

Tirama, Tirama, Matariki...Twinkle, Twinkle, Matariki

Planning by Whakarongo Tauranga, Knighton Normal School

This is a collaborative drama experience designed for tuakana - teina - pēpi (Years 1 - 6). It draws inspiration from and is loosely based on the pukapuka, 'Tirama, Tirama, Matariki...Twinkle, Twinkle, Matariki', written and illustrated by Rebecca Larson. The plan is designed to help tamariki understand the importance and continued relevance of Matariki and Mātauranga Māori in Aotearoa.

***Matariki festivities highlight the tangata whenua view of the world.
They remind us of the cycle of life and natural ways of marking the passing of time.***

[What is Matariki? | Te Papa.](#)

MANA MOTUHAKE CULTURE AND IDENTITY	<p><i>Each of us are unique in different ways.</i></p> <ul style="list-style-type: none"> • I am unique. • I know my strengths, talents, interests and challenges. • I am a citizen of Aotearoa, New Zealand. People around the world have different values and beliefs. • Throughout time, people have told stories to explain natural phenomena and human behaviour. • To better understand ourselves we need to understand and acknowledge the events that have happened before us • The events of Aotearoa's past are part of who we are today <p>Concepts: Identity, celebration, whakapapa, whanaungatanga, expression, tradition, communication, diversity, culture, history, belonging, expression, te reo and tikanga Māori.</p>
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Links to Aotearoa NZ Histories

UNDERSTAND	<ol style="list-style-type: none"> 1. Māori history is the foundational and continuous history of Aotearoa NZ. 2. Colonisation and settlement have been central to Aotearoa NZ's histories for the past 200 years. 3. The course of Aotearoa NZ's history has been shaped by the use of power. 4. Relationships and connections between people and across boundaries have shaped the course of Aotearoa NZ's history.
KNOW	<p><u>Whakapapa me te whanaungatanga</u></p> <ol style="list-style-type: none"> 1. Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival. 2. People in Waikato have come from a variety of places and some retain connections to those places
DO	<p>Matariki is a well known pūrākau that is significant for many pacific peoples including Māori.</p> <p>In relationship to Matariki:</p> <p>End Year 3</p> <ol style="list-style-type: none"> 1. Retell the pūrākau of Matariki and talk about how other people might tell it differently. 2. Use historical & mātauranga Māori sources, to help answer pātai about Matariki. <p>End Year 6</p> <ol style="list-style-type: none"> 1. Retell pūrākau of Matariki in sequence and talk about the importance of each whetū. 2. Share our understandings of Matariki and talk about how other iwi might tell it differently. 3. Use mātauranga Māori sources & historical sources to gather information (evidence) and help answer pātai about Matariki. 4. Identify the attitudes and values that people from the past had about Matariki and talk about whether these have changed over time or remain today.

KEY COMPETENCIES	<ul style="list-style-type: none"> • Thinking – creative, reflective • Relating to others – make connections to different experiences of Matariki within whānau and extended whānau, develop meaningful connections within authentic contexts, • Using language, symbols, and texts – record ideas / words, labels, write/tell stories • Managing self - thoughtful and respectful responses, working with others, sharing equipment • Participating and contributing – Working in an imagined world. Sharing thoughts and feelings
TĀTAIAKO <i>(Culturally responsive actions for teachers)</i>	<ul style="list-style-type: none"> • Ako – Children / whānau encouraged to share experiences of Matariki- multiple perspectives / traditions / values are listened to and welcomed. • Whanaungatanga – Build trust in the group. Support tamariki to welcome whānau into the learning and kōrero about Matariki • Tangata Whenuatanga – Everyone's experience counts. Value and locate tamariki within culturally relevant contexts. • Manaakitanga – Always consider the emotional needs of the group. Take all 'offers' seriously. Respect cultural differences. • Wānanga – Allow opportunities for problem solving *Model Kotahitanga (unity through difference)

