



MINECRAFT
EDUCATION EDITION

NGĀ MOTU GAME CARDS

Developed by **CORE** EDUCATION
Tātai Aho Rau

WHAT'S IN THE DECK?

Quick Start Guide

Glossary

Map

Story

In your world

Recreate a favourite place within Minecraft: Education Edition and share it with your class.

Nau Mai, Haere Mai

Learn about pōwhiri and create a welcome of your own.

Who's in my Waka?

Learn about the *HMS Endeavour* arriving in Aotearoa and the stories of your classmates. Create a virtual waka for your class.

Whānau

Learn about your family tree and create a visual representation of it.

Explore Ngā Motu

Discover the rich ecosystem.

What is this Whenua?

Learn about the land your school is in and recreate a shared tradition.

Te Whare

Learn about whare through virtual and physical visits.

What we Build

Build a humble whare for the long-term visitors to Ngā Motu.

Build bigger

Work collaboratively to build a large meeting place.

Manage our Rawa

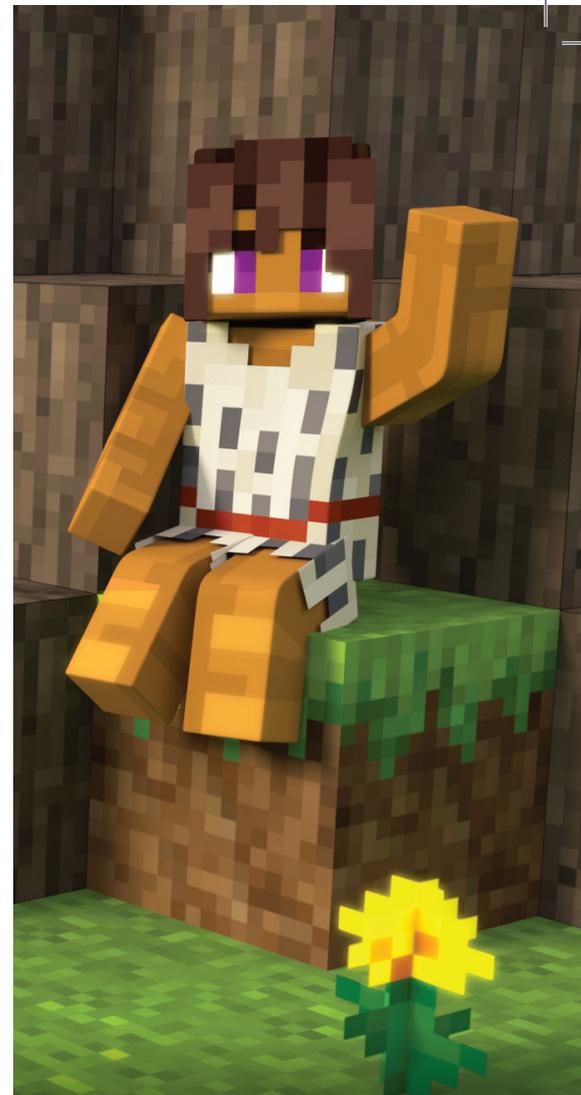
Design a new land.

A New Land Together

Work collaboratively to build a new land.

Power Up Card A

Power Up Card B



QUICK START GUIDE

What is this?

A learning card deck that features in-game and out-of-game cultural learning **wero** (challenges) connected to the **Ngā Motu** world. Complete the deck to have fun while learning.

What is Ngā Motu?

Ngā Motu (The Islands) is a Minecraft: Education Edition world dedicated to learning about the indigenous language, culture and people of **Aotearoa**.

You'll need the Ngā Motu world to make the most of this card deck. You can download it for free from the Minecraft: Education Edition website: aka.ms/NGAMOTU-WORLD.

What are the realms?

Each of the learning cards fall into one of three learning realms named after the **Te Reo Māori** vowels:

A - Knowing (Purple)

E - Exploring (Red)

I - Creating (Yellow)

Which cards should I use first?

The game cards can be used in the order they're summarised in on the What's in the Deck card or used as stand-alone activities.

What is the glossary card for?

You'll find **Te Reo Māori kupu** (Māori language words) highlighted throughout this learning resource. Look them up in the glossary to find out what they mean.

What are the Power Up cards?

The green Power Up cards connect to certain activities and help you to take your learning even further.



This Minecraft: Education Edition of Ngā Motu was commissioned by Microsoft New Zealand, developed by Core Education and designed and built by Piki Studios.

