



Pukekura Toroa

A Social Science Programme for
Primary Students at the
Royal Albatross Centre

Programme Booklet for Teachers
2020

Programme Overview

Objective: To understand the importance of Pukekura and Toroa to local Kai Tahu. To view the local of the Pa and see albatrosses in their natural habitat and local resources used by Kai Tahu.

Programme Description: Taiaroa Head, also known as Pukekura, is an important site to Kai Tahu whanui. In addition to being the location of a Pa (fortified village), toroa (albatross) hold spiritual significance and are a symbol of peace. Students have a wonderful opportunity to experience the Maori history of the area through stories and observations. The ancestry is recorded through a beautiful Poutokomanawa (carved by the people of Otakou) and children are told the legend of Tarewai. They discover the significance of the albatross feathers woven in a tukutuku panel. Educational games highlight the use of the local resources and the programme ends with a locally composed waiata.

Time: 2 hours
Age Focus: Years 2-6 (can be adapted for other age groups)
Cost: \$3/student, teachers and parents no charge

Spend the day on Otago Peninsula

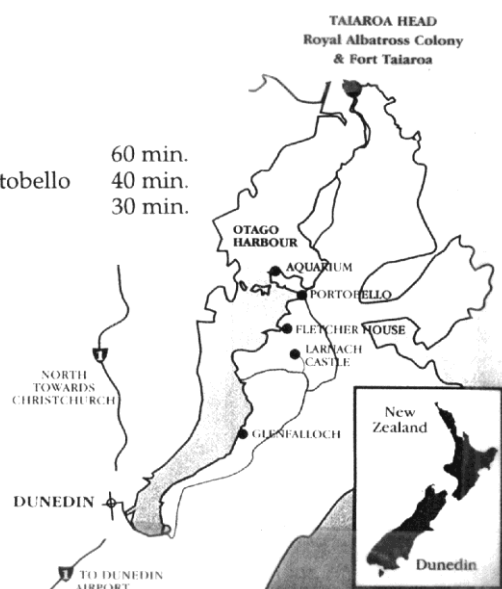
New Zealand Marine Studies Centre:

There are a number of connecting programmes available at the NZ Marine Studies Centre and Aquarium. For programme details and bookings check out www.marine.ac.nz

Location

Travel Times (one way):

Dunedin to the Royal Albatross Centre, Taiaroa Head 60 min.
Dunedin to NZ Marine Studies Centre (Aquarium), Portobello 40 min.
Royal Albatross Centre to NZ Marine Studies Centre 30 min.



Standard Programme Plan:

Time	Group A
-10min	Arrive, meet guide at reception - please arrive 10 minutes early
0 min	Displays (15 min) - Story of Tarawai - Poutokomanawa, Tuku Tuku panels Education Room (15 min) - Intro to how different groups view and use pukekura - Features of Toroa (game)
30 min	Richdale Observatory(30 min) - Viewing of site & wildlife (Northern Royal Albatross, Stewart Island Shags) - Maori language (place names, bird names) - Importance of seabirds to Maori
1.0 hr	Education Room (30 min) - Maori & Timeline game - MaoriResources game - Tarewai game - Kai crossword - Whakapapa crossword - Whai – make toroa with string
1.5 hrs	Education Room (20-30 min) - Waiaata - Wrap-up
2.0 hr	Depart