NZC Achievement Objectives <i>Opportunities exist for exploration in the following curriculum areas.</i> <i>Teachers will select AO's appropriate to their class based on the tasks completed and children's interest</i>	
Drama L1 - 3 PK , DI, CI	Use techniques and relevant technologies to explore drama elements and conventions. Initiate and develop ideas with others based on experience and imagination to create drama. Share/present and respond to drama. Talk about how they used drama techniques/conventions to create meaning in their own and others' work.
Visual Art L1 - 3 PK , UC, DI, CI	Create artworks (ngā whetū) using a variety of materials, tools, elements and principles of art. Develop ideas, in response to a variety of motivations, observations and imagination. Describe the ideas their own and others' artworks communicate.
Literacy L1 -3 Purposes & Audiences Ideas Language Features	Share the story of Matariki using words, symbols and actions suitable for the audience. Choose words and symbols to represent each whetū of the Matariki cluster. Use stories from different sources to develop a broader understanding of Matariki Use oral, written and visual language features to tell the story of Matariki in a way that feels right for them as the author
Te Reo Māori	Introduce and use kupu for concepts such as counting - forwards / backwards to tekau (10), kai, colours, animals found in roto/awa/moana, actions (e.g. kaukau), huarere (weather), planets
Assessment opportunities will vary depending on the curriculum tasks chosen and where the teacher chooses to do their deliberate acts of teaching. Some possibilities include: <ul style="list-style-type: none"> • Learning story (as mentioned earlier) can include OTJs on individual, group and whole class achievements • Formative feedback on samples of children's writing in and out of role • Peer and self assessment on key competencies / learning dispositions • Specific Learning intentions and associated assessments can be developed based on achievement objectives listed above <p>The teacher should also be prepared for unanticipated learning to arise</p>	



Tīrama, Tīrama, Matariki...Twinkle, Twinkle, Matariki

Written and illustrated by Rebecca Larsen

Planning by Whakarongo Tauranga

Drama phases	Whakaako and kōrero (teaching and talking/script)	Purpose - in story / imagined world	Purpose - curriculum learning
<p>Set up imagined world: elements of drama</p> <ol style="list-style-type: none"> 1. Role 2. Time & space 3. Action 4. Tension 5. Focus 	<p>Have a waka ātea drawn on a large piece of paper - ready to roll out in front of tamariki, along with cut outs of pūkeko, kiwi and hoiho.</p> <p>Kaiako: <i>“Gather round tamariki - noho porowhita tātou. I thought we might all make a story together - tuakana, teina & pēpi. This is a way for us to learn about Matariki. Kia timata tātou - let’s begin”</i></p> <p><u>Kaiako as narrator :</u> <i>(Reveal the cut outs and speak the following lines from the pukapuka) Pūkeko, Kiwi and Hoiho wanted to fly very high. Further than any bird ever before, past the clouds and the moon in the sky.</i></p> <p><u>Kaiako in role as Kiwi:</u> <i>Once, long ago Tānehokahoka - guardian of the birds asked for someone to give up their wings, to live on the ground and protect the tree roots from ravaging insects. I gladly sacrificed my wings and lived in darkness so that the great trees would live and thrive but I’ve always wanted to fly among the stars just once. When I was little I remember my great koro telling me the story of Matariki that was told to him by his tūpuna but as time passed I couldn’t remember the names of ngā whetū - the stars or what they represented. Will you come with my friends and I to visit the stars and help us learn all about Matariki? Kei te pirangi koutou te haere ngātahi ki te kahui whetū hei kimi mātauranga e pā ana ki a Matariki?</i></p> <p>Ask pātai of individual tamariki - <i>“Will you come and help us?”</i></p>	<p>Introduce Pūkeko, kiwi & hoiho.</p>	<p>Kōrero / speaking & whakarongo / listening skills</p>
<p>Hooking attention & introduce roles</p>			
<p>Introduce setting</p>			<p>KC- Thinking</p> <ul style="list-style-type: none"> ● Inference ● Prediction
<p>Build investment</p>	<p>Once, long ago Tānehokahoka - guardian of the birds asked for someone to give up their wings, to live on the ground and protect the tree roots from ravaging insects. I gladly sacrificed my wings and lived in darkness so that the great trees would live and thrive but I’ve always wanted to fly among the stars just once. When I was little I remember my great koro telling me the story of Matariki that was told to him by his tūpuna but as time passed I couldn’t remember the names of ngā whetū - the stars or what they represented. Will you come with my friends and I to visit the stars and help us learn all about Matariki? Kei te pirangi koutou te haere ngātahi ki te kahui whetū hei kimi mātauranga e pā ana ki a Matariki?</p> <p>Ask pātai of individual tamariki - <i>“Will you come and help us?”</i></p> <p>Slowly roll out the waka ātea... (reveal)</p> <p><u>Kaiako as facilitator</u> He pātai - <i>“What do you make of this?”</i> After a while say, <i>“He waka ātea tenei”</i> In our story, this waka ātea can travel among the stars - ngā whetū. Kaiako draws a single simple star onto the image. Would anyone like to take this pen and draw a whetū - a star onto our pikitia for our waka ātea to fly among? Offer pen to one tamaiti, slowly encourage tamariki a few at a time to add a star.</p>	<p>Build imagined world</p> <p>Introduce kupu - waka ātea whetū</p>	<p>Visual language</p> <p>Bruner: Iconic & symbolic</p>

