



WELL-BEING AND VITALITY IN EDUCATION

Me oranga tonu, me ako tonu, me whakatika haere

# PĀNUI

July 2022 | Issue 61

## Te Mana Ora

19 Woollcombe Street  
P O Box 510, TIMARU  
Phone: 03 687 2600  
Fax: 03 688 6091  
[www.wavesouthcanterbury.co.nz](http://www.wavesouthcanterbury.co.nz)

## FACEBOOK Pukamata

Keep encouraging your community to like our WAVE Facebook page for regular updates, competitions, links and other useful information.

[facebook.com/wavesouthcanterbury](https://facebook.com/wavesouthcanterbury)



*Tukua kia tū takitahi uā  
whētū o te rangi  
Let each star in the sky shine  
its own light*

## PINK SHIRT DAY AT GERALDINE PRIMARY

Geraldine Primary School participated in the nationwide Pink Shirt Day on 20th May. This was well supported by staff and students who dressed up in pink to show their support. Children were learning about ways in which to help prevent bullying and to be an 'upstander', which means to stand up to a bully. The purpose of Pink Shirt Day links to our school values of being caring and respectful. There were lots of pink shirt designs around the school with messages to stamp out bullying.



BETTER HEALTH

| GREATER LEARNING

| BRIGHTER FUTURES

**Te Whatu Ora**  
Health New Zealand  
South Canterbury



### Key Partners:

- Cancer Society
- Te Runanga o Arowhenua

## HEALTHY LUNCHES FOR GERALDINE KINDERGARTEN

At Geraldine Kindergarten we are really passionate about the health and well-being of our tamariki and promoting healthy food choices in our community.

We have been doing some research around oral health in the South Canterbury area and were really concerned to hear how many children are having their baby teeth removed at the age of two, and the increasing rates of tooth decay. In 2019 over 40 percent of five-year olds in New Zealand had tooth decay, according to Ministry of Health data. We also recognized the increasing cost of food, particularly for healthy food choices such as fruit and vegetables. Research gathered from the longitudinal study "Growing Up in New Zealand", found half of mothers had been forced to buy cheaper food in order to pay for other things; one in eight had used food grants or food banks and one in eight had gone without fresh fruit or vegetables to pay for other things they needed.

We also observed how costly sugary packed lunch packs were available from dairies and wanted to provide a healthy and affordable alternative that was easily accessible for all through our local supermarket.

We met with the managers of the local Fresh Choice Supermarket in Geraldine to discuss our idea of putting together affordable lunch packs that promoted health and well-being and provided more nutritious options. We shared with them about the importance of healthy food for brain development and for the overall well-being for our youngest learners in our community, and the research that we had gathered. We discussed possibilities of sustainable packaging as well. We shared our ideas about what a healthy and nutritious lunch could look like.

The team at Fresh Choice were really on board and came up with an affordable lunch pack that cost only \$5 and included nutritional and sustaining foods, such as fruit, vegetables, eggs and savoury foods. They were very responsive and open to exploring ways they could support this initiative. This has been so well supported

by our community and we have received lots of positive feedback from parents and caregivers. This is a great example of 'whanaungatanga' - when members of the community come together to support vitality and well-being for all.



## INTRODUCING CARMEN CUNNINGHAM WAVE TEAM LEADER

Kia orāna, Talofa lava, Malo e lelei, Bula vinaka!

Warm greetings to you all. I am the new Team Leader for Te Mana Ora, the public health service for Te Whatu Ora (Health New Zealand). Some of you may remember me as I have returned to WAVE after 11 years working in Smokefree.

I have a Bachelor of Physical Education and Postgraduate Diploma in Public Health and am looking forward to celebrating the partnership between education and health here in South Canterbury.

I also have two young boys that love the outdoors and am very grateful to live in our beautiful corner of Aotearoa.

We would like to thank Rose Orr for the amazing work she has done in this role, and wish her all the best for her new role at Te Whatu Ora Southern.

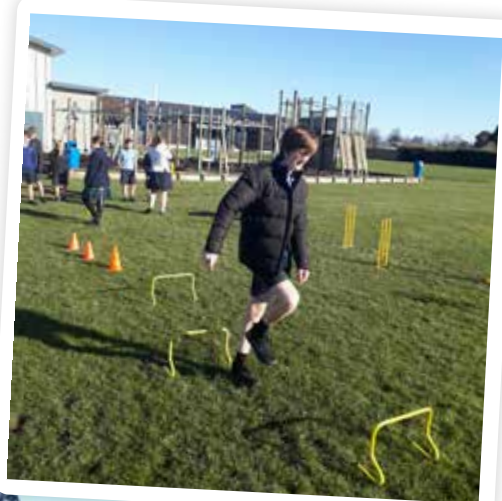
Kia ora.





