stars make up the cluster, but only seven can be seen clearly with the naked **eye** here in Aotearoa New Zealand. Matariki remains present right through to March, when it disappears from the sky for two months, during autumn, before rising once again in the dawn sky.

Early Māori and Matariki

The ancestors of Māori used Matariki (as well as other stars and natural signs) to navigate across the Pacific Ocean to Aotearoa New Zealand.

Here on land, Matariki was strongly connected to the seasons for harvesting and planting. The couple of months just before its rising were the season when Māori would harvest and preserve birds and other food for sustenance over the winter months. Māori **astronomers** used Matariki to identify if the weather would be good or bad for the coming season. Around the end of April, they would await the first rising of Matariki. Stars shining brightly signalled that it would be a warm year and that crops would be abundant. Blurry or dim stars were a sign that the year would be cold and that crops would be scarce. This also determined when crops would be planted for the coming year.

The first sighting of Matariki was acknowledged and celebrated by a tohunga (priest) with karakia (incantations) to acknowledge the new year. Matariki was also a time when those who had passed away in the previous year were commemorated – a practice that continues today. Some iwi would lay down a small hāngī to acknowledge the arrival of Matariki. They believed that, by checking how well-cooked the food in the hāngī was, they could foresee whether it would be a good or a bad year.



Kupu hou – New words

kāhui whetū | star cluster

matika | arise

hōtoke | winter

whatu | eyes

tohunga kōkōurangi | astronomer

whenua | country

Hapāna | Japan

Ka kitea a Matariki,
ka rere te korokoro

When Matariki is seen,
the korokoro migrate

Matariki beyond Aotearoa New Zealand

The star cluster that Māori call Matariki is seen at different times throughout the year in different **countries**, where indigenous peoples have their own names for it. In Sāmoa, Matariki is called Matali'i, and the star cluster can be seen in the evening sky during the month of October. In some countries, such as **Japan**, only six stars can be seen. The Japanese name for Matariki is Subaru.

Student activities

	Year levels	Student activities
Listen	1–3	<p>Listen to the Matariki waiata at bit.ly/matariki-waiata</p> <p>This waiata includes the names of the seven stars of Matariki. Practise singing it as a class before performing it in front of another class or at a school assembly.</p> <p>Listen to 'Maisey Rika – Matariki (Live)' at youtube.com</p> <p>List and discuss the reasons for celebrating Matariki that Maisey sings about in this waiata.</p>
Watch	3–8	<p>Watch and listen to the story <i>Te Huihuinga o Matariki (The Seven Stars of Matariki)</i> by Toni Rolleston-Cummins at wcl.govt.nz/kids/downloads/seven-stars-of-matariki</p> <p>This fictional children's story about the ascent of Matariki is one example of the many stories that can be told about the stars to engage children's imaginations.</p>
Read	3–5	<p>Read <i>Te Huihuinga o Matariki (The Seven Stars of Matariki)</i> by Toni Rolleston-Cummins.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How is Matariki represented in this story? • How would you feature Matariki in your own story?
Write	4–8	<p>After watching or reading <i>Te Huihuinga o Matariki</i>, write your own version of how the seven sisters came to be in the sky.</p>
Tell	6–8	<p>Research how the Matariki constellation has been used for navigation. You could use the websites and suggested search terms below. Present your findings to the class.</p> <ul style="list-style-type: none"> • teara.govt.nz – Canoe navigation • sciencelearn.org.nz – Rediscovering traditional Māori navigation

LESSON 2: NGĀ KAI O MATARIKI | THE FOODS OF MATARIKI

Hauhake tū, ka tō Matariki

Lifting the crops begins with Matariki

Background information

When Matariki rises in the dawn sky, it is time to celebrate the natural world, the togetherness of whānau, and new beginnings. And what better way to celebrate than with a feast!

In the past, Māori built pātaka (storehouses) to keep their food for times such as Matariki. Pātaka had the same structure as that of ancestral houses, but they were not designed for people to live in – they were too small. Pātaka were usually placed on top of high, smoothed posts so that rats and other **scavengers** couldn't get in and eat all the food. They served a **similar** function to **pantries** today.

A lot of the food for the feast celebrating Matariki was **harvested** and preserved around **March**. The food included birds **preserved** in pōhā (kelp bags) or hue (gourds), kūmara, smoked fish. These delicacies were stored in pātaka built especially for Matariki. The hāngī was a key element of these feasts, which were held all over Aotearoa New Zealand.

