



# Junior Journal

53





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# Junior Journal 53

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# Pepeha

by Pātaka and Monique Moore



*Ko  
Pareraukawa  
tōku ingoa.*



*Ko Misha  
tōku ingoa.*

## WHAT IS A PEPEHA?

A pepeha is a way to introduce yourself. It tells other people who you are and where you come from. A pepeha can be written, but usually, you will stand up and say your pepeha in front of everyone at a formal occasion.\*

A pepeha includes names, places, and events that explain where you are from, which family you belong to, and where you fit within your larger family.

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\*A formal occasion could be a school assembly or a time when visitors are arriving from another school.



Sāmoa

Ko Hope  
tōku ingoa.

Ko Yoshi  
tōku ingoa.

A pepeha also explains how your family is connected to your local environment. We value the environment because it provides food, water, and shelter – the things that all people need to live. A pepeha is a way of *showing* that you value the local environment and the important connection you have with the natural world.

# WHAT'S IN A PEPEHA?

Most pepeha include:

## waka - canoe

For Māori, pepeha tell the story of how their tūpuna (ancestors) came to Aotearoa in large waka. Each waka had a name, and Māori can still track their family history back to those waka.



## maunga - mountain

### awa, roto, moana - river, lake, sea

When Māori set up their homes in this new land, they took note of the important landmarks (such as mountains) and waterways (rivers, lakes, and seas) in their environment. They soon came to feel closely connected to these maunga, awa, roto, and moana.



## īwi - large family grouping

Each waka carried people that belonged to the same large extended family, or iwi.



## hapū - smaller family grouping

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The smaller family groupings within iwi are called hapū. Your hapū includes your parents, your grandparents, your cousins, and even your grandparents' cousins!

## marae - gathering place

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Most hapū have a marae, or traditional gathering place. They are special places where family members come together for hui (meetings) and other important events.

## kaumātua

- grandparents or elders

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## mātua - parents

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Your mātua and kaumātua are an important part of who you are. They also connect you back to your tūpuna.

# NŌ WHEA KOE?

WHERE ARE YOU FROM?



When you meet a person who is Māori, it's likely that one of the first questions they will ask is "Nō whea koe?" (or "Nō hea koe?"). This is an important question. When they know where you come from, who your mother and father are, and who your grandparents and great grandparents are, they can start to make connections with you.



Making connections is a way of building good relationships. In Māori culture, everyone helps out and shares work, food, and day-to-day tasks. It's important to have good relationships with each other when you are working together in a community.

Your pepeha helps to make those connections and build those relationships with others.



# Tōku Pepeha

## MY PEPEHA

Pareraukawa Moore talks about her pepeha.

Ko *Tainui* te waka.

Ko Tararua te maunga.

Ko Ōtaki te awa.

Ko Ngāti Raukawa te iwi.

Ko Ngāti Pareraukawa me Ngāti Pare ngā hapū.

Ko Ngātokowaru te marae.

Ko Sean Lagan tōku koro, ko Helen Morris tōku kuia.

Ko Rawiri Moore tōku koro, ko Rachael Selby tōku kuia.

Ko Monique Moore rāua ko Pātaka Moore ōku mātua.

Ko Pareraukawa Moore tōku ingoa.

*Tainui* is my waka.

Tararua is my mountain.

Ōtaki is my river.

Ngāti Raukawa is my iwi.

Ngāti Pareraukawa and Ngāti Pare are my hapū.

Ngātokowaru is my marae.

Sean Lagan and Helen Morris are my grandparents.

Rawiri Moore and Rachael Selby are my grandparents.

Monique Moore and Pātaka Moore are my parents.

Pareraukawa Moore is my name.



My pepeha tells you who I am. It is also a way of sharing my family history and my family tree so that I will never forget who I am and where I come from.



My tūpuna (my ancestors) arrived in Aotearoa on two waka called *Tainui* and *Takitimu*. We sing a song at my school called “*Tainui te waka*” – *Tainui* is my waka.



Every day, I see my mountain ranges, which are named Tararua. They look after me and make me feel safe because they are my home.