GLOSSARY

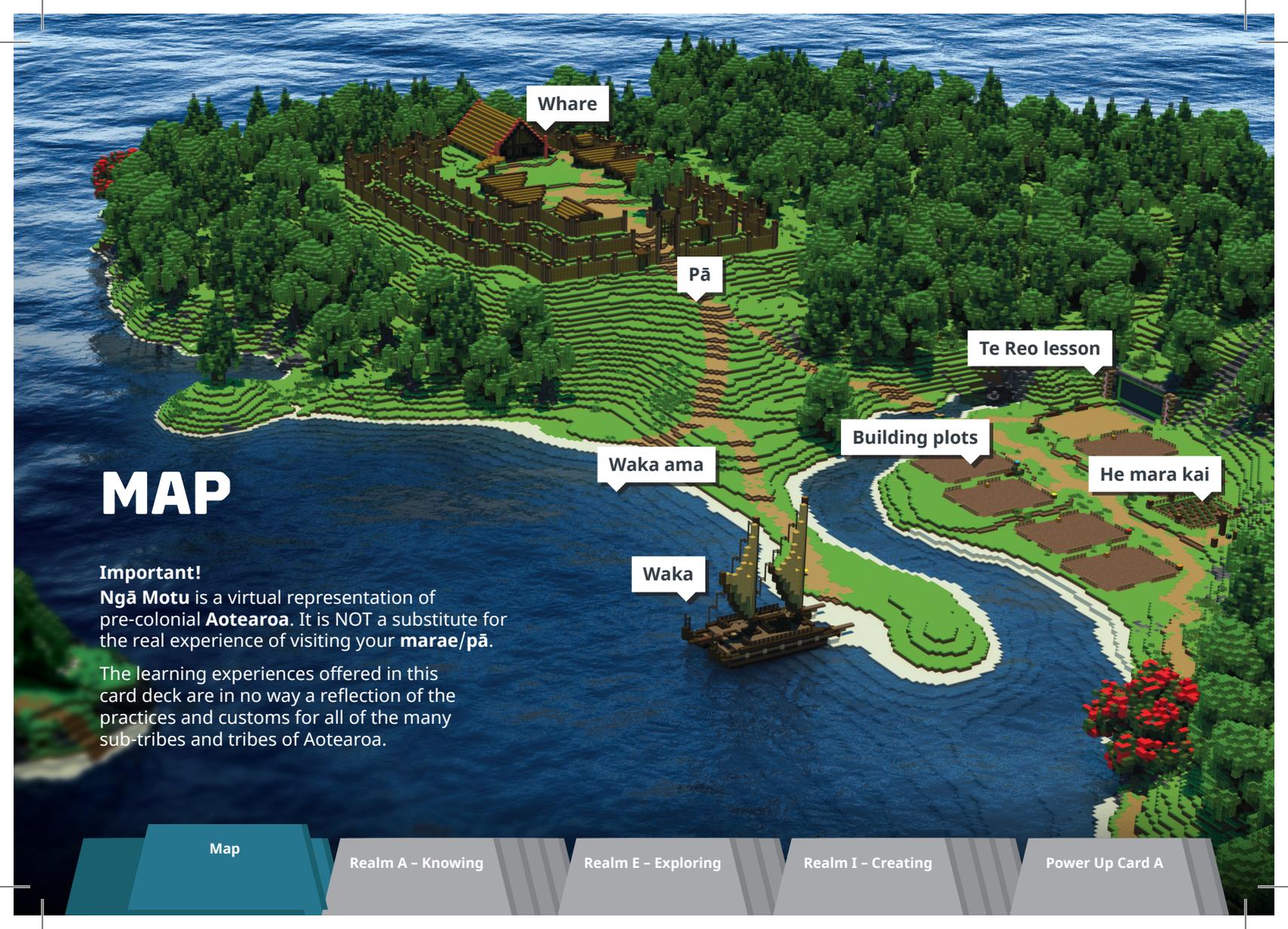
You'll find **Te Reo Māori kupu** (Māori language) highlighted throughout the game cards.

Use this card to find out what they mean.

Māori	English
ākau	shore
Aotearoa	New Zealand
ātea	open area in front of the whareniui
atua	god/deity
awa	river
ana	cave
hapū	sub-tribe
iwi	tribe
kaitiaki	guardians
kīrehe	animal
kupu	words
ngahere	forest
manuhiri	visitor/s
Māori	indigenous people of Aotearoa

Māori	English
maunga	mountain
ngāi kīrehe	fauna
Ngā Manu a Tāne	birds (Children of Tāne mahuta)
Ngā Motu	The Islands
pā	fortified village
Pākehā	New Zealanders of non-Māori descent
pēpehā	tribal introduction
pōwhiri	welcome ceremony
puke	hill
repo	swamp
rohe	area
roto	lake
tāhuahua	sand dune
taonga	treasure

Māori	English
tātahi	beach
tikanga	protocols
tipu	flora
Te Aitanga a Punga	insects, reptiles
Te Reo Māori	The Māori Language
tūpuna of Te Moana Nui a Kiwa	ancestors of the Pacific
waka	canoe
wero	challenge
whaitua	region
whakapapa	genealogy
wharekai	kitchen
whareniui	big house
whare	house
whenua	land



Whare

Pā

Te Reo lesson

Building plots

He mara kai

Waka ama

Waka

MAP

Important!

Ngā Motu is a virtual representation of pre-colonial **Aotearoa**. It is NOT a substitute for the real experience of visiting your **marae/pā**.

