

**Who is Kupe?**

Kupe, the original discoverer of Aotearoa, features in tribal traditions across Aotearoa, New Zealand. Place names in many parts of the North Island and the northern South Island record his presence and challenges and explorations. The name Aotearoa itself is said to originate from the land's first sighting by the great voyager's wife.

“He ao, he ao, he aotea, he Aotearoa!”

#### **Our unique Kupe connection**

Hokianga is uniquely associated with Kupe as the place he secured for his descendants before leaving on his return voyage to our ancient place of origin in the eastern Pacific. Within a generation those descendants, our ancestors, returned to these shores.

These events and histories are the foundation of our identity.

Manea: Footprints of Kupe was developed from a vision held by local Kaumātua (senior tribal Elders) to preserve their heritage and share it with the world.



## Footprints of Manea Tour

We offer you a unique cultural encounter, journeying into te ao Māori, the Māori world. Our cultural and heritage centre on the shores of the spectacular Hokianga Harbour is your first stop on this journey. Here, you will feel the warmth of our welcome as we share our stories and traditions.

Our tour is a 75-minute multisensory journey of guided storytelling – through art, taonga (cultural treasures), film, performance, digital interaction and the splendour of Hokianga's natural surroundings.

extravaganza and live performance immerses you in a full sensory recreation of the rich and vibrant world of the intrepid adventures of Kupe.

You appreciate in a new way the extraordinary feats of our ancestors' ocean voyaging.

### **Toro / Interact**

From the theatre, your guide will lead you outside to absorb the full significance of the Hokianga harbour and our story. This was not only where Kupe made his home, but also his final departure point from this land. You can now continue your journey of discovery at your leisure in the Footprints of Kupe Interactive Gallery, where digital stations reveal more details of our ancestor's story. Before you leave, our gift shop offers you a chance to purchase a unique memory of your experience.

### **Hono / Connect**

Meet your guide and begin your journey in the footsteps of Kupe. Engage in stories about our ancestors and the ancient realms of Kupe, told through carvings and the surrounding land. Deepen your understanding of Māori customs and our dynamic connections to the natural and spiritual world.

### **Ruku / Immerse**

On arrival to our whare, Ngā Tapuwae o Kupe, our people welcome you with the timeless cultural ceremony of mihi whakatau. You now enter the Manea theatre, where a 20-minute 4D-digital





**LOOKOUT**

**ENTRY/EXIT**

**BA**

**D**

**C**

**ATE<sup>A</sup>  
CONCOURSE**

**MANEA EXPERIENCE CENTRE**

SERVICE AREA

A

B D

C

**Hokianga**

**Auckland  
Bay of Islands**

1

2



E  
B

3

C

North Island

A

D

4

5

14 AD



## Learning Outcomes

- Experience and engage in the richness of Māori culture through mihi whakatau (welcome ceremony) tikanga (protocols), karakia (prayer), waiata (song) whaikorero (oratory customs) and pakiwaitara (story-telling).
- Be guided through the creation story of Ranginui, Papatuanuku and their children.
- Learn the significance of Kupe and his place in our history.
  - Experience a live 4D theatre performance that brings our histories to life and demonstrates modern forms of music, dance, drama, and visual arts.
  - Learn the significance of key places in Hokianga through interactive technology information stations.
  - View the memorial to the Ventnor and learn about this tragic event.

## Experience

### Cultural Engagement

Years 1–2 **Level 2**

**Level 1**

Hono – Connect

Years 3–4 **Level 3**

Years 5–6 **Level 4**

journey in the footsteps of Kupe. On the way to Manea, your guide will share stories of our ancestors and the ancient realms of Kupe, told through carvings and the surrounding land. Deepen

your understanding of Māori customs and our dynamic connections to the natural and spiritual world. Understand that people have different roles and responsibilities as part of their participation in

Years 7–8

Meet your guide and begin your **Social Sciences Social Sciences Social Sciences Social Sciences**

groups.

Understand how belonging to groups is important for people.

Understand how cultural practices reflect and express people's customs, traditions, and values.

Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.

Understand how cultural practices vary but reflect similar purposes.

Understand how people view and use places differently.

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

**Learning Languages- Te Reo Māori Learning Languages- Te Reo Māori Learning Languages- Te Reo Māori Learning Languages- Te Reo Māori**

Following this schools will then be warmly welcomed by mihi whakatau.

#### Main Topics

Ranginui and Papatuānuku  
Carving  
Mihi whakatau  
Karakia  
Mihimihi

Waiata  
Protocols

Story Telling Te Reo Māori

Demonstrate respect through sharing and co-operation in groups.

Describe how individuals and groups share characteristics and are also unique.

Participate in communal events and describe how such events enhance the well-being of the community.

Participate in and demonstrate an understanding of how social and cultural practices are expressed

Participating and contributing in communities.

Show social awareness when interacting with others.

Make connections with known culture(s).

through movement.

Participating and contributing in communities.

Show social awareness when interacting with others.

Make connections with known culture(s).

**Hauora Hauora Hauora Hauora**

Participating and contributing in communities.

Use cultural knowledge to communicate appropriately.

Compare and contrast cultural practices.

18/10/20

Participating and contributing in communities.

Use cultural knowledge to communicate appropriately.

Compare and contrast cultural practices.

