



Inquire to Learn!

There are many ways in which *How Kiwi Lost His Wings/Being Kiwi* can be used as a base for Inquiry Learning. This is just one suggestion.

Session 1

Using the Big Book, share-read *How Kiwi Lost His Wings*, stopping at natural points for discussion. Draw on the students' prior knowledge of kiwi and other NZ native birds and trees, Tāne, selfishness and selflessness, consequences and rewards.

Possible Starter Questions for Discussion

NZ Native Birds: *What can you tell me about kiwi and some other NZ native birds?* Discuss that kiwi, kākāpō, takahē, penguin, weka, and extinct species such as wren and moa are flightless birds. Tell the students that Aotearoa has more species of flightless birds than any other country due to its isolation and lack of predators. Explain that our birds evolved over time to be flightless and that kiwi fill the role of ground insect eaters that is filled by mammals in other ecosystems.

NZ Native Trees: *What is a native tree?* Explain that a tree (or animal) is native if it occurs naturally in a place. Brainstorm native trees of Aotearoa e.g. kauri, rimu, tōtara, kōwhai, tawa, pōhutukawa, rātā, mānuka, mataī, nīkau palm, kahikatea, miro, kohekohe.

Tāne: *Who is Tāne?* Discuss that Tāne is the Māori god of the forests and birds.

Selfishness and Selflessness: *What does it mean to be selfish? What does it mean to be selfless?* Invite the children to share or create examples of selfish behaviour and selfless behaviour. Introduce the

word *sacrifice* and define it as the giving up of something valued in order to get something else or to help someone. Brainstorm examples of someone sacrificing something in order to help another person.

Consequences and Rewards: *What is a consequence?* Discuss that a consequence is a result or effect of an earlier action, and that consequences can often be unpleasant. *What is a reward?* Discuss that a reward is something given to a person in recognition of their service, effort, or achievement, and that rewards are pleasant things. Brainstorm examples of actions and their possible consequences or rewards.

Text and Illustration Based Inquiry Questions

Cover: Look at the cover and read the title. *Do you think this will be a true account of how kiwi became flightless birds?* Discuss how folk tales often seek to explain how things came to be. *Did kiwi ever look like this?* Explain that the illustrator has given his interpretation of what a kiwi with wings would look like. Ask the children to predict how Kiwi might lose his wings.

P. 2: Revisit the opening sentence: *Once upon a time, when Aotearoa was just young, Tāne, the god of the forest and all who lived in them, was walking through the trees.* Ask, *What is "Aotearoa"? Why has the author described Aotearoa as "just young"?*

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Teacher's Notes continued

Discuss that Aotearoa is a young country both geologically and in terms of settlement. It was the last habitable place in the world to be discovered when Māori first arrived from Polynesia over 700 years ago. Review the text and ask, *What is the threat that is facing the forest?* (Too many insects on the forest floor, making the trees sick.) Direct the students' attention to the illustration and ask, *Why has the illustrator used two different tones of colour?* (To draw attention to the fact that the forest floor is dark as the sunlight does not filter all the way down through the trees.)

P. 4: Revisit the sentence: *"I need one of you to give up the forest roof and come to live on the forest floor so that you can eat the bugs."* Ask, *What is Tāne asking for?* (A volunteer.) Discuss that Tāne is asking for one of the birds to be selfless and to make a sacrifice for the sake of the forest. Revisit the text, *The forest was quiet. Not a single bird moved or spoke.* Ask, *Why do none of the birds want to volunteer?* (Because Tāne is asking for a big sacrifice.)

P. 5: Look at the illustration and see how many native birds the students can name. (kererū/wood pigeon, pūkeko, pīwakawaka/fantail, kōtare/kingfisher, tūi, pīpīwharau/roa/shining cuckoo, tīe/saddleback, kiwi.) Note that some of the birds look a little different to how they look today.

PP. 6–7: Review the text and draw attention to the sentence: *"I am scared of the dark."* Ask, *Are any of you scared of the dark? Do you think Tūi's response is reasonable? Why/why not?* As a class, brainstorm synonyms for the word *scared*: (afraid, frightened, fearful, nervous, worried, terrified, petrified)

P. 8: Revisit the sentence: *"Pūkeko, will you come down from the forest roof to help my children, the trees?"* Note that it is a repeat of Tāne's question to Tūi, with the addition of *"to help my children, the trees?"* Ask, *Why did the author add this extra text?* (To make Tāne's request more personal, emotive, and persuasive.)

P. 9: Look at the illustration and note that Pūkeko is high in a nīkau palm. Ask, *Where do we*

normally see pūkeko today? (On the ground in swampy, wetland areas.) Revisit the text and ask, *Do you think Pūkeko's response is reasonable? Why/why not?* Revisit the text, *The forest was quiet. Not a single bird moved or spoke.* Ask, *How do you think the birds are feeling?* (Worried that Tāne will ask them next. Annoyed at being asked to make this sacrifice? Guilty at not helping Tāne with his problem?)