Curriculum Links and Planning Guide

Social Studies

Achievement Objectives	Specific Learning Outcomes
<p>Strand Achievement Objective Being Assessed</p> <p>How different groups view and use places and the environment</p> <p><i>Te tetiro me te whakamahi a ngā rōpū rerekē I te wāhi me te taiao</i></p>	<p>Students will be able to:</p> <p>Give examples of different views (e.g. spiritual historical, economic, aesthetic, recreational) that people hold about Pukekura Pa.</p> <p>Ka taea te ākonga kite:</p> <p><i>Tauira I ngā tirahanga rerekē a te tangata e pā ana kit e Pukekura Pa</i></p>
<p>Supporting Achievement Objectives</p> <p>How the past is recorded and remembered in different ways.</p> <p><i>Ngā huarahi e taea e te takitahi me te rōpū te urupare kit e panoni</i></p>	<p>Students will be able to:</p> <p>Explain how people's experiences and activities have been recorded in different time and place settings (e.g. through culture, language, technology, art);</p> <p>Ka taea te ākonga kite:</p> <p><i>Tāutu I ngā huarahi e taea ai e te tangata te rapu mōhiotanga e pā ana kit e wā o mua</i></p>
<p>Process</p> <p>Collect, process and communicate information about human society</p> <p><i>Ka whakaaturia e te ākonga ēnei pūkenga mā te kohikohi, te tukatuka me te whakawhiti mō te porihanga tangata</i></p>	<p>Students will be able to:</p> <p>Collect and record information from a range of sources.</p> <p>Process information using appropriate conventions.</p> <p>Ka taea te ākonga kite:</p> <p><i>Te kohikohi me te whakatakato mōhiotanga mai I ngā tūmomo matakitaki</i></p> <p><i>Te tukatuka mōhiotanga mā te whakamahi tikanga hāngai</i></p>

Requirements

Setting(s): New Zealand	New Zealand and Beyond (The Pacific; Europe; Asia; Other; Global).
Perspectives(s): Bicultural	Bicultural; Multicultural; Gender; Current Issues; The Future.

Assessment

- Teacher observation
- Peer Assessment
- Included worksheets
- Self Assessment

Teaching and Learning Activities

Tarewai

- Story – this story is a retelling of the infamous Tarewai and tells of how his trail came about.
 - Share the story with the children
 - Role play
 - Students retell in groups
 - Illustrate
 - Six Point summary
- Game – this game supports the Story of Tarewai's trail and is available in both Te Reo Maori and English. It also reinforces the place names around Pukekura Pa.

Toroa

- Word cards – these cards are provided to assist with the demonstration of the parts of the Toroa. Cards are in Te Reo Maori.
- Waiata – this waiata tells of the journey of the toroa. It also reinforces place names and has accompanying actions.
- Whai – activity cards are provided to show how to make the toroa with string.

Kai

- A crossword activity sheet is provided to look at the traditional food sources available for the maori.

Whakapapa

- A crossword activity sheet is provided to look at the whakapapa in relation to the pou. Children will need to use the Pou explanations as a reference for this activity.

Cross Curricular Links

- English
 - Oral Language ~ Listening - story
~ Speaking - Retelling of story
 - Visual language ~ Viewing / Presenting story
- Science
 - Parts of the Toroa
- Arts
 - Mahi Whai

Tour Guidelines

1. Supervisors

- Ratio of 1 adult to 5 students is required for primary level.
- Role of supervisors is to:
 - ensure that the students act in a responsible manner.
 - assist the students with the activities.
 - keep the noise level down and the group together.

2. Dress warmly

- It is always windy and cold at Taiaroa Head.

3. Arrive 10 Minutes Early

- If you are late, the time of your visit may be cut short as the observatory time is fixed and other tours are scheduled immediately after yours.
- Please allow time for a toilet break before the programme begins.

4. Group Size

- Please note only 25 people are allowed in the observatory at once.
- Please organise your students and adult helpers into groups of 25 or less before arrival.

5. Programme Length

- The programme is 2 hours and 15 min. long (includes 15-30 minutes in the Richdale Observatory).
- Please plan to have morning or afternoon tea before or after the programme (not during).

6. Lunch Areas

- Areas suitable for lunch include:
 - Pilots Beach, just below the head land, is a great place to view fur seals but please do not approach or disturb them.
 - Grassy area to the east of the Royal Albatross Centre.
 - Education Room maybe available if the weather is wet (please check availability with Royal Albatross Centre staff in advance).

