

Nelly in Aotearoa: Migration stories

In this third episode of Nelly in Aotearoa, Nelly the kuaka | godwit learns that children in Aotearoa come from lots of different places. In four episodes, especially developed for years 1–3 learners, Nelly explores aspects of Aotearoa New Zealand's histories. Teaching support material links each video to your classroom context.



The [Aotearoa New Zealand's histories](#) context of Whakapapa me whanaungatanga | Culture and identity focuses on how our past shapes who we are today – our familial links and bonds, our networks and connections, our sense of obligation, and the stories woven into our collective and diverse identities.

These ideas are reflected in the video: [Nelly in Aotearoa – Migration stories](#) video that accompanies this resource. This video can be used as a hook to introduce ākonga in years 1–3 to the topics of voyaging and migration.

The activities in these teaching support materials offer rich learning experiences related to Whakapapa me whanaungatanga | Culture and identity. They are arranged in sections related to activating prior knowledge, inquiry, and using learning to create.

Select from and adapt these activities to suit the learning needs of ākonga. Look for ways to make meaningful connections with critical local histories.

Understand Big ideas

Through building knowledge about contexts and drawing on inquiry practices, I am beginning to understand that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years
- the course of Aotearoa New Zealand's histories has been shaped by the use of power
- relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories.

Know Contexts

People in our area have come from a variety of places and some retain connections to those places.

Do Inquiry practices

In my learning in Aotearoa New Zealand's histories, I can:

- retell a story from the past and talk about how other people might tell it differently
- use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions about the past
- make observations about how people have acted in the past and how they act today.

Understand

The big ideas of Aotearoa New Zealand's histories

Know

National, rohe, and local contexts

Do

Thinking critically about the past and interpreting stories about it

the learning that matters

Key questions in the curriculum document

- Where do people in our community come from?
- Do they have connections to the places that they come from?
- How do they keep up those connections?

Learning experiences

Explore examples of:

- stories of students who live in the area, including what they know about their origins and the connections they retain with them.

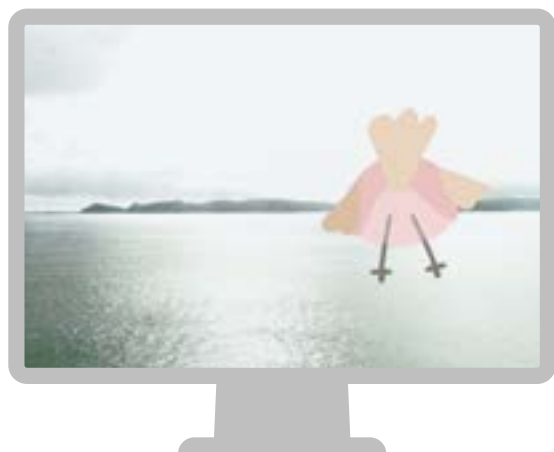


Nelly in Aotearoa – Migration stories

In the animated film [Nelly in Aotearoa – Migration stories](#), Nelly the kuaka | godwit visits a school and discovers that tamariki in Aotearoa New Zealand come from lots of different places.

The video can be used to introduce or clarify vocabulary and concepts that will be useful as ākonga explore the context of connection to places, for example, *belonging*, *tūrangawaewae*, *origins*, *connections*, *community*.

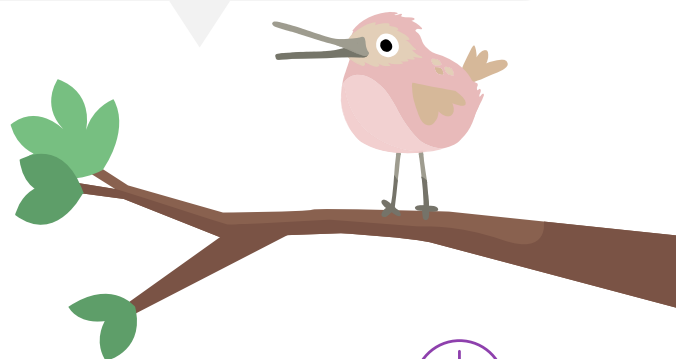
Before watching the film, ask ākonga to listen for the different countries the children are from.



After watching the film, ask:

- Which countries did you hear mentioned in the film?
- What similarities and differences did you hear in the stories?
- Nelly says she belongs to both Alaska and Aotearoa. Do you belong to more than one place too?
- What could we tell Nelly about places we are connected to if she visited our school?

