

Years 3 - 5

Tutohu Whenua

Lesson summary

Tutohu Whenua means to acknowledge and identify significant landmarks within the environment. Generally speaking the definition of 'tu-tohu' means to stand out significantly, and 'whenua' is defined as land or one's geographic area, home or place of belonging.

In this topic students will draw on significant landmarks or waterways to explore the use of Pepeha and build their sense of connection within the area they choose to explore.

Remember this activity can be done collectively. Understand that Pepeha can guide any explorer like 'Kupe' to retrace the footsteps of discovery!

Core Objective:

Understand the basics of cultural exploration through the use of Te Reo, and how that shapes the beginning of understanding our environment and who we are in the natural world.

Specific Learning Outcomes

Students will:

- Identify significant landmarks in their area, using Māori place names to become cultural explorers. (Tutohu Whenua)
- Are able to construct and present a Pepeha
- Describe the meaning behind each Māori place names

Specific Learning Intentions

- use "ko" to communicate about our own and other people's relationships within a whānau
- communicate where we and others are from in Te Reo Māori
- use "rāua ko" to join two names
- recognise, understand, and use familiar words about ourselves and where we come from. (Maunga, Awa, Kura)
- recognise, understand, and use short phrases about ourselves and where we come from.

Lesson sections and expected times:

- Introduction Activity -Tutohu Whenua (10 minute)
- Cultural exploration - (15 minutes)

- Pepeha (30 minutes)
- Whole class show and tell (10 minutes)

Total: ~ 60 minutes

Curriculum Links: Level 2 - 3

Major links:

- **Sciences**

- Ecology

- Recognise that living things are suited to their particular habitat.

- **Learning Language**

- Communication

- Selecting and using language, symbols, and texts to communicate
 - Receive and produce information.
 - Use cultural knowledge to communicate appropriately

- Language knowledge

- Recognise that the target language is organised in particular ways.
 - Make connections with their own language(s).

- Cultural knowledge

- Recognise that the target culture(s) is (are) organised in particular ways.
 - Make connections with known culture(s).

Minor links:

- **English**

- Listening, Reading and Viewing - Ideas
 - Speaking, Writing, and Presenting - Purposes and audiences, Ideas, Language Features, Structure

Preparation Resource

Dictionary [Maori to English](#)

Viewing & Listening: [Pepeha](#)

Reading: Tōku Pepeha: Junior Journal 53 [Link](#)

Identify someone in your class, school or the community who has the confidence to read basic Te Reo Māori words.



----- Lesson begins -----

Activities

Warm up (5-10 minutes)

Begin by introducing this language game quizlet (Flash Cards) [Quizlet Maori Vocabulary Game \(Pepeha & Tutohu Whenua\)](#)

Quizlet is a fun way to learn 'Kupu Māori' vocab to do with this lesson! Start this game by doing it as a class! Read each Te Reo word out loud. It's a good idea to find someone who is confident to lead the pronunciation.

Introduction Activity

Begin this lesson by introducing the topic 'Tu-tohu Whenua'

- What, where, when, how
- Start by asking the students to get into the groove of pronouncing the Topic in Te Reo. (It is a good idea to ask someone who is confident in speaking Te Reo, to lead.
- Using your thinking hats, your dictionaries, brainstorm the word Tu-tohu Whenua. (Remember to break down the word into three parts.)

Tu - Stand out/place/establish

Tohu - Sign/significant/symbol/Mark

Whenua - Land/Geographic landscape

Tu-tohu Whenua - Landmarks

Cultural Exploration (15 minutes)

In Te Ao Māori it is really important to connect with your living environment and the natural world to be a cultural explorer (School environment, home, Aotearoa & beyond)

Spend 5 to 10 minutes everyday outside the classroom to record the natural landscape within your environment. Encourage your students to look for something different each day.

Suggest to your students to put on their 'cultural explorer glasses' on, where they will view the natural world looking for key landmarks.