Kupu hou – New words

hamuhamu | scavenger

taurite | to be similar to or the same as

pātaka | food storehouse, pantry

hauhake(a) | harvested, dug up

Poutūterangi | March

huahuatia | to be preserved

Student activities

	Year levels	Student activities
Listen	5–8	<p>Listen to your teacher read the instructions on how to make an origami pātaka (provided at the end of this resource). Follow the instructions to create your own pātaka out of paper.</p> <p>Alternatively, use the instructions to create an illustration of a pātaka and the foods associated with Matariki.</p>
Read	3–5	<p>Read and discuss one or both of the following children’s stories about kūmara.</p> <ul style="list-style-type: none"> • <i>Te Takenga Mai o te Kūmara ki Aotearoa</i> by the late Pine Taiapa (Ngāti Porou) and Ethel Macpherson This is a story about the journey of the kūmara to Aotearoa. • <i>Haumia and his Kūmara</i> by Ron Bacon This is a story of a young man struggling to grow his kūmara garden. It refers to Manukau Harbour in Tāmaki-makaurau (Auckland).
Watch	1–8	<p>Watch the following <i>Tales from Te Papa</i> episodes at talesresource.tepapa.govt.nz Have a class discussion based on the questions provided on the website.</p> <ul style="list-style-type: none"> • Te Takinga Pātaka – bit.ly/Pataka • A Seaweed Pantry – bit.ly/seaweedpantry
Tell	4–8	<p>Your teacher will split your class into five groups. Each group needs to research a customary food preservation method on teara.govt.nz, using the search terms in parentheses below.</p> <ul style="list-style-type: none"> • The use of bull kelp to preserve tītī, or mutton bird, in a way similar to a zip-lock bag (Traditional use of seaweeds) • The use of the hue (gourd) to preserve birds in fat (Te tāhere manu – bird catching) • The use of drying racks to dry fish and shark (Māori and sharks – click on the ‘Drying sharks’ image) • The use of fermentation to preserve foods (Māori freight and storage) • The use of rua kūmara, or kūmara storage pits (Tools and storage pits – click on the ‘Rua kūmara’ image) <p>As a group, report back to the class about your food preservation method.</p> <p>You can extend this activity by comparing the customary methods with contemporary food preservation methods, such as gladwrap, refrigeration, pantries, and the drying of foods such as fruit.</p>
Write	1–8	<p>Create your own Matariki celebration menu. Use at least four to five traditional types of kai.</p>

LESSON 3: TAONGA PUORO | MĀORI MUSICAL INSTRUMENTS

Tēnā ngā kanohi kua
tikona e Matariki

Those are the eyes
that have been taken
by Matariki

Background information

Pūtātara (conch shells)

Pūtātara (conch shells) were – and still are – among the instruments used to signal the rise of Matariki in the **dawn** skies. Pūtātara is also the name of one of the stars that indicates that Matariki will soon rise.

Pūtātara (otherwise known as pūmoana) come from the realm of Tangaroa (god of the ocean). These instruments feature throughout customary stories. Today, the pūtātara's voice still calls people together at hui, welcomes newborn babies, and awakens and inspires the senses. The instrument can also be seen on **stage** during **national kapa haka competitions, Te Matatini.**



Tāne-nui-a-rangi (Tāne son-of-heaven)

According to some Māori traditions, Tāne ascended to the heavens seeking the three baskets of **knowledge**. It is said that when he climbed to the 12th heaven, he blew two pūtātara, alerting his elder brothers to his success. The names of the two pūtātara were Hāururangi (Heaven Piercing Breath) and Rangi Whakaaraara (Sentry Chant of Heaven). These are the loud trumpeting voices of the pūtātara.

The lonely maiden

The **story** of the lonely maiden comes from Wharekahika, or Hicks Bay on the East Cape. When a group of fishermen from this area went fishing in the early morning, they could hear sobbing, like that of a woman in mourning, but they couldn't find its source. Eventually, when they brought their **nets** into the waka, they found the pūtātara shell clinging to their nets. The sobbing voice was attributed to the shell and named Hine Mokemoke (Lonely Maiden) – the lonely, soft voice of the pūtātara.



Pūrerehua and porotiti

The pūrerehua and the porotiti are instruments that use the voice of Tāwhirimātea (god of winds) because they are swung through the air in a whirling motion. According to the late Hirini Melbourne, an authority on Māori music, the player's **mauri**, or life force, travels up the string to create the beautiful sound.

Hyperactive children were often given porotiti to play with during the time of Matariki, when they were required to be still and listen to their elders. The calming sound of the instrument enabled the children to be more receptive to learning.