The learning experiences offered in this card deck are in no way a reflection of the practices and customs for all of the many sub-tribes and tribes of Aotearoa.

Map

Realm A - Knowing

Realm E - Exploring

Realm I - Creating

Power Up Card A

STORY

Welcome to **Ngā Motu!**

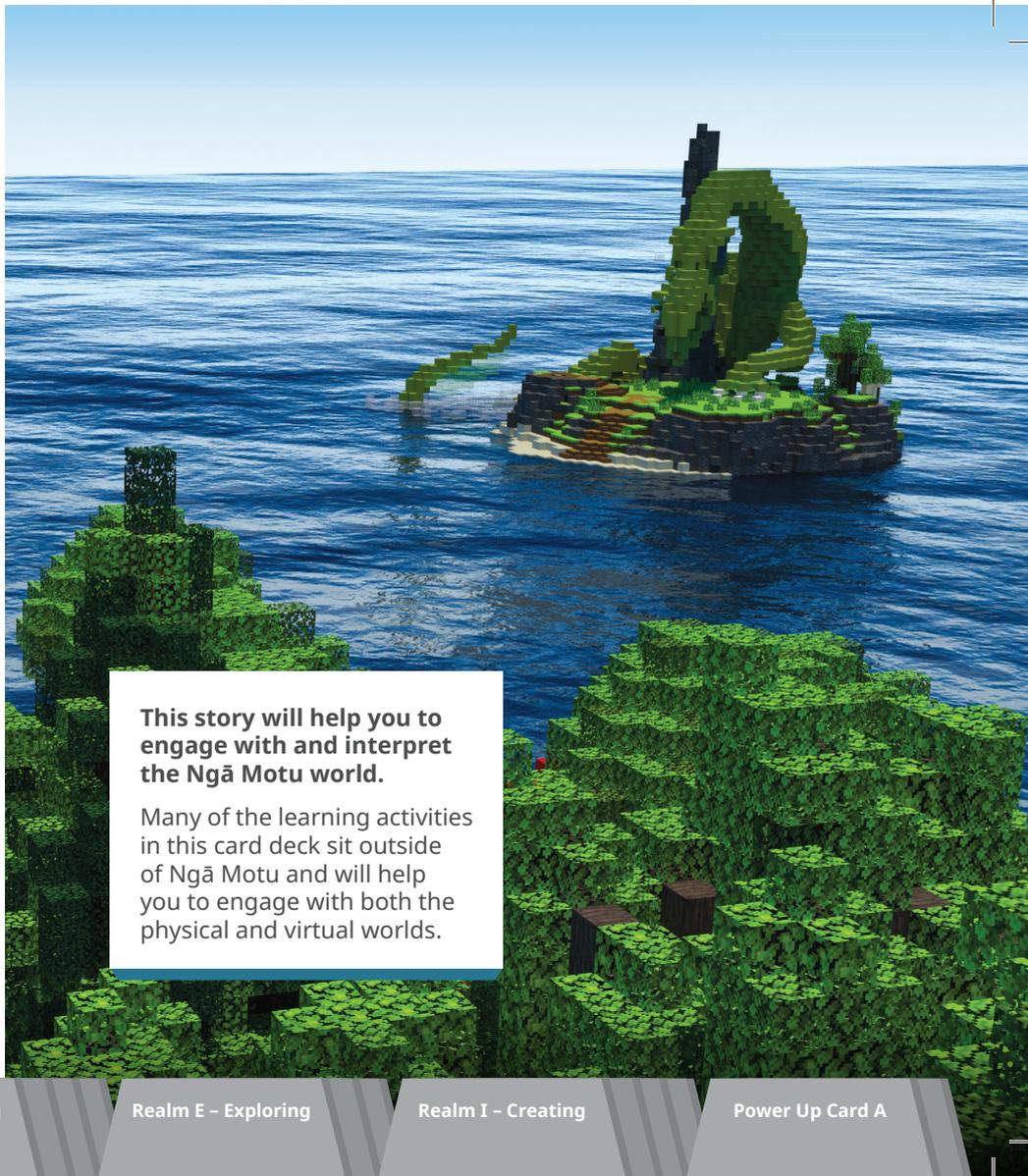
A tribe of people have arrived on a double-hull **waka** on Ngā Motu.

The people are hoping that they will be able to stay on Ngā Motu until they fix their waka and set sail again.

The islands are already inhabited by a tribe. How will the visitors engage with the inhabitants of these islands and make everlasting and healthy relationships with them?

There is much to learn about their customs and ways of life, and with the new visitors, more room is needed and new spaces and resources need to be created.

How will you do your part to help keep people warm and sheltered, and provide enough food?



This story will help you to engage with and interpret the Ngā Motu world.

Many of the learning activities in this card deck sit outside of Ngā Motu and will help you to engage with both the physical and virtual worlds.