Prompt suggested ideas to look for:

- Maunga - Mountain/banks or any hills
- Awa - Streams or waterways
- Whare - Name of Buildings/houses
- Ngahere - Bushes/trees/forestations
- Manu - Bird lives
- Whenua - Does the land have a name
- Anga - Cave

Thinking hats:

- Does the whenua have a name?
- The name of their school
- What types of bird life and forest flora and fauna grow on the landscape
- Are there any significant waterways unique to the region or the area

Suggested follow up activities for this session:

1. Create a Class Map

2. Name each landmark in Te Reo and English
3. Identify types of species/plants or any form of life in the area
4. Create a treasure hunt (Using explicit instructions for students to find specific Tu-Tohu Whenua.
5. Create a Māori Translation game. For example: Begin at the foot of the 'Maunga' (hill) and make your way to the 'Pouhaki' (Flag pole) of the Kura.

Pepeha (30 minutes):

Lesson Summary: A pepeha is a way of introducing one's identity by acknowledging significant landmarks from where a person lives or comes from. Every living being and person is connected globally through their Pepeha. A Pepeha is an important aspect of an explorer such as 'Kupe' who discovered Aotearoa. It provides an explorer the foundation of knowing who they are, where they came from and where they are going. This is important when connecting with the natural world, even as explorers like 'Owain' travelling ventures to Antarctica. A penguin who is a local resident in Antarctica has their own Pepeha.

Begin this session by watching this video on [Pepeha](#) (5minutes)

Group activity: Using the landmarks collated in the previous activity, construct a class pepeha. (20 minutes)

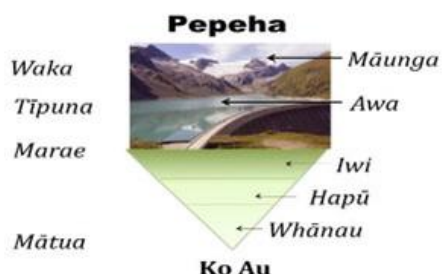
- Start by organising the more significant landmarks in your area
- Think about what makes your whenua unique and why you stand out from the rest of the country? (Are there alpine in the area? Great forestations, unique flora or fauna?)
- Categorise these by removing the less important (insignificant) Tutohu whenua. Encourage students to narrow the list to at least seven landmarks that makes your school special and unique.

Tēnā koutou katoa	Greetings to us all
Ko _____ te Maunga	_____ is my mountain
Ko _____ te	_____ is our river/beach/
Awa/Moana/Roto	lake
Ko _____ te iwi	_____ is our people
Ko _____ te rohe	_____ is our region
Ko _____ te Waka	_____ is our great stone
Ko _____ te toka	_____ is our forest
Ko _____ te ngahere	_____ is our school
Ko _____ te Kura	And we are _____
Ko _____ matou	(Class name)
Ko _____ raua ko _____ nga	_____ & _____ are
_____	the _____
Nō reira tēnā koutou katoa	Therefore greeting, greetings!

Suggested follow up activities:

- Reading: Tōku Pepeha: Junior Journal 53 [Link](#)

- Create a storyboard
- Prompt students to recreate their own Pepeha. Encourage them to explore the pepeha of a living species from Owain's explorations. I.e The Penguin. How to pepeha [Pepeha 'How to'](#)
- Create a 'visual' Pepeha (Art resources)



Conclusion: Do each section activity daily to reinforce learning intentions and improve building on cultural language vocabulary. Remember to encourage students to spend time outside and connect with the Whenua. This is a really important cultural practice reminding students of their connection with the natural world and the landmarks that surround them.

Output - recite your Pepeha to the class! Kia Kaha!

Suggested Assessment Criteria:

Novice	Apprentice	Practitioner	Expert
I am learning to read my Pepeha with support from the teacher in front of an audience.	I can read my pepeha using the format with teacher support in front of an audience.	I can independently read my pepeha and pronounce some words correctly in front of an audience.	I can independently say my pepeha from memory and pronounce all words correctly in front of an audience.

Novice	Apprentice	Practitioner	Expert
I am learning to identify more than 2 Tutohu Whenua.	I can identify and name more than 3 Landmarks -Maunga -Awa -Kura	I can name more than 5 tutohu whenua. I know the difference between a -Awa, Roto & Moana	I can Identify more than 7 land marks. I can independently pronounce all the words correctly. Am able tō use rāua ko tō

			name more then 2 things in a sentence. I know the difference between -Maunga, Toka & puke -Whare, Kura & Marae
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Call to Action

Complete your own expedition!

Now that your students have learnt how to recite their pepeha, encourage them to go outside and complete a nature-based expedition to explore their rohe!

----- Lesson ends -----

Don't forget to complete this topic's Call-to-Action and send us in a video with the chance to win prizes! 🎉