# New Zealand Curriculum Links Year 1–8

## 4D Theatre

Presentation

Years 1–2 **Level 2**  
**Level 1**

**Ruku-Immerse**

Years 3–4 **Level 3**

Years 5–6 **Level 4**

where a 20-minute 4D-digital extravaganza and live performance immerses you in a full sensory recreation of the rich and vibrant world of the intrepid

adventures of Kupe. You appreciate in a new way the Share ideas about how and why their own and others' works are made and their purpose, value,

extraordinary feats of our ancestors' ocean voyaging.

**Main Topics** History

Animation  
Sound effects

Visual effects Senses

Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.

Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.

Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.

Identify and describe the characteristics

Years 7–8

You now enter the Manea theatre,  
**Visual Arts Visual Arts Visual Arts Visual Arts**

and context. Share ideas about how and why their own and others' works are made and their purpose, value, and context.

**Dance Dance Dance Dance**

serves a variety of purposes in their lives and their communities.

Investigate the functions and purposes

**Music Music Music Music**

of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.

Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued

of drama in cultural and historical contexts.

Investigate the functions, purposes,

Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

and technologies of drama in cultural and historical contexts.

New Zealand Curriculum Links

# New Zealand Curriculum Links Year 1–8

## Interactive Gallery

### Ruku-Immerse

From the theatre, your guide will

#### Level 1

lead you outside to absorb the full significance of the Hokianga harbour and our story. This was not only where Kupe made his home, but also his final departure point from this land. Some historical sites connected to Kupe will be pointed out.

Schools can then continue the journey of discovery at their leisure in the Footprints of Kupe Interactive Gallery, where digital stations reveal more of our ancestor's stories.

#### Main Topics

History

### Years 1–2 Level 2

Exploration  
Hokianga events  
Connections  
Understand how the past is important to people.  
Understand how places in New Zealand are significant for individuals and groups.  
Understand how the cultures of people in New Zealand are expressed in their daily lives.

**Listening Reading and Viewing Speaking, Writing and Presenting**

### Years 3–4 Level 3

Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. - Form and express ideas on a range of topics.

#### Technology – Nature of Technology/ Characteristics of technology

Understand that technology is purposeful intervention through design.  
Understand that people have social, cultural, and economic

### Years 5–6 Level 4 Years 7–8

#### Social Sciences Social Sciences Social Sciences Social Sciences

roles, rights, and responsibilities.  
Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.

#### Listening Reading and Viewing Speaking, Writing and Presenting

Select and use sources of information, processes, and strategies with some confidence to identify, form, and express

ideas.

#### Technology – Technological Knowledge/Products

Understand that there is a relationship between a material used and its performance properties in a technological product.  
Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.  
Understand how the movement of

people affects cultural diversity and interaction in New Zealand.

form, and express ideas.

contemporary contexts and that technological knowledge is validated by successful function.

for people, places, and environments.

**Listening Reading and Viewing Speaking, Writing and Presenting**

Integrate sources of information, processes, and strategies with developing confidence to identify,

**Technology – Nature of Technology/ Characteristics of technology**

Understand how society and environments impact on and are influenced by technology in historical and

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Understand how exploration and innovation create opportunities and challenges

**Listening Reading and Viewing Speaking, Writing and Presenting**

Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

**Technology – Technological knowledge/ Products**

Understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a technological product.

**NZ Key Competencies Thinking, Using language, symbols and texts, Managing self, Relating to others, Participating and contributing**

All key competencies are covered through the rich learning experiences provided.

**NZ Curriculum Values Excellence, Innovation, Inquiry and Curiosity, Diversity, Equity, Community and Participation, Integrity Ecological Sustainability / Kaitiakitanga – respect & responsibility for self, for others and for the environment**

The development of these competencies and values enables life-long learning and are promoted during the visit to Manea.

# Te Marautanga Māori Year 1–8

## Te Kaupapa

Āhuatanga Ahurea

Tau 1–2 **Taumata 2**  
**Taumata 1**

Hono

Tau 3–4 **Taumata 3**

Tau 5–6 **Taumata 4**

me ngā takahitanga a Kupe mātou kaiarahi ki Manea. Mā te ara ki Manea, me ngā whakairo ka puta ngā painga o te whenua me ngā korero mo te tupuna a Kupe.

Ka whakahonutia tou mohiotanga o ngā tikanga akiaki ki te taha wairua me te ao tuturu. Ma muri i tēnei ka mahana te mihi whakatau mo ngā kura ki Manea.

Tau 7–8

Ka timata to ara ki ngā haerenga  
**Tikanga-ā-iwi Tikanga-ā-iwi Tikanga-ā-iwi Tikanga-ā-iwi**

**Kaupapa matua**

Te Ao o Ranginui raua Ko Papatūānuku Mahi Whakairo Mihi whakatau

Karakia Mihimihi Waiata Ngā tikanga Pakiwaitara Te Reo Māori Te Whakaritenga Pāpori me te Ahurea

Ka whakamārama i ngā take e uru atu ai te tangata ki te rōpū.



**Te Reo Māori**

Ngā Āhuetanga o te Ākongā

**HE PIPI E** kōrerorero ana i tōna anō mōhiotanga. He kore, he iti, he motumotu pea āna kōrero i te reo. He rapirapī, he moko noa iho pea te āhua o āna tuhituhi. He tauhou ki te pukapuka me te tuhituhi.

**HE KAHA** Kua mōhio ki te whakaputa kupu, rerenga poto rānei e rite ai ōna hiahia. Ka tapepe tonu te rere o te kupu. Ka mārama ia ki ngā kōrero māmā. He mōhio pea ki te tuhi i ētahi pū me ētahi tohu tuhituhi. Kua waia haere ki ngā tuhinga, engari ka mahue ngā kupu, ka aro kē ki te ia o te tuhinga.

