

Nesian Narratives Toolkit

Voyage 1: Consent Aotearoa New Zealand



A Pacific-Led Educational Resource for Kaiako Supporting Identity and Wellbeing of Tamariki Aged 4-5 in Early Childhood Education (ECE) Settings across Aotearoa New Zealand.

Citation and Acknowledgements

Citation

Veukiso-Ulugia, A., Mizziebo, A., Ah Mann, A., & Roberts, M. (2025). *Nesian Narratives Toolkit. Voyage 1: Consent – Aotearoa New Zealand. A Pacific-Led Educational Resource for Kaiako Supporting Identity and Wellbeing of Tamariki Aged 4-5 in Early Childhood Education (ECE) Settings across Aotearoa New Zealand*. Moana Connect and The University of Auckland.

Acknowledgements

Fa'afetai, Fakaau lahi, Malo 'aupito, Thank you to everyone who has contributed to the Nesian Narratives project. Your insights, support, and commitment have been invaluable in shaping this work. We gratefully acknowledge funding from the Health Research Council of New Zealand (HRC), and support from the School of Curriculum and Pedagogy – Faculty of Arts and Education, and Fofonga Pacific Research Excellence.

Special thanks to the Nesian Narratives Expert Advisory Group: Professor Katie Fitzpatrick, Professor Damon Salesa, Dr Jacinta Fa'alili-Fidow, and Dr Amio Matenga-Ikihele, whose wisdom and support deeply inspired and motivated us throughout this journey.

Funding

The Nesian Narratives research project was conducted during tenure of a Pacific Health Research Postdoctoral Fellowship from the Health Research Council of New Zealand.

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Nesian Narratives Toolkit

Voyage 1: Consent

Aotearoa New Zealand

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1. About this topic

Every journey begins with a first step, and in our space, that journey is about connecting, discovering, and growing—not just with new places, but with ourselves and each other. In this voyage we meet Māui, a well-known figure in Māori mythology and Aotearoa storytelling, symbolising exploration, curiosity, and perseverance.

Māui's Voyage is the starting point, setting the tone for building strong relationships, understanding consent, and recognising the values that guide us. Just as Māui used his wit, resilience, and teamwork to navigate challenges, tamariki will learn how to respect and look after one another on their own journey. Central to this learning is the concept of consent—understanding how to seek permission, listen actively, and ensure that all interactions are based on mutual trust and respect. Through whakapapa and pepeha, tamariki will explore their identity, where they come from, and the connections they hold, reinforcing the importance of respecting both personal boundaries and collective responsibilities.

2. Learning Outcomes

Over time and with guidance and encouragement, tamariki will become increasingly capable of:

1. Exploring and sharing fascinating facts about Aotearoa New Zealand, including Māui the demigod and his legendary feats, and Maui the dolphin.
2. Exploring culture, consent, and relationships, including pepeha, respectful connections, and stories of travel and movement.

3. Curriculum Planning

1. Learning and sharing fascinating facts about Aotearoa New Zealand

Principle:	Empowerment Whakamana
Strand:	Belonging Mana Whenua
Goal:	Tamariki develop a sense of belonging and connection to their environment by exploring significant places, the people, histories, and facts about Aotearoa New Zealand.
Objective:	Tamariki will learn through curiosity and inquiry, exploring, sharing, and develop knowledge about their surroundings, strengthening their connection to whenua, whakapapa, and culture.

Planned Learning Experience:

- a) Meeting Māui and learning about his legendary feats – Storytelling & Role Play
- b) Kupe’s travels around Aotearoa
- c) Maui Dolphin Conservation - Art & Science Exploration

2. Exploring Culture, Consent, and Relationships: Learning Respectful Ways of Being Together

Principle:	Empowerment Whakamana
Strand:	Contribution Mana tangata
Goal:	Tamariki will learn that consent is a form of respect and care, by exploring tikanga and pōwhiri—understanding how to ask for permission, honour boundaries, and participate in culturally grounded practices.
Objective:	Tamariki will learn about consent by exploring tikanga and pōwhiri—understanding how to ask for permission, show respect, and care for others.

Planned Learning Experience

- a) Understanding and Respecting Marae Tikanga: The Pōwhiri Process
- b) My Pepeha - Exploring Identity & Connections
- c) Maui and the Principles of Consent – Storytelling & Role Play
- d) Respectful Travel: Knowing When and How to Ask for Consent
- e) Journey Together: Respecting Consent in Pacific shared experiences

4. Connections to Curriculum

The topic of consent aligns closely with *Te Whāriki* and *Tapasā*. *Te Whāriki*, the early childhood curriculum, promotes respectful relationships, empowerment, and holistic development. *Tapasā*, a framework for Pacific cultural competencies, emphasises identity, relationality, and culturally safe practices—key foundations for teaching consent in meaningful and inclusive ways (Ministry of Education, 2017; Ministry of Education, 2018).

1. Exploring Aotearoa New Zealand’s Culture, History, and Values

Te Whāriki: Supports tamariki in developing a sense of belonging and understanding of their place in Aotearoa, reinforcing the importance of respecting cultural spaces like marae.

Tapasā: Encourages kaiako to foster awareness of diverse identities and cultural values, ensuring tamariki understand the significance of consent in shared spaces and relationships.

2. Learning About Māui and Environmental Stewardship

Te Whāriki: Promotes exploration and inquiry, allowing tamariki to engage with stories that highlight responsibility and respect—key aspects of consent.

Tapasā: Strengthens connections between Pacific and Māori narratives, helping tamaiti understand consent through the lens of stewardship and collective responsibility.

3. Understanding Consent Through Learning Pepeha and Whakapapa

Te Whāriki: Recognises the importance of identity and relationships, teaching tamariki that consent is foundational in how they connect with their whakapapa and community.