Use a globe or a world map and find all the countries mentioned. If students are connected to other countries, help find them on the globe as well.



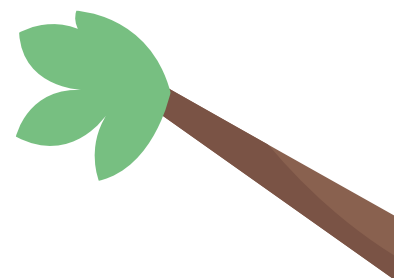
Activating prior knowledge

The following activities can be used to find out what ākonga already know and build initial knowledge. Select some activities to suit the needs and interests of your ākonga.

Ask ākonga which places in Aotearoa or overseas they have a family connection with. Use maps on the wall to identify these places.

Discuss that there are lots of ways to be connected to places, for example, you might feel connected to the place that you are born, where you live, and/or where your parents, grandparents, or tūpuna are from.

Brainstorm ways that people stay connected to other places, for example, through stories, language, food, religion, music, dance, sports, recreation, and taonga. People also stay connected by using technology such as the internet and cell phones.





Inquiry

The following activities can be used to explore connections people have with places and ways they maintain these connections. Select some activities to suit the needs and interests of your ākonga.

Potential inquiry questions

- Where have people in our community come from? What connections do they have to the places they come from?
- How do we keep connections with the places our families are from?

Making connections

Ask ākonga to explore their own migration stories, drawing out that all New Zealanders come from families that migrated here from elsewhere, whether that was centuries ago or more recent migration. The migration can be within Aotearoa or international. This may be a sensitive subject for some, so take care in how you approach this, based on your knowledge of your learners, their whānau, and their experiences.

Support ākonga to talk with a family member about where they grew up. Draw out that different branches of their family may have different migration stories.

Exploring something special that connects people to their past

[Do 2] In this activity, ākonga use special objects to explore connections people have with their places of origin.

Ask whānau and community members who feel comfortable doing so to bring in an object that communicates an aspect of their culture or their journey to Aotearoa New Zealand.

Place the objects around the room and ask ākonga to analyse them one at a time, answering the following questions:

- What does this object remind you of?
- What do you notice about it?
- How would you describe it?
- Where do you think it might have come from?
- What do you think it might be used for?
- Who do you think might have made it?
- Why do you think it might be special?

Alternatively, arrange a visit to a local gallery, library, archive or museum, asking an on-site educator or host to set up an experience with historical artefacts that are relevant and engaging for ākonga in years 1-3. For helpful advice on organising a visit, watch [Teaching tips: Engaging with the GLAM sector](#).

Ākonga could do some observational drawings of one of the artefacts, focusing on its shape, size, colour, parts and materials after learning about how it connects a person to another place.

Exploring a photo from the past

[Do 2] In this activity, ākonga learn how photos can give us clues about when events took place.

Display several photographs of people arriving (or recently arrived) in Aotearoa New Zealand. This DigitalNZ set [Photos of Migrants to Aotearoa New Zealand](#) has photos that could be used for this activity, or you could use photos from your school community. For tips on how to use photographs and images in the classroom, watch [Teaching tips: Using historical images](#).



Add these to a wall display showing different peoples that have migrated to Aotearoa New Zealand, along with the groups represented in the class.



Exploring your rohe

[Do 3] In this activity, ākonga explore ways that actions of people in the past have introduced new ideas and resources to Aotearoa New Zealand.

Discuss with ākonga how people who migrate often bring with them items, ideas, or values from their homelands and introduce them to the places they settle. For example, Māori brought food such as kūmara from Hawaiki. European settlers brought fruit and vegetables such as apples, plums, peaches and asparagus. In the 1900s, kiwifruit was introduced from China, feijoas from South America and avocados from Central America. We also import fruit and vegetables that can't easily grow in our climate such as bananas and coconut. Discuss how we now get fruit from lots of different places.

If appropriate, learn about the history of some activities, enterprises or businesses in your area that were established by new migrants in your rohe. Alternatively, ask ākonga to investigate companies that were established by people who migrated to Aotearoa New Zealand.

Support ākonga to explore ways that the enterprise or business has been shaped by values, traditions or practices that connect people to their origins.

Picture book

[Do 2] In this activity, ākonga use picture books as a source to develop their knowledge of migration and the ways that special objects help people retain connections with their places of origin.

Introduce ākonga to Patricia Grace's story *Watercress Tuna and the Children of Champion Street*. This book shows some children who live on Champion Street in Porirua East with an artefact from their culture. The children's names also reflect their culture, for example, Losa is Samoan and Kelehia is Tokelauan.