**HE KAHA AKE** Kua whakapuaki rerenga kōrero māmā, pātai rānei ahakoa tika, ahakoa hē. Ka mārama ia ki ngā kōrerorero. Kua mōhio kē ki te hanga kupu. Ka kitea te tūhononga o te oro ki te pū, ā, ka taea te whai i ngā tauira reo a te kaiako. Kua mōhio he take anō tō te tuhituhi, te pū, te kupu,

# Te Marautanga Māori Year 1–8

## Te Kaupapa

### 4D Whakaaturanga

## Tau 1–2 Taumata 2 Taumata 1

#### Ruku

## Tau 3–4 Taumata 3

## Tau 5–6 Taumata 4

Manea. Ka mātakitaki koe i tetahi

te kītanga, te rerenga. Ka pānui kia mārama ai ki te tikanga matua o te pānui.

**HE PAKIRI** Maringi ana te kupu, ngāwari ana te kōrero i te reo. Kua mārama ia ki ngā kōrero e rangona ana. Kua mōhio ki te kōtui i te tangi ki te pū, ki te kupu, ā, ka mārama hoki tāna i pānui ai. Kua mōhio kē ki te tuhi i ētahi rerenga māmā ahakoa tika, ahakoa hē. He māia te whakawhitiwhiti kōrero ki ētahi atu, he pakari nō tōna reo.

Te Whakaritenga Pāpori me te Ahurea

Ka whakamārama i ngā tūranga me ngā haepapa ka kawea e te tangata i roto i te rōpū.

Ka whakamārama i ngā āhuetanga ahurea me ngā tuku ihotanga o tōna ake iwi, me ō ētahi atu iwi hoki.

Te Reo Māori i te whakamārama i te kōrero i te reo.

**Te Reo Māori**

Ngā Āhuetanga o te Ākongā

Maringi noa mai ana ngā kupu. Ka whakaputa pātai noa, pātai hāngai tonu. Ka whakaputa kōrero noa ki ōna hoa. Ka mōhio he wā anō ki te kōrero ki tētahi, he wā anō ki te whakarongo. He mōhio ki te tuhi

(me te tika o te tuhi) i ētahi whakaaro e rua, neke atu i roto i te rerenga kotahi. He mārama āna tuhinga.

#### Hauora Taiao

Hononga ki a Ranginui rāua ko Papatūānuku.

Ka whakawhiti kōrero e pā ana ki te hiranga o Papatūānuku rāua ko Ranginui ki te oranga tangata.

Te Whakaritenga Pāpori me te Ahurea

Ka whakamārama i ngā huarahi e whiwhi ai, e kawe ai hoki, te kaiārahi i tōna tūranga.

Ka whakamārama i te rerekētanga o ngā mahi, a ngā rōpū ahurea, ahakoa e whakaata tonu ana ēnei i ētahi pūtake ōrite

Te Reo Māori i te whakamārama i te kōrero i te reo.

**Te Reo Māori**

Ngā Āhuetanga o te Ākongā

Kua māia ki te kōrero ki ngā tāngata

katoa, ki ngā kaiako, ngā hoa, ngā mātua. Ka whakamahi i te reo kia hāngai ki te hunga whakarongo me te kaupapa. Ka whakamahi i te reo hei whakahoki whakaaro. Kua waia haere ki ngā momo tuhinga. Kua mōhio hoki he hua ka puta ki a ia i te tuhituhi.

#### Hauora Taiao

Hononga ki a Ranginui rāua ko Papatūānuku.

Ka whakaatu me pēhea te tiaki i ngā rawa o te taiao, kia pūmau ai te taiao hei puna rongoā, hei puna oranga whānui.

Te Whakaritenga Pāpori me te Ahurea

Ka whakamārama i ngā take me ngā huarahi e tukuna iho ai e te takitahi me ngā rōpū, ō rātou ahurea, ō rātou tuku ihotanga, kia mau pūmau.

Ngā Āhuetanga o te Ākongā

He whānui tōna reo kōrero – ka taea te tautohetohe, te tuku pātai, te whakaputa i ngā kare ā-roto, te kōrero whakanene. He hāngai tana kōrero ki te kaupapa, ki te wheako rānei o te wā. He rawe āna tuhinga, ā, kua mōhio haere ki ētahi momo tuhinga pērā i te pūrongo, te paki, te whakamārama, te whakaputa whakaaro. Kua whakamātau ki te pānui i ngā momo tuhinga maha nā te rahi haere o te puna pūkenga pānui.

#### Hauora Taiao

Hononga ki a Ranginui rāua ko Papatūānuku.

Ka whakataurite i ngā ture, i ngā tikanga rānei o te ao Pākehā, o te ao Māori, o hea ake rānei, e pā ana ki te mahi a te tangata i roto i te taiao.

Te Marautanga Māori 19/10/2020

#### Te Reo Māori

oho miharo e whakarite ana te

rua tekau miniti. Ka whakaritea

ngā mahi me ngā whai rawa o te

ao ki nga mahi maia a Kupe. Ka





## Tau 7–8

Muri mai i te Whare Tapere ka arahi to kaiarahi i a koe ki waho kia mohio whānui i ngā tikanga me ngā kōrero whānui o te moana o Hokianga.

Kahore i konei rawa te nohonga a Kupe engari ko tona wehenga atu i konei. Ka āhei ngā kura ki te mau tonu i ngā haerenga me ngā takahitanga, tirohia ngā kaupapa kōrero mo ngā take maha.