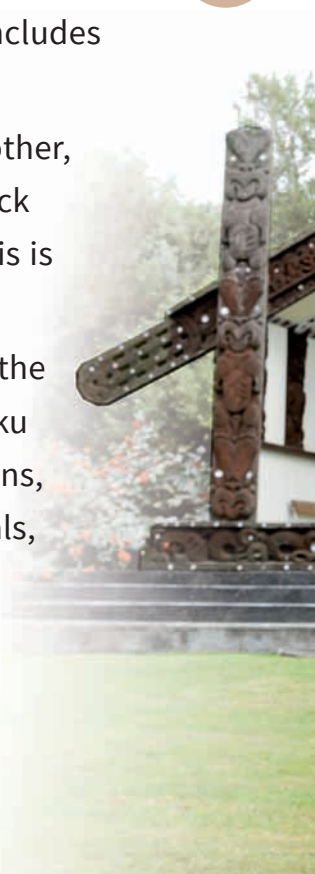
Awa, roto, and moana are important because they give us water, food, and life. In summer, we swim in my river, which is called the Ōtaki river. We also collect pipi from the sea, and we give thanks to Tangaroa, our god of the sea, for providing us with kai.



My grandparents, my parents, and my brothers are part of my whānau. But my whānau also includes all the members of my hapū and iwi.

When I say my pepeha, it links me to my mother, my father, and my grandparents, then right back to my tūpuna who first arrived in Aotearoa. This is my whakapapa, my connection to my people.

My pepeha also links me to the land and to the environment. We are connected to Papatūānuku (our Earth mother) and her lands, her mountains, her waterways, and her children (all the animals, birds, and plants). I must help to look after them because they are my whānau, and they look after me, too.



My marae is called Ngātokowaru. I love going to my marae. I get to see my aunties and uncles and play with my cousins. We also sing waiata and learn about our history. My marae is where my mother and father were married. When I was born, my father buried my whenua (placenta) under a tree at my marae. This was done to strengthen my connection to the lands of my tūpuna and to Papatūānuku.



My friends and I began to learn our pepeha when we were very young. My mother and father and grandparents all helped me learn my pepeha and showed me where my mountain, river, and marae are. We also sing about some of the things in our pepeha in waiata and haka – at kura and at home.





# CREATE YOUR OWN PEPEHA

All iwi have their own way of creating pepeha. Each iwi may include different things and place them in a different order. Here is one example of a pepeha that you can use to build your own.

Ko \_\_\_\_\_ te waka.

Ko \_\_\_\_\_ te maunga.

Ko \_\_\_\_\_ te awa (or roto or moana).

Ko \_\_\_\_\_ te iwi.

Ko \_\_\_\_\_ te hapū.

Ko \_\_\_\_\_ te marae.

Ko \_\_\_\_\_ rāua ko \_\_\_\_\_ ōku mātua.

Ko \_\_\_\_\_ tōku ingoa.

When you have said your pepeha, it's important to finish with a greeting, such as the one below.