## SADD times at Opihi College

Students from the SADD (Students Against Dangerous Driving) team at Opihi College ran an awareness activity at school, which involved students finding their way around various obstacle courses wearing vision-impaired goggles. This is just one of the activities the SADD team is planning this year after attending a leadership development and planning day for secondary school SADD teams, run this term in Timaru. SADD is a national organisation which empowers young people to make safer and better choices on the road.



## Youth Art Week

*Encourage your akonga/students to enter if they are aged between 12 & 24*

### VOICE 2022 YOUTH ARTS EXHIBITION.

**Theme: ONLY ONE PLANET**

Categories include...

- Painting/Mixed media
- Drawing/printmaking
- 3d, sculpture, object, ceramics (including re-imagined, re-cycled, repurposed objects/clothing)
- Photography, Film, Digital painting, design
- Creative writing, poetry, rhyme ...

Special awards (All entries eligible)

- Te Rito Award: Entry that best reflects positive relationships and connections.
- WAVE Award: Entry that best reflects healthy lifestyles
- People's Choice Award: voted on by viewing public
- S.C. Arts Society Award: Best artwork from workshops.

**CASH PRIZES | CASH PRIZES | CASH PRIZES**

**ENTRIES CLOSE SEPTEMBER 15TH**

**Entries must be exhibition ready & dropped at YMCA.**

Entry Forms available online at

[www.ymcasc.org.nz](http://www.ymcasc.org.nz)

Or [www.wavesouthcanterbury.co.nz](http://www.wavesouthcanterbury.co.nz)

JOIN US FOR THE

**VOICE EXHIBITION OPENING  
& AWARDS NIGHT**

**Tuesday September 20th, 6:30pm**

**@ Ara Student Cafe, Arthur St, Timaru**



For more information: [anna.reihana@cdhb.health.nz](mailto:anna.reihana@cdhb.health.nz)  
or [jo@ymcasc.org.nz](mailto:jo@ymcasc.org.nz)

## MATARIKI CELEBRATIONS

2022 marks the first year that Matariki was celebrated as a National Holiday. Here are some of the ways our kōhungahunga and kura celebrated Matariki:

### Peel Forest Preschool

Peel Forest Preschool celebrated Matariki 2022 with a breakfast with our families. We started the event with a Matariki waiata which the children had been practicing followed by our centre's Mihi, which we have also been learning. Then we had a shared breakfast of pancakes, toast and hot milo.

It was great to see some of our families at our breakfast event and celebrate our new national holiday.



### Fairlie Early Learners

"We had such a special Matariki evening with our whānau in remembrance of Rosa, who sadly passed away the night of our Matariki evening last year. It was all about being together, singing waiata and showing our love for her family who also joined us".

They celebrated with shared kai and being together for the first time since last year's Matariki evening. They then went for a walk in the dark with lanterns and sung waiata together before blowing kisses up to Rosa.



### Rural Scholars

Rural Scholars Early Learning Centre's Matariki celebrations have been embedded within their nature-based philosophy, supporting tamariki to develop their relationship with Papatūānuku (Earth Mother) and placing whanaungatanga (relationships) at the core of their learning.

On the 17 June as the night sky fell, tamariki and their whānau arrived at the Rural Scholars farm to celebrate, kōrero and share the exciting prosperities for the Māori New Year. Wrapped up and guided by the light and warmth of the ahi (fire), the whānau enjoyed some beautiful pumpkin soup and bread made by the tamariki during the day. Tamariki performed some waiata and delighted in roasting marshmallows before the night ended.

Learning began long before the Matariki celebration with tamariki collecting kindling to start the fire, helping to set it up and engaging in the bread and soup making process. Tamariki also made bags of cones and sticks to take home to help lighting their fire, fostering the connections between their learning at Rural Scholars and at home.



### Waimate Child Care

The tamariki have been learning about Matariki through their art work, stories, planting and waiata. We have been using natural resources such as clay, weaving with twigs, leaves and flowers, making salt dough stars, creating taonga (treasures), painting night scenes, dressing up in traditional piupiu and listening to Matariki stories. We have had lots of kōrero/talk about what we know and what we have learnt together. We have supported and guided our tamariki in exploring their visual mihi and enjoyed retelling myths and legends.