Kupu hou – New words

ata tū | dawn

atamira | stage

Te Matatini | national kapa haka competition

mātauranga | knowledge

pūrākau | story, myth

kupenga | fishing net

mauri | life force



Student activities

	Year levels	Student activities
Listen	1–8	<p>Listen to the taonga puoro on the Radio New Zealand website (bit.ly/GDoJ3J) or the CD <i>Te Kū Te Whē</i>. Describe the sounds of the different instruments. Can you identify the sounds of the porotiti?</p> <p>For more information, visit Richard Nunns' website – richardnunns.net.nz</p> <p>Use the activity sheet 'How to make a porotiti' to create your own instrument.</p>
Watch	1–8	<p>Watch Music to Maori Ears from the <i>Tales from Te Papa</i> series at talesresource.tepapa.govt.nz</p> <p>Have a class discussion based on the questions provided on the website.</p>
Read	3–8	<p>After watching the above <i>Tales from Te Papa</i> episode, read and discuss the story <i>Hinemoa and Tūtānekai</i> by Hepora Young. This story is told by the people of Rotorua. It shows the ability of taonga puoro to capture an audience.</p>
Tell	4–8	<p>Listen to the short version of the story of Tāne-nui-a-rangi (Tāne-son-of-heaven) from Lesson 3 (background information). Then create a short 'documentary' about the journey he took to the heavens to obtain knowledge. You could set up mock interviews with characters as a way of retelling the story. Focus on the importance of the pūtātara: What is the significance of the pūtātara to Tāne and his journey. How was it used?</p> <p>The following link has a longer version of the story of Tāne-nui-a-rangi – bit.ly/GFzHpQ</p>
Write	1–3	<p>Explore the different taonga puoro on the following website and then sketch and label your favourites – bit.ly/tangitangi</p>

LESSON 4: NGĀ KĀKAHU O MATARIKI | THE CLOAKS OF MATARIKI

Matariki hunga nui

Matariki widely followed

Background information

Many different types of kākahu (cloaks) exist, and some are particularly highly prized. Chiefly garments like korowai (tasselled cloaks) and kahu huruhuru (feathered cloaks) convey the mana (prestige) of the wearer. Such cloaks are worn during Matariki celebrations and on other important occasions. Matariki could be considered the fashion week for kākahu!

The art of weaving is greatly respected. Woven into the designs and details of cloaks are the stories of the weaver and their iwi (tribe). Other designs can tell stories about the wearer and the purpose of the cloak's creation. In the past, most chiefly cloaks were given names.

This custom has been passed down through the **generations** and is alive and well today among iwi throughout the country. Weavers are valued not just for their skill but for the way in which their work weaves the generations together.

The kākahu of Ranginui (sky father) and Papatūānuku (earth mother)

If we look above, we can see the kākahu of Ranginui twinkle in the night sky. If we look below to the forests here on Earth, we can see the cloak that keeps Papatūānuku warm.

When Rangī (sky father) and Papa (earth mother) were separated, their son Tāne felt badly for his parents in their lonely nakedness. So he clothed them. He clothed his father Rangī with the stars, the moon, and the sun. He clothed his mother Papa in the warmth of the Great Forest of Tāne.





Kahu kurī – dog-skin cloaks

Kahu kurī (dog-skin cloaks) are among the most treasured cloaks and a sign of the wearer's prestige. **Few remain today** because the kurī (Pacific dog) became extinct in the 1800s. In the past, they were worn by leaders in war – the **thickness** of the cloak's **foundation** acted like armour when immersed in water. The hairs from the kurī's tail were particularly highly prized because they were the longest and most luscious.

Kaitaka – fine flax cloaks

Kaitaka (known to the people of the Whanganui River as parawai) are unadorned by dog skin, tassels, or feathers. Their **beauty** is the result of the weaver's ability to create a silken **foundation** of the finest flax and intricate **patterns** along the borders.

Kahu huruhuru – feathered cloaks

The beauty and mana of kahu huruhuru come from the birds that have provided the feathers, such as kiwi, kākā, kererū, and rūrū. Māori consider birds to be the children of Tāne.