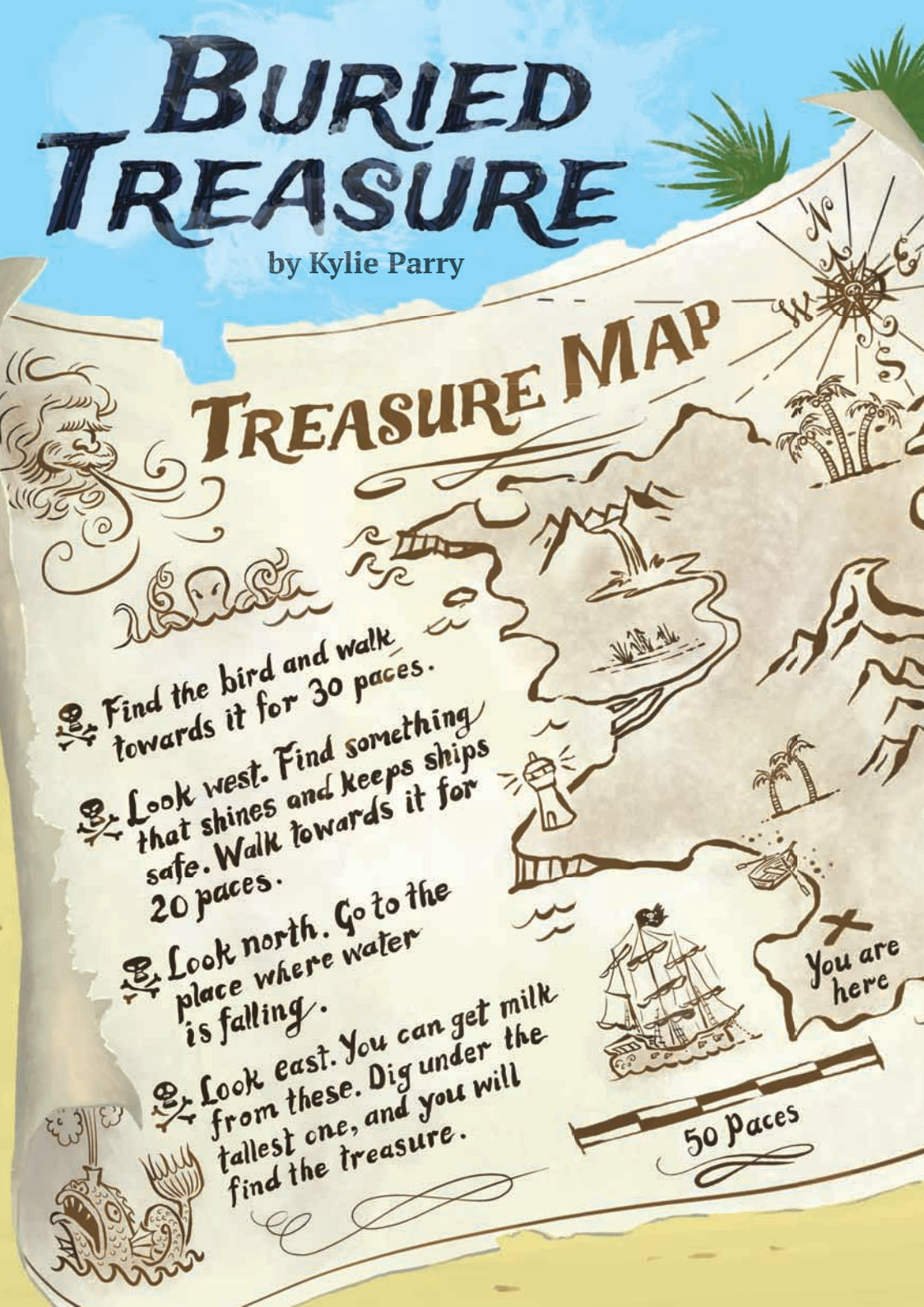
*Nō reira tēnā koutou,  
tēnā koutou,  
tēnā tātou katoa.*



# BURIED TREASURE

by Kylie Parry

## TREASURE MAP



Find the bird and walk towards it for 30 paces.

Look west. Find something that shines and keeps ships safe. Walk towards it for 20 paces.

Look north. Go to the place where water is falling.

Look east. You can get milk from these. Dig under the tallest one, and you will find the treasure.