The book is useful for exploring ways that people who move countries retain their culture and maintain connections with the countries they have come from. It can be used as a starting point for making connections with the migration stories of people in your rohe.

At the end of the story, give groups of ākonga pictures of two items in the story and ask them to discuss what is the same and different about them.

Read this story twice. After the second read ask the following questions for each child in the story:

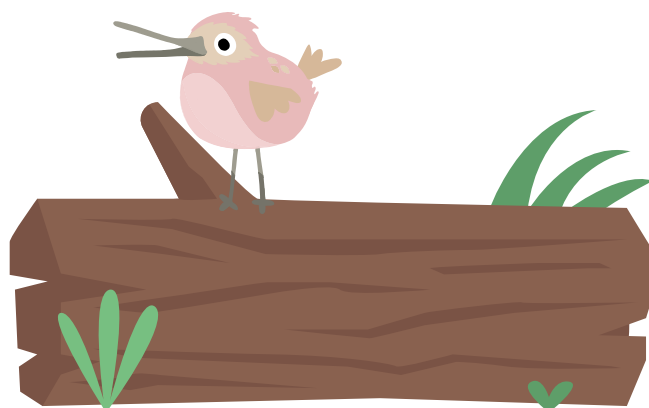
- What is the child's name?
- Do you know anyone with the same name?
- Do you know where that name is from?
- What object did the tuna give the child?
- What do you think that object does?
- What else can you see in the picture that gives you a clue about where the child is from?

Discuss how the cultures each have a special way of dancing. You might like to teach the ākonga a dance from each of the countries represented in the book.

Explain that this story is about a group of ākonga from Porirua in the 1980s, a time maybe when their parents were little. Discuss what cultures would be shown if the story was about the class today. Would it be the same as the story or different? What does that tell us about the different groups of people who came to your area?

Encourage the ākonga to make connections between the two stories, for example, "all the children in the *Watercress Tuna* story were Pākehā, Māori or Pasifika. In our class, we have children from those groups too. We also have children whose families are from Sri Lanka, Syria, France and Somalia."

Ākonga might like to recreate the story using children from the class. They could ask their family to help them find an image of a cultural item related to dancing or bring one from home, then draw themselves with the tuna and the cultural item.



Guest speaker

[Do 2] In this activity, ākonga ask a guest speaker about their experiences of migration.

Invite a parent or grandparent who has migrated to Aotearoa to talk about why they moved here. Before the visit, work with the ākonga to develop questions to ask, for example, “What did you find hard about leaving your country?”, “What did you bring with you?”, “How was Aotearoa New Zealand similar or different to what you expected?” or “What helped you to feel at home here?”

Alternatively, invite someone who has whakapapa connections to another rohe to discuss their experiences of internal migration.

Ask ākonga to draw pictures or write stories about what they learnt and send these to the guest as a thank you gift.

Learning through play

[Do 3] In this activity, ākonga make choices about what items they might take to a new country, in order to consider the actions and decisions people may have made in the past.

Provide some old suitcases and a selection of items that people might have brought with them when they came to Aotearoa New Zealand at different times. You may want to ask whānau or colleagues to contribute items. If you can't locate physical objects, use images instead. Examples include:

- clothing
- photo albums
- books
- tools
- household items such as dinner sets, cooking utensils
- seeds or other items for growing food
- animals – use soft toys or images
- toys
- jewellery.



Allow ākonga time to explore the objects and see whether they can put them into piles that show how old they might be. Allocate groups a suitcase and a pile of objects and tell them to imagine they are going to a new country and can only take what they can fit into their suitcase. If using images, tell them they can only choose 10 items. Groups need to work together to reach a final decision.

Once everyone has decided what to take, ask groups to share their selection with the class and justify the decisions they have made. Discuss that people moving to Aotearoa New Zealand had different capacities for bringing things; for example, some people can bring big shipping containers filled with possessions, and other people might have escaped from conflict with only what they could carry in their pockets.

This activity could be extended by exploring the special items people escaping Syria chose to take with them [“We asked refugees: What did you bring with you?”](#)



Please note, these photos are suitable for this age group, but some of the accompanying text may need to be moderated by the teacher.

Instructional series resources

The following resources from the Instructional series can be used to develop and extend ākonga understanding of people keeping connections with places they come from.