From June 2012, find out more about kākahu at tepapa.govt.nz/maoricloaks

Kupu hou – New words

reanga | generation

memeha | to be diminished

mātotoru | thick

waiwaiā | beauty

kaupapa | foundation of a cloak

tauirā | design, pattern

Student activities

	Year levels	Student activities
Listen	1–3	Listen to the story <i>Tāne and the Stars</i> by Ron Bacon and Manu Smith (Waiatarua Publishers). Discuss how stories can be created by finding inspiration in the stars.
Read	4–8	Read and discuss Esther Tamehana’s story <i>He Kahurere</i> , or the English translation <i>Roimata’s Cloak</i> , to discover one of the many stories that can be shared and woven in a cloak.
Watch	1–8	<p>Watch the following <i>Tales from Te Papa</i> episodes at talesresource.tepapa.govt.nz</p> <p>Have a class discussion based on the questions provided on the website. (Older students could use them as an activity while watching the episodes.)</p> <ul style="list-style-type: none"> • A Cape of Stars – bit.ly/GDHM0Q • Cloak of Protection – bit.ly/cloakofprotection • Feather Signatures – bit.ly/feathersignatures
Tell	1–8	In groups or individually, design and make a kākahu that tells a story. This story could be personal (about yourselves) or it could be made up. You can either create a 2-D drawing on paper or use craft supplies to make a 3-D cloak. Once you have finished your kākahu, tell the stories contained within the designs to your class.
Write	5–8	Write a story that features all three cloaks on page 14 of this resource, using the information provided there and on other pages for inspiration. Consider what audience you are writing for. Your story could be a comic strip, newspaper article, or story book.




LESSON 5: KĀKAHU PAPER-FEATHER ACTIVITY

Matika mai ra Matariki e Rise up rise up Matariki

Now that your students have discovered the many customs and celebrations surrounding Matariki, allow them to reflect on what they have learned. What new mātauranga (knowledge) have they gained?

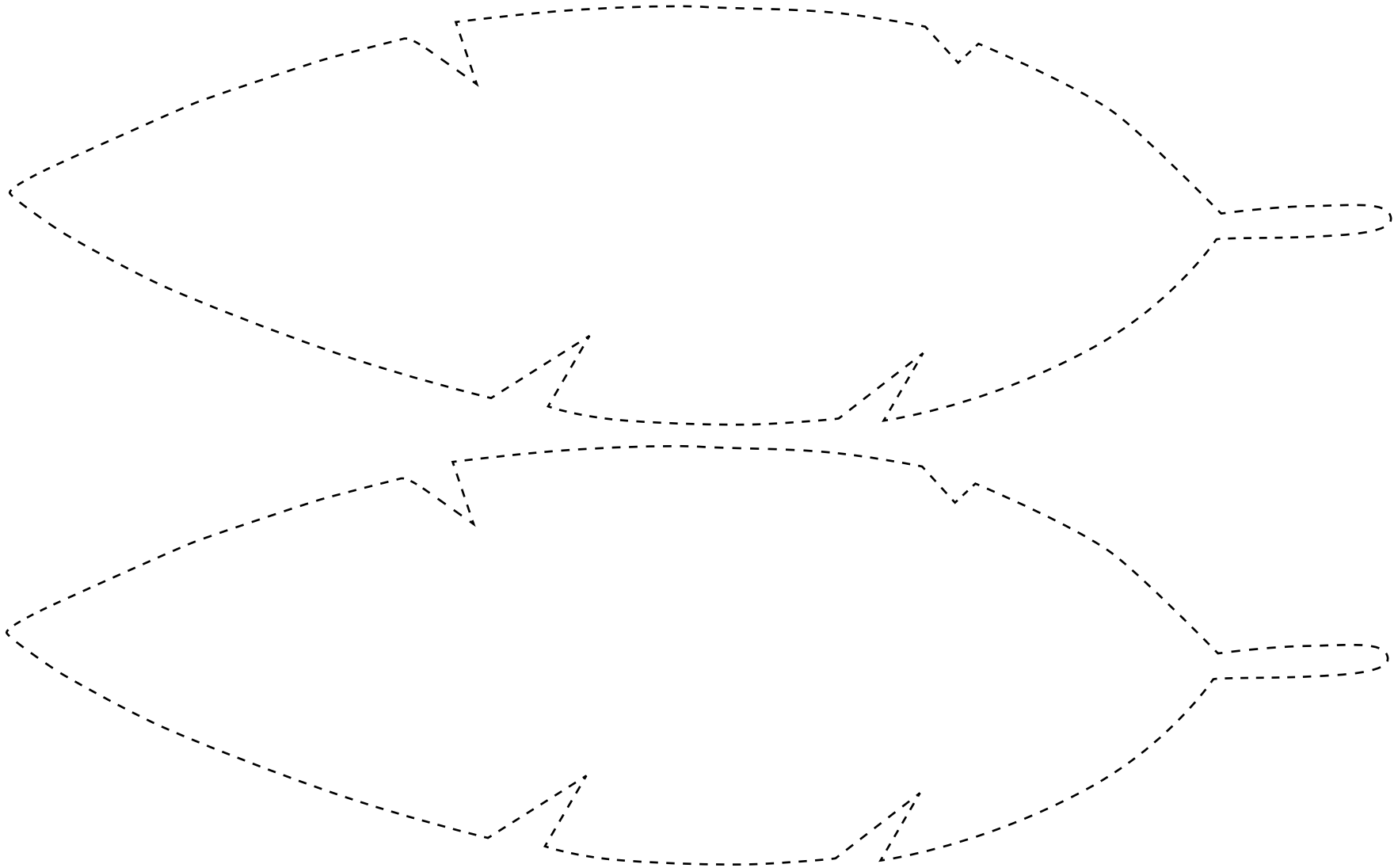
Explain that they are going to contribute to a nationwide artwork created by children who have been learning about Matariki. The artwork, a kākahu, will be on display in Te Huka ā Tai – the Māori Discovery Centre at Te Papa – and will be viewed by hundreds of people!