### Timaru South School

Timaru South School held a Matariki concert, which included performances from their own Kapa Haka group, and the incredible team from Te Aitarakihi, which included members from their current staff, students, and whānau of students, as well as a few former students of the kura. The kai to follow was again a huge hit as well. Ka mau te wehi!



### Matariki Celebrations at Waimate

This year's proposed theme was Kotahitanga (coming together, unity). The wero was to work with another learning space, school or early childhood centre and research a chosen Matariki whetū (star), to be displayed in the main street of Waimate and the library to share with the whole community.

The Waimate Kāhui Ako Matariki committee facilitator Kere Adams has congratulated everyone for the fantastic creative Matariki art that is on display in the Waimate BNZ building and the Waimate Library. This will be followed up next term with some workshops to strengthen knowledge, skills and understanding of Te Ao Māori.

Students identified this time of the year by explaining Matariki through their writing. The following are their words, "Matariki is also known as the Pleiades. The stars are Ururangi, Tupu-ā-nuku, Tupu-ā-rangi, Hiwa-i-te-rangi, Matariki, Waipuna-ā-rangi, Waiti, Waitā and Pōhutukawa. Matariki is a time to celebrate with family and friends. It is the Māori New Year. It is a time to share kai and tell stories, we fly kites. During Matariki if the stars are bright and you can see the Matariki stars, it means it will be a good farming year. If you can't see the stars, it means it won't be a good year for crops. Matariki is the name of the oldest star in the star cluster. Matariki is the brightest and biggest star in the star cluster. It is a time to plant trees and winter crops. It is a time for sharing stories."



### WAVE Team hosts Matariki kai-tasting

For Matariki celebrations here in the office, one of our colleagues organised a fantastic array of kai. The dishes prepared included oysters, creamed pāua, smoked eel, crayfish, muttonbird and watercress, potato Rosti, and spicy kumara soup. Having only been in New Zealand for three and a half years many of these dishes were new to me and so this was an ideal opportunity for me to try them out. I'm a bit of a foodie so I always take the opportunity to try out new foods, even if it's no guarantee that I'll actually like it.

My favourite dishes were the smoked eel and the creamed pāua, neither of which I'd tried before. The smoked eel in particular was very moreish, and I could have happily snacked on them all

day long! The dish everyone wanted to see how I'd react to was the muttonbird and watercress, and I was warned in advance that it has a pungent smell. I really enjoyed this dish too and to me it tasted like a slightly salty quail. It was really moist and tender and quite delicious, and while it has a distinctive smell I didn't find it unpleasant or overly strong. The only thing I didn't really enjoy was actually the oysters, unfortunately the seawater taste to them didn't appeal to me. But they certainly went down well with my other colleagues! And to finish with was a nice homemade spicy kumara soup that is definitely a must on these cold winter days!

*Ian van Delft*

## MANU TUKUTUKU / MĀORI KITE MAKING at Twizel Kindergarten

Mana Whenua (Belonging): Children learn through making connections between people, places and things in their world.



At Twizel Kindergarten our tamariki have been learning about Manu tukutuku – Māori kite making. This has become a tradition to ako (teach and learn) together before the rising of Matariki.

Manu tukutuku were used for communication to send messages between Pa sites (Māori villages) in different locations. They would often signal to the next pa that a meeting was needed by flying a kite. Manu tukutuku were flown to celebrate the start of the Maori New Year, when Matariki (the Pleiades) appeared in the mid-winter night sky.

It is said that when the founding ancestor of Ngāti Porou, Porourangi, died in Whangara, the East Coast, a kite was flown and his brother Tahu, the founding ancestor of Ngāi Tahu, was able to see it from the South Island.

Manu tukutuku are a triangular shaped kite usually made from toetoe covered with dry raupō (bulrush) leaves and joined with harakeke (flax) lashings. Manu is the word for bird and kite, and tukutuku refers to the winding out of the line as the kite climbs. Manu tukutuku were decorated with feathers, shells, carved faces and coloured patterns drawn with black or red pigments from charcoal or clay mixed with shark oil. Manu tukutuku were often seen as connectors of the heavens and the earth. At Twizel Kindergarten our tamariki have used sticks sourced locally from rivers, farms and around the lakes. They learned that the shape

of the Manu tukutuku are a triangle which we tied in a tapa toru (triangle) with twine.