Story

Realm A - Knowing

Realm E - Exploring

Realm I - Creating

Power Up Card A

IN YOUR WORLD

REALM A
KNOWING

Aren't we so lucky
to be in Aotearoa?

Aotearoa is a beautiful
country, with unique **tipu**
and **kīrehe** that make
up this place. It is like
nowhere else on earth.

What makes it so special?



Story

Realm A – Knowing
In your world

Realm E – Exploring

Realm I – Creating

Power Up Card A

WERO

Choose a favourite place that you enjoy and know well. The place could be inside or outside, big or small, near or far.

If it's possible to visit the place in person, sketch, photograph, video or capture an audio diary of what you see or experience.

If you can't go to the place in person, find out everything you can about it and store the information in one place.

Recreate your favourite place as a virtual communal space in Minecraft: Education Edition that others can enjoy being in.

Try to add the features of this place that make it feel great to be in and that show others why this space is precious to you.

YOU COULD LEARN:

- What is made by people and what is the natural world (Levels 1 & 2)
- That technology is people designing outcomes for other people for a purpose (Levels 1 & 2)



Story

Realm A – Knowing
In your world

Realm E – Exploring

Realm I – Creating

Power Up Card A

NAU MAI, HAERE MAI

REALM A
KNOWING



Being new to **Ngā Motu**, your first task is to find out how to interact with the local people.

What is the layout and what is in place to welcome newcomers?

Once you understand this, it is now your role to simulate a welcome.

Story

Realm A – Knowing
Nau Mai, Haere Mai

Realm E – Exploring

Realm I – Creating

Power Up Card A

WERO

In **Ngā Motu** , locate Tiani in the **pā** and hear from her about **pōwhiri**.

Find out the steps of a pōwhiri and write them down, making sure that they are in the right order. This is known as **sequencing**.

Use the internet or your library, or talk to your teacher to find out more about sequencing and **algorithms**. (See **power up card A**)

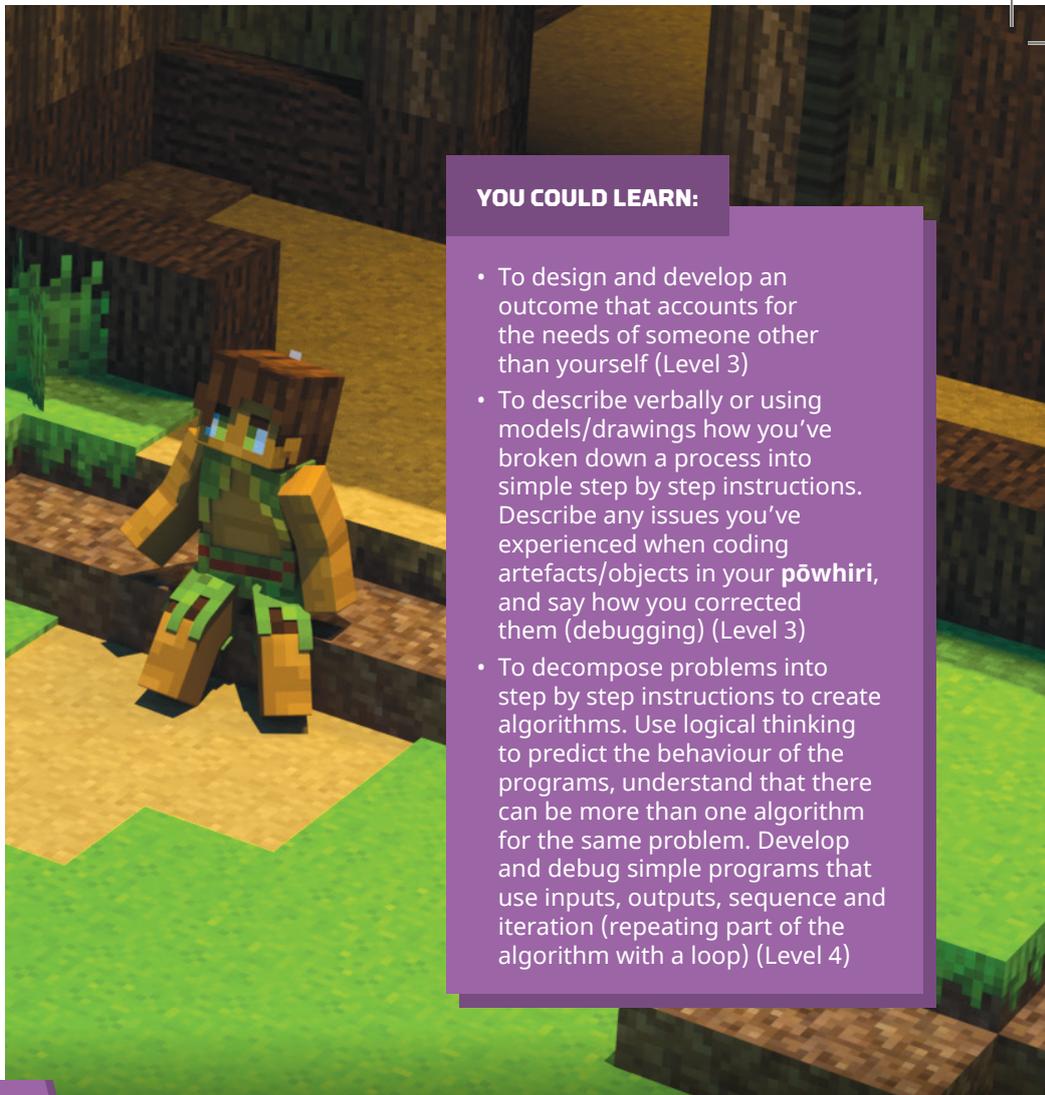
Design a virtual pōwhiri to welcome visitors arriving to a world of your own.

