

The background is a sepia-toned photograph of a forest. In the center, there is a rectangular inset showing a close-up of a tree trunk with green foliage in the background. The text 'Can we live' is written in white, bold, sans-serif font across the top of this inset.

Can we live

at Pukaka?



Kia ora, Greetings

You live near the town of Masterton in the near future. The elders of your village are concerned that pollution is getting so bad that you won't be able to live there anymore. There have also been electricity problems.

They hope they are wrong but just in case their concerns become real they have decided to send a group of young people on a mission to find a new place to live.

The elders have an old book about a mountain called **Pukaka**. The book states that Pukaka is a special place where the air is clean, the water fresh and all sorts of animals, insects, trees and plants live happily on the slopes of the mountain.



You are a chosen one. Together with your companions you are to go to Pukaka on a journey of exploration. You must find out what the mountain is like today and then report back your findings to the elders.



One of the main things to consider is that even if the mountain can support your people will it be able to do so for a long time or will you quickly run out of resources. This needs to be a part of your report.

This folder contains instructions to help you complete your task.

Nga mihi kia koe, greetings

Your mission is a very special one that will not only help us but possibly the other life at Pukaka.

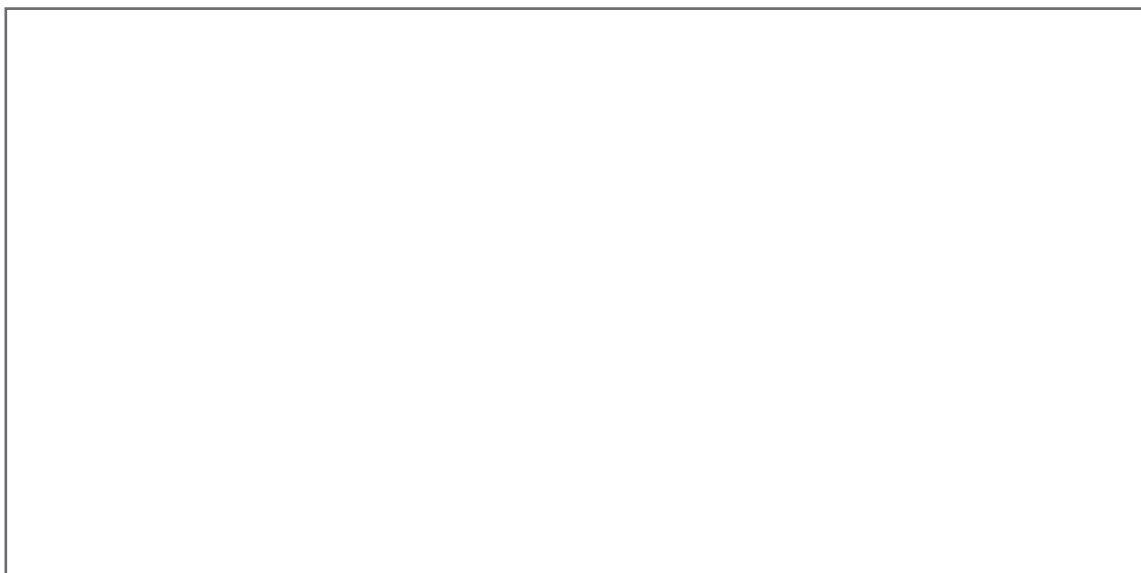
We need to know the following. Work with your companions to find out as much as you can so that we can decide whether Pukaka could be a suitable place for us to live.

Here are your tasks

1. Is Pukaka the right name? If not what is the right name.



2. Is Te Tapere Nui o Whatonga still seventy miles long? If not what happened?



- 3.** Draw a map of Pukaka. If there are tracks draw what you find along these such as where birds or trees are. Is there a river?

- 4. Are the birds, fish, reptiles and insects in the book still at Pukaka? If not what has happened to them?**

From page 10 use the box besides the images of each animal to record facts on them.

- 5. Are the trees and plants in the book still at Pukaka? If they are please record what we might be able to use each one for.**

From page 14 use the box besides the images of each tree to record facts on them.