Before carrying out the activity below, use the template provided on page 17 to create a class set of paper feathers.

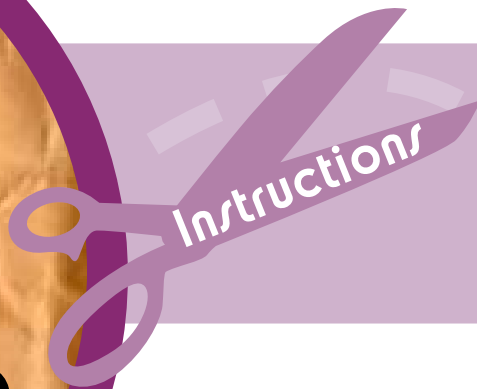
Year levels		Student activities
Tell, Write, Make, Post!	1–8	<ol style="list-style-type: none">1. Have a class discussion to reflect on what new things you have learned.2. Record one or two new learnings on the paper feather that your teacher has given you. You can decorate your feather with coloured pens or paint, or other craft materials.3. Ask your teacher to post the class set of feathers to: <p style="text-align: center;">The Education Team Te Ipu Kāhui Rangi Te Papa Tongarewa PO Box 467 Wellington</p>
		<p>The feathers will be pinned onto a wire frame in the shape of a kākahu. As more and more feathers arrive from schools throughout the country, a kahu huruhuru (feather cloak) will be formed.</p> <p>During Matariki, visiting school groups and members of the public will be invited to share their new learning about Matariki by adding their own feathers to the cloak.</p>
		<ol style="list-style-type: none">4. Check the progress photos of the paper-feather kākahu on Te Papa's Flickr page. Can you see your feather?5. Encourage another class at your school to do the same!



Feather template

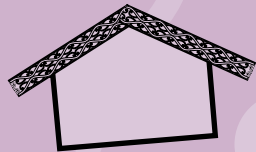


Activity sheet 1: How to make an origami pātaka (food storehouse)



1. Cut out the outline of the pātaka, following the dotted lines.

2. Make creases where all the tabs are. Fold the pātaka together, guided by the lines. Glue the tabs on the inside so that the structure is stable.



3. Decorate your pātaka using the kōwhaiwhai patterns or by drawing your own guardians. You might want to do this before gluing it together.