Shop and Cafeteria

- Please keep children out of these areas unless they are planning to make a purchase.

7. Observatory

- 8. Please keep students quiet while on the headland and observatory, we are under a permit with the Department of Conservation, the Albatross are sensitive to noise. During September to early November is the sensitive time of year, Albatross sightings are not guaranteed, but we may see birds on land, in flight or both.

No Smoking

- To reduce the fire risk to the colony, smoking is not permitted.

Pre-trip Preparation

In order to ensure that students get the most out of the programme we suggest that some pre- and post-trip work is done in the classroom prior to the visit to the Royal Albatross Centre.

1. Risk Assessment

Review guidelines on the web site and review with trip supervisors.
(www.school.albatross.org.nz/resources_home.html)

2. Pre-trip Activities

Use the activities on the web site and the resources listed to introduce the students to albatross and the Taiaroa headland.

3. Background Information

Review the information provided in this booklet. Further information about albatross and the Taiaroa Headland site can be found on the web site and in the reference list

4. Work Sheets

Programme worksheets are available on web site. Due to limited time during the programme, we suggest that teachers use them to follow up the programme in the classroom.

5. Tour Guidelines

Please review the Tour Guidelines with your students and adult supervisors prior to the trip to the Royal Albatross Centre.

6. Teacher led activities at Taiaroa Head

Extend your visit to Taiaroa Head by exploring the headland. Simple identification guides will help you find other species of birds and mammals that use the headland. Lunch at Pilot's Beach and follow a trail to look at how humans interact with the environment. Laminated copies of activity sheets are available from the Royal Albatross Centre.

7. New Zealand Marine Studies Centre

Combine at the Royal Albatross Centre programme with a visit to the NZ Marine Studies Centre and Aquarium. Spend the morning at the Aquarium and the afternoon with the Albatross or vice versa. The programmes are complementary and together create a unique learning experience for your class.

Resources

Royal Albatross Centre Activity Sheets

(download from www.school.albatross.org.nz/resources_home.html)

PRIMARY

Toroa at Taiaroa Worksheets

These work sheets work well as a classroom follow-up to the Toroa at Taiaroa and Pukekura Toroa Programmes and look at how the Taiaroa Headland site was used by the Maori, Europeans and the seabirds.

Pukekura Place Names

Investigate places of importance to albatross and local Maori and guess their distance from Pukekura.

Create your own Albatross Mask

Colour template to construct an albatross face mask with beak.

Albatross Conservation Cartoon Story - "Yawn the Albatross"

This cartoon has information about the life of an albatross and how our fishing activities are affecting these birds.

Environmental Action Planner - "Tracking our Trash"

This action planner for Teachers gives an example of how students can make the vision to reduce the amount of rubbish going into the sea a reality.

Marine Rubbish Activity - "Tracking our Trash"

This activity takes students a few steps beyond just picking up trash from the local beach. By identifying the type of rubbish they can look at the source, harm rating on wildlife and find out how long it will take to break down in the ocean.

ALL LEVELS

Seabird Solutions Facts Sheets and Lesson Plans

Information about seabirds and conservation issues.

Wildlife Information Guide

Species to look for at Taiaroa Head and information.

English Activity – "Poems about Albatross"

Encourage students to write about the flight observed in a creative way.

Relevant Web Sites

www.school.albatross.org.nz

The education part of the Royal Albatross Centre website. Lots of activities and information to download.

www.albatross.org.nz

The Royal Albatross Centre site - background information on the colony and history of Fort Taiaroa.

www.doc.govt.nz/seabird-resources

Southern Seabird Solutions fact sheets and lesson plans
Excellent resources

www.savethealbatross.net

Save the Albatross campaign by RSPB and Birdlife International.

www.forestandbird.org.nz/what-we-do/campaigns/save-albatross

Facts about the threatened albatross species and information on the campaign to prevent albatross deaths in the fishing industry.