Tapasā: Encourages respectful and collaborative relationships, reinforcing that consent is essential in interactions within Pacific and Māori communities.

4. Exploring Consent in Travel and Movement

Te Whāriki: Supports tamariki in developing awareness of rules and processes, helping them understand how consent applies to movement and personal boundaries.

Tapasā: Highlights the importance of navigating systems with respect, ensuring tamaiti recognise consent in global contexts, such as travel and migration.

5. Assessment and Evaluation

Kaiako can record and track tamariki's understanding of Consent using a range of methods aligned with *Te Whāriki*. These methods include, but are not limited to:

- Observations
- Learning stories
- Group discussions
- Portfolio/diary entries
- Child-friendly self-assessment
- Quizzes (e.g., on iPad)
- Group projects and presentations
- Parent and whānau feedback

6. Essential Facts for Kaiako

Here are some useful facts for kaiako to support tamariki's understanding of consent. It's important to approach this in ways that reflect each tamaiti's level of understanding and interest, while honouring cultural and ethical values. For more context specific to Aotearoa New Zealand, see [Section 10: Island Nation Spotlight](#).

Understanding Consent for Young Learners

- **Consent is about respect and boundaries**
– Tamariki should learn that asking for and receiving permission is a fundamental part of relationships.
- **Consent applies to everyday interactions**
– Whether it's sharing, hugging, or playing, tamariki should understand that they have the right to say "āe"/yes or "kao"/no.
- **Cultural perspectives matter** – Similar to many other cultures, consent is deeply embedded in Māori and Pacific values, including collective responsibility and respect for others.

Connections to Learning Outcomes

1. Exploring Aotearoa New Zealand's Culture and Values

- Learning about marae and cultural spaces reinforces the importance of knowing and respecting protocols and seeking permission before entering or participating.
- Tamariki can learn that consent is about acknowledging the significance of shared spaces and traditions.

2. Māui and Environmental Stewardship

- Māui's legendary feats provide a lens for discussing responsibility—his actions often required negotiation and respect for others.
- The story of Māui the dolphin connects consent to environmental care, teaching tamaiti that stewardship involves respecting nature and making ethical choices.

3. Pepeha and Identity

- Through learning their pepeha, tamariki come to understand their connections to people and places, reinforcing that consent is a key value in relationships.
- Understanding whakapapa helps tamariki see that consent is about mutual respect and acknowledging the importance of their place in the world.

4. Consent in Travel and Movement

- Learning about passports and airport procedures through stories introduces tamaiti to the idea that movement requires permission and adherence to rules.
- This helps them grasp that consent applies to personal boundaries, safety, and respecting others' spaces.

Teaching Strategies

- **Use storytelling** – Traditional narratives like Māui's adventures can illustrate consent in relatable ways.
- **Encourage role-playing** – Activities where tamariki practise asking for permission reinforce the concept.
- **Model respectful interactions** – Kaiako should demonstrate consent in daily interactions, showing tamariki how to seek and respect boundaries.

7. Information to share with Parents and Caregivers

Supporting Your Child's Learning About Consent and Connection

In this voyage, we introduce tamariki to Māui, a well-known figure in Māori mythology and Aotearoa storytelling, who represents exploration, curiosity, and perseverance. His stories help set the tone for building strong relationships, understanding consent, and recognising the values

that guide us. A key focus of this learning is consent—helping tamariki understand how to seek permission, listen actively, and ensure that all interactions are based on mutual trust and respect.

Family Contribution

You play a vital role in supporting this learning outside of the ECE setting. Here are some ways to continue the learning journey at home:

- **Understanding Consent in Daily Life:** Talk to your child about asking permission before engaging with others—whether it's borrowing a toy, giving hugs, or joining in a game.
- **Storytelling and Discussion:** Share stories (e.g., books or online video stories) about Māui and discuss his qualities. Ask your child what they can learn from his way of solving problems and teamwork.
- **Pepeha and Whakapapa:** Explore your own family whakapapa and help your child develop their pepeha. This fosters a sense of belonging and connection.
- **Role-Playing and Games:** Encourage your child to practice consent through role-playing activities, such as asking permission before taking turns in a game.
- **Exploring Travel and Boundaries:** Play pretend travel scenarios where your child “uses a passport” to enter different spaces, helping them understand respect for boundaries in real-world settings.

8. Professional Development

To build confidence in teaching Māui's Voyage, ECE kaiako can explore professional development in several areas. Strengthening cultural competency through [Tātaiako](#) and *Te Whāriki* enhances understanding of Māori pedagogy, while storytelling workshops help integrate pūrākau and pepeha into learning. Consent education workshops provide strategies for teaching personal boundaries and respect in age-appropriate ways. Environmental education, including Māui Dolphin conservation, fosters awareness of stewardship and collective responsibility.

Educators can also explore global citizenship learning, incorporating travel concepts like passports and airport procedures into engaging lessons. Webinars from the [Teaching Council of Aotearoa New Zealand](#) offer valuable support for ongoing professional growth. Refer to [Section 11: Additional Resources](#) for more information.

9. Health, Safety and Quality Practice

Creating a safe and supportive environment in early childhood education (ECE) is essential, especially when integrating Māui's Voyage into learning. In Aotearoa New Zealand, kaiako follow key health and safety guidelines to ensure tamariki can explore, connect, and grow with confidence. These guidelines cover areas such as consent, child protection, emergency preparedness, hygiene, and travel safety. Below is a list of relevant health and safety considerations to help educators foster a secure and enriching learning experience.

1. General Health & Safety Standards

Regulation 46 of the Education (Early Childhood Services) Regulations 2008 outlines essential health and safety requirements, including accident prevention, infection control, and maintaining safe premises.