- 6. What is the prevailing wind? Are there any hints that wind could be used for energy such as windmills. There is a place near by called Kaiparoro, does this have something to do with wind?**

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- 7. Is there a source of fresh water and if so what river system is it a part of?**

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- 8. Is there plenty of food at Pukaka or in the surrounding land. If yes how long do you think it would last if we lived there. Are any possible food sources rare animals or plants?**

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9. Are there plenty of resources at Pukaka for medicines, building, tools, clothes? If yes how long do you think it would last if we lived there?



The big question

Can we live at Pukaka or not?

How would our living there affect the other life like animals, trees and plants?



Welcome to Pukaka

This book has been written so as to record some of the life that lives on our special mountain called Pukaka. Sadly we the writers feel that ours will be the last generation to see the forest in all its beauty. Our people have cared for these lands and all the life on them for hundreds of years. The forest has been our pantry, chemist and encyclopaedia that has helped our people be healthy for generations. While we have made mistakes we feel that the new people are going to make many more. We fear that the forest will be cut down, some of the birds will become extinct and other animals will become endangered. All of this will mean that our descendents lives will be changed forever.

You have entered the domain of Tanemahuta god of forests through which flows the sacred waters of Tangaroa god of all waterways. You are standing on Papatuanuku our earth mother while above Ranginui the sky father looks down over all. Tamanui te Ra gives us warmth and energy from his home in the sky.

*T*he mountain upon which you are standing is called Pukaka where you will see and hear hundreds of Kaka birds flying on the winds. Sometimes when Tawhirimatea the wind god wants everything to know he is present so this is when the mountain is called Pukaha which means the place of strong winds.

*T*o get here you would have walked through Te Tapere Nui o Whatonga, the great domain of Whatonga. Whatonga lived around seven hundred years ago and was captain of the Kurahaupo waka. He came upon this mighty forest when exploring. It was here that he met his second wife Reretua. They had a son called Tautoki who had a son called Rangitane. This place has been the land of the Rangitane iwi ever since. Rangitane are tangata whenua.

*T*he new people from across the ocean call Te Tapere Nui o Whatonga the seventy mile bush because in their measurements the great forest was seventy miles long.

Signed the guardians

1865

The birds of Pukaka

We want to know whether each of the following birds is still at Pukaka

- **If not why? And what happened to them?**
- **If they are still there are they endangered or are there plenty of them?**
- **Is there anything special we should know?**

Go out into the forest to find the birds, take photos of these birds and any other's you might find.

Even take selfies or group photo's with the birds to show you found them. Take notes along the way.

If you can't identify anything take notes and or photo's then do more research in between.

DON'T RUSH AROUND. TAKE YOUR TIME. USE YOUR SENSES TO LISTEN, SMELL, SEE AND TOUCH. DON'T TASTE ANYTHING UNLESS YOU ARE SURE IT IS SAFE.

When you come back inside use books, signs and the internet to learn more about each bird.

Add your personal information to a group report.



Hōkioi *notes*



Kākā *notes*

Kākāpō *notes*



Tīeke *notes*



Kōkako *notes*

Pīwaiwaka *notes*





Moho
(North Island Takahē)
notes



Kiwi *notes*



Kahu *notes*

Ruru *notes*



Pūkeko *notes*



Whēkau *notes*

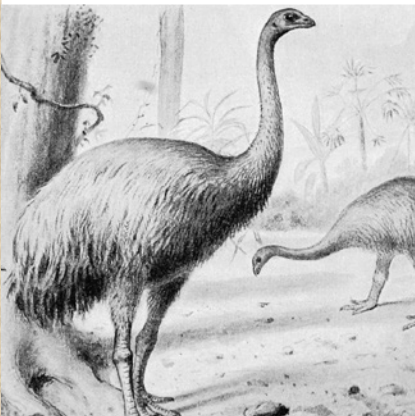


Huia *notes*



Tūi *notes*

Moa *notes*



Kererū *notes*

The trees and plants of Pukaka

We want to know whether each of the following trees and plants is still at Pukaka.

Walk around Pukaka to see if you can find the trees and plants, take photos and make notes of the ones you locate. Even take selfies or group photo's with the birds to show you found them.

When you come back inside use books, signs and the internet to learn more about each tree and plant.