[www.wwf.org.nz/what we do/species/seabirds/](http://www.wwf.org.nz/what_we_do/species/seabirds/)

World Wide Fund for Nature site with information on conservation issues surrounding albatross.

www.oceanwings.co.nz/albatross

A tourism operation in Kaikoura. Has a conservation section and information on what birds (including albatross) can be seen.

www.kcc.org.nz/birds/albatross.asp

Kiwi Conservation Club site with information on albatross and their threats.

Waiata

Toroa

Toroa, Toroa
E rere ana e I te raki e
Whakakopae nei ki Pukekura
Ka whakaahuru a Kai Te Pahi nei e

Toroa, Toroa
E rere ana e I te raki e
Hokinga mai ki Pukekura
Ka whakaahuru a Kai Te Pahi nei e
Hi.

Translation

Albatross, Albatross
Soaring across the sky
They nest at Pukekura
Where Kai Te Pahi made their home

Albatross, Albatross
Soaring across the sky
Return home to Pukekura
Where Kai Te Pahi made their home

Composed by:

Rachel Wesley, Otakou,

Pronunciation

Words Relating to Toroa Dress-Up

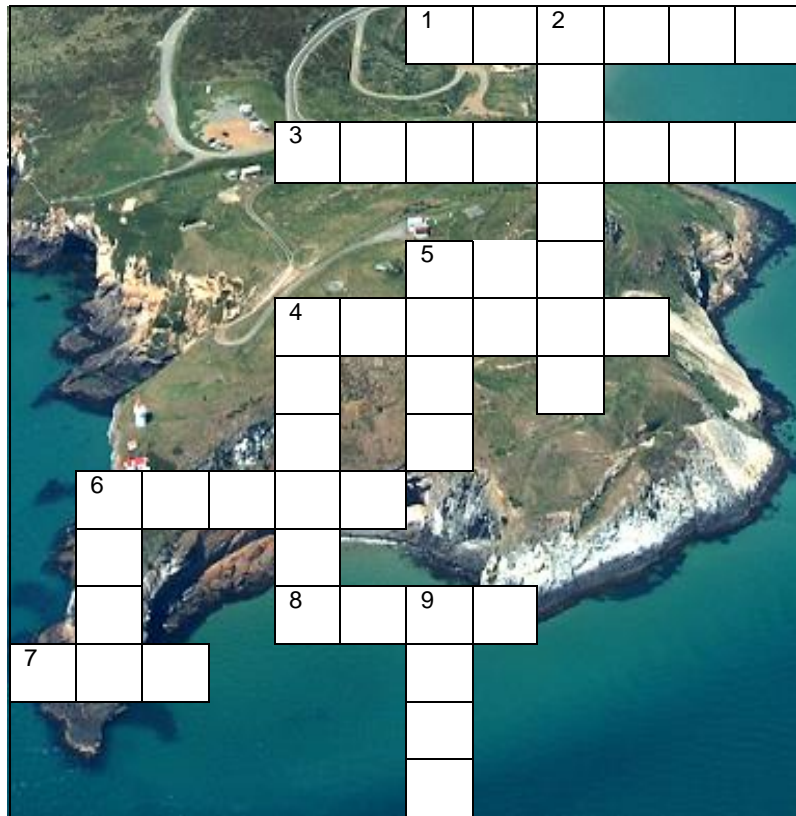
toroa	to ro a	albatross
karu	ka ru	eye
kamo	ka mo	eyelid
ngutu	ngu tu	bill
pongaihu	pong a i hu	nostril
repetote	re pe to te	salt gland
huruhuru	hu ru hu ru	feather
parirau	pa ri ra u	wing
repenoni	re pe no ni	oil gland
huirapa	hu i ra pa	web feet
tohu wae	to hu wa e	leg band