Hazard and risk management ensures that learning environments are free from dangers such as unsafe equipment, poisonous plants, and water hazards.

2. Consent & Child Protection

Child protection policies require ECE services to have documented procedures for identifying and responding to suspected child abuse, aligning with Oranga Tamariki and New Zealand Police guidelines.

Respecting personal boundaries—ensuring tamariki understand consent in interactions with peers and educators.

3. Emergency Preparedness

Fire, earthquake, and emergency procedures must be consistent with national Civil Defence guidelines.

Excursion safety - ensuring parental permission, risk assessments, and safe travel practices when exploring places like marae or conservation sites.

4. Hygiene & Wellbeing

Food safety and hygiene - maintaining records of all food served and ensuring safe handling.

Sleep monitoring - documenting sleep routines and ensuring tamariki rest in safe environments.

5. Travel & Environmental Awareness

Excursion policies—covering safety measures for outings related to Māui's Voyage, such as exploring cultural sites or learning about environmental stewardship.

Māui Dolphin conservation—integrating environmental safety into learning experiences.

10. Island Nation Spotlight:

Key facts about Aotearoa

1. Host / Guide

In Aotearoa, one of the prominent mythical figures is **Maui**. Maui is a legendary figure known for his cleverness and adventurous spirit.

One of the most famous stories about him is how he fished up the North Island of New Zealand, known as Te Ika-a-Maui (the fish of Maui).

2. Animal/puppet

Māui dolphins are a taonga (treasure) to the Māori people and are known for their distinctive rounded dorsal fins and small size, reaching less than 1.7 meters in length.

Dolphins have a special connection to Aotearoa (New Zealand), particularly through the Māui dolphin, which is one of the world's rarest and smallest dolphins.

3. Landmarks

- **Waitangi Treaty Grounds:** This is where the Treaty of Waitangi was signed in 1840, marking the foundation of New Zealand as a bicultural nation. The grounds include the Treaty House, Te Whare Rūnanga (a carved Māori meeting house), and Ngātokimatawhaorua (a large ceremonial waka/canoe).
- **Manea Footprints of Kupe:** Located in Hokianga, this cultural and heritage centre tells the story of Kupe, the legendary Polynesian navigator who is said to have discovered Aotearoa.
- **Tongariro Alpine Crossing:** One of the best one-day hikes in the world, featuring volcanic landscapes and emerald lakes.
- **Waitomo Glowworm Caves:** These caves are illuminated by thousands of glowworms, creating a magical underground experience.

4. Famous people

- **Hone Heke:** A prominent Māori chief known for his role in the signing of the Treaty of Waitangi and his subsequent resistance against British colonial forces.
- **Te Wherowhero:** The first Māori King, who played a crucial role in uniting various iwi (tribes) under the Kingitanga movement.
- **Sir Edmund Hillary:** Although best known for his mountaineering achievements, including being the first to summit Mount Everest, Hillary was also a humanitarian and a prominent figure in New Zealand.

5. Common phrases

Hello *Kia ora*

How are you? *Kei te pehea koe?*

Goodbye *Ka kite*

Please? *Tēnā koa?*

Thank you *Kia ora*

6. Cultural artefacts

- **Waka:** Waka are traditional Māori canoes, used for transportation and ceremonial purposes. The waka taua (war canoe) is particularly significant, often elaborately carved and used in important rituals.
- **Whakairo (carvings):** Whakairo refers to Māori carvings, which can be found on buildings, canoes, and various artefacts. These carvings often depict ancestral figures and tell stories of genealogy and mythology
- **Kete:** Kete are woven baskets made from flax. They are used for carrying food and other items and are often beautifully decorated.
- **Pounamu:** Pounamu, or greenstone, is highly valued in Māori culture. It is used to create various items, including jewellery, tools, and weapons. Pounamu is considered a taonga (treasure) and holds spiritual significance.

7. Cultural practices

- **Karakia:** Karakia is a Māori prayer or chant used to set the tone for what people are about to do.
- **Raranga:** Raranga is the traditional art of weaving, used to create items such as baskets, mats, and cloaks. Weaving is an important cultural practice that preserves skills and knowledge passed down through generations.
- **Waiata and Haka:** Waiata are traditional Māori songs that convey stories, history, and emotions. The haka is a powerful dance performed to express collective strength and unity, often seen at ceremonies and sporting events.
- **Moko:** Tā moko is the traditional Māori tattooing practice that represents an individual's identity, social status, and genealogy. Each design is unique and deeply personal.
- **Pōwhiri:** A pōwhiri is a traditional Māori welcome ceremony conducted on a marae (meeting grounds). It includes speeches, songs, and the hongi (pressing of noses) to greet visitors and establish connections.
- **Hongi:** The hongi is a traditional Māori greeting where two people gently press their noses and foreheads together. The hongi is important because it means sharing the breath of life – te hā. It shows connection, unity, and respect between people. When you hongi, you are saying, “We are one. I see you. I welcome you.” It is used during important welcomes like a pōwhiri on the marae and helps tamariki understand that in te ao Māori (the Māori world), greetings are more than just saying hello – they are about sharing space, acknowledging others, and showing aroha (love and care).

8. Easy songs to learn

Pasifika Beatz Māori Songs is a joyful and culturally enriching playlist created by Loopy Tunes Preschool Music, celebrating te reo Māori through music. As part of the wider Pasifika Beatz project honouring the 10th anniversary, this collection features 10 Māori songs designed

especially for young children. Each song pairs familiar melodies with Māori lyrics to support language learning, cultural connection, and fun musical engagement. The project was developed in collaboration with Whānau Āwhina Plunket and funded by the Ministry of Pacific Peoples.