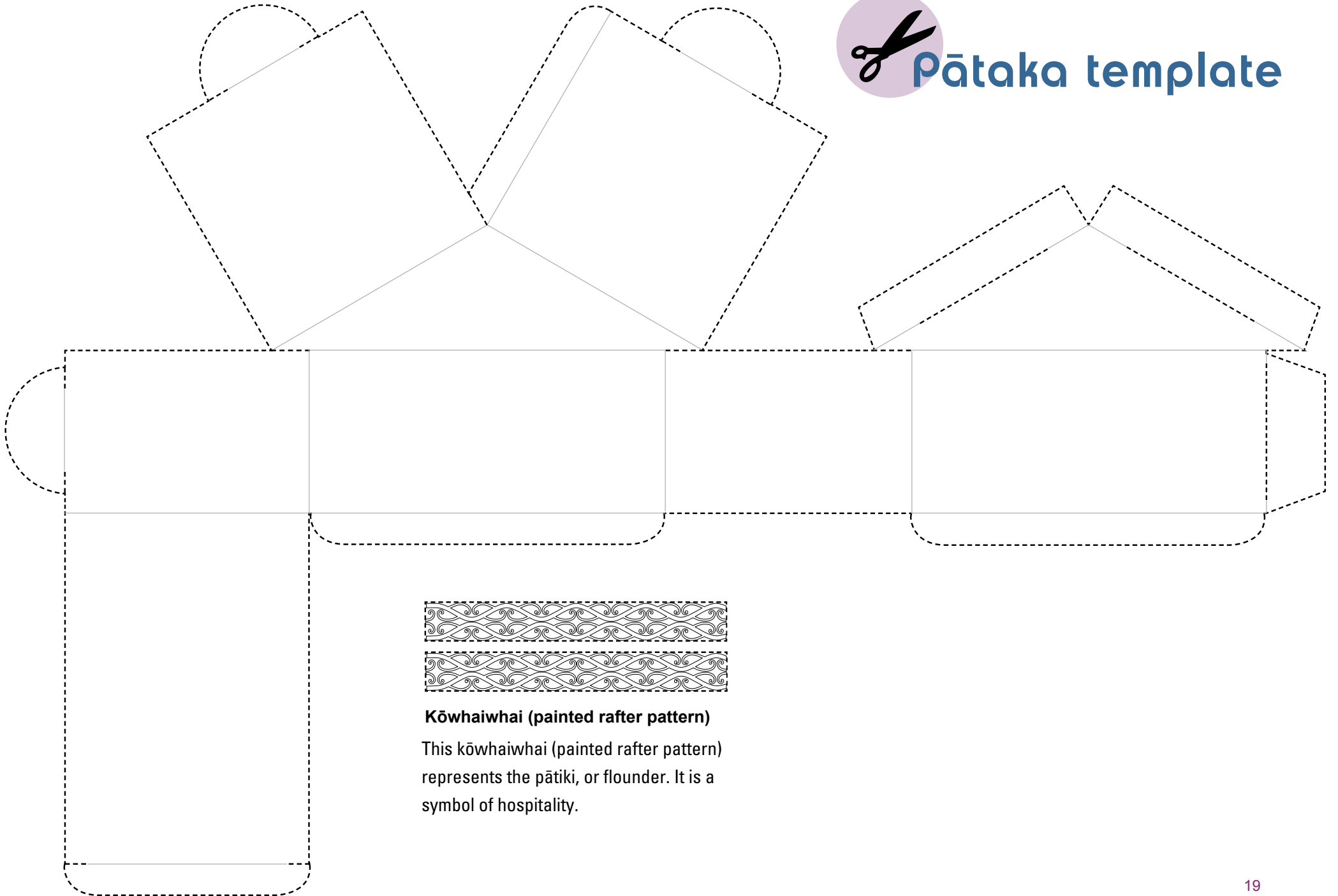
Materials

- A photocopy of the pātaka template on page 19
- Scissors, Stanley knife, ruler, colouring pen/pencils, glue





Pātaka template



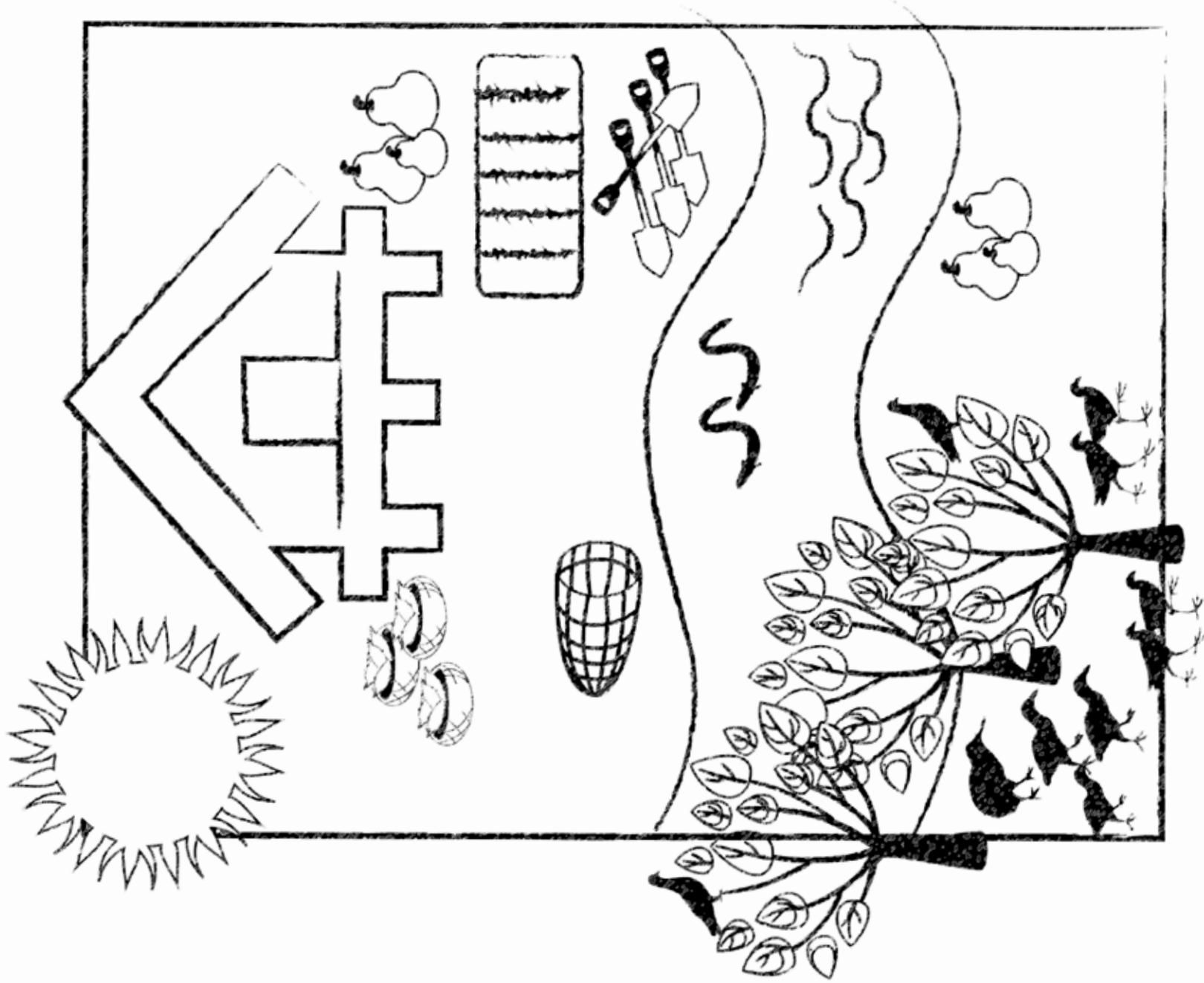
Kōwhaiwhai (painted rafter pattern)