Pronunciation

Frequently Used Words

harakeke	ha ra ke ke	New Zealand flax
hoihō	ho i hō	yellow eyed penguin
hoki	ho ki	to return
Kāi Tahu	Kā i Ta hu	tribal group at Taiaroa Head; displaced Kāti Mamoe
kaimoana	ka i mo a na	seafood
(Honi) Karetai	Ka re ta i	a Kāi Tahu chief; signed the Treaty of Waitangi; father of Kōrako
Kāti Mamoe	Kā ti Ma mo e	tribal group at Taiaroa Head; displaced by Kāi Tahu
Kōrako Karetai	Kō ra ko	last paramount chief of Pukekura; signed the Deed of Otago
Māori	Mā o ri	Māori
Ōtākou	Ō tā kou	name of village near the Otago Harbour
pīkao	pī ka o	golden sand sedge
pīngao	pī ngā o	golden sand sedge
pipi	pi pi	pipi - type of shellfish
poutokomanawa	po u to ko ma na wa	centre ridge pole of a meeting house
Pukekura	Pu ke ku ra	name of the pā site at Taiaroa Head
rimurapa	ri mu ra pa	bull kelp
Taiaroa	Ta i a ro a	a Kāi Tahu chief; signed both Treaty of Waitangi, Deed of Otago
toroa	to ro a	albatross
tuaki	tu a ki	to gut, (fish or birds),
tukutuku	tu ku tu ku	ornamental lattice-work; usually found on walls of meeting houses
Waitaha	Wa i ta ha	tribal group; displaced by Kāti Mamoe
waka	wa ka	canoe, vehicle

Kai - Foods of Taiaroa Head



CLUES

ACROSS

1. seal
3. bull kelp
4. clams
6. albatross
7. oyster
8. mussel

DOWN

2. sea-weed
4. cabbage tree
5. abalone
6. mutton bird
9. sea egg

ANSWERS

ACROSS

1. kekeno
3. rimurapa
4. tuangi
6. toroa
7. tio
8. kuku

DOWN

2. karengo
4. tī kōuka
5. pāua
6. tītī
9. kina

Whakapapa



ANSWERS

Across

1. TUHAWAIKI
4. HAKUIAO
6. TAOKA
12. TE HAU-TAPU-NUI-O-TU
13. KARETAI
14. TAHATU
15. TAREWAI
16. MARU

Down

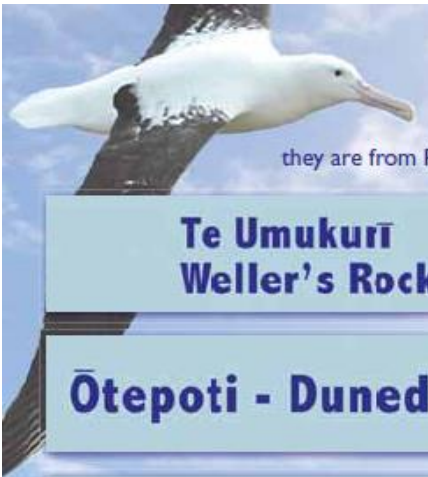
1. TE APARANGI
2. TAHU POTIKI
3. WAITAI
5. IHUTAKARU
7. KORAKO
8. TE WERA
9. KAPO
10. TUKIAUAU
11. POKOHIWI
12. TAIAROA

ACROSS

1. He signed the Treaty wearing gold laced pants
4. The mother of Pokohiwi
6. A half brother of Moki II
12. He arranged for his son to marry Kohuwai
13. A Kai Tahu chief who signed the Treaty
14. An important Otago chief who died in 1835
15. Sits beside Maru on the Pou
16. Tarewai's uncle who brought Moki south to Pukekura

DOWN

1. One of Tarewai's uncles who helped to establish Pukekura Pa
2. He was born on the East Coast of Te-Ika-a-Mau
3. The first known Kai Tahu to land at Pukekura
5. The father of Karetai
7. He signed the Treaty at Otakou with Karetai
8. He left Pukekura and went to stay at Mapoutahi
9. He was killed by Te Wera at Pukekura
10. He sits below Tahu Potiki on the Pou
11. Sits next to Karetai on the Pou
12. A first cousin to Karetai



GUESS THE DISTANCE FROM PUKEKURA AND THE IMPORTANCE OF THE PLACE

INSTRUCTIONS: Draw a line from the places on the left hand side to how far you think they are from Pukekura (Taiaroa Head) and a second line to what you think is the importance of the place on the right hand side.

