

HE KŌRERO TĀ TE WAI

He maha ngā iwi whai pēpeha mō te wai. Kua rongō mai koe i ēnei i mua?

• **He iti kōpua wai, ka hē tō manawa.**

Te tikanga ia o tēnei pēpeha, ahakoa pārekareka ētahi mahi nui ki te titiro atu, kia tīmataria ngā mahi ka tino taimaha rawa pea.

• **Nā wai i tara ai te wai?**

Arā, nā wai i tīmata te pakanga?

• **Tāngia te wai o te waha.**

He kupu kowhete tēnei i te tangata kia whakamutua te kōrero.

= Kei te kaha koe ki te whakamārama mai i ētahi āhuatanga e hāngai mai ana ki ēnei pēpeha?

Ki ētahi atu iwi huri noa i te ao he pēpeha ō rātou mō te wai, hei whakamārama i ēnei āhuatanga.

Mai i te Tonga o Āwherika: Kua e kanga i te kumi ihuroa, i ō waewae e noho tonu ana i raro i te wai.

Mai i Myanmar: Ko te tamaiti kāhore ōna whaea, he rite ki te ika i te wai pāpaku.

Mai i Inia: He anga niu kī te wai, he moana noa iho ki te pōpokorua.

Mai i Hapani: Ko te whai i te moni he rite ki te kerī ki te ngira. Ko te whakapau moni he rite ki te wai e memeha atu ana ki te one.

Mai i Āminia: Ko te ahi, te wai me te kāwanatanga kāore e mōhio ana ki te aroha.

= Kei te kaha koe ki te whakamārama mai i ētahi wā ka taea te whakamahi i ēnei pēpeha?

HE TAONGA TE WAI



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noho tapu tonu te wai ina whakamahia e te tangata.

Waimāori: Ko te wai kua oti te whakamahi e te tangata. Kua noa, kua kore e tapu.

E ai ki ngā iwi maha, e rima ngā momo matua o te wai:

Waiora: Ko te iho tēnei o ngā momo wai, pēnei i te ua. He kaha anō tōna e hua ake ai te ora, e mau tonu ai te mauri ora o ngā mea katoa, e kauparea ai te kino. Ka haere tonu te wai i te taha o ngā karakia hei pure, hei wāhi o ngā karakia tapu me ngā karakia whakanoa. Mā te karakia e hāngai ana ka

Waikino: He kino pea inā hoki, kāore e kitea ōna āhuatanga tīnīhanga, ka māmingatia te kaitango nā ōna āhuatanga. Tērā pea ka huna he kōhatu nui, he taitā i roto i te wai, e raru ai pea te tangata. Me kī, i roto i te ao wairua, he wai tēnei kua poke, kua noa, kua kino, kua tūkinotia rānei.

Waimate: Kua ngaro te mauri o te wai. Kua kore e kaha ki te whakaora mai anō i a ia, kua pērā rawa te kino i te mea mate, arā, ka whakaarotia kua mate.

Waitai: He kupu mō te moana, mō ngā ngaru me te tai. Hei tohu tēnei mō te mutunga o te rerenga o te wai, mai i te ua o Ranginui, ki ngā awa, heke noa atu ki te moana. Mai i te moana, ka puea ake anō ki te rangi, ka tapu anō, ka heke mai hei waiora.

= Whakaarotia ngā momo wai ka kitea, ka whakamahia e koe ia rā. E noho ana koe i te taha o te moana, o te awa, o te roto rānei? He aha tēnā momo wai? He waimate anō i te wāhi e noho nā koe? Nā te aha i pērā ai? He mea rānei ka taea e koutou ko tō whānau hei whakapiki anō i tōna mauri?

Teaching Activity



OBJECTIVE:	CURRICULUM LINKS:	MATERIALS:
Students will write a letter, and express their appreciation of clean waterways, the consequences of not caring for waterways, and the benefits of being good <i>kaitiaki</i> . They will also express empathy through an art exercise.	Social Studies: The implications of changes to places, for people and the environment.	Global Issues magazine. Pen, paper, crayons/coloured pens, imagination.

INSTRUCTIONS:

Read out the following passage to the class, provide them with pen and paper, and then students write their letter to the past. If you like, you could provide students with the contact details of people in your regional council to write to, or your local MP, or students could write to a fictional person of their choice.

ACTIVITY 1 – LETTER TO THE PAST

It's a warm morning in 2017, and you're lying in bed in those moments between sleeping and waking when old memories dart through your mind like schools of shimmering fish. A memory floats to the surface of weekends up the Matai River. There was a big, rough-skinned tree two or three bends up the river which you loved to climb when you were a kid. You'd carefully but quickly reach for branches further and further up the tree, the river cool and welcoming below you, until you reached the rope that hung out over the water. Grasping the rope and feeling butterflies surge around your stomach, you'd leap out over the river and aaaagggghhhhhh! Let go! Into the river where suddenly there'd be smooth coolness all around and that special kind of speaking silence that you can only ever hear under cool flowing water like the Matai always had. With a sigh, you lift yourself out of bed and feel the old sadness of knowing that nobody swam in the Matai these days. Nobody swims in any of the rivers anymore. Too dangerous. Too dirty. Polluted. All the plants and fish in the rivers, dead, long ago. If only people had listened to the warnings and protected their rivers – been good *kaitiaki*. So you decide to write a letter to the past, to the people who were making



decisions when you were younger. In it you will describe all the good things about having access to clean, safe, water – for drinking, washing, and playing in; and the consequences for future people of not looking after this clean, safe, water.