We are interested in what each one is useful for.
For instance

- **Can you eat a part of it?**
- **Can a part of it be used for medicine?**
- **Can you make a tool out of it?**
- **Can you use it to make clothes, toys or to build a house?**
- **Can it be used for something else?**

Add your personal information to a group report.

The trees and plants of Pukaka



Koromiko *uses*

Tōtara *uses*



Taramea *uses*



Kōwhai *uses*



Kahikatea *uses*



Harakeke *uses*

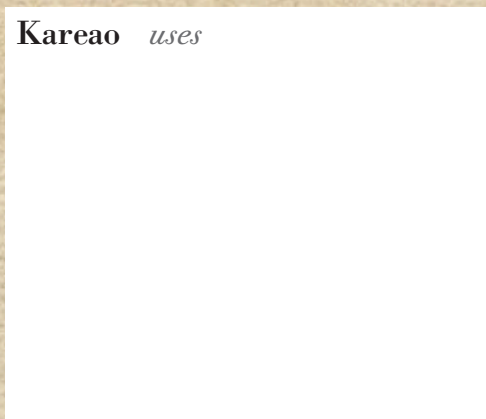




Tī kōuka *uses*



Karamū *uses*



Kareao *uses*





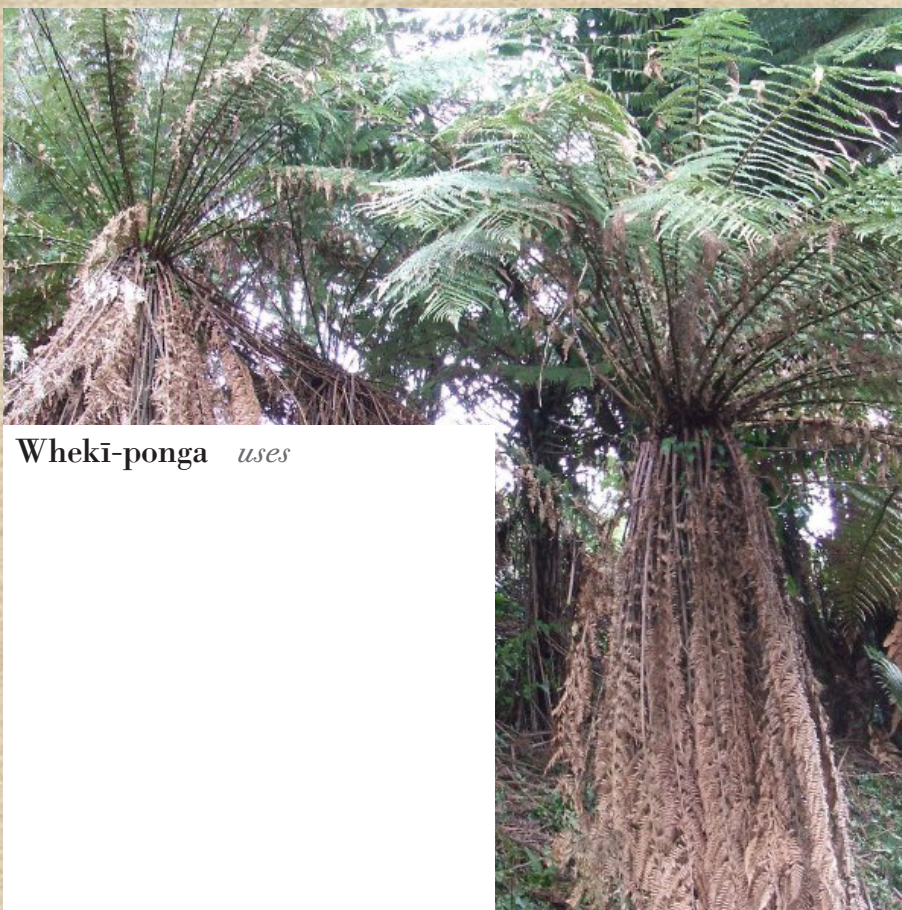
Mānuka *uses*



Miro *uses*



Tawa *uses*



Whēkī-ponga *uses*



Other life of Pukaka

What other life in or around Pukaka can you find?

While you walk around Pukaka make notes of other life that you see.