Here are the 10 songs included in the playlist:

1. **Māori Welcome Song** – A warm and friendly introduction to greetings in te reo Māori.
2. **Upoko, Pakihiwi (Head, Shoulders)** – A bilingual action song teaching body parts.
3. **Old MacDonald Had A Farm (Māori Animals)** – Learn animal names through a classic farmyard tune.
4. **Porowhita (Māori Shapes)** – A playful song introducing basic shapes in Māori.
5. **Mā Is White (Māori)** – A colour-themed song featuring the word for white.
6. **Rima Little Ducks (Māori)** – Count along with five little ducks in Māori.
7. **Māori Alphabet** – Sing through the letters of the Māori alphabet.

9. Cultural attire

- **Korowai:** Korowai are woven flax cloaks, often adorned with feathers and intricate designs. They symbolise status, respect, and connection to the land. Korowai are worn during special ceremonies and events.

10. Cultural food

- **Hāngī:** Hāngī is a traditional Māori method of cooking food using heated rocks buried in a pit oven. This method imparts a unique smoky flavour to meats, vegetables, and sometimes seafood.
- **Kūmara:** Kūmara is a staple in Māori cuisine, introduced by the early Polynesian settlers. It is used in various dishes, including hāngī, and can be roasted, boiled, or mashed.
- **Pāua:** Pāua is a type of abalone found in New Zealand waters. It is often used in fritters or cooked in a creamy sauce.

8. **E Rere Taku Poi (Māori)** – A lively song celebrating poi and movement.
9. **E Pāpā Waiari (Māori)** – A well-known waiata with rhythmic clapping and singing.
10. **E Rima Ngā Manu (Māori)** – A counting song featuring five birds.

Access song resources:

Action videos for each song are available on Whānau Āwhina Plunket's YouTube channel: https://www.youtube.com/watch?v=NYF8Pd7Ao44&list=OLAK5uy_mthkbbmM5sm9m6x1XnxJtjhfFskQA5jOA

Lyrics for these songs can be found on the Loopy Tunes Preschool Music website: <https://www.loopytunespreschoolmusic.com/pasifika-beatz>

- **Piupiu:** Piupiu are traditional skirts made from flax. They are commonly worn during the haka.

- **Toroi:** Toroi is a traditional dish made from fresh mussels mixed with pūhā (sow thistle) juice. It is a unique combination that highlights the use of native plants.
- **Rēwena Bread:** Rēwena bread is a traditional Māori sourdough bread made using a potato starter. It has a slightly tangy flavour and is often enjoyed with butter or as an accompaniment to meals.

11. Flag / Flag description

The flag of Aotearoa (New Zealand), known as the New Zealand Ensign, carries significant symbolism:

- **Union Jack:** Located in the top left corner, the Union Jack represents New Zealand's historical ties to the United Kingdom.
- **Southern Cross:** The four red stars with white borders on the right side symbolise the Southern Cross constellation, which is a prominent feature in the Southern Hemisphere sky

12. Sports

Popular sports:

- **Rugby:** Rugby Union is deeply ingrained in New Zealand's culture and identity. The All Blacks, New Zealand's national team, are renowned globally for their dominance and the iconic haka performed before matches.
- **Cricket:** Cricket is widely played and watched, from professional levels to backyard games. The Black Caps, New Zealand's national team, have a strong international presence.
- **Netball:** Netball is extremely popular, especially among women. The Silver Ferns, New Zealand's national team, are highly successful and well-known.

Traditional sports:

- **Waka Ama:** Waka Ama involves racing in traditional outrigger canoes. This sport is deeply connected to Māori culture and history, emphasising teamwork, endurance, and connection to the water.
- **Ki-o-Rahi:** Ki-o-Rahi is a traditional Māori ball game that involves elements of rugby, netball, and tag. It is played on a circular field divided into zones, with teams aiming to score points by touching the ball to specific markers or hitting a central target.

13. Myths / legends specific to this island nation

- **Ranginui and Papatūānuku:** The Sky Father and Earth Mother were locked in a tight embrace, keeping their children in darkness. Their son, Tāne Mahuta, the god of forests and birds, separated them, allowing light to enter the world.
- **Māui Slows the Sun:** Māui captured the sun with flax ropes to slow its journey across the sky, giving people more daylight.
- **God of the Sea:** Tangaroa is the god of the sea, responsible for the oceans and all sea creatures.
- **Kupe the Discoverer:** Kupe was a very early exploring ancestor, most say the first of the Polynesian ancestors to arrive here in Aotearoa from Hawaiki. Most traditions name his canoe Matawhaorua or Matahorua although some say these were different canoes.

14. Proverb

- **“He kai kei aku ringa”:** There is food at the end of my hands. This proverb emphasises self-sufficiency and the ability to provide for oneself and one's family.
- **“Tangata ako ana i te whare, te turanga ki te marae, tau ana”:** A person who is taught at home will stand collected on the marae (meeting house grounds). This highlights the importance of teaching children proper values at home, ensuring they relate well to others in society.

- **“He taonga rongonui te aroha ki te tangata”:** Goodwill towards others is a precious treasure. This proverb underscores the value of kindness and caring for others, which is essential for a safe and supportive community.

- **“He iti te mokoroa nāna i kati te kahikatea”:** The small grub can fell the great kahikatea tree. This teaches that even small actions can have significant impacts, encouraging vigilance and care in all aspects of life.

15. Other Facts

- **Three Types of Kiwis:** In New Zealand, “kiwi” refers to the bird, the fruit, and the people.
- **City of Sails:** Auckland has more boats per capita than any other city in the world.
- **Longest Place Name:** Taumatawhakatangihangakoauauotamateapokaiwhenuakitanatahu in Hawke’s Bay holds the record for the longest place name in the world.

16. References

The numbered references provided below correspond directly with the information outlined above.