Reintroduce roles	<p><u>Kaiako as narrator</u> :</p> <p><i>Repeat...Pūkeko, Kiwi and Hoiho wanted to fly very high. Further than any bird ever before, past the clouds and the moon in the sky.</i></p> <p><i>They built a waka ātea to zoom through space to the stars - ngā whetū. Then climbing aboard, they said “Mā te wā!” and counted down for the big blast.</i></p>		
Building belief	<p><u>Kaiako as facilitator</u> - invitational language (opportunity for tuakana to support teina and pēpi in the drama)</p> <p>Let's all be Pūkeko, Kiwi and Hoiho climbing into their waka ātea.</p> <p>Pūkeko with his long red spindly legs - lifting them high as he climbs each step</p> <p>Hoiho with his waddy flipper feet - waddle, flap, peke (jump) - waddle, flap, peke (jump)</p> <p>Kiwi with her strong, powerful legs jumps 2 steps at a time</p> <p>E hoa ma, e noho tātou - settle into our seats, seatbelts on - click</p> <p>The countdown begins - Tekau, iwa, waru, whitu, ono, rima, whā, toru, rua, tahi... Tukuna! Blast off!</p> <p>Kaiako draws tamariki into the imagined world by pointing out things that can be seen through the windows of the waka ātea - waving goodbye to Papatūānuku, saying hello to Ranginui - Tēnā koe Ranginui, waving to Marama seeing ngā whetū but no Matariki...</p>	Continue to build belief in the imagined world of our story.	KC's Thinking - creative R to O ULST MS - working with others P & C - in imagined world
Introduce tension Foreshadow task	<p><u>Kaiako as narrator</u></p> <p><i>Even though the explorers looked for a long time, they could not find Matariki or her children so they decided to head home to talk to their elders, read pukapuka and listen to pūrakau and waiata about Matariki before trying again.</i></p>		
Powerful positioning of ākonga as 'one who helps'	<p><u>Kaiako as facilitator</u></p> <p>It seems like Kiwi, Pūkeko and Hoiho didn't have much luck. Let's listen in and see what Kiwi has to say...</p> <p><u>Kaiako in role as Kiwi:</u></p> <p><i>Oh (sighs) I remember some of the stories told to me by my tūpuna but it's all jumbled up in my memory and some parts of the story are missing. I know that Matariki has some children who are all very special but I can't remember their names and I know that at least one of Matariki's children had something to do with kai or was it wishes or... (shakes her head) if only I had a way to remember the stories of Matariki... Oooh I know, would you make me a star guide to help me remember and then I could show Pūkeko and Hoiho? (Gain agreement from tamariki)</i></p> <p><i>Kiwi yawns - The sun's coming up and I'm very sleepy. If I come back after my moe (nap), will you share with me what you learned about Matariki? You will...okay kia ora e hoa ma, thank you. See you when I wake up.</i></p> <p>Pause to check understanding - explore possibilities - what is Kiwi asking us to do? What do we know already?</p>	<p>Enlist help from tamariki.</p> <p>Introduce task</p> <p>Gain agreement</p> <p>Teacher compass - Quadrant 1 - explore</p>	<p>Kōrero / speaking & whakarongo / listening skills</p> <p><u>KC's</u></p> <ul style="list-style-type: none"> ● Thinking ● R to O ● ULST ● MS ● P & C