### Kaupapa matua

Hitori

Haerenga waka

Mahi whakatere

Whakapapa

**Tikanga-ā-iwi**

Te Ao Hurihuri

Ka whakaahua i ngā kaupapa me ngā tūāhua whakahirahira o tōna ao.

### Hangarau

Ngā Āhuatanga o te Hangarau

Ka tūhura i tō rātou ao, ka titiro ki: ngā whakapono me ngā uara o te tangata; te whakamahi i ngā rawa o te taiao o mua, o nāianei hoki.

### Tikanga-ā-iwi

Te Whakaritenga Pāpori me te Ahurea

Ka whakamārama i ngā

āhuatanga ahurea me ngā tuku ihotanga o tōna ake iwi, me ō ētahi atu iwi hoki.

### Hangarau

Ngā Āhuatanga o te Hangarau

Ka whakawhitiwhiti kōrero mō te hononga o te tangata me te taiao, arā:

ka whakamārama i ngā uara e whakamahia ana e te tangata; ka whakamārama i ngā tikanga o te whakamahi rawa.

### Tikanga-ā-iwi

Te Ao Hurihuri

Ka whakamārama i te whakaawenga o ngā whakaaro me ngā mahi a te tangata i te oranga o ētahi atu i ngā wā o mua. Ka whakamārama i ngā huarahi e taea e te takitahi me te rōpū te urupare ki te panoni.

### Hangarau

Ngā Āhuatanga o te Hangarau

Ka tautohu, ka whakaputa whakaaro e pā ana ki:

ngā whakahiatotanga hangarau i roto i ngā wā;

ngā whakapono me ngā uara;

ngā tikanga ka whakamahia e te tangata.

### Tikanga-ā-iwi

Te Ao Hurihuri

Ka tautohu i ngā pūtake

me ngā otinga o ngā tūāhua kua waihanga i te oranga o te tangata.

Ka whakaahua i ngā huarahi

e tuhia ai, e maumaharatia ai ngā mahi o mua.

### Hangarau

Ngā Āhuatanga o te Hangarau

Ka āta whakaaro ki ngā uara me ngā whakapono kua whakamahia, kia mārama ai ngā āhuatanga o te otinga kua puta. Me āta whakaaro ki: ngā mātāpono hangarau; te hāngaitanga ki te tangata; te pāpātanga ki te taiao; te pānga i ngā wā e heke mai nei

Te Marautanga Māori 19/10/2020

# New Zealand Curriculum Links Year 9–13

## Experience

### Cultural Engagement

Years 9–10 **Level 6**

#### Hono – Connect

Meet your guide and begin your journey in the footsteps of Kupe. On the way to Manea, your guide will share stories of our ancestors and the ancient realms of Kupe, told through carvings and the surrounding land. Deepen your understanding of Māori customs and our dynamic connections to the natural and spiritual world. Following this schools will then be warmly welcomed by mihi whakatau.

#### Main Topics

Ranginui and Papatuānuku  
Carving  
Mihi whakatau  
Karakia  
Mihimihi  
Waiata  
Protocols  
Story Telling  
Te Reo Māori

Understand how cultural interaction impacts on cultures and societies. Understand how the ideas and actions of people in the past have had a significant impact on people's lives.

## Level 5

Years 11 **Level 7**

#### Learning Languages

Te Reo Māori

Participating and contributing in communities.

Communicate appropriately in different situations.

Understand ways in which the target culture is organised for different purposes.

#### Health and Wellbeing

Healthy communities and Environments

Investigate community services that support and promote people's well-being and take action to promote personal and group involvement.

Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.

Understand how people's perspectives on past events that

Years 12 **Level 8**

Years 13

**Social Sciences Social Sciences Social Sciences Social Sciences**

are of significance to New Zealanders differ.

#### Learning Languages

Te Reo Māori

Participating and contributing in communities

Communicate appropriately in different situations.

Understand ways in which the target culture is organised for different purposes.

#### Health and Wellbeing

Healthy communities and Environments

Analyse societal influences that shape community health goals and physical activity patterns.

Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders.

Understand how people's interpretations of events that are of significance to New Zealanders differ.

#### Learning Languages

Te Reo Māori

Participating and contributing in communities

Engage in sustained interaction and produce extended text.

Analyse ways in which the target culture is organised for different purposes and for different audiences. Analyse how the use of target language expresses cultural meanings.

#### Health and Wellbeing

Healthy communities and Environments

Analyse the nature and benefits of meaningful interpersonal relationships.

Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested.

#### Learning Languages

Te Reo Māori

Participating and contributing in communities

Engage in sustained interaction and produce extended text.

Analyse ways in which the target culture is organised for different purposes and for different audiences.

Analyse how the use of target language expresses cultural meanings.

#### Health and Wellbeing

Healthy communities and Environments

Devise and apply strategies to ensure that social and cultural needs are met in personal and group physical activities.

New Zealand Curriculum Links

18/10/20

# New Zealand Curriculum Links Year 9–13

## 4D Theatre

Presentation

Years 9–10 **Level 6**

### Ruku — Immerse

You now enter the Manea theatre, where a 20-minute 4D-digital extravaganza and live performance immerses you in a full sensory recreation

world of the intrepid adventures of Kupe. You appreciate in a new way the extraordinary feats of our ancestors' ocean voyaging.