X  
You are here

50 Paces

# CHARACTERS



**PARROT**

**PEG-LEG**

**SCAR**

**SEAWEED**

**PATCH**

**PIRATE CAPTAIN**

**PATCH.** Come on. It's time to look for the treasure.

**SEAWEED.** Wait ... the captain is still sleeping.

**PEG-LEG.** ARRR. It's his birthday. Let him sleep.

**ALL OTHER PIRATES.** ARRR, let him sleep.

**SCAR.** SHHH. We don't want to wake the captain.

*The **CAPTAIN** snores loudly.*

**PARROT.** Not much chance of that!





**SEAWEED.** I've got the treasure map. If we hurry, we can find the treasure and surprise the captain.

**ALL OTHER PIRATES** (*whispering*). ARRR!

*The pirates cluster round the map.*

**PEG-LEG.** I think it's upside down.

**SEAWEED** *turns the map up the right way.*

**PEG-LEG.** It says, "Find the bird and walk towards it for thirty paces."

**PATCH.** Look! Over there. Isn't that a bird?

**PATCH** *points to where PARROT is sitting in a tree nearby.*



**SCAR.** So it is. It looks just like Parrot. That's amazing!

**SEAWEED.** ARRR. We are the smartest pirates that ever sailed the seas.

*The pirates slap each other on the back.*

**PARROT** (*shaking her head in wonder*). I should have stayed on the ship today.

*The pirates walk over to the tree where **PARROT** is sitting.*

**PEG-LEG.** That wasn't thirty paces. It was more like three.

**PATCH.** Maybe they added an extra zero by mistake.

**PEG-LEG.** That must be it! Right, what's the next clue?

**SCAR** (taking the map from **SEAWEED**). The map says,  
“Find something that shines and keeps ships safe.”

**SEAWEED**. The sun shines. Where is it?



**PEG-LEG**. Over there, but haven't we forgotten something?

**PATCH**. Yes, we have. Sunglasses!

*All the pirates put on sunglasses.*

**SEAWEED**. We look amazing. Now, what are we waiting for?

**PEG-LEG** (looking at the map over **SCAR**'s shoulder). We need to measure out twenty paces.

**SEAWEED**. ARRR. We will find the treasure in no time.

*The pirates all nod. **PARROT** sighs and hides her head under her wing.*

**SCAR**. The next clue says we need to go to the place where water is falling. It's north from here. Where's our compass?

**PATCH** holds up a compass. The pirates gather round him and gaze north, looking puzzled.

**SEAWEED**. But it's not raining to the north.

**PATCH**. It's not raining anywhere.

*The pirates frown and look up at the sky.*

**PEG-LEG.** Wait! I know what to do.

**PATCH.** What?

**PEG-LEG.** I'll tip my water bottle on us, then we'll be in a place where water is falling.

**SEAWEED.** Brilliant plan! We don't even need to walk anywhere.

**PEG-LEG** *tips the water bottle over all the pirates.*



**SCAR.** Great job, me hearties! The captain will be so surprised when we find the treasure.

**PARROT.** So will I!

*The pirates shake off the water and look at the map again.*

**SEAWEED.** “Look east. You can get milk from these. Dig under the tallest one.” Oh, that’s a hard one.

*The pirates scratch their heads and look around. **PARROT** is sitting in a coconut tree behind them, squawking.*

**SCAR.** Shhh, Parrot. We’re thinking.

**PEG-LEG.** Supermarkets have milk.

*The pirates look around for supermarket signs.  
Three goats wander past.*

**SEAWEED.** Wait. I’ve got it! Goats! I see goats.

Goats make milk.

**PEG-LEG.** Look for the tall one.

*The pirates high-five each other  
and then run towards the goats.*





**SEAWEED.** Hold them steady! I have to measure them.

*SCAR tries to hold on to a goat, while SEAWEED holds up a ruler.*

**PATCH.** Owwww, it stood on me!

**PEG-LEG.** I think this one is the tallest goat.

*The pirates start digging under the tallest goat, which then wanders off.*

**SCAR.** It's moved. Now we're not digging under it.

**SEAWEED.** We'd better follow it.

*The pirates chase the goat round the island until it gets too tired to run and stops under a very tall coconut tree.*

**PATCH.** This must be the place. Dig everyone.

*The pirates dig. After a few minutes, there is a clang and they pull a treasure chest out of the hole. They carry the treasure triumphantly back to the ship.*

**PIRATES** (*singing*). Happy birthday to you,  
happy birthday to you,  
happy birthday, dear Captain,  
happy birthday to you.

**PARROT.** Good grief!

illustrations by  
Antony Elworthy



# Zapped!

## Chapter 2: Tidy-Bot Goes to School

by Renata Hopkins



### The story so far:

Twins Tai and Ana made a robot for a school project. They called it "Tidy-Bot". Then the robot was hit by lightning, and it came alive! Unfortunately it wasn't tidy – it was very messy. The twins hid the robot from their parents, but then it disappeared ...

Tai and Ana raced around the house, looking for Tidy-Bot. Dad saw Tai looking behind the sofa. "Lost something?" he asked.

Tai mumbled something about a maths book, but Dad was distracted by the radio.

"That was one BIG storm last night," said the radio host. "There were lightning strikes all over town."