Think about:

- How will you let visitors know what the pōwhiri is for and what the things are that they have to do?
- Creating non-player characters (NPCs) to help welcome new arrivals
- Coding the Agent to act out part of the welcome

YOU COULD LEARN:

- To design and develop an outcome that accounts for the needs of someone other than yourself (Level 3)
- To describe verbally or using models/drawings how you've broken down a process into simple step by step instructions. Describe any issues you've experienced when coding artefacts/objects in your **pōwhiri**, and say how you corrected them (debugging) (Level 3)
- To decompose problems into step by step instructions to create algorithms. Use logical thinking to predict the behaviour of the programs, understand that there can be more than one algorithm for the same problem. Develop and debug simple programs that use inputs, outputs, sequence and iteration (repeating part of the algorithm with a loop) (Level 4)



WHO'S IN MY WAKA?

REALM A
KNOWING



Am I being a responsible host or visitor?

In the year 2019, **Aotearoa** experienced Tuia – Encounters 250. This event remembered the arrival of Captain Cook on the *HMS Endeavour*.

For the indigenous people of Aotearoa (**Māori**), it stirred up many emotions.

Story

Realm A – Knowing
Who's in my Waka?

Realm E – Exploring

Realm I – Creating

Power Up Card A

WERO

A very significant person on the *HMS Endeavour* was **Tupaia**, a **Tahitian Arioi** who played a major role in those first encounters. To **Captain Cook**, Tupaia was a skilled interpreter. For **Māori**, he was a connection to **tūpuna of Te Moana Nui a Kiwa** of the Pacific.

- What happened when the *HMS Endeavour* arrived in **Aotearoa**?
- Who were some key people in the first encounters?
- Who were the local people and what is their version of these events?
- What can we learn from this?

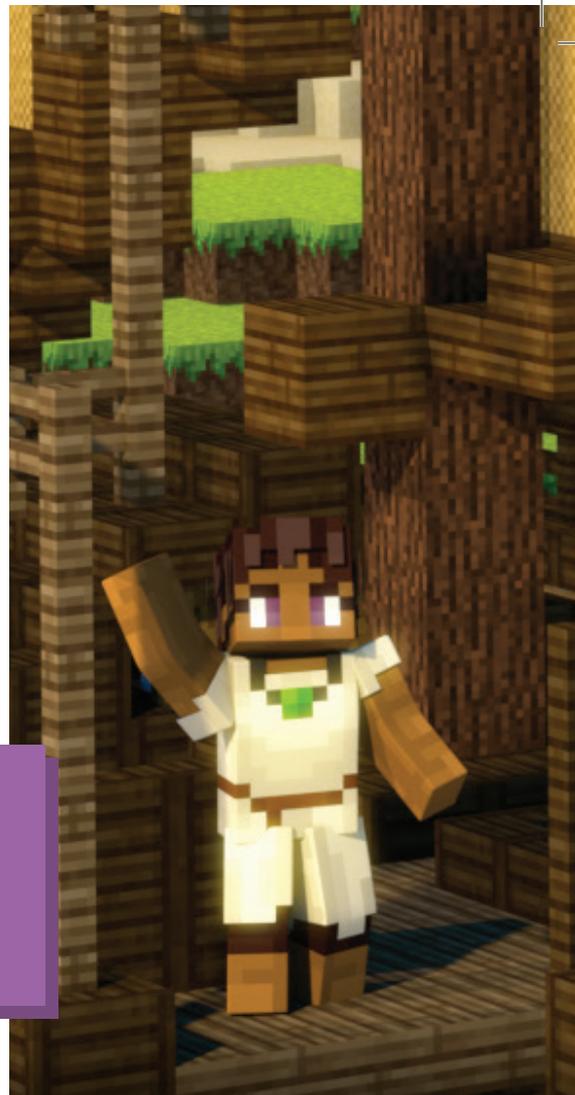
Your challenge is to explore the different waka in Ngā Motu and talk to the people nearby.

Why are they designed the way they are? Investigate the double hull and single hull designs. What more can you find out?

Design an imagined waka in a Minecraft: Education Edition world that represents the many cultures and histories in your classroom.