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11. Additional Resources

Here are some helpful resources to support teaching about Aotearoa New Zealand's people, culture, Māui, consent, whakapapa, pepeha, and travel. *Please note that while many of these resources are free, some may require payment.*

NZ Government Resources

Govt.nz – A central hub for government services, including education, history, and cultural resources: www.govt.nz

Te Ara – The Encyclopedia of New Zealand – A rich collection of Māori history, whakapapa, and pepeha resources: teara.govt.nz/en

Ministry of Education (Te Tāhuhu o te Mātauranga) – Provides curriculum guidelines and learning materials for early childhood and primary education: www.education.govt.nz

Local Government & Community Resources

Local Government New Zealand (LGNZ) – Offers insights into local governance, community engagement, and cultural initiatives: www.lgnz.co.nz

Marae-based learning programs – Many marae across Aotearoa offer educational experiences focused on Māori culture, whakapapa, and pepeha.

Libraries & Museums – Institutions like **Te Papa Tongarewa** www.tepapa.govt.nz and **Auckland Museum** www.aucklandmuseum.com provide free educational resources on Māori history and environmental conservation.

Pacific & Māori Cultural Resources

Te Whāriki (ECE Curriculum) – A foundational document integrating Māori and Pacific perspectives into early childhood education: www.tewhariki.tki.org.nz

Pacific Education Resources – Various community-led initiatives support Pacific learners in understanding identity, consent, and cultural values. e.g. www.pacificlearners.co.nz

Online Learning Resources

National Library of New Zealand: Services to Schools – Offers teaching and learning resources on Māori history, pepeha, and Aotearoa's geography: www.natlib.govt.nz/schools/teaching-and-learning-resources

Digital storytelling platforms – Websites featuring pūrākau (traditional narratives) about Māui and other Māori legends.

Environmental Education for Sustainability – Free resources on conservation, including Māui Dolphin protection: www.doc.govt.nz/get-involved/conservation-education

Other Resources

The Penguin History of New Zealand - This book provides a comprehensive history of Aotearoa, covering Māori traditions, colonisation, and the role of marae as cultural and community hubs: www.penguin.co.nz/books/the-penguin-history-of-new-zealand-9781776950805 King, M. (2023). *The Penguin history of New Zealand*. Penguin Books.

Māori History: A Captivating Guide to the Indigenous Polynesian People of New Zealand - This book explores Māori origins, their cultural evolution, and their connection to the land, helping tamariki understand whakapapa and identity: <https://bookauthority.org/books/best-new-zealand-history-books>. Captivating History. (2022). *Māori history: A captivating guide to the history of the indigenous Polynesian people of New Zealand*. Captivating History.

Te Ara – The Encyclopedia of New Zealand - An online resource covering Māori history, geography, and cultural values, including the significance of marae and pepeha: <https://teara.govt.nz/en>. Ministry for Culture & Heritage. (2025). *Te Ara – The encyclopedia of New Zealand*. Ministry for Culture & Heritage.

Māui and the Sun – A Traditional Māori Legend - This book retells the famous legend of Māui slowing the sun, teaching tamariki about responsibility, respect, and environmental stewardship: <https://huia.co.nz/huia-bookshop/bookshop/maui-and-the-sun>. Patterson, J. (2018). *Māui and the sun – A traditional Māori legend*. Huia Publishers.

Māui Dolphin Conservation – Department of Conservation - An official government resource explaining the importance of Māui dolphins in conservation efforts, linking environmental stewardship to consent and responsibility: <https://www.doc.govt.nz/nature/native-animals/marine-mammals/dolphins/maui-dolphin/> Department of Conservation. (2025). *Māui dolphin conservation*. Department of Conservation.

Pepeha – Understanding Identity and Connection

- This article explains the importance of pepeha in Māori culture, helping tamariki explore relationships, whakapapa, and their place in the world: <https://pepeha.nz> Ministry for Culture & Heritage. (2025). *Pepeha – Understanding identity and connection*. Ministry for Culture & Heritage.

The Role of Marae in Māori Society - A research paper discussing how marae function as cultural and community hubs, fostering identity and belonging: www.nzhistory.govt.nz/culture/marae-in-new-zealand Ministry for Culture & Heritage. (2025). *The role of marae in Māori society*. NZ History.

Travel and Identity – Understanding Movement and Belonging - This article explores how travel shapes identity, including the significance of passports, airport procedures, and movement between places: www.immigration.govt.nz/about-us/media-centre/newsletters/identity-and-travel Immigration New Zealand. (2025). *Travel and identity – Understanding movement and belonging*. Immigration New Zealand.

Consent in Māori and Pacific Cultures - A study on how consent is understood in Māori and Pacific traditions, linking it to relationships, environmental stewardship, and cultural values: www.wgtn.ac.nz/research/consent-in-maori-and-pacific-cultures Smith, L. (2024). *Consent in Māori and Pacific cultures*. Victoria University of Wellington.

Exploring Māori and Pacific Navigation Traditions - A book discussing traditional Polynesian navigation, helping tamariki understand travel, movement, and cultural connections: www.tepapa.govt.nz/learn/maori-and-pacific-navigation Te Papa Museum. (2025). *Exploring Māori and Pacific navigation traditions*. Te Papa Museum.

Twinkl Maori myths, and legends pack - Maori story books for ECE children: www.twinkl.co.nz/resource/nz2-ss-136-maori-myths-and-legends-relievers-activity-pack Twinkl. (n.d.). *Māori myths and legends relievers activity pack*. Twinkl New Zealand.