Tamariki learned a basic weaving style using donated wool from local community members and whānau. Each day tamariki sat on the whāriki over the past three weeks and focused on their mahi (work) to construct their Manu tukutuku.

Their creations were taken home after participating in community Matariki celebrations in Twizel and this year we have contributed our ako within community by placing our Manu tukutuku at our Twizel night market and local Marae Te Whare Mahana.

Many of our tamariki are on their third and final Manu tukutuku from their time at kindergarten and have kept their previous ones over the years. Some children have siblings that have come through the kindergarten and also have their Manu tukutuku from their kindergarten days.

Matariki is a wonderful opportunity to experience whanaungatanga connection with each other through shared experiences where kindergarten, whānau, community come together to mark this important event in the Maramataka calendar.



## MANU TUKUTUKU / MĀORI KITE MAKING at Arowhenua Māori School

Kites have always played an important role in Māori culture, particularly during the winter season when they were flown to signify the start of Matariki, the Māori New Year. The Māori kite is called manu tukutuku or manu aute – manu translates as either kite or bird.

This year Arowhenua School celebrated the Māori New year with miniature kite making, kapahaka and tree planting.





The WAVE Website has some exciting new Hauora Māori / Māori Health resources: [www.wavesouthcanterbury.co.nz](http://www.wavesouthcanterbury.co.nz)

## Te tapa whenua: naming the land

Place names tell us where we are and where we might want to go. On maps they help us find our way around. But place names are also important landmarks of the history, culture and identity of our nation and the communities within it. Before Māori language was written down, tapa whenua helped to record history and define relationships between people and the land. These place names tell stories of creation myths, ancestors, explorers, notable events, as well as describe landscape features and identify resources.

Travel online with LEARNZ to:

- discover the stories and reasons behind Ngāi Tahu place naming throughout this area
- explore the connection of people to special places and environments
- inquire into how place names represent the story of settlement by a range of people in Aotearoa New Zealand
- consider the importance of place names and their stories being handed down, retained and restored
- inquire into the significance and stories behind place names in your own rohe.



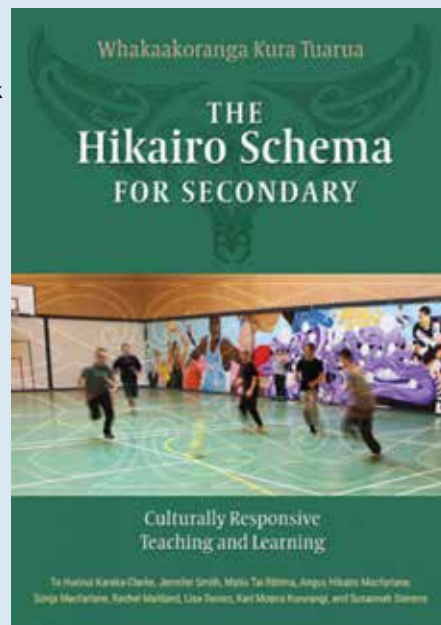
## The Hikairo Schema: Culturally responsive teaching and learning in secondary education settings

This adaptable guide invites kaiako to rethink approaches to engaging ākonga, re-envision the teacher/learner dynamic, revise old habits, and reconfigure learning environments to acknowledge and embrace cultural differences.

Kaiako can use

The Hikairo

Schema for Secondary several times over, drawing on their previous experiences to inform and to develop new and innovative ways of facilitating culturally sensitive and inclusive learning settings within the progressively specialised learning environments of the secondary school. This self-paced guide allows kaiako, whānau, and ākonga to collaboratively co-construct goals and outcomes that are relevant to their learning contexts. Kaiako can adapt The Hikairo Schema for Secondary to fit not only their own needs, but their own pace and level of comfort.



## Kā Huru Manu : Cultural Mapping Project

The Ngāi Tahu Cultural Mapping Project, uses the latest Geographical Information System (GIS) technology to record and map our Ngāi Tahu stories and place names onto a virtual landscape for future generations. The online, digital Ngāi Tahu Atlas includes over 1,000 traditional Māori place names that have been fully referenced from whānau manuscripts, published books, 19th century maps, newspaper articles, and a vast array of unpublished material. The atlas also includes information about ara tawhito (traditional travel routes),

Native Reserves and other original Māori land allocations such as the SINA and half-cast crown grants. The website tells the story behind the project and celebrates the people who have been involved.