PP. 10–11: Revisit the text and ask, *Is Pīpīwharau's excuse of family responsibilities any better or worse than the excuses of Tūi or Pūkeko? Why/why not?* Review the last paragraph and ask, *Why are the birds all quiet?* (They don't want to draw attention to themselves and have Tāne ask them next.) Ask, *How has the author shown that Tāne is disappointed in the birds?* (*The only noise in the forest was the sound of Tāne's sad sigh.*)

PP. 12–13: Discuss personification as the giving of human attributes to something non-human. Revisit the second paragraph and note the example of personification, *the sun playing on the leaves.* Discuss that authors use personification to make their writing more interesting. Revisit the phrase, *cold, dark, damp forest floor* and, as a class, identify the adjectives. (cold, dark, damp) Ensure that the students know that adjectives are describing words. Together, make a list of all the sacrifices Kiwi will have to make to help Tāne. (He will have to give up the warm sun; grow thick, strong legs; lose his colourful feathers and wings; lose his ability to fly; and lose his friendship with the birds of the forest roof.) Ask, *Why do you think Kiwi is prepared to make these sacrifices?* (Because Tāne has asked it of him and Kiwi respects Tāne as god of the forest; because Kiwi understands that a bird on the forest floor to eat the bugs is necessary to the survival of the forest and all who live in it; because no one else will do the job; because Kiwi is kind and generous and prepared to make a personal sacrifice to benefit all.) Ask, *Would you make this sacrifice if you were Kiwi? Why/why not? Why did Tāne list everything Kiwi would have to give up?* (Because Tāne wanted to be sure that Kiwi was fully aware of the consequences of his decision.)
Why did Kiwi say "a silent goodbye"?

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PP. 12–13 cont: (Because he is gracious and humble and didn't want to make a fuss about the sacrifices he was making.) Discuss that Kiwi just wanted "to get on with the job" in a quiet manner and how this is a character trait of New Zealanders.

PP. 14–15: Revisit the text and identify the consequences that Tāne gives to each bird for its selfish refusal to help him and the forest. Ask, *Do you think it is fair that the birds had to suffer consequences for their choices? Why/why not?*

P. 16: Review the text and note the word *sacrifice*. Identify the reward that Tāne gives to Kiwi for his selfless act. Note that in the illustration Kiwi has lost his colourful wings and his legs and feet are thicker and stronger – Kiwi now looks like kiwi do today. Discuss that Tāne "*laying his hand on Kiwi*" is a symbolic act that shows that Kiwi is the chosen bird of Tāne and New Zealanders.

Further Discussion and Inquiry Extension

If possible, go on a bush walk and identify native trees. Find or take photos of native trees, label them, and create a class "forest".

Challenge the students to learn about kauri dieback and present their findings as posters. *What is kauri dieback? How can we stop its spread?*

As a class, find photos of native birds and label them in a display. Using the Internet, listen to the calls of the various birds.

Invite the students to learn about tūī, pūkeko, or pīpīwharau and present their findings to the class as an oral report.

Share other Māori tales that feature Tāne e.g. *Rangi and Papa* (StoryWorld 2).

Invite the children to write their own folk tales explaining how something in Aotearoa came to be e.g. *How Whale Got a Spout*, *How Penguin Learned to Swim*, *Why Kakapo is Green*, *How Snail Got Its Shell*.

Share-read folk tales from other cultures about how things came to be e.g. *Nanabozho and the Maple Trees* (StoryWorld, Canada), *Sina and the Eel* (StoryWorld, Samoa), *The Elephant's Nose* (StoryWorld 3, Set A, India), *How Water Came to Be* (StoryWorld 3, Set B, Australia).

Session 2

Using the Big Book, share-read *Being Kiwi*, stopping at natural points for discussion. Draw on the students' prior knowledge of New Zealand geography, kiwi culture, kiwiana, Waitangi Day, kiwi birds, and conservation.

Possible Starter Questions for Discussion and Inquiry

Māori Greeting: *Te Reo is an official language of New Zealand. Does anyone know how to greet someone in Te Reo? We say kia ora.*

Cover: Look at the cover of *Being Kiwi* and ask, *Does anyone know where in New Zealand this giant kiwi can be found?* (Rotorhanga) Locate Rotorhanga on a map of the North Island and

discuss that Rotorhanga is famous for its kiwi house and for the symbols of kiwiana throughout the town. Ask, *Has anyone visited Rotorhanga? What did you think of it?* Reread the text on L&P on P. 3 of *Being Kiwi* and note the giant L&P bottle. Explain that this giant bottle is a famous cultural landmark in Paeroa. Locate Paeroa on a map of the North Island. Ask, *Do you think the people of Rotorhanga and Paeroa are proud of the landmarks in their towns? Why/why not? What purpose do they serve?* (town pride, cultural identity, attract tourists, being "on the map")