### Main Topics

Sound effects Visual effects

Senses  
Investigate the characteristics, purposes, and function of drama in a

## Level 5

Years 11 **Level 7**

of the rich and vibrant  
Investigate and consider the relationship between the production of art works and their contexts and influences.

History  
Animation  
Compare and contrast dances from a variety of past and present cultures

range of contexts.  
Investigate the forms and purposes of drama in different historical or

Compare and contrast the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.  
Analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts.  
Research and analyse music from a range of sound environments, styles,

Years 12 **Level 8**  
Years 13

### Visual Arts Visual Arts Visual Arts Visual Arts

investigate and analyse the relationship between the production of art works and the contexts in which they are made, viewed, and valued.

### Dance Dance Dance Dance

and contexts.  
Explore, investigate, and describe the features and backgrounds of a variety of dance genres and styles.

### Drama Drama Drama Drama

contemporary contexts, including New Zealand drama.  
Explore how drama reflects our cultural

and genres, in relation to historical, social, and cultural contexts, considering the impact on music making and production.  
Research, analyse, and evaluate the production and presentation of music works from historical, social, and cultural contexts.

Research and analyse the influences of contexts on the characteristics and production of art works  
Use research and analysis to

Investigate and evaluate the effects of individual, social, cultural, and technological influences on the development of a variety of dance genres and styles.

diversity.  
Research, analyse, and critically evaluate how drama, including New

investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works.

Investigate, analyse, and discuss the features, history, issues, and development of dance in New Zealand, including the contribution of selected individuals and groups.

Zealand drama, interprets, records, or challenges social and cultural discourse.

### Music Music Music Music

New Zealand Curriculum Links 18/10/20

# Interactive Gallery

Years 9-10 **Level 6**

## Toro – Interact

From the theatre, your guide will

### Level 5

lead you outside to absorb the full significance of the Hokianga harbour and our story. This was not only where Kupe made his home, but also his final departure point from this land. Some historical sites connected to Kupe will be pointed out.

Schools can then continue the journey of discovery at their leisure in the Footprints of Kupe Interactive Gallery, where digital stations reveal more of our ancestor's stories.

### Main Topics

History  
Exploration  
Hokianga events  
Connections

Understand how cultural interaction impacts on cultures and societies.

Understand that people move between places and how this has consequences for the people and the places.

Years 11 **Level 7**

### Listening Reading and Viewing Speaking, Writing and Presenting

Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.

### Technology – Nature of Technology/ Characteristics of technology

Understand how materials are selected, based on desired performance criteria.

Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.

**Social Sciences Social Sciences Social Sciences Social Sciences**

Years 12 **Level 8**

Years 13

in scale and from place to place, and create spatial patterns.

Understand how people's perceptions of and interactions with natural and cultural environments differ and have changed over time.

### Listening Reading and Viewing Speaking, Writing and Presenting

Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas

### Technology – Nature of Technology/ Characteristics of technology

Understand the concepts and processes employed in materials evaluation and the implications of these for design, development, maintenance, and disposal of technological products.

### Listening Reading and Viewing Speaking, Writing and Presenting

Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.

### Technology – Technological Knowledge/Products

Understand how materials are formed, manipulated, and transformed in different ways, depending on their properties, and understand the role of material evaluation in determining suitability for use in product development.

Understand how the processes that shape natural and cultural environments change over time, vary

Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested.

### Listening Reading and Viewing Speaking, Writing and Presenting

Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

### Technology – Technological knowledge/Products

Understand operational parameters and their role in the design, development, and maintenance of technological systems.

**NZ Key Competencies Thinking, Using language, symbols and texts, Managing self, Relating to others, Participating and contributing**

All key competencies are covered through the rich learning experiences provided.

**NZ Curriculum Values Excellence, Innovation, Inquiry and Curiosity, Diversity, Equity, Community and Participation,**

**Integrity Ecological Sustainability / Kaitiakitanga – respect & responsibility for self, for others and for the environment**

The development of these competencies and values enables life-long learning and are promoted during the visit to Manea.



# Te Marautanga Māori Year 9–13

## Te Kaupapa

Āhuetanga Ahurea

Tau 9–10 **Taumata 6**  
**Taumata 5**

Hono

Tau 11 **Taumata 7**

Ka timata tō ara ki ngā haerenga me ngā takahitanga a Kupe mātou kaiarahi ki Manea. Mā te ara ki Manea, me ngā whakairo ka puta ngā painga o te whenua me ngā korero mo te tupuna a Kupe. Ka whakahonutia tou mohiotanga o ngā tikanga akiaki ki te taha wairua me te ao tuturu. Ma muri i tēnei ka mahana te mihi whakatau mo ngā kura ki Manea.

### Kaupapa matua

Te Ao o Ranginui raua Ko  
 Papatūānuku  
 Mahi Whakairo  
 Mihi whakatau  
 Karakia  
 Mihimihi  
 Waiata  
 Ngā tikanga  
 Pakiwaitara  
 Te Reo Māori  
**Tikanga-ā-iwi**  
 Te Whakaritenga Pāpori me te Ahurea

Kawhakamārama i ngā huarahi i whakawhanaketia ai, i puritia ai, i urutautia ai, te tuakiri ahurea me te tuakiri ā-motu.

### Te Reo Māori

Ngā Āhuetanga o te Ākongā

Ka whakapuaki i ngā momo reo mō ngā horopaki ōkawa, ōpaki hoki. Ka haere tonu te whakapārekareka i te rere o te reo ki ngā āhuetanga Māori ake nei. He whaihua, he mārāma āna tuhinga i ngā momo tuhinga huhua noa.