## Safe Cycling Skills for Waimataitai

On a sunny Wednesday and Thursday morning in May, around 50 students from Waimataitai School were given a hands-on course in bike safety at the Caroline Bay bike skills park. This was part of a safe cycling programme, and was hosted by Senior Constable Deb Quested, School Community Officer with the New Zealand Police.

Starting each session with the all-important helmet check, Deb took each group on a walking tour around the bike skills park, explaining signage, road markings and how to stay safe when out there on the real roads with the danger of cars around them.

The students had a lot of fun, in addition to gaining real experience dealing with giving way, checking for oncoming traffic, stopping on a compulsory stop and at traffic lights, and positioning their bikes so that they would be visible to cars. This was the first time the bike skills park had been used by a school group, and it was a great opportunity to learn such important skills in this safe environment.



### What we learned about bike safety:

When you go on a roundabout on a bike go in the middle not on the outer side because cars will think that you're turning.

It's good to learn to go slow.

Never cross an orange light because bikes are slower than cars and they could crash into you.

The shiny thing on the back and front of a bike is for the car's light to reflect on the shiny thing and onto the driver, then they can see you at night.

By Pristine Susilo



Photo courtesy of Stuff





*When riding on the road, stay on the left side of the road.*

*When at a Give Way, always and ALWAYS look out for the car on your right and give way to that car.*

*Never ride when an orange light because that will be when the other lights will turn green and other cars will crash into you and you can also get a fine for running an orange light.*

*It's good to learn how to bike slowly.*

*The shiny things on the front and back of your bike is a reflector, its meant to be used at night, when cars' lights reflect off the reflective surface they can see that and they will know you are there.*

*Make sure to wear reflective clothing at night, this will reflect car lights and they can see you, you can do this if your bike doesn't have reflectors.*



*I really enjoyed bike safety. I think it was lots of fun doing it at the bay. I learnt many things but here are a few:*

*The right-hand rule (look to your right.)*

*I learnt how to go on a round-about (when to signal.)*

*I have gotten more used to signalling.*

*I think every school should have this opportunity.*

*I would like to thank everyone who helped make this happen.*

*By Phoebe*

*I loved bike safety day because I learned new stuff like:*

*That you have to be able to fit two fingers between your eyebrow and the helmet.*

*That you have to look to your right before you turn on the roundabout.*

*How to show when you want to turn right or left, how to show that you're stopping and all of those things.*

*Thank you to all of those people who built the bike playground and thank you to the police officer that had a possibility to come over and do all of those fun things with us.*

*By Dasha*



Photo courtesy of Stuff



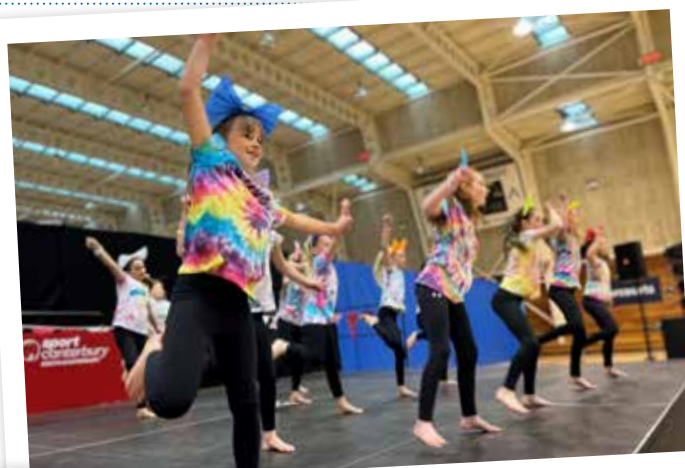
## Jump Jam Extravaganza 2022

The floor at the Southern Trust Events Centre was pulsating to the beat of 550 pairs of feet recently, at Sport Canterbury's annual Jump Jam Extravaganza.

Throughout Term 2, teams of young people from schools across the region, practice elements of movement quality, synchronisation, performance, and leadership as they prepare to bring their favourite Jump Jam routines to the stage.

Jump Jam Extravaganza is a culmination of this work and a showcase of students' enthusiasm and achievement in the Jump Jam programme.

This year 550 children from 16 schools participated.



*Photos courtesy of Stuff*



## Grow your very own kūmara

To get our kūmara ready to grow, we need to first start growing our tipu.

Tipu are the little shoots that grow on kūmara to grow new kūmara - how cool, right!

It's super easy - all you'll need is some kūmara, toothpicks and a glass of water!