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Kiwi Culture: *What is kiwi culture?* Reread the text on P. 1 of *Being Kiwi* and discuss that every country has its own special culture that is influenced by its history and the experiences of its people. Discuss that sometimes it is easier for people from other countries to see what sets kiwis apart than it is for us to recognize these traits in ourselves. Note the NZ flag on the kiwi sculpture on the cover and talk about flags as important symbols of national identity. Point out that the Union Jack recognizes that New Zealand used to be a British colony and dominion while the four stars represent the Southern Cross and show that New Zealand is a South Pacific nation. Share with the students that the current NZ flag was adopted in 1902. In 2016, New Zealanders voted on their flag and decided to keep the 1902 design. Emphasize that everyone who lives in Aotearoa is a kiwi and lead a discussion on kiwi culture, asking the students to share aspects of being a kiwi that they are most proud of.

Kiwiana: Reread PP. 2–3 of *Being Kiwi* and define a symbol as a thing that represents or stands for something else. Explain that symbols are often material objects that represent abstract ideas. Ask, *How do kiwiana symbols contribute to the kiwi identity?* (They are familiar objects that we identify with and can relate to as New Zealanders. They are often quirky “feel good” objects that remind us of home and what it means to be a kiwi.) Discuss that different kiwiana symbols will have more meaning for some people than others depending on their age and experiences. As a class, brainstorm other symbols of kiwiana e.g. black singlets, gumboots, rugby boots and ball, Swanndris, hokey pokey ice cream, fish and chips, chocolate fish, pineapple lumps, Marmite, Weet-Bix, Jaffas, Edmonds Baking Powder, Foxton Fizz, plastic hei-tiki, koru, “The Longest Drink in Town” milkshake cups, number 8 wire, paua shell.

Waitangi Day: Reread PP. 4–5 then locate Waitangi on a map of the North Island. Tell the students that on Waitangi Day many people gather at the Waitangi Treaty Grounds for the Waitangi Day Festival. The day starts at 5 A.M. with a traditional Dawn Service in the carved meeting

house, Te Whare Rūnanga. There are speeches, music and other entertainment on all day, market stalls, and activities for children. Waitangi Day celebrations are also held at Parliament Buildings in Wellington and around the country at many marae and other public places. Ask, *What does Waitangi Day mean to you?* Discuss that for some people Waitangi Day is just a day off work or school, whereas for others it is an important day in New Zealand’s history. If appropriate, acknowledge that Waitangi Day has at times been marked by tension and protest. This relates to historical wrongs concerning the Treaty and strong feelings regarding the place of the Treaty in New Zealand society today.

Kiwi and Conservation: Invite the children to share any experiences of seeing kiwi they may have had. Reread PP. 6–7 and say, *There were millions of kiwi in Aotearoa just 100 years ago, now there are only 68,000. Why do you think there are less kiwi now than there used to be?* Discuss that a huge amount of New Zealand forest and bush, which is home to kiwi, has been cleared for farmland, towns, and cities. Ask, *Why is it important to preserve and look after the bush and forest that we have left?*

Further Discussion and Inquiry Extension

Challenge the students to research cultural landmarks of New Zealand and mark them on a map e.g. Paeroa’s L&P bottle, Taihape’s gumboot, Ohakune’s carrot, Gore’s brown trout, Te Kūiti’s sheep shearer, Cromwell’s fruit, Tirau’s sheep and sheepdog, Te Anau’s takahē, Geraldine’s giant jersey.

Invite the students to design a giant landmark for their town/city. Ask them to consider the symbolism of their chosen object/design and why it represents the life and culture of their area and its people.



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Ask the students to choose one aspect of Kiwi life and culture that they are particularly proud of or can relate to and write a report on their topic and why it is important to Aotearoa. Topics could include Māori culture and language, sporting excellence, NZ music, outdoor recreation, NZ scenery, NZ literature, or other aspects of NZ life.

Play a selection of NZ music to the class, including some tracks the students may be familiar with and others that may be new to them e.g. "Poi E" by Patea Māori Club, "Loyal" and "Slice of Heaven" by Dave Dobbyn/Herbs, "Black Pearl" by Moana and the Moahunters, "In the Neighbourhood" by Sisters Underground.

Encourage the students to find out more about kiwi and create a factfile that they can share with their family and friends. It may be possible to visit kiwi at a zoo or kiwi house.

Invite the students to look into local conservation efforts to protect kiwi and to make posters on how we can all help to look after NZ's national bird.

Challenge the students to work in pairs to find out how and when New Zealanders first became known as Kiwis and/or how Māori traditionally valued and used the kiwi. Ask them to present their findings to the class.

Share the movie *Footrot Flats: The Dog's Tale* with the class and discuss its portrayal of Kiwi life.

Research other native birds and animals that are nocturnal and compare them to the kiwi e.g. kākāpō.