### Hauora

Hononga ki a Ranginui rāua ko Papatūānuku

Ka whakawhiti whakaaro mō ngā haepapa me ngā motika a te tangata hei kaitiaki taiao.

### Tikanga-ā-iwi

Te Wāhi me te Taiao

He maha ngā ara pāhekoheko rerekē a te tangata ki tōna taiao.

Tau 12 **Taumata 8**  
 Tau 13

### Te Reo Māori

Ngā Āhuetanga o te Ākongā

Kei te hurihuri, kei te whakapārekareka i te reo, ahakoa te kaupapa, kia hāngai ki ngā rōpū whānui tonu me te mau tonu ki te tikanga, ahakoa Māori ake nei, ahakoa reo kē atu. He whakarongo, he arohaehae, he tautohetohe, he whakahoki kōrero ki ētahi whakaaro kē atu. E whakamahia ana ngā wāhanga o te tinana hei whakawhitiwhiti whakaaro, kare ā-roto, me te mōhiohio.

### Hauora

Hononga ki a Ranginui rāua ko Papatūānuku

Ka arotake i te whaihua o ngā mahi me ngā tikanga a tētahi rōpū kaitiaki taiao.

### Tikanga-ā-iwi

Te Whakaritenga Pāpori me te Ahurea

Ka kawea, ka whakamahia e ngā hāpori me ngā whenua ō rātou haepapa me ō rātou motika i roto i ngā horopaki ā-hāpori, ā-whenua, ā-ao hoki.

### Te Reo Māori

Ngā Āhuetanga o te Ākongā

Nā te whānui ake o te puna kupu ka kaha ake te tautoko, te whakawhitiwhiti māramatanga, te whakakotahi hei whakatau, hei whakaiti rānei. E whakamahi ana i ngā āhuetanga katoa o te reo me te tinana hei whakatau tika i ngā take, hei whakawhitiwhiti whakaaro, kare ā-roto me te mōhiohio. E takahuri ana i te reo mā te whakapārekareka, mā te kupu peha, mā te kupu huna.

### Hauora

Hononga ki a Ranginui rāua ko Papatūānuku

Ka whakawhanake, ka whakatinana, ka arotake hoki i tētahi kaupapa tiaki taiao e whakauru ana

i ngā tikanga mai i te tirohanga Māori  
**Tikanga-ā-iwi**  
 Te Whakaritenga Pāpori me te Ahurea

Ka whakaawe te āhua o te whakahou i ngā motika, ngā tūranga me ngā haepapa o te takitahi me te hāpori, ā, ka whakaawe anō hoki ngā motika, ngā tūranga me ngā haepapa o te takitahi me te hāpori i te āhua o te whakahou.

### Te Reo Māori

Ngā Āhuetanga o te Ākongā

Kua mārāma ake, kua mātanga ake ki te mana o te reo kōrero me ōna āhuetanga katoa. E torotoro ana kia mārāma ake ai ki a ia, ki ētahi atu rānei ngā whakaaro me ngā ariā hōhonu. Kua mōhio he mana tō te reo kōrero me te reo ā-tinana i roto i te kōrero. Ka māia tonu ki te pare i ngā whakararu me ngā pātai matawhawhati.

### Hauora

Hononga ki a Ranginui rāua ko Papatūānuku

Ka whakarite i tētahi kaupapa tiaki taiao o te rohe, o te motu, o te ao rānei mai i te tirohanga Māori, mā tētahi rōpū kaitiaki.

Te Marautanga Māori 19/10/2020

# Te Marautanga Māori Year 1–8

## Te Kaupapa

4D Whakaaturanga

Tau 1–2 **Taumata 2**  
**Taumata 1**

Ruku

Tau 3–4 **Taumata 3**

Tau 5–6 **Taumata 4**

Manea. Ka mātakitaki koe i tetahi oho miharo e whakarite ana te rua tekau miniti. Ka whakaritea ngā mahi me ngā whai rawa o te ao ki nga mahi maia a Kupe. Ka

miharo nuitia koe ki ngā mahi takahanga o to tātou tupuna a Kupe.

Hei whakawhanake i ngā tūmomo

tukanga me ōna mōhio ki te huhua o ngā āhuatanga toi, i āna ake mahi toi me tērā o ētahi atu.

Hei whakawhanake i ngā tūmomo

tukanga me ōna mōhio ki te huhua o ngā āhuatanga toi, i āna ake mahi toi me tērā o ētahi atu.

Hei tātari, hei whakaputa i ōna ake

ariā, ki te whai ao ki te ao mārama. Hei tātari, hei whakaputa i ōna ake ariā, ki te whai ao ki te ao mārama.

## Kaupapa matua

Hitori  
Hakoritanga  
Te Oro  
Te Reo Ataata Te Rongo  
Waiata  
Taonga Puoro

Ka tūhura, ka whakawhanake, ka whai mōhiotanga, ka whai māramatanga: ki te whakawhanake i ngā ariā me ngā mātāpuna o te kaitoi; ki ngā tūāhua whakaawe.

Ka tūhura hōhonu, ka rapu mātāpuna

whakahihiri, ka tautohu, ka whai māramatanga: i ētahi ariā whakamahi i te hangarau; hei whakamahi tōtika i ngā taputapu hei whakawhitiwhiti whakaaro; ki te kunenga me te tūhuratanga a ngā kaitoi.