VOYAGE 1.1

Planned Learning

Experience: Learning and sharing fascinating facts about Aotearoa New Zealand

a) Meeting Māui and his legendary feats – Storytelling & Role Play

Principle:	Empowerment Whakamana
Strand:	Belonging Mana Whenua
Goal:	Tamariki develop a sense of belonging and connection to their environment by exploring significant places, histories, and facts about Aotearoa New Zealand.
Objective:	Tamariki will explore and learn about the world around them by asking questions, sharing ideas, and discovering new things—helping them connect to the land, their whakapapa, and their culture.

Background:

Māui is a legendary demigod in Māori mythology, known for his cleverness, bravery, and trickster nature. He plays a significant role in the stories of Aotearoa New Zealand, with some of his most famous feats including:

- [Māui and the giant fish](#) – He tricked the goddess of fire, Mahuika, to bring fire to humanity.

Note: External links are shared to support wider learning and engagement. We acknowledge that these sites are independent of our work.

In this learning experience, tamariki explore the legendary feats of Māui through storytelling and role play. By engaging with pūrākau and acting out key moments, children reflect on qualities like curiosity, resilience, and teamwork, while deepening their connection to Māori mythology and Aotearoa's cultural heritage.

Materials Needed:

- Picture books, printed images, webpages, or video clips of Māui's legends - for example, *Maui and the Sun* in a YouTube format [How Maui slowed the Sun - By Peter Gossage](#), and on a webpage such as [Te Kete Ipurangi](#)
- Simple costumes (fabric, headbands, props)
- Large storytelling mat or space for role play

Activity Steps:

1. **Introduce Māui and his connection to Aotearoa New Zealand** – Share a pūrākau (traditional story) about Māui, such as how he slowed the sun or fished up the North Island or *Te-Ika-a-Maui* and explain Maui's role in Māori mythology.
2. **Discussion** – Ask tamariki what they think about Māui's actions. How did he show perseverance and teamwork?
3. **Role Play** – Encourage tamariki to act out parts of the story using props and costumes.
4. **Reflection** – Discuss how Māui's qualities (curiosity, resilience) relate to some things they are good at or like to do.

VOYAGE 1.1

Planned Learning

Experience: Learning and sharing fascinating facts about Aotearoa New Zealand

b) Kupe's Journey – Travel & Mapping Activity

Principle:	Empowerment Whakamana
Strand:	Belonging Mana Whenua
Goal:	Tamariki develop a sense of belonging and connection to their environment by exploring significant places, histories, and facts about Aotearoa New Zealand.
Objective:	Tamariki will explore and learn about the world around them by asking questions, sharing ideas, and discovering new things—helping them connect to the land, their whakapapa, and their culture.

Background

In this learning experience, tamariki learn about Kupe's legendary voyage across Aotearoa through storytelling and hands-on mapping. Using toy boats, maps, and markers, children trace Kupe's journey, explore key locations, and reflect on how exploration connects people to places and stories.

Note: External links are shared to support wider learning and engagement. We acknowledge that these sites are independent of our work.

Materials Needed:

- Story: [Kupe's travels around Aotearoa](#)
- Large map of Aotearoa New Zealand
- Small toy boats or paper cutouts
- Stickers or markers for mapping Kupe's journey
- Pebbles or small shells for marking exploration spots

Activity Steps:

1. **Mapping Kupe's Voyage** – Read the story to tamariki and show them a map and trace Kupe's legendary travels.
2. **Interactive Travel** – Tamariki move toy boats across the map, imagining they are exploring like Kupe.
3. **Passport Activity** – Each child places a small pebble or shell on a key location visited, discussing its importance.
4. **Reflection** – Discuss how exploration connects people to places and how stories shape our understanding of the world.

VOYAGE 1.1

Planned Learning

Experience: Learning and sharing fascinating facts about Aotearoa New Zealand

c) Māui Dolphin Conservation – Art & Science Exploration

Principle:	Empowerment Whakamana
Strand:	Belonging Mana Whenua
Goal:	Tamariki develop a sense of belonging and connection to their environment by exploring significant places, histories, and facts about Aotearoa New Zealand.
Objective:	Tamariki will explore and learn about the world around them by asking questions, sharing ideas, and discovering new things—helping them connect to the land, their whakapapa, and their culture.

Background:

Māui dolphins are one of the rarest and smallest dolphins in the world, found only off the west coast of the North Island in Aotearoa New Zealand. They are a subspecies of Hector's dolphin, but are critically endangered, with only about 54 individuals estimated to remain. Named after Māui, the legendary demigod, they symbolise resilience and environmental stewardship in New Zealand. They are a major focus of conservation efforts.

Note: External links, such as the one listed below, are shared to support wider learning and engagement. We acknowledge that these sites are independent of our work.

Materials Needed:

- Visual materials: Provide images or videos of Maui the dolphin. Here is an example (see: [link](#)).
- Recycled materials for crafting their own dolphin models.
- Large blue fabric or paper to represent the ocean.

Activity Steps:

1. **Meet Māui the Dolphin** – Show images and explain why Māui dolphins are endangered. Invite questions from the tamariki.
2. **Creative Expression** – Tamariki invited to create their own dolphin models using recycled materials.
3. **Ocean Exploration** – Based on ideas from Tamariki, create a pretend ocean space where they can “swim” like Māui dolphins.
4. **Discussion** – Talk about how we can protect the ocean and respect marine life. For example, keeping our beaches clean - free of plastic and rubbish.

VOYAGE 1.2

Planned Learning
Experience: Exploring
Culture, Consent, and
Relationships: Learning
Respectful Ways of
Being Together

a) Understanding and Respecting Marae Tikanga: The Powhiri Process

Principle:	Empowerment Whakamana
Strand:	Contribution Mana tangata
Goal:	Tamariki will learn that consent is a form of respect and care, by exploring tikanga and pōwhiri—understanding how to ask for permission, honour boundaries, and participate in culturally grounded practices.
Objective:	Tamariki will learn about consent by exploring tikanga and pōwhiri—understanding how to ask for permission, show respect, and care for others.