Tai and Ana had exactly the same thought. *Could that have something to do with ...?*

Suddenly, they heard loud squawking.

"Those chooks are noisy this morning," said Dad. "I wonder what's bothering them."

Tai and Ana could guess. They ran outside. Sure enough, they found Tidy-Bot by the chicken coop, holding two eggs.

"Smooth. Nice," said Tidy-Bot. "Bleep, bloop."



"They're called eggs," Tai explained. "You can have them scrambled, poached, fried ..."

"Eggs!" the robot repeated, happily. "Frambled, scroached, pried."

"You're the scrambled one," Tai giggled. "But that's OK. We like scrambled eggs best."



"Coming up," said Tidy-Bot. It squeezed the eggs – hard. Crack!

"No!" cried Tai and Ana, but it was too late. Yolks and whites dribbled and dripped.

"Yum, scrambled," said Tidy-Bot, proudly.

Suddenly, the twins heard footsteps. They quickly hid the robot behind the shed.

"Shhh," warned Ana. "No talking."

"Bleep, bloop," whispered Tidy-Bot.

Dad came round the corner and saw the gloopy mess. He sighed. "Let me guess. You tried to juggle the eggs again?"

While Tai and Ana cleaned up, they made a plan. They would have to train the robot properly if they wanted it to do their jobs.

"It gets muddled up," Tai said.

"True," Ana agreed. "We need to explain things carefully."

"And we also need to find a safe place to leave it while we're at school," said Tai. "What if Mum and Dad find it?"

Ana thought for a second. "Hey, let's take it to school with us!"

"But we don't want everyone at school to see our robot until next week. They might pinch our idea."

"Good point," Ana said. The class had until next Friday to hand in their projects for the school science fair.

"Plus it's kind of risky," Tai added. "What if Tidy-Bot does something crazy?"

"We'll tell it to be quiet," said Ana. "That seems to work."

Ten minutes later, the twins were on their way to school, with their "Bot in a box". They got there just before the bell and hid Tidy-Bot in the art cupboard.

"Remember, no talking," Ana whispered into the box.

"Or we'll get in trouble," added Tai.

"Quiet," Tidy-Bot whispered back. "Bleep, bloop."

Tai and Ana grinned. So far, so good.

The robot kept quiet during reading – and spelling. But during maths, something went "bleep". Miss Simpson frowned.

"What was that?" she asked.

“Nothing,” said Tai and Ana, at exactly the same time. But then ...

“Bleep, bloop.”

“There it goes again,” said Miss Simpson. She walked towards the art cupboard. Tai and Ana had to stop her!

“Bleep!” said Ana, loudly. Miss Simpson turned round.

“Bloop!” said Tai.

Some of the kids started to giggle.

“Tai and Ana,” said Miss Simpson. “Stop that, please.”

“Bleep!” went Tidy-Bot. Miss Simpson spun round again.

Much louder, Ana said “BLEEP!”

“Bloop, bloop,” added Tai. “Blip, bang, boing!”

That did it. All the kids joined in. There were bleeps and bloops and boings. There were pings and clacks and blips and zaps. Some kids started doing a robot dance. It got very, very noisy.

Miss Simpson did her superloud farmer’s whistle. When the hubbub finally died down, she said, “Tai and Ana – for starting that ruckus, you can pick up all the rubbish in the school garden at lunchtime. I noticed lots of plastic bags and bits of paper there this morning. They must have blown in during the storm last night. And while you’re doing that, you can pull out any weeds you see as well. ”

The twins groaned, at exactly the same time.

After they'd eaten their sandwiches, Tai and Ana followed Miss Simpson to the garden. She showed them what to weed and said she'd check on them soon.

After she'd gone, Tai pulled up a dandelion. Ana picked up a wet plastic bag. They looked glumly through the garden fence. There were no other kids in sight.

Suddenly, Tai had a brainwave. "Why don't we get Tidy-Bot to do this?"