## Toi Ataata Toi Ataata Toi Ataata Toi Ataata

Ka whakawhanake ariā, ka whakamahi, ka whai māramatanga, ka whakawhitiwhiti whakaaro hōhonu: e whakaata mai ana i tōna ūnga ki te whakaputa whakaaro; i ōna pūkenga hei hanga, hei whakawhanake, hei whakawhānui;

ki te tūāhua mahi. Ka whakawhanake ariā, ka tīpako rawa tā, ka whai whakaaro maioha, ka whai māramatanga, ka tau hoki ngā whakaaro: ki tana tūmomo mahi; ki te huhua o ngā huarahi mahi.

## Ngā Mahi a te Rēhia Ngā Mahi a te Rēhia Ngā Mahi a te Rēhia Ngā Mahi a te Rēhia

Ka tūhura, ka whakamahi, ka

whakaatu: i te mokowā me te

hangarau;

i ōna māramatanga ki te mokowā

me te hangarau;  
i ōna mōhiotanga ki te mokowā  
me te hangarau  
Ka tūhura, ka whakamahi, ka  
whakawhanake mōhio,

whakamārama: i tā te tinana me te  
reo whakatau i roto i ngā horopaki  
huhua  
Ka tūhura, ka whakamahi, ka  
ka whakaatu: i te mokowā me te

hangarau;  
i ōna māramatanga ki te mokowā  
me te hangarau;  
i ōna mōhiotanga ki te mokowā  
me te hangarau.

Ka tūhura, ka whakamahi, ka  
whakawhanake mōhio,  
ka whakamārama:  
i tā te tinana me te reo whakatau i  
roto i ngā horopaki huhua.

Ka tūhura, ka whakataurite, ka  
whakaatu: i ngā whānuitanga o te  
puoro; i roto hoki i te  
whakatangitangi puoro takitahi,  
takitini rānei;  
i ōna rangona puoro, māramatanga  
puoro.

Ka tūhura, ka hanga, ka hanga  
ariā, ka whakaatu:  
i ngā horopaki o ngā tūmomo puoro  
me ētahi mahi e hāngai pū ana ki aua  
horopaki.  
Ka tūhura, ka whakahaere  
rangahau, ka whakamātau, ka  
whakaputa whakaaro: i ōna ake

**Toi Puoro Toi Puoro Toi Puoro Toi Puoro**  
tūmanakotanga i roto i te puoro,  
mō ngā mahi puoro hoki; ki āna mahi  
puoro i runga i te mōhio.  
Ka tūhura, ka whakaatu mai, ka  
aromātai whānui: i ngā huarahi  
whakamātau; i ōna pūkenga puoro,  
i āna mahi puoro; i runga i tōna  
matatau, hei

whakamātautanga mā te  
whakaminenga whānui.

Te Marautanga Māori 19/10/2020

# Te Marautanga Māori Year 9–13

## Te Kaupapa

Te Waahi Pāhekoheko

Tau 9 **Taumata 6**  
**Taumata 5**

Toro

Tau 11 **Taumata 7**

Muri mai i te Whare Tapere ka  
arahi to kaiarahi i a koe ki  
waho kia mohio whānui i ngā  
tikanga me ngā kōrero whānui  
o te moana o Hokianga.  
Kahore i konei rawa te nohonga  
a Kupe engari ko tona wehenga  
atu i konei. Ka āhei ngā kura ki  
te mau tonu i ngā haerenga me  
ngā takahitanga, tirohia ngā  
kaupapa kōrero mo ngā take  
maha.

### Kaupapa matua

Hitori  
Haerenga waka

Mahi whakaterere  
Whakapapa  
**Tikanga-ā-iwi**  
Te Ao Hurihuri

Ka whakamārama i ngā  
whakapono me ngā mahi a ngā  
tāngata o mua kua waihanga i  
te porihanga o Aotearoa.

**Hangarau**

Tau 12 **Taumata 8**  
Tau 13

Ngā Āhukatanga o te Hangarau

Ka whakatairanga i ō rātou ake  
whakapono, uara rānei hei otinga:  
\*mō te whānau, te hāpori, te  
hapū, te iwi rānei, ā, ka tūhura i  
te pāpātanga ki ētahi atu ahurea,  
hunga kiritaki hoki.

**Tikanga-ā-iwi**  
Te Whakaritenga Pāpori me te

Ahurea Hītori

Ka whakamārama i ngā āhukatanga  
ahurea me ngā tuku ihotanga o  
tōna ake iwi, me ō ētahi atu iwi  
hoki.

### Hangarau

Ngā Āhukatanga o te Hangarau

Ka āta whakaaro ki ngā uara me ngā  
whakapono kua whakamahia, kia  
mārama ai ngā āhukatanga o te  
otinga kua puta. Me āta whakaaro  
ki:  
ngā mātāpono hangarau;  
te hāngaitanga ki te tangata;  
te pāpātanga ki te taiao;

te pānga i ngā wā e heke mai nei  
**Tikanga-ā-iwi**  
Te Ao Hurihuri

Hītori

Ko ngā āinga me ngā rōpū o mua i  
whakaawe i ngā pūtaketanga me  
ngā otinga o ngā tūāhua o mua e  
whai tikanga ana ki Aotearoa.

He rerekē ngā whakamārama  
a tēnā iwi, a tēnā iwi, mō ngā tūāhua  
e whai tikanga ana ki ngā tāngata o  
Aotearoa.

### Hangarau

Ngā Āhukatanga o te Hangarau

Ka tūhura i ngā momo hangarau ka taea te whakarerekē i roto i ngā āhuatanga o te tangata, me ngā rauropi katoa, pērā i: te whakaōrite whaioranga;

te raweke ira tangata.