Place	Distance	Importance
Te Umukurī Weller's Rock	25 km	Where the albatross of Taiaroa Head came from.
Ōtepoti - Dunedin	2.7 km	Māori village on the headland.
Rangipipikāo	9500 km	Where the Scottish settled in 1848.
Ōtākou Marae	700 m	Where the non-breeding albatross of Taiaroa Head migrate to in search of food.
Hiri - Chile	1025 km	Cliff top viewing area – of cultural significance to local Māori.
Whare kāuri - Rekohu Chatham Islands	200 m	Meeting place for local Māori.
Waiwhakaheke	3.3 km	A whaling station and trading post.

Creative 3842

www.school.albatross.org.nz

Toroa at Taiaroa – Student Worksheet Answers

Pukekura (Maori Pa Site - 1750 to mid 1800's)	
Features of Site Why was this site used for a Pa?	3 sides water/cliff, only needed to defend 1 hillside.
Food & Water What did the Maori like to eat and where did they get their food?	Fish, shellfish, birds from beaches and forests.
Shelter What structures were built on the headland? Where were the houses?	Only a Pa was built on the top of the headland. Settlements were found further back from the headland.
Transport Where did the Maori travel to and how did they get there?	By canoe to local fishing grounds and walking to shores/beaches to gather food.
Impact on Site How did the site change during this period?	From non occupied to nomadic visits to small settlements.

Taiaroa Head Signal Station (1920 to present)	
Features of Site Why was a signal station important to this site?	Alerted ships to the dangerous sand bar at harbour entrance.
Food & Water What did the signal men eat and how did they get their food?	Fish, birds, seals, sealions, whales locally and also foods from Dunedin city.
Shelter Where did the signal men live and where were the pilot boats moored?	They lived in a house next to the light house and also houses built on the land side of the headland for shelter and left the pilot boats at Pilots Beach.
Transport Describe what the role of the harbour pilot was.	To lead settlement ships safely into the harbour.
Impact on Site How did the site change during this period?	From sparse settlements to whaling and sealing stations to well established villages.

Toroa at Taiaroa – Student Worksheet Answers cont.

Fort Taiaroa (Defensive Reserve – 1885 to 1945)	
Features of Site Why was this site chosen for a defense reserve?	Overlooked entrance to harbour for incoming ships, only needed to defend 1 direction against land invasion with cannons protecting 3 sea sides.
Food & Water What did the troops eat? Where did their food come from?	Food supplies now come from Dunedin City
Shelter What types of buildings were built on the headland?	Army barracks were built on pilots beach and a parade ground was cleared.
Transport How were the people, equipment and supplies transported to and from the site?	By car, truck and ship.
Impact on Site How did the site change during this period?	From village to army base with restricted access.

Royal Albatross Colony (Wildlife Reserve – 1920 to present)	
Features of Site Why have the albatrosses come here to breed?	Headland is very island like with 3 sides water and a bottleneck connection to land. It is often windy which makes takeoff and landings easier for albatross. Food is available close by.
Food & Water What do albatrosses eat? Where is that food found?	Squid is the main diet with some octopus and fish. The continental shelf is close by, so food is readily available.
Shelter How do the albatross deal with the weather conditions?	They have feathers and a layer of down near the body for insulation, all of which are
Transport Describe how the albatross fly and where they go.	Albatross are gliders, which means that they use the energy of the wind to fly. This Royal Albatross is known to circumnavigate Antarctica, flying from one feeding ground to another.
Impact on Site How has the site changed during this period?	This headland has changed from defence area for the army to wildlife reserve with a very limited access.