This kōwhaiwhai (painted rafter pattern) represents the pātiki, or flounder. It is a symbol of hospitality.



Activity sheet 2: How to draw a pātaka (food storehouse)

1. Write the kupu āwhina – helpful words in the bottom righthand corner of your paper or use the blank template
2. Starting in the top left corner, draw a big round Tamanuiterā.
3. Through the middle of your page, draw a mighty awa that flows from left to right.
4. Inside the awa, draw two tuna swimming upstream. Give your awa a name and write it below the tuna.
5. To the left of the tuna and above the awa, draw a hīnaki.
6. To the right of Tamanuiterā and in the top centre of your page, draw a big pātaka.
7. To the left of your pātaka, draw three kete full of kūmara.
8. Now draw three hue to the right of the pātaka. Follow a line down from there to the bottom banks of the awa and draw another three hue.
9. Directly opposite, on the top bank of the awa, draw four hako, and in the awa draw some rapids.
10. Between the hako and top hue, draw a square māra kai with five rows of kūmara growing.
10. At the bottom left of the page, draw a ngahere with one kiwi, two kererū, three weka, and four pūkeko.



KUPU ĀWHINA – HELPFUL WORDS

Write this table in the bottom right corner of your page to help you along the way.

Tamanuiterā	sun	hue	gourd
awa	river	hako	spade
tuna	eel	māra kai	food garden
hīnaki	eel trap	ngahere	forest
pātaka	food storehouse	maui	left
ketete	basket	matau	right



KUPU ĀWHINA – HELPFUL WORDS

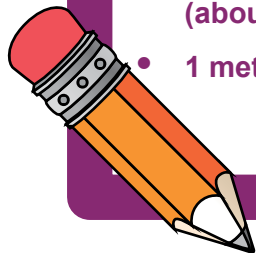
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Tamanuiterā	sun	hue	gourd
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hīnaki	eel trap	ngahere	forest
pātaka	food storehouse	maui	left
kete	basket	matau	right

Activity sheet 3: How to make a porotiti (a type of Māori musical instrument)

Materials

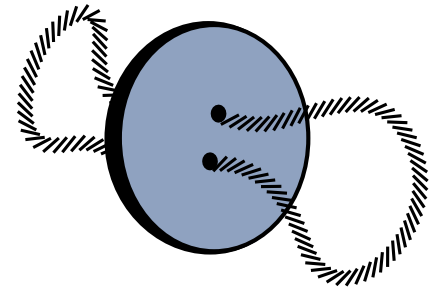
- A circular piece of thick cardboard (about the size of a coffee cup)
- 1 metre of string (thick nylon is best)



Creating your own porotiti is simple and fun.

Instructions

1. Pierce two holes in the centre of the cardboard circle, about 1 centimetre apart.
2. Thread the string through the holes. Tie the ends together in a sturdy knot, creating a large loop.
3. You have a porotiti ready to go!