One of the easiest places to get kūmara is your local toa hokomaha (supermarket). If you are unsure which ones to buy, Owairaka (red variety) is the most recognized variety in Aotearoa with a red skin and creamy white flesh.

There are lots of ways you can begin to grow your tipu. One of the easiest is to place 3-4 toothpicks into your kūmara about half way down, and rest it on a glass of water so that the bottom half of the kūmara is in water.

Within a couple of weeks, you should notice your tipu are starting to grow! You might want to grow these inside your whare on a windowsill, or somewhere at home that gets the most sunshine.



## WAVE 5+ A Day Wero/Challenge 2022

### Early Childhood and Kura/Primary Schools

WAVE is funding 4 fruit trees for ECE and primary schools each this year!

**To enter the wero let WAVE know what you're doing around any of the following areas:**

promoting huawhenua me huarākau/vegetables and fruit,  
māra kai/edible garden,  
drinking plain water and healthy teeth/oranga niho.

**When:** Any time in 2022! Submit an entry each term to increase your chances of being selected.

Email your entry, e.g. lesson plans, blurb with photo, article, poster, video etc. to your WAVE Facilitator.

Early Childhood: [debbie.johnstone@cdhb.health.nz](mailto:debbie.johnstone@cdhb.health.nz) or [elti.sannyasi@cdhb.health.nz](mailto:elti.sannyasi@cdhb.health.nz)

Kura/School: [janet.quigley@cdhb.health.nz](mailto:janet.quigley@cdhb.health.nz) or [greg.newton@cdhb.health.nz](mailto:greg.newton@cdhb.health.nz) or  
[gwen.anglem-bower@cdhb.health.nz](mailto:gwen.anglem-bower@cdhb.health.nz)

Walking, cycling and scooting to school are great ways to build regular physical activity into young people's lives. Some of the benefits of walking to and from school include: improved physical and mental wellbeing; arrive to school ready to learn; develop road safety and social skills; safer streets for the whole community. Children who have walked to school from a young age are likely to feel more prepared with the skills required to transition to greater independent travel.

Did you know that today, more than half of New Zealand primary school children are driven to and from school - that's nearly double the number from 10 years ago! If you've noticed that more of your students are being dropped off by car at the school gate, and this is of concern then our WAVE School Travel Plan Coordinator can work with your school to develop a school travel plan. Children learn, grow and have fun when they get active on the way to school.

What WAVE can do

- Support settings to develop their STP and coordinate the STP process.
- Provide travel surveys for schools to gather information about travel behaviour and public health analysts to analyse the results.
- Work with the Timaru District Council to provide mapping of walking distances, Park and Stride Zones for your school. Click

on the link to see example of a Walking Distance Map: Gleniti Walking Distances Map

- Collaborative approach to find what will work best for your school and community.
- Provide professional development and support to weave active travel and road safety within curriculum teaching: <https://education.nzta.govt.nz/news/teachers-at-education-portal-workshop-plan-to-boost-student-agency/>

Go to the [Active Travel / Haerenga Kaha](#) section of the WAVE Website and click on the links to access resources to use in your settings.



## COLDS, FLU AND COVID-19

Flu has arrived in South Canterbury, COVID-19 is still circulating, and there are other respiratory viruses going around as well. Schools and ECE have worked hard to keep COVID-19 out, but it's not time to relax yet. Remember the basics:

- Even if you've had COVID-19 it is still possible to catch it again.
- Encourage children and their whānau to stay away if they are unwell.
- Support your colleagues to stay away if they are unwell.
- Encourage children to wash their hands frequently, cover their coughs and sneezes and not to share drinks.
- It's not too late to get a flu shot, or a COVID-19 booster if you haven't had one already.

While mask wearing is a bit annoying, we do know that it is one of the best things we can do, to not only protect ourselves, but protect others that are vulnerable. The Ministries of Education and Health **strongly recommend** that all schools and kura amend their mask policy for the first four weeks of term to require mask wearing in all indoor settings (where it will not have a significant impact on teaching and



learning) for students in Years 4 and above. Masks **must be worn** by ākonga aged 12 and above on school and public transport, unless exempt.

We would recommend wearing a mask when in any public indoor setting. For further guidance see When to wear a face mask | Unite against COVID-19 ([covid19.govt.nz](https://covid19.govt.nz))

Also visit [www.flufree.co.nz](http://www.flufree.co.nz) and [www.sneezesafe.co.nz](http://www.sneezesafe.co.nz) for a range of resources for education settings (many which you can share with whānau)

From your Public Health Team at Te Mana Ora