	<p>Kaiako as facilitator</p> <p>It seems like Kiwi and her friends Pūkeko and Hoiho really need our help if they're going to find out about Matariki and her children. I know a waiata about Matariki that might help us learn the names of ngā whetū. Shall we sing it together?</p> <p>Sing waiata as a rōpū -</p> <p>Tainui - 7 stars  Matariki Waiata (Song)</p> <p>Other iwi 9 stars -  Ngā Whetū o Matariki</p> <p>Did anyone hear the names of Matariki and her children?</p> <p><i>(Write names on the board - listen to waiata again if needed: Matariki, Pōhutukawa, Waiti, Waitā, Waipuna-ā-rangi, Tupuānuku, Tupuārangi, Ururangi, and Hiwa-i-te-rangi.)</i></p> <p>E hia ngā whetū o Matariki? How many stars were named?</p> <p>In recognition of mana whenua, it is important to know that Tainui have their own narrative of Matariki and mention only 7 stars. Tainui star lore shines through Matariki Stuff.co.nz Please watch this first 😊</p> <p>Let's break into groups and each rōpū/group could find out about one of the Matariki whetū?</p> <p>Over there are some pukapuka we can use and if we all work together I'm sure we could find out a lot about Matariki to share with Kiwi before she wakes up.</p>	<p>Teacher compass</p> <p>Quadrant 2: Narrow focus.</p> <p><i>Provide some information - parsimony (enough to get started without telling tamariki everything)</i></p> <p>Teacher compass</p> <p>Quadrant 3: tell</p> <p><i>Provide facts, information that can't be changed without consequence</i></p>	<p>Kōrero / speaking & whakarongo / listening skills</p> <p><u>KC's</u></p> <ul style="list-style-type: none"> • Thinking • ULST • P & C <p>Link to KNOW idea 1 & 2</p> <p><i>Whakapapa me te whanaungatanga</i></p>
<p>Inquiry and curiosity phase - exploring and developing whakaaro.</p> <p>Teacher compass</p>	<p>Possible tasks - kaiako can choose how they proceed. More or less drama can be added as needed or wanted. Below are some suggestions that could be used or you may wish to adapt or choose your own learning tasks to fit with the specific ako you have chosen for your vertical group.</p> <ul style="list-style-type: none"> • Create 7 / 9 star cutouts - tamariki work in groups or together to fill each star with its name and pikitia that relate to the meaning of that whetū. Older tamariki can add stories about each whetū if they like. Arrange the whetū so they hang from the ceiling, with each rōpū sitting underneath their whetū (or they can hold their star). When Kiwi wakes up, she climbs aboard her waka ātea with Pūkeko and Hoiho and as they pass each whetū, the tamariki share their name and meaning. When Kiwi returns she thanks everyone for helping her learn the names and stories of Matariki. • After tamariki have learned about each star, you could add a drama element by using Heathcote's 5 levels of meaning making [Action, Motivation, Investment, Models, Values] Tamariki could be one of the nine stars and Kiwi could ask as she passes by in her waka ātea... What are you doing? Why are you doing this? How did you learn to do this? Why is this important to you?) 	<p>Teacher compass</p> <p>Quadrant 4: consolidate ideas</p> <p>You could cycle through the Teacher Compass inquiry stages multiple times in this section depending on the activities you and your tamariki choose to explore.</p>	<p>The tasks you choose will dictate the NZC AO's that will apply.</p>