- **Where did you see them?**
- **Are they small or big?**
- **Do you think there are many left?**
- **Could they be useful if you lived here? If so, for what?**

When you come back inside use books, signs and the internet to learn more about each of the species.



Tuna kūwharuwharu *notes*



Tuatara *notes*



Kākahi *notes*



Kōura *notes*



Wētā *notes*

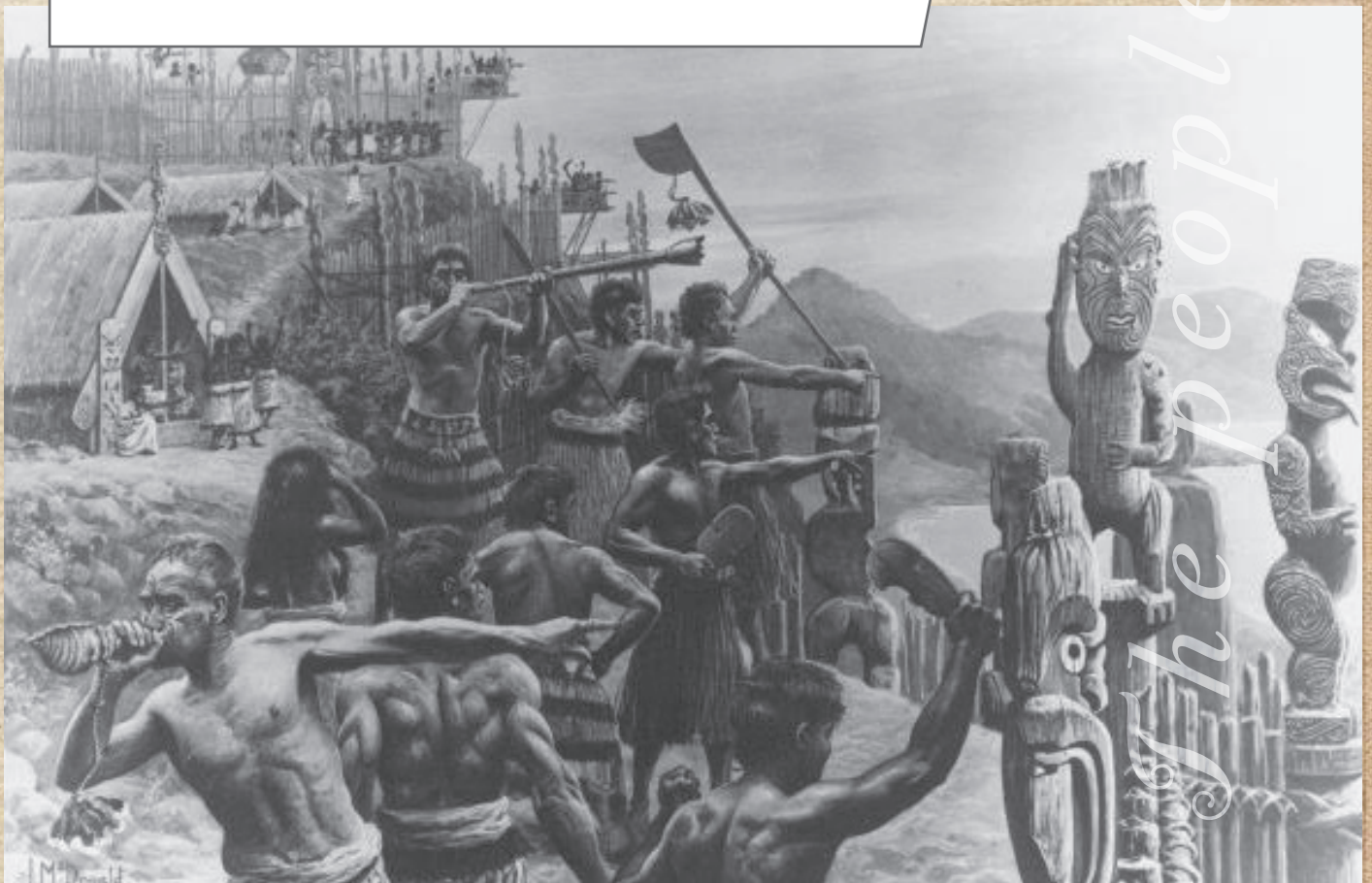
The people of Pukaka

• Are there people at Pukaka? ☐ yes ☐ no

• What is the name of the tangata whenua?