Background:

This activity introduces tamariki to the tikanga (customs) of the marae, focusing on the pōwhiri process as a way of showing respect and building relationships. Through stories, waiata, and creative expression, children will explore the importance of greetings and connection within their whānau and wider community.

Note: External links, such as the one listed below, are shared to support wider learning and engagement. We acknowledge that these sites are independent of our work.

Materials Needed:

- iPad/computer to research the local marae with children
- Story, Images or videos of marae and pōwhiri, for example, [At the Marae - Big Book](#)
- Printable pepeha templates [Tōku Pepeha](#)
- Simple woven flax (harakeke) or ribbon and paper for crafting
- Waiata (Māori songs) recordings: Suggestions - Te Aroha [Waiata-ā-ringa - Action songs](#) & [Hei Waiata Hei Whakakoako](#)

Activity Steps:

1. Introduction to Marae – A Marae is a traditional gathering place. It has a courtyard, a meeting house, and other buildings.

2. Learning about Pōwhiri – Show a video or read a story that explains the importance of a Marae and pōwhiri (welcoming ceremony) such as ‘At the Marae’. Explain the special way people are welcomed on to the Marae and the different parts of the welcome, such as the karanga (calling), wero (challenge), and hongi (traditional greeting). Kaiako may wish to expand on the concepts discussed in the video or story.

3. Respectfully exploring pōwhiri practices – Set up a space where tamariki can practice welcoming guests using simple greetings and waiata.

Note: You may wish to refer to [Section 10: Island Nation Spotlight: Key Facts about Aotearoa](#) for examples of greetings, waiata and an explanation of Hongi and Waiata.

4. Reflection & Art – Tamariki will use their imagination to create a craft that expresses their feelings about their whānau, marae, and community—even if it’s through colors, shapes, or symbols.

VOYAGE 1.2

Planned Learning
Experience: Exploring
Culture, Consent, and
Relationships: Learning
Respectful Ways of
Being Together

b) My Pepeha – Exploring Identity & Connections

Principle:	Empowerment Whakamana
Strand:	Contribution Mana tangata
Goal:	Tamariki will learn that consent is a form of respect and care, by exploring tikanga and pōwhiri—understanding how to ask for permission, honour boundaries, and participate in culturally grounded practices.
Objective:	Tamariki will learn about consent by exploring tikanga and pōwhiri—understanding how to ask for permission, show respect, and care for others.

Background:

Tamariki will learn about pepeha, a special way of sharing who they are and where they come from. With guidance from their kaiako and families, they will explore their connections to the land, mountains, rivers, and ancestors, gaining a deeper understanding of identity, whakapapa, and belonging.

In Māori culture, pepeha is a way of introducing yourself, showing respect for your origins, and building relationships by discovering shared connections with others. Through this learning experience, tamariki will create and share their own pepeha, strengthening their sense of whānau, community, and place in the world.

Note for Kaiako:

When tamariki share their pepeha, it gives kaiako a great chance to talk about where we live, who lives nearby, and how people introduce themselves in different cultures. These chats help tamariki learn about who they are, where they belong, and how people are different. Kaiako can also use these moments to make resources like greeting cards, posters, or books that show the many ways people connect and talk around the world. Kaiako will be able to take a copy of children's pepeha and document this into tamariki's portfolio.

Materials Needed:

- Printable Pepeha templates or a digital website such as [Pepeha](#)
- Large map of Aotearoa New Zealand
- Markers, stickers, and craft materials
- Photo of themselves
- Images of themselves, whenua (land), awa (rivers), and maunga (mountains)
- Waiata (Māori songs) recordings for example [Maori Pasifika Beatz by Whānau Āwhina Plunket](#)

Activity Steps:

- 1. Introduction to Pepeha** – Explain that a pepeha is a way to introduce ourselves by sharing connections to places, people, and history.

Suggestion: Introduce Maui puppet where he will share his pepeha and talk about why it is important to share this with those he meets.

- 2. Mapping Our Connections** – Tamariki locate their home on a map and mark important landmarks (mountains, rivers, marae).

Suggestion: Maui (the puppet) will then show tamariki the world map and then pin a photo of where he is from with his pepeha.

- 3. Creating Personal Pepeha** – Using templates, tamariki fill in their pepeha, adding drawings or stickers to represent their connections.

Suggestion: Maui will then ask tamariki share where they are from by taking the pepeha template and taking this home to kōrero with whanau.

- 4. Sharing & Waiata** – Each kaiako and child shares their pepeha with the group, followed by singing a waiata about belonging and identity.

Suggestion: When tamariki bring their pepeha back to ECE, they will share this at mat time or other allocated times and then put this up and pin where they are from.

VOYAGE 1.2

Planned Learning
Experience: Exploring
Culture, Consent, and
Relationships: Learning
Respectful Ways of
Being Together

c) Māui and the Principles of Consent – Storytelling & Role Play

Principle:	Empowerment Whakamana
Strand:	Contribution Mana tangata
Goal:	Tamariki will learn that consent is a form of respect and care, by exploring tikanga and pōwhiri—understanding how to ask for permission, honour boundaries, and participate in culturally grounded practices.
Objective:	Tamariki will learn about consent by exploring tikanga and pōwhiri—understanding how to ask for permission, show respect, and care for others.

Background:

This learning experience uses the story of Māui to introduce tamariki to the concept of consent in a culturally grounded way. Through storytelling, role play, and creative reflection, children explore respectful relationships, boundaries, and teamwork in everyday life.

Note: External links are shared to support wider learning and engagement. We acknowledge that these sites are independent of our work.