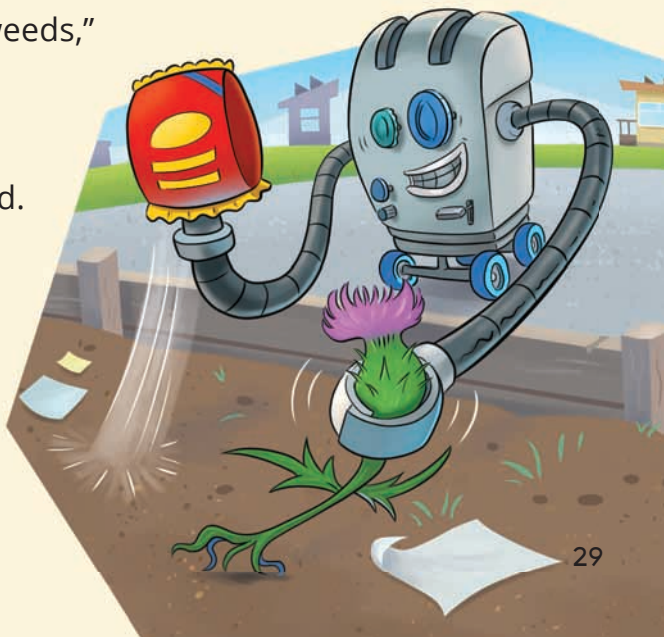
"How?" Ana asked. "Tidy is in the art cupboard, and Miss Simpson's in the classroom."

Just then, the twins saw their teacher heading for the staffroom. They grinned. Two minutes later, they were giving Tidy-Bot a careful tidying lesson.

"Pick up anything you see on the ground," said Ana.

"Like rubbish and weeds," added Tai. "They go in the bin."

"Anything on ground. Put in bin," repeated Tidy-Bot. It picked up a chip packet. Then it pulled up a thistle.



Tai and Ana high-fived. Tidy-Bot was on the job! The twins wandered off to look for bugs. They loved bugs. They were so busy looking, they forgot all about Tidy-Bot, until Ana saw Miss Simpson coming.

“Yikes!” said Ana. “Where’s Tidy?”

Tai went one way, and Ana went the other. They met in the middle of the garden – just in time to see Tidy-Bot pull up the last lettuce! A trail of dirt led to the bin.



“WHAT ARE YOU DOING?” shrieked the twins.

“Pick anything off ground,” replied the robot. “Bleep, bloop!”

Miss Simpson came round the corner. Tai quickly pushed Tidy-Bot behind a huge rhubarb plant. A second later, Miss Simpson saw the holes where the lettuces had been. Her mouth opened and shut like a giant goldfish.

At home that night, Mum and Dad said there would be no dessert for a week. Tai and Ana didn’t complain. They were just glad they had managed to get Tidy-Bot home without getting caught.



“They weren’t the only ones playing up today,” Dad told Mum. “The photocopier at work kept printing pages out, all on its own.”

“That’s odd,” said Mum. “My computer was making funny noises – ‘bleeps’ and ‘bloops.’”

Tai and Ana looked at each other. Things were getting weird – but in a way, they were also starting to make sense. Machines were acting strangely ... the strange behaviour started after the lightning storm ... lightning is made of electricity ... and electricity makes machines go!

“Cool,” said the twins, at exactly the same time.



**To be continued ...**



# Home

The ants carry crumbs larger than themselves to their secret tunnels. The pigeon makes soft noises as he builds his nest. The dog snaps at flies outside her kennel, and the snail is moving houses again, leaving a shining trail on the garden path.

Selina Powell

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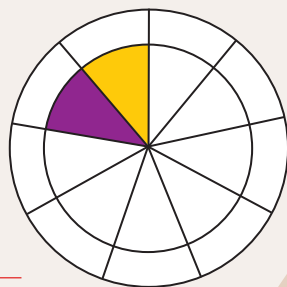
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TITLE	GUIDED READING LEVEL
Pepeha	Gold 2
Tōku Pepeha	Gold 2
Buried Treasure	Purple 2
Zapped! Chapter 2: Tidy-Bot Goes to School	<b>Purple and Gold</b> (Use this as a shared reading text with year 3 students who are reading below Purple.)



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	TSM	Audio
Pepeha	✓	✓
Tōku Pepeha – My Pepeha	✓	✓
Buried Treasure	✓	✓
Zapped! Chapter 2: Tidy-Bot Goes to School	✓	✓



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