	<ul style="list-style-type: none"> • Make a star guide video on seesaw for each star • Retell the story of Matariki using star puppets • Learn waiata about Matariki. Learn the actions that accompany the words or make your own. • Draw pictures of the Matariki star cluster and label them in te reo Māori • Use this information Matariki_ words by Kirsten Parkinson & Kitty Brown to create a mix and match. Once tamariki understand the special qualities of each whetū, kaiako could encourage some action (being) in a number of ways such as creating a tableau to tell the story of Matariki and her children or using a picture book and reading up to the point of some action. • Use the teacher compass tool to help tamariki explore pūrakau about Matariki. You could start with an image as an initial motivation to explore and offer ideas. Some can be found here: The legend of Matariki and the six sisters Te Papa but there are others available online and in pukapuka. • Investigate traditional navigation using the teacher compass tool. This resource could be useful: Matariki and Navigation LEARNZ • Invite kaumatua / whānau from your class to talk with tamariki about their memories of Matariki from their childhood. What were their family traditions, ways of celebrating. Encourage tamariki to work together to come up with 5 pātai to ask the manuhiri - encourage open ended pātai. • Other communities also have stories about Matariki. Different groups of people view Matariki differently and have different names for the same cluster of stars. Investigate Matariki stories from other cultures. 	<p><i>There are several conventions that kaiako could use during this phase to encourage further exploration and deepen the learning e.g. spoken thoughts & Heathcote's 5 levels of meaning making, hot seating etc</i></p> <p>Retelling the story of Matariki in new ways as we explore, expand and consolidate our knowledge & thinking.</p>	
Sharing the ako with Kiwi - what we learned.	<p><u>Kaiako in role as Kiwi - she returns</u></p> <p>"Kia ora e hoa ma, I had such a wonderful moe (sleep) and I can't wait to hear all about Matariki. Is it okay if I ask pātai (questions) along the way. Sometimes my brain needs help to understand."</p> <p>Possibilities are endless here... I've suggested two :-)</p> <ul style="list-style-type: none"> • Kiwi, Pūkeko and Hoiho, hop back into their waka ātea and travel around ngā whetu - the tamariki are in role as whetū and they share who they are and what they represent with Kiwi and her friends. • Kiwi has a kōrero first with the tamariki about each of their whetū, before she waves goodbye, hops in her waka ātea and heads off to visit Matariki. 	Share learning / accountability	

<p>Close the story</p>	<p>The tasks you have chosen will dictate the way in which you close the imagined world. I have written a possible example below.</p> <p><u>6 Dimensions of Dramatic Imagination</u> sound/silence, light/dark, movement/stillness</p> <p><i>As the day drew to a close, Kiwi thought about all the things her new friends had taught her about Matariki and how important it was to Te Ao Māori. She had learned that the rise of Matariki signalled the new year and that all the whetū in the star cluster helped Papatūānuku to prepare for the year to come, using their unique qualities or gifts to bring mauri to her different environments. Kiwi had also learned that Matariki and her tamariki spent time with their kuia learning new skills and gaining new knowledge from her, which they guarded and passed on to others. As Kiwi looked around, her heart was full.</i></p> <p><i>Papatūānuku lay silent and still. Even ngā tamariki o Tane Mahuta - god of the forest, the manu (birds) of the ngāhere, were sound asleep high up in the branches of the tallest trees. The warm shadows on the forest floor were broken by the silver light of Te Marama - the moon as she danced and twirled among the leaves blown by Tāwhirimātea - god of the wind, into a small clearing deep in the bush. Kiwi looked up to the heavens and Ranginui the sky father and let out a deep sigh of satisfaction as she watched Matariki and her tamariki rise in the night sky.</i></p>	<p>Close the story in the imagined world.</p>	
<p>Reflection Critical Literacy</p>	<p>BIG IDEA:Māori history is the foundational and continuous history of Aotearoa NZ. <u>Whakapapa me te whanaungatanga</u></p> <ul style="list-style-type: none"> • Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival. • People in Waikato have come from a variety of places and some retain connections to those places <p>This can be focused on the big ideas, the way in which the learning occurred, points of view that were not explored... some possible pātai are listed below</p> <p>Reflection in role</p> <ul style="list-style-type: none"> • In groups tamariki could create a five word poem that summarises <ul style="list-style-type: none"> ◦ How they feel about Matariki now ◦ Tainui perspective on Matariki ◦ Why Matariki is important for all of Aotearoa <p>If each group memorises their five words and shares them back, the spoken word poems can be arranged to create a whole class performance.</p>		