The School Journal has multiple articles that relate to migration stories of ākonga and ways that they retain connections to the places they come from. Examples include:

- [Ngatu: Keeping the tradition alive](#) (SJ L2, 2018). This article describes how two children join with their Mothers, Grandmother, and others to learn about Tongan culture and how to make ngatu (tapa cloth).
- [Tafoe O!](#) (SJ L2, 2018). Every Sunday, a group of Tokelau adults and children meet in Wellington to pass on cultural knowledge.

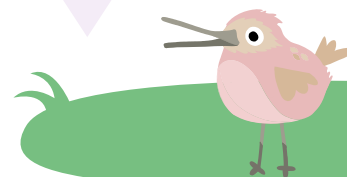
- [Lavalava](#) (RTR, 2021). In this personal report, a young Niuean girl talks about when her family wears lavalava.
- [The Polish Refugee Children](#) (SJ, L2, 2016). This true story tells of how a child's Polish grandparents were sent to work camps in Russia before being evacuated to Aotearoa New Zealand.



The following Ready to Read resources can be used as audio books:

- [A quilt for Kiri](#) and its sequel [A gift for Aunty Ngā](#)
- [Uncle Tino](#)
- [My place](#)

After reading or listening to these stories, ākonga can retell them in a variety of ways.



Create

The following activities provide ways that ākonga can consolidate, develop, and share their learning. Select some activities to suit the needs and interests of your ākonga.

Artwork

Exploring art that connects people to their past.

[Do 2] In this activity, ākonga use artwork to learn about connections many New Zealanders have with the Pacific and explore how migration stories are retold through artworks.

Show ākonga the artwork [Polynesia Migration Aotearoa](#) by John Pule. Explain that this artwork is about migration, which means to move from one place to another. Ask ākonga whether they can identify any images in the artwork related to migration, for example, the compass, waka, stars and sea creatures.

Decide with ākonga how they would like to depict their family's migration stories in an artwork. After the artworks have been created, share them with whānau, along with a story about what they represent.

Oral history project

In this activity, ākonga contribute to an oral history project based on stories of people who live in their area, with a particular focus on people's origins and the connections they retain with them.

Develop an oral history project that explores why a family member or someone in the community moved to Aotearoa.

As a class, co-construct questions that the children could ask someone in the community who has migrated to Aotearoa, or a Māori whānau who have moved from a rural setting to an urban setting, or from one rohe to another. Ensure that these questions are sensitive given that some people have painful stories of migration.

Working in two groups, have ākonga conduct interviews to share with the rest of the class.

Create an artwork sharing the stories and then, as a class or school, host an exhibition.

Mapping migration

[Do 1] In this activity, ākonga use Google My Maps to share migration stories.

Check whether ākonga have experience using [Google My Maps](#). Drawing on their expertise (or your own knowledge), work together to create a map showing places and countries ākonga have connections with then share this with whānau.

Alternatively, ākonga could create a slideshow showing migration stories from their class. Provide a world map for use as a background image. Ākonga can add lines to their slide to show where their whānau came from. If necessary, teach ākonga how to duplicate the previous slide, then add their own lines onto an existing slide, building up a map of where the class's whānau come from. Show ākonga how to set the timing on the slides so they progress automatically. Ākonga could add simple images and a brief biography of some of their family members.



Related resources on aotearoahistories.govt.nz

ANZH in action: Years 1-3 examples

These videos show teachers actively trialling elements of the new Aotearoa New Zealand's histories curriculum content in their classroom. Watch them demonstrate a range of teaching strategies and learning activities to bring the new histories curriculum content to life.

Teaching tips: Using historical images

Historical images, including photographs, drawings, paintings and cartoons, are useful resources to support teaching and learning about Aotearoa New Zealand's histories.

Tūhura: Where we came from

This Tūhura collection explores the context of Whakapapa me te Whanaungatanga through the theme of where we came from.

Teaching tips: Engaging with the GLAM sector

GLAM is an acronym for galleries, libraries, archives, and museums, and refers to cultural organisations that collect and maintain cultural heritage materials. Schools can engage with the GLAM sector to explore Aotearoa New Zealand's histories through its rich range of taonga, exhibits, and specialist knowledge.

Connecting current events to the past: The Ventnor story

In April 2021 more than 150 members of the New Zealand Chinese Association visited the Hokianga region to honour their ancestors and thank local iwi for taking care of the bones of their tūpuna who washed ashore following the sinking of the SS Ventnor in 1902. Ākonga can use this contemporary story as an entry point for learning about the migration experiences of Chinese New Zealanders.



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