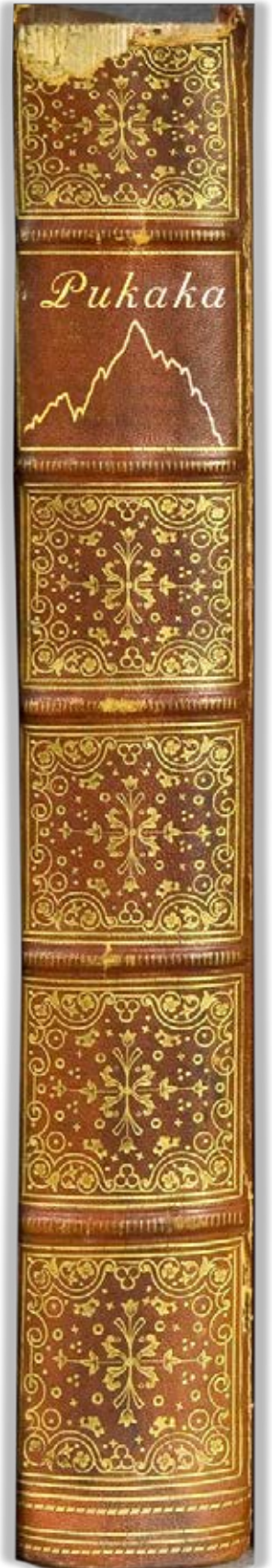
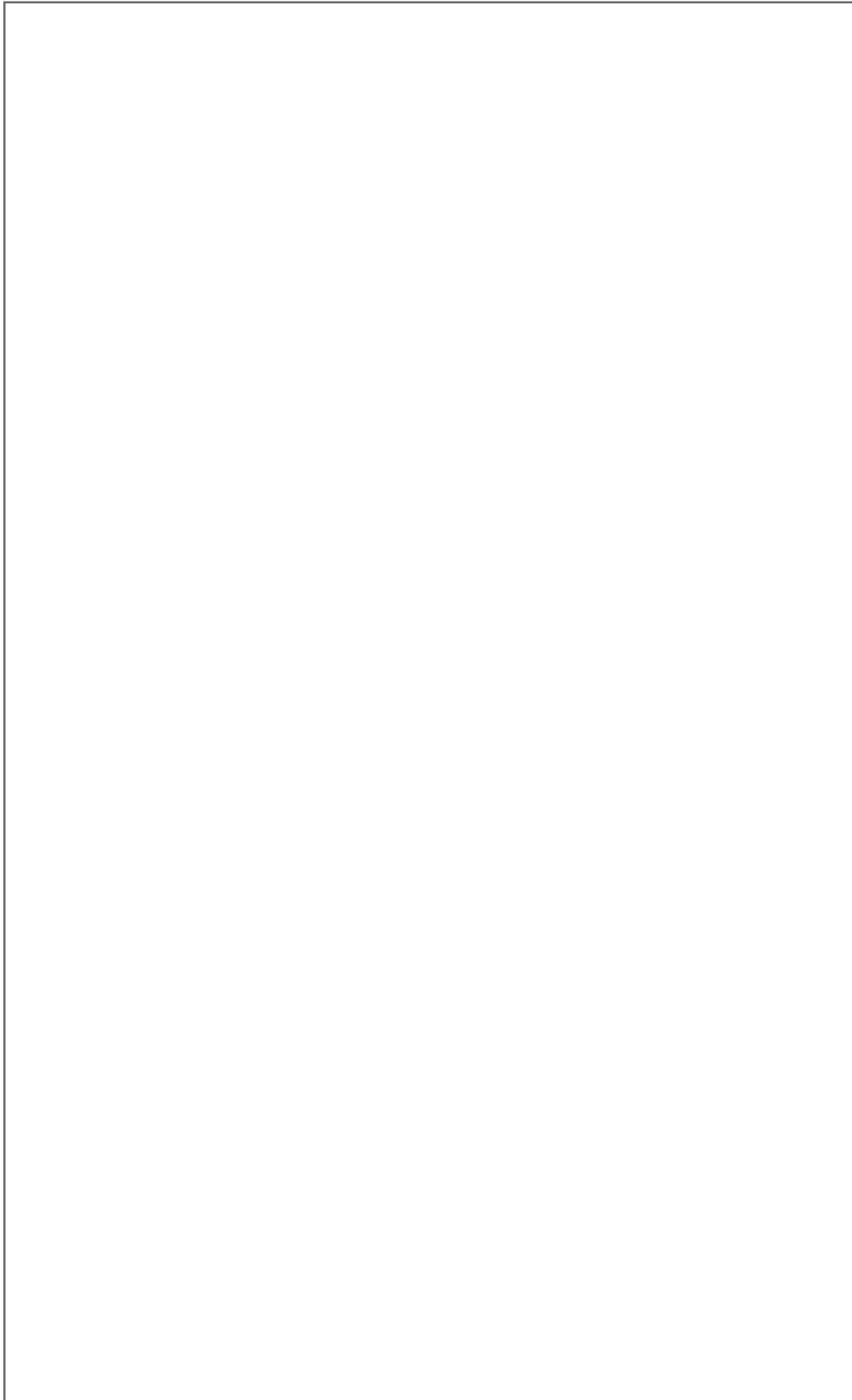
• Is anyone else at Pukaka? If so what is their name?