YOU COULD LEARN:

- How the waka (transport technology) made it possible for people to travel to new lands (Levels 1-3)
- How past events influence people in making decisions about their lives today and in the future (Levels 1-3)



WHĀNAU

REALM A KNOWING

Your **Whakapapa** (those who have gone before you) have made you who you are today.

When we are in daily contact with **whānau**, grandparents, uncles, aunts, cousins, it is easy to feel connected. What about those who are not with us? Are they any less important to who we are?

Story

Realm A - Knowing
Whānau

Realm E - Exploring

Realm I - Creating

Power Up Card A

WERO

Research your family tree. Think about who is linked to who, what you know of them and where they lived.

Remember, some information might be either confidential or emotional for people, so be kind, patient, and courageous as you do this.

Map your family tree on paper or in a digital format. Consider using Minecraft: Education Edition to represent your family tree.

Start off with a very large area so that you can easily add and move around names and information.

Think about:

- How did researching your family tree make you feel? Why? What did you find difficult? How did you cope with the challenges?
- How do the indigenous people of **Aotearoa** represent their family tree? How might this make them feel and why?

With the permission of your family, share with your class about your family tree. It is okay to share as little or much as you would like.

YOU COULD LEARN:

- To create a design that reflects key aspects of your family tree (Level 3)
- To identify how you are both creative and critical in what you have produced (Level 4)
- To explain why and how your outcomes could affect the people and the place you're in (Level 4)



EXPLORE NGĀ MOTU

REALM E
EXPLORING



Understand and respect this world

Oceans, land, people, flora and fauna are gifts to be used and respected to sustain life for all.

The islands of **Ngā Motu** are a rich ecosystem that provide these gifts.

Story

Realm A - Knowing

Realm E - Exploring
Explore Ngā Motu

Realm I - Creating

Power Up Card A

WERO

Find out who and what resides in the **Ngā Motu** world.

Pay special attention to the makeup of the **whenua**, from **maunga** to **puke** and **tāhuahua**, from **awa** to **roto, repo, tātahi** and **ākau**, from **ana** to the **ngahere**, right down to the **tipu** and **kīrehe** that covers this **whaitua**, and anything else that resides there.

Notice who inhabits the spaces, from **Ngā Manu a Tāne** to **Te Aitanga a Punga** and all of **ngāi kīrehe** that may live there.

Explore what you see on Ngā Motu and identify the physical attributes of the islands.

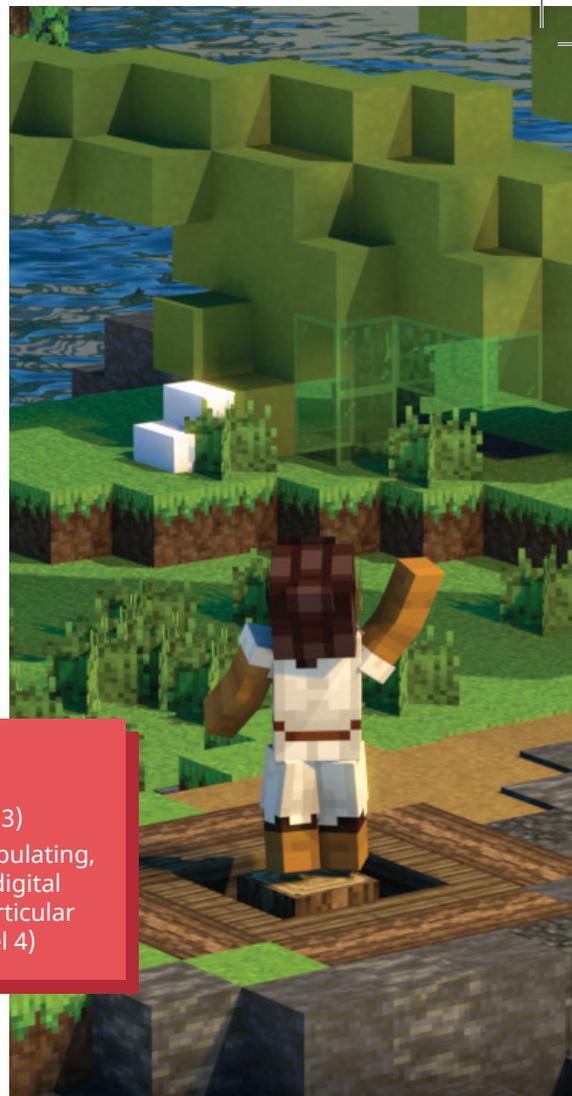
Suggest a way to collect this information so that it can be shared with others who have not experienced the Ngā Motu world.

Some ways this could be captured:

- Use the in-game camera and portfolio to create an out-of-game resource such as a PDF using the portfolio export feature
- Record in-game footage with voiceover

YOU COULD LEARN:

- To identify unique key characteristics/ attributes of the Ngā Motu world (Level 3)
- To make decisions about creating, manipulating, storing, retrieving, sharing and testing digital content for a specific purpose, given particular parameters, tools, and techniques (Level 4)



WHAT IS THIS WHENUA?