### Tikanga-ā-iwi

Te Ao Hurihuri

Hītori

Ko ngā pūtake, ngā otinga me

ngā whakamāramatanga i ngā tūāhua o mua e whai tikanga ana ki Aotearoa nei, he tino pakeke, ā, kei te tautohetia.

E whakaata mai ana ngā tikanga o te wā i ngā āinga pāpori, ngā

āinga ohaoha me ngā āinga tōrangapū hoki.

### Hangarau

Ngā Āhuatanga o te Hangarau

Ka whakawhanake i ngā pūkenga whakahaere mahi kia puta ai he otinga.

Ākonga ake

Kia Mohio ngā Uara o te Ao Māori

Kia Marama ki ngā Uara o te Ao Whānui

**Ngā Mātāpono Whānui** Ko te Ākonga te Pūtake o te Ako Kia Pūmau te Ākonga ki a ia Anō

Kia Eke te Ākonga ki tōna Taumata

Me Mahi Tahī te Kura, te Whānau, te Hapū, te Iwi, me te Hapori

Ko te Oranga Taiao, he Oranga Tangata

**Ngā Uara, Ngā Waiaro** Kia Whanake ngā Uara me ngā Waiaro o te

## NCEA Links

## Secondary Manea

## Footprints of Kupe

Te Marautanga Māori 19/10/2020

Some NCEA units may be explored during the visit. Please notify in advance any particular focus you may have.

## History Performing Arts Tourism Tourism Māori Practices Level 1 Level 1 Level 1 Level 1

AS 91001

Carry out an investigation of an historical event, or place, of significance to New Zealanders.

Demonstrate understanding of an historical event, or place, of significance to New Zealanders.

US 22752

Demonstrate Knowledge and skills of performance components.

US 22753

Demonstrate knowledge of people associated with Māori performing arts.

US 24730

Demonstrate knowledge of the business of

US 17784

Examine and recite appropriate karakia in tourism Māori.

tourism.

## Level 2 Level 2 Level 2 Level 2

AS 91229

Carry out an investigation of an historical

event, or place, of significance to New Zealanders.

AS 91230



Examine an historical event, or place, of significance to New Zealanders.  
US 13359  
Demonstrate knowledge and skills of

moteatea.  
US 13363  
Demonstrate knowledge and skills of waiata-a-ringa.

US 13367  
Demonstrate knowledge and skills of poi.  
US 24728

Demonstrate knowledge of work roles in tourism.  
US 17786  
Explain tikanga in Tourism Māori.

**Level 3 Level 3 Level 3 Level 3**

AS 91435  
Analyse an historical event, or place, of significance to New Zealanders.

AS 91436  
Analyse evidence relating to an historical event of significance to New Zealanders.

New Zealand Curriculum 25/03/21  
US 15020

Perform whakaraka. context.

US 16041  
Perform a Māori performing arts bracket.

US 24733  
Describe and promote a New Zealand tourist destination.

US 17791  
Explain kaitiaki practices in a tourism Māori

## Footprints Waipoua

41 Hokianga Harbour Drive,  
Opononi 0473

Visit Footprints Waipoua for an intimate encounter to learn how these trees are intertwined with the lives of local Māori and the important role they play in the eco-system of the Waipoua Forest.

The local guides take you on a memorable journey through nature's stages of evolution, whilst providing a mythological and interactive interpretation of life in the forest with some of the largest remaining kauri trees in the world.

**Available Tours**

Twilight Encounter

Sites visited Te Matua Ngahere  
Tane Mahuta

Educational Cost \$35 per student 1 x  
Teaching Staff Member  
(free of charge)

Tour Departure Time Flexible  
(subject to availability)

Minimum Pax 2

Maximum Pax 60

Meet Tane

Sites visited Tane Mahuta

Educational Cost \$20 per student 1 x  
Teaching Staff Member  
(free of charge)

Tour Departure Time Flexible  
(subject to availability)

Minimum Pax 5

Maximum Pax 60

**Booking Contact**

E — max@maneafootprints.co.nz P —  
027 553 1041

We cater for small or large groups as  
well as individuals. Enjoy your own  
personal guide  
on a day or night experience of the  
wondrous Waipoua Forest.

## Accommodation offerings Hokianga



**Lighthouse Motel**

45 Hokianga Harbour Drive,  
Opononi, Hokianga, Aotearoa  
New Zealand

+64 9 405 8824  
0800 44 55 77  
info@lighthousemotel.co.nz  
www.lighthousemotel.co.nz

**Opononi Beach Holiday Park**

43 State Highway 12, Opononi,

Hokianga Aotearoa New Zealand

(09) 405 8791  
harrybarlow@xtra.co.nz  
www.opononibeachholidaypark.co.nz

**Heads Hokianga**

334 State Highway 12 Omapere,  
Hokianga Aotearoa New Zealand  
+64 9 405 8737  
reservations@theheadshokianga.  
co.nz  
www.theheadshokianga.co.nz

**Opononi Hotel**

19 State Highway 12, RD 3, Opononi,

Hokianga Aotearoa New Zealand

(+64) 9 405 8858

info@opononihotel.com

www.opononihotel.com

**Copthorne Bay of Islands Marae Accomodation**

1 Tau Henare Drive, Waitangi 0293

Aotearoa, New Zealand

(09) 402 7411

copthorne.bayofislands@millenniumhotel

s.co.nz www.millenniumhotels.com

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