• Who are their leaders?



16 What other things can you find out about Pukaka?

Can we live at Pukaka? How will that effect the other life you have found there?



For teachers/adults

We hope that children come to the conclusion that using anything at Pukaha as a resource would not be wise, given how special/rare many lifeforms are at Pukaha, that the 942 hectare reserve is the last substantial remnant of Te Tapere Nui o Whatonga and because so many species have become extinct. If they also decide that supporting the current work at Pukaha is the best idea then that would be great.

While we want the children to come to their own conclusion please assist them when you think it is needed.

To help you

- You may want to read the work book before travelling to Pukaha. If you are not familiar with some of the species you may want to do some homework to prepare for the day.
- Many of the answers to questions can be found in the visitor centre, kiwi house and on signs in the forest.
- A google search on any plant, tree, animal, insect or reptile will return plenty of information on the species.
- The answer to Maōri based questions is found within the work book.
- The inquiry questions could be given to different children. For instance one could find out who the local iwi is, another could research a bird and a tree etc.
- We found that the children like to attend ranger talks and watch the videos in the kiwi house. If doing this impacts upon your research time at Pukaha you could plan to do a follow up in proceeding days. Thoughts about the conclusion or BIG QUESTION could be covered later.

**PLEASE TAKE LOTS
OF PHOTOS AND
STORE SOME AWAY
SOMEWHERE**

Extension questions

The following questions are designed to help you extend the thinking of children. They might help children to understand the effects people can have on other life. We hope they give you ideas for more lines of inquiry. They are also included to bring in maths and language as science, culture and IT are already spread through the programme.

- If Te Tapere Nui o Whatonga was intact in 1870 and just about cut down in 1900 how many years did it take to almost destroy the forest?
- If there were thirty eels at the bridge and one of them would feed us a day how long would it take before we ran out? How old are some of those eels (approximate) and have they bred?
- If we were to cut down a rata tree what other life is on that tree and how would we effect it/them?
- If we were to cut down all of the forest, what might happen to Papatuanuku's skin (soil) if it was exposed to sun and rain?
- How could we gather enough feathers to make warm clothes but without harming birds?
- Would we want to place toilets near the river? Why or why not?

LEARNING

INTENTIONS

If children go away having had an enjoyable day sharing experiences that is good.

If children go away having remembered a few facts about a couple of trees, plants, Pukaha etc that is also good.

If children go away communicating facts about lifeforms, environmental concepts and have a clear line of thinking about what we can do to help an area and why that is great.

If children go away, do all of the above and are inspired to initiate a project or action that is excellent.

Note from the designer

This file has been designed to be double sided printed on separate A4 sheets, which can then be collated together in a folder or wire-o binder to create a workbook. If required a few blank sheets can be added as additional space for notes or a group report.

For any enquiries about the file please contact Mikis at info@designunlimited.co.nz.