ACTIVITY 2 – PICTURE THIS!

Give each student a copy of *Global Issues* #21 magazine. Ask each student to find a quote in the magazine that describes a situation relating to water. There are quotes on pages 3-5, 7 and 8. Hand each class member a piece of paper and crayons or coloured pens. Ask the student to draw a picture of the person who said the quote (they can use their imagination to invent what the person looks like), including the situation that the person is describing around them. The picture should show the person saying the quote – students can use speech bubbles to do this if they like.



KEY WORDS *NGĀ KUPU MATUA*

Kaitiaki

Guardian, caretaker.

Resources



SELECTED RESOURCES ON WATER

All resources are available to borrow FREE from the Global Education Centre library. Simply fill in the library registration form (see reverse) and email, fax, or phone us with your request. Please note, this is only a selection of the available resources, more are available.

PRINT

Clean Water: A Right For All; By Heather Jarvis; UNICEF; UK, 1995.

This activity book includes plentiful classroom activities, explores water use in our daily lives, examines values relating to water use, and much more.

Focus on Stories: Water & Development Issues; Severn Trent Water with WaterAid; UK; 1995.

This resource kit includes an A4 pack of 16 photos showing water use around the world. Also has a range of engaging activities for use in the classroom.

The No-nonsense Guide to Water; By Maggie Black; New Internationalist; UK, 2004.

This pocket guide examines the world water crisis in light of pollution scares, irrigation shortages, damming, and 'water wars' over dwindling supplies.

The Water Game; ChristianAid.

This board game set in Nicaragua helps children to appreciate some of the difficulties in keeping water supplies clean. Ideal with six players.

Water Literate; WaterAid; UK.

This resource raises issues about water, development and sustainability in rural Tanzania. Activities are based around persuasive writing, poems, and stories. Includes a colour photo pack.

VIDEO & DVD

Death on the Nile; Earth Report IX; Connected Media Trust. 23 mins. (DVD).

People in Egypt's Nile Delta are getting sick. Everyone is convinced dirty water is the cause. This documentary joins Dr El Awady's investigation to find out who is responsible for threatening the health of those living in the Nile Delta.

Buckets of Water; WaterAid; UK; 1998. 10 mins.(VIDEO).

For millions of children in the developing world collecting and carrying water is a daily necessity. This video explores the difference that a safe water supply close to home can make. Filmed in Ghana and the UK.

The Dam Truth; Community Aid Abroad – Oxfam Australia; Australia; 2000. 12 mins. (VIDEO).

The Dam Truth explores the success stories of Cambodian villages working together to protect their water resources. It also takes a look at one of the major threats to their way of

life – large scale hydro electric dams.

Upstream, Downstream; Earth Report VIII; Connected Media Trust. 26 mins. (DVD).

Rising in the northern hills of Thailand, the Ping River is a vital source of water for irrigation for lowland farmers. But with mounting demands from tourists and hill-tribes, the Ping doesn't provide enough water in the dry season. What can be done to head off a looming conflict over water?

Waibulabula; Earth Report VII; Connected Media Trust. 23 mins. (DVD).

In the Fijian language, Waibulabula means 'Living Water'. But most of the water running off Fiji is laced with untreated sewage and pesticides. The run-off is killing the coral reef and tourism. Environmental awareness is growing, but there's a long way to go before the island's marine ecology is nursed back to health.

WEB

www.oxfam.org.uk/coolplanet/water/ Oxfam's Water for All contains classroom activities and case studies on a range of water-related issues and their impacts. Ideal for teaching 9–13 year olds.

www.wateryear2003.org The International Year of Water website includes water myths, stories, and proverbs from around the world, facts and figures, a photo library, and information on taking action for sustainable water use.

www.starfish.govt.nz/social/facts/fact-traditional-maori.htm

This is a Social Studies resource on traditional Māori fisheries, produced by the Ministry for Fisheries. It includes information on conservation, spiritual rules, technology, iwi specialities; and more. It also links to a factsheet on how New Zealand law affects Māori fishing rights.

Library Registration Form



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CONTACT DETAILS

First name:	Last name:	Subject taught:	Department:

School/Organisation:

Primary postal address:	Secondary postal address:

Phone:	Email:

You also need to fill out the contact details below in order to borrow library resources:

Alternative contact (relative or friend living at a separate address in Aotearoa New Zealand):	Contact's address:
Contact's email:	Contact's phone:

Please send me the Global Education Centre email update on upcoming resources, workshops, and information. I have included my email address.

I agree to return books by the due date and to make good any loss or damage to library material while on loan to me.

<p>Signed</p> <p>Date</p>	<p>Please post or fax this form back to us at:</p> <p>The Global Education Centre Library Registration PO Box 12 440 Wellington Aotearoa New Zealand</p> <p>fax: (04) 496 9599 ph: 04 472 9549 email: schools@globaled.org.nz</p>
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