Reflection out of role

- Discussion on what we learned and HOW we learned together.
- Critical literacy reflections:

In Aotearoa, for many years, Matariki was only acknowledged and celebrated by a small number of NZ'ers. Now, Matariki is officially a public holiday in Aotearoa. What does this tell us about Aotearoa today and the importance of Matariki for all NZ'ers?

What did we learn about how stories are shared and remembered in different communities?

How might you celebrate Matariki this year?

If you could tell someone who is new to Aotearoa about why Matariki is important for all NZ'ers and people who choose to live here in Aotearoa, what would you tell them?

Some information sources to share with tamariki - either website or printed snippets of info

[What is Matariki? | Te Papa](#)

[Matariki star facts | Te Papa](#)

[The Nine Stars of Matariki | Tamaki Māori Village](#)

[Environment Aotearoa 2022 – introduction](#) (This site also has a link to [The Matariki star cluster – Science Learning Hub](#))

▶ Te Iwa o Matariki

▶ What do the stars in Matariki mean? - The introduction to this video offers the perspective that the '7 sisters narrative' is a story that is Greek and does not come from Aotearoa. The information provided is clear and easy to listen to and references mahi by Dr Rangi Matamua. This could be used as a comparison to stories from Tainui.

▶ Matariki Te Whetū o te Tau | Dr Rangi Matamua and Living by the Stars & CORE Education

At 2:20 there is an animation of how Matariki got its name. - Please watch it first before deciding to show little people.

▶ The Story of Matariki in Aotearoa | Māori New Year

[Matariki Resources](#)(Hamilton City Libraries)

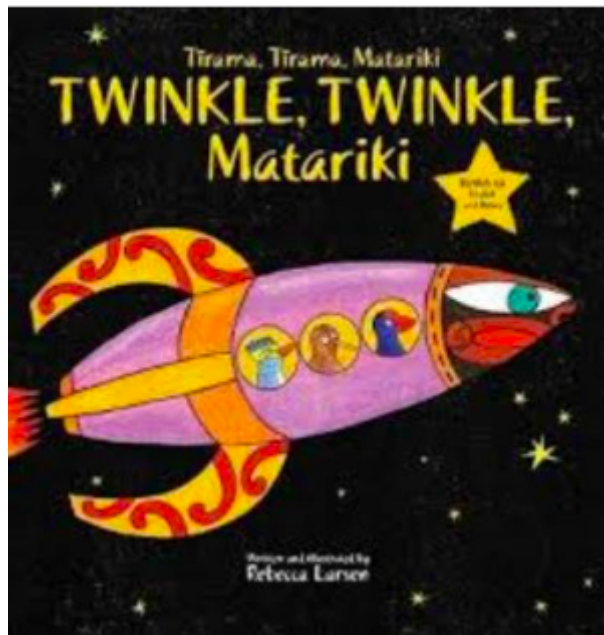
Waiata

▶ He waiata Matariki

▶ Rahera Davies - Matariki

▶ Matariki Macarena





Pukeko
Lives in the swamp.



Kiwi
Lives in the forest.



Hoiho
Lives by the shore.



Matariki
The star that represents hope, reflection and connection to our environment and the coming together of people.



Waiti
The star that represents all fresh water (lakes, rivers) and food sources from them.



Waita
The star that represents the ocean and food sources from within it.



Waipuna-a-rangi
The star that represents rain.



Ururangi
The star that represents the winds.



Tupu-a-nuku
The star that represents everything that grows within the soil for food.



Tupu-a-rangi
The star that represents everything that grows on or lives in trees; fruits, berries, and birds.



Hiwa-i-te-rangi
The star associated with granting our wishes, and realising our aspirations for the coming year.



Pōhutukawa
The star that represents our loved ones who have passed on.