REALM E
EXPLORING

What is our story?
What makes us unique?

How can you and your class learn about the customs and practices of the guardians of the **whenua** your school sits on?

Find out about the location of your school. What is its history? What is unique about the land it sits on?



Story

Realm A - Knowing

Realm E - Exploring
What is this Whenua?

Realm I - Creating

Power Up Card A

WERO

Find out about the location of your school, including the **tikanga** of the local people of the **rohe** that your school is situated in.

Make contact with your local **marae/pā** and find out how your class can arrange to visit and learn about the customs and practices of the **kaitiaki** of the lands your school is on.

In a new Minecraft: Education Edition world, create a visual representation of a local or school tradition that you have.

Try to include in your creation the reasons why you think you do these things.

Consider including these elements:

- What is the local area known as? **Māori** name (and **Pākehā** name if applicable)

- What is the local **iwi/hapū**
- What are the unique customs of your local area?
- Are there any **taonga** in your local area?
- Are there any **atua** connected with your land?

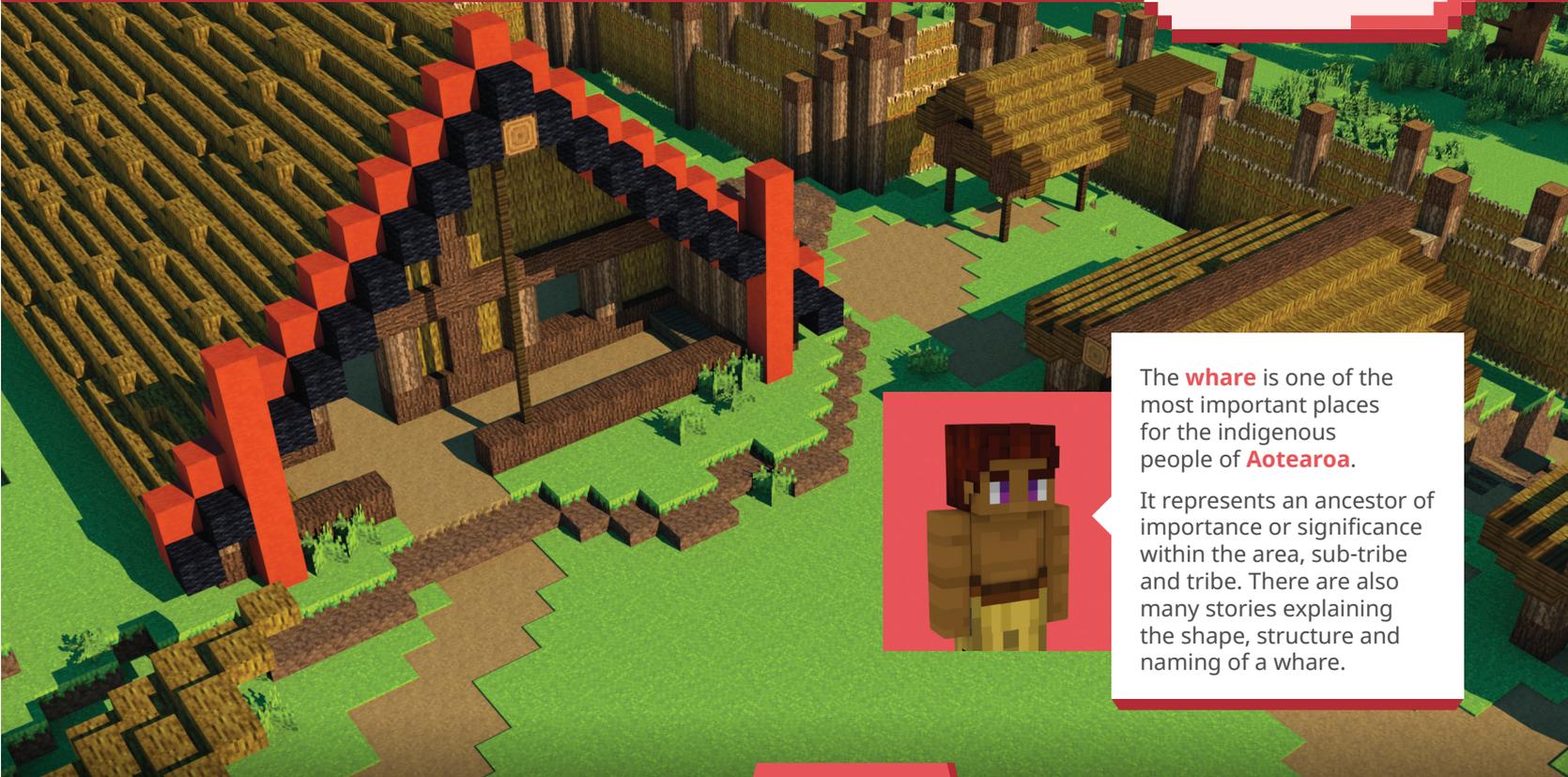
YOU COULD LEARN:

- To understand how the status of **Māori as tangata whenua** is significant for communities in New Zealand
- **Whakamana** (personal empowerment)
- **Whānau tangata** (integration of family)
- **Ngā hononga** (learning through responsive and reciprocal relationships with people, places, and things)
- **Mana Atūroa** (active exploration of the environment)
- **Mana Whenua** (affirming and extending links with the family and wider world) (From *Te Whāriki 2017*)



TE WHARE

REALM E
EXPLORING



The **whare** is one of the most important places for the indigenous people of **Aotearoa**.

