

Episode Overview

In this episode we will learn how our awa (rivers) are taonga (treasures) and how we can be kaitiaki (guardians) of these natural resources. We will visit Waikato Museum to learn about Te Awa o Waikato and its importance to people of the past and today. We then work with Cloud Stop Motion to tell an animated story of an awa. This episode is designed for students working at levels 1-3 of the NZ curriculum.

Resources to Support Whānau with Learning from Home

Digital technology is now a compulsory part of the New Zealand Curriculum that can be woven across other learning areas to create authentic future focused learning.

This resource will support you and your child to extend their learning with links to support materials for our digital tools and unplugged activities, further research and print resources that you can use at home.

Unplugged Activity – Create an animation using pen and paper

As mentioned in the episode you can use a flipbook to create a simple animation if you don't have access to the Cloud Stop Motion app. [Here's a YouTube tutorial on how to make a flipbook.](#)

Digital Tool Tips and Tricks - Cloud Stop Motion

CloudStopMotion.com is a free cloud based stop motion animation package. Stop motion animation is where we take lots and lots of photos and run them together, so it looks like we have created a little animation. Watch this [Cloud Stop Motion Tutorial](#) on YouTube to learn more. Episode 7 uses stop motion animation to show the impact of humans on an awa eco-system or to tell the story of a an awa.

Curriculum Links for Teachers

<p>Technology Progress Outcomes</p>	<p>Designing and Developing Digital Outcomes PO1: In authentic contexts and taking account of end-users, students participate in teacher-led activities to develop, manipulate, store, retrieve and share digital content in order to meet technological challenges. In doing so, they identify digital devices and their purposes and understand that humans make them. They know how to use some applications, they can identify the inputs and outputs of a system, and they understand that digital devices store content, which can be retrieved later. Computational Thinking PO1: In authentic contexts and taking account of end-users, students use their decomposition skills to break down simple non-computerised tasks into precise, unambiguous, step-by-step instructions (algorithmic thinking). They give these instructions, identify any errors in them as they are followed, and correct them (simple debugging).</p>
<p>NZC Learning Areas</p>	<p>Science – Planet Earth and Beyond - Students learn that Earth's subsystems of geosphere, hydrosphere, atmosphere, and biosphere are interdependent... and that humans can affect the interdependence in both positive and negative ways... as humans we act as guardians of these finite resources. Social Sciences – Continuity and Change – Students learn about past events, experiences, and actions and the changing ways in which these have been interpreted over time. This helps them to understand the past and the present and to imagine possible futures.</p>
<p>Learning Intentions</p>	<p>Understand that waterways are valuable resources for people both in the past and today. Explore how our actions can affect waterways and how to act as kaitiaki of the waterways. Retell legends or other stories about awa using stop motion animation.</p>
<p>Success Criteria - Students will be able to</p>	<p>Explain why large awa were important to the early Māori and the first settlers. Identify some of the impact our current practises are having on waterways. Share their learning about being kaitiaki of our awa through stop motion animation.</p>

Ngā Hononga ki te Marautanga

Te Aho Hangarau Matihiko	Whakaaro Rorohiko (Whakatupuranga 1): Ko te whakaaro hātepe - Ka wetewetea tētahi tūmahi rorohiko-kore ki ētahi tohutohu tika, tohutohu mārama, me kī, kia māmā ngā tohutohu (whakaaro hātepe). Ka taea te tuku tohutohu, ka tautohu mēnā kei te hē, ā, ka whakatika ai (te patuira).
Whaingā Matua: Te Ao Tūroa	Te Taiao: T1-2 3(i) Ka ako mō ngā kīrehe korehāhā, nō nehe rā anō i ora ai. 3(ii)Ka mārama haere ki ngā āhuatanga o ia mea oreore e rite ana kia whai oranga ai ia i tōna ake wāhi nohKa mōhio ka roa e puta ana ngā tukanga kukuwhatanga,e rerekē ai te puna ira o ngā momo koiora.
Ngā Whaingā Ako	E taea te whakamārama he taonga ngā awa, whakaatuhia te kaitiakitanga o ngā awa hei oranga mo te tangata.
Ngā Putanga Ako	Rangahau he aha te oranga o ngā awa me ngōna tikanga i ngā wā o mua, i ngēnei rā hoki. Whakamahia i tētahi papatono pēnā i a stop motion, ki te hanga hātepe mō tētahi kiriata e hangai ki ngā pūrākau o te awa.

Learning Links and Reading Lists for Whānau and Teachers

Extension Activities

Read [Rātā me te Rākau](#), retold by André Ngāpō, illustrated by Andrew Burdan (Junior Journal 57, Level 2): Design and test various waka/boat forms using different materials, e.g. [Make your own Waka Hourua](#).
[Stop Motion He Wero Hoaho: Challenge](#)

Research Links

[Waikatoregion.govt.nz – Waikato River](http://Waikatoregion.govt.nz)
[Wikipedia – Waikato River](#)
[Waikato River](#) (Science Learning Hub)
[Waikato Museum Te Whare Taonga o Waikato](#)
[Te Papa Tongarewa Museum of New Zealand](#)



Print Resources

[Cloud Stop Motion Instructions](#)

Literacy Resources

Journal series: [A Grin from Ear to Ear](#) (October 2011, Level 2)
[The Remarkable Reti](#) (October 2015, Level 3)

Ready to Read: [Treasure from the Sea](#) by Francesca Riley (Level 2)

Connected series: [Testing the Waters](#) (Level 3 2017)
[Counting Kākahi](#) (Level 3 2014)
[Learning from the Tangata Whenua](#) (Level 2 2015)
[Step By Step: Animation Creations](#) (Level 2 2018)



mtg Hawke's Bay

WAITANGI
TREATY GROUNDS

Waikato Museum
TE WHARE TAONGA O WAIKATO

The Raranga Matihiko programme is funded by the Ministry of Education Digital Technologies for All Equity Fund. www.rarangamatihiko.com

Raranga
Matihiko tv
weaving museum taonga and digital learning together