Using your porotiti

1. Hold the loop at each end.
2. Place the porotiti in the centre of the string and then wind it towards you so that the string begins to twist and tighten.
3. When the string is tight enough, pull your arms apart and listen to your porotiti's beautiful voice!

To create a different tone, you can blow air from the side into your spinning porotiti. Just watch out for your head!

Image caption credits



Tahā huahua (gourd on stand), 1800s, maker unknown, New Zealand, wood, harakeke (New Zealand flax). Te Papa (ME008661)



Kahu huruhuru (feather cloak), 1860–1900, maker unknown, New Zealand, muka (flax fibre), feathers of kākā, kererū, tūi, pūkeko, kākārīki, ruru, peacock, and pheasant. Te Papa (ME011987)



Kahu kurī (dog-skin cloak), early 1800s, attributed to Te Āti Awa iwi (tribe), muka (flax fibre), dog skin, dog hair, natural dye. Gift of W Leo Buller 1911. Te Papa (ME002053)



Kahu kiwi (kiwi-feather cloak), 1800s, maker unknown, New Zealand, muka (flax fibre), brown-kiwi feathers. Te Papa (ME001378)



Pūtātara (shell trumpet), 1800s, maker unknown, New Zealand, shell, feather, muka (flax fibre), wood. Te Papa (ME003937)



Korowai (tasselled cloak), 1900–50, maker unknown, New Zealand, wool, feathers, cotton. Gift of the Right Honourable the Lady Rowley, 1980. Te Papa (ME014371)



Pūrerehua (bull roarer), 1900–50, maker unknown, New Zealand, wood, cotton. Gift of Alexander Turnbull, 1913. Te Papa (ME003638)



RESOURCES

Internet resources | Ngā rauemi ipurangi

Kākahu (cloaks) tepapa.govt.nz/maoricloaks – website available from June 2012

Taonga puoro (Māori musical instruments) richardnunns.net.nz

Historical images mp.natlib.govt.nz

Books | Ngā rauemi pukapuka

Te Papa Press books

Taonga Māori, Icons from Te Papa

(pages 23, 31, 41, 43, 47, 59, 61, 63, 81, 93)

Whatu Kākahu | Māori Cloaks

edited by Awhina Tamarapa



Other books

Haumia and his Kūmara

by Ron Bacon, Waiatarua Publishing

He Kahurere | Roimata's Cloak (English translation)

by Esther Tamehana, Huia Publishers, 2000

Hinemoa and Tūtānekai

by Hepora Young

Myths and Legends of Aotearoa

by Annie Rae Te Ake Ake (page 18)

Ngā Tai Kōrero | Traditional Māori Legends

by Warren Pohatu (pages 12, 22)

Te Huihuinga o Matariki | The Seven Stars of Matariki (English translation)

by Toni Rolleston-Cummings

Te Takenga Mai o te Kūmara ki Aotearoa

by Pine Taiapa and Ethel Macpherson (also available in English)

Tales from Te Papa

talesresource.tepapa.govt.nz

The *Tales from Te Papa* series features 120 mini-documentaries created to reveal some of the unique and important pieces that Te Papa holds in trust for the nation. Each tale comprises a short video and a resource page, and each page includes the following.

- Curriculum learning areas and levels. The tales can be connected with several learning areas of the New Zealand Curriculum at a range of levels. These are listed at the top of each page.
- The area of Te Papa's collection to which the tale belongs.
- Questions and response templates for students. These can be used as catalysts for responses from individuals or groups. They are designed to prompt students into discussion, exploration, research, and critical response.
- Links to relevant material on the Te Papa website and other relevant educational resources.

Search for these episodes

Music to Māori Ears, 2011 series, episode 119

talesresource.tepapa.govt.nz/resource/119.html

Te Takinga Pātaka, 2009 series, episode 33

talesresource.tepapa.govt.nz/resource/033.html

A Seaweed Pantry, 2010 series, episode 100

talesresource.tepapa.govt.nz/resource/100.html

A Cape of Stars, 2010 series, episode 77

talesresource.tepapa.govt.nz/resource/077.html

Cloak of Protection, 2010 series, episode 71

talesresource.tepapa.govt.nz/resource/071.html

Child's Wrap, 2009 series, episode 46

talesresource.tepapa.govt.nz/resource/046.html

Feather Signatures, 2009 series, episode 17

talesresource.tepapa.govt.nz/resource/017.html

Kahu Kurī, 2009 series, episode 3

talesresource.tepapa.govt.nz/resource/003.html

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