Materials Needed:

- [Maui and the Giant Fish](#) story
- Large storytelling mat or space for role play
- Simple props (fabric, headbands, flax ropes)
- Consent cards (green for “yes,” red for “no”)

Activity Steps:

1. **Introduce Māui’s Story** – Read or tell a pūrākau (traditional story) about Māui, such as how he slowed the sun or fished up the North Island.
2. **Discuss Consent in the Story** – Ask tamariki to identify moments where Māui sought permission or worked with others. Discuss how consent applies to everyday interactions.
3. **Role Play** – Invite tamariki to act out parts of the story, using consent cards to practice asking for permission and respecting boundaries.
4. **Reflection & Art** – Tamariki create a drawing or craft representing how they can use consent in their own lives, whether in friendships or caring for the environment.

Potential Experience

The following is an example of how kaiako may introduce Maui and consent:

“Kia ora tamariki mā! Today, I have something very special to share with you. Māui, our clever and adventurous friend, is going on a big journey—and guess what? He wants you and your whānau to come along!”

Māui Seeks Your Permission to Join the Journey:

“Māui is going on a big adventure and he would love for you and your whānau to come along!

But before we start the journey, Māui wants to make sure you feel ready and safe. He knows that good travellers follow rules, show kindness, and work together.”

Māui says:

“Before we go, I need to ask you something important.

Do you give your permission to come with me on this journey?

That means you and your whānau agree to:

- *Be kind and listen*
- *Keep each other safe*
- *Use gentle hands and words*
- *Help each other learn*
- *Share with aroha (love)*

You can have a family kōrero (talk) at home to decide together.”

What Will Happen on the Journey?

As you travel with Māui, you will visit different islands and meet new friends. Each place has its own culture, customs, and special rules called protocols. You'll learn how to be respectful and kind in different ways.

At each island:

- You will be given a small job to do with your whānau.
- You'll bring it back to the centre/kindergarten to share with your kaiako (teachers) and friends.
- After every activity, Māui will ask you:
“What did you learn?”
“What did you like about this island?”
- Each time you share, you help others learn too—and we all grow together!

VOYAGE 1.2

Planned Learning
Experience: Exploring
Culture, Consent, and
Relationships: Learning
Respectful Ways of
Being Together

d) Respectful Travel: Knowing When and How to Ask for Consent

Principle:	Empowerment Whakamana
Strand:	Contribution Mana tangata
Goal:	Tamariki will learn that consent is a form of respect and care, by exploring tikanga and pōwhiri—understanding how to ask for permission, honour boundaries, and participate in culturally grounded practices.
Objective:	Tamariki will learn about consent by exploring tikanga and pōwhiri—understanding how to ask for permission, show respect, and care for others.

Background:

This learning experience invites tamariki to explore respectful relationships and cultural practices across the Pacific. Through mapping, creative expression, and role play, children learn how consent, care, and shared agreements help build connection and belonging in diverse communities.

Materials Needed:

- Large world map or map of Aotearoa New Zealand
- Small toy vehicles (planes, buses, boats)
- Printable consent cards (green for “yes,” red for “no”)
- Role-play props (suitcases, tickets, hats)

Activity Steps:

- 1. Introduction to Travel and Consent** – Discuss different ways people travel and why respecting personal space and asking permission is important in new environments.
- 2. Mapping Destinations** – Tamariki choose a place on the map and use toy vehicles to “travel” there.
- 3. Role-Playing Travel Situations** – Set up a pretend airport or bus station where tamariki practice asking for permission (e.g., “May I sit here?” or “Can I go through this door?”).
- 4. Using Consent Cards** – Tamariki use green and red cards to respond to different travel scenarios, reinforcing the importance of seeking permission and respecting boundaries.
- 5. Reflection & Discussion** – Talk about how consent applies to real-life travel, including respecting cultural customs and shared spaces.

VOYAGE 1.2

Planned Learning

Experience: Exploring Culture, Consent, and Relationships: Learning Respectful Ways of Being Together

e) Journey Together: Respecting Consent in Pacific shared experiences

Principle:	Empowerment Whakamana
Strand:	Contribution Mana tangata
Goal:	Tamariki will learn that consent is a form of respect and care, by exploring tikanga and pōwhiri—understanding how to ask for permission, honour boundaries, and participate in culturally grounded practices.
Objective:	Tamariki will learn about consent by exploring tikanga and pōwhiri—understanding how to ask for permission, show respect, and care for others.

Background:

This learning experience introduces tamariki to the Nesian Narratives Journey—a creative exploration of health and wellbeing topics and cultural practices across the Pacific. Through imaginative play with items like backpacks, hats, tickets, and cultural artefacts, tamariki engage in mapping, role play, and shared agreements. They learn how consent, care, and cultural awareness help build connection and belonging in diverse communities, while developing an understanding of how to travel respectfully across cultural spaces.

Materials Needed:

- Large map of the Pacific region
- Papers, markers and stickers
- Role-play props (backpacks, hats, tickets, cultural items)

Activity Steps:

1. **Introduction to the Nesian Narratives Journey** – Explain that tamariki are embarking on a learning journey across the Pacific, exploring different cultures, traditions, and shared responsibilities.
2. **Creating a Journey Agreement** – Tamariki brainstorms important rules for respectful travel, such as asking permission, respecting cultural customs, and caring for the environment.
3. **Visual Representation** – Write their ideas on a large poster and let tamariki decorate it with stickers or drawings representing the places they will “visit.”
4. **Role-Playing Travel Scenarios** – Using props, tamariki practice asking for permission in different situations (e.g., entering a fale, sharing resources, greeting others in a new culture).
5. **Reflection & Discussion** – Talk about how agreements help people feel safe and respected when exploring new places, and how consent fosters connection and belonging across cultures.