It represents an ancestor of importance or significance within the area, sub-tribe and tribe. There are also many stories explaining the shape, structure and naming of a whare.

Story

Realm A - Knowing

Realm E - Exploring
Te Whare

Realm I - Creating

Power Up Card A

WERO

Visit the **wharenui** on **Ngā Motu**. What structural features do you notice? What materials have been used? Why is this?

Use the camera and portfolio to record the features and the significant role they play in the whare.

Make contact with your local **marae** and find out how your class can arrange to visit to listen to the narratives about the **whare** there.

Think about:

- What is in the whare and why is it the way it is?
- What are the key visual forms represented in the whare?
- How do they share their messages?
- What is their main purpose?

If the local representative(s) allow it, you might be able to ask some specific questions, so be ready to listen carefully and take notes.

Questions you might ask:

- Why is the whare positioned the way that it is?
- How does it personify the ancestor(s)?

YOU COULD LEARN:

- To identify the main features of the whare in terms of what they look like and what they do. You make judgements on how well these features do the job they are supposed to do (Level 3)
- To identify the ways that people have approached making both shelters and how their materials, the ways they look and construction influence the place it is in and the people who use it (Level 4)



EXPLORE NGĀ MOTU

REALM I
CREATING



Having learned about **Ngā Motu**, you are ready to cope with the **waka** that has just landed on the shore.

There are 15 people who have just arrived. They will be here for a while until they finish repairs on their waka.

Where will they stay?

Story

Realm A – Knowing

Realm E – Exploring

Realm I – Creating
What we build

Power Up Card A

WERO

The long term visitors to the islands need somewhere to stay.

Use the building plots and supplied resources in **Ngā Motu** to create a humble house.

Think carefully about what your visitors might need and build a shelter that they would like to stay in.

Build a small **whare** that can provide shelter and a place for a fire that can accommodate a small group of 3–5 people.

Once complete, share your creation with your classmates.

YOU COULD LEARN:

- To understand how the environment dictates your decisions; what to use and how to use it, and you predict how it will work (Level 3)
- To describe how the people and the place you are working with affects what you make (Level 3)
- To predict how the things you make affect the people and the place where they are used now (Level 3)

Story

Realm A – Knowing

Realm E – Exploring

Realm I – Creating
What we build

Power Up Card A



BUILD BIGGER

REALM I
CREATING



Now that you are familiar with the needs of the inhabitants of and visitors to **Ngā Motu** and have experimented with creating shelters, it's time to really challenge your creativity.

Collaborate with your classmates to create a meeting place.

Story

Realm A - Knowing

Realm E - Exploring

Realm I - Creating
Build Bigger

Power Up Card A

WERO

Reflecting on what you have learned about **whare** and the way cultural communal spaces are built, work together with up to five of your classmates to build a large meeting place in **Ngā Motu**.

Make the shelter suitable for a large amount of people to meet inside it.

Talk together about what roles your team will need so that each person contributes in a fair way to the construction of the meeting place.

Extension options:

- Create a meeting place in a new world and make it suitable for 50+ people to meet in
- Use Blockbench to create custom blocks for the meeting place and import them into Minecraft: Education Edition for use when building
- Use TinkerCAD or Fusion 360 to 3D model a printable version of your co constructed meeting place

YOU COULD LEARN:

- To begin to see how outcomes can affect people and place in the long term because of how people are creative and change/improve their environment (Level 4)
- To reflect on your practice and identify key breakthrough points where you realised something new and that changed the course of your creativity (Level 4)



MANAGE OUR RAWA

REALM I
CREATING



Having studied and recorded the **Ngā Motu** environment, it is now your role to plan the management of the resources of a new land.

How can we be sure we have enough... for long enough?

Story

Realm A - Knowing

Realm E - Exploring

Realm I - Creating
Manage our Rawa

Power Up Card A

WERO

Using what you have learned from completing the other cards, work with your class to imagine how a new land could look and how you would resource it.

Before you begin your design, research ecology systems, including those of the indigenous people of Aotearoa. **(See power up card B)**

As you create your design, think carefully about:

- Who and what will be in the world?
- How will the cultures of the people in the world be represented?
- How will the land be made to suit its inhabitants?
- What shelters will be needed and how will they be built?
- What food and resource gathering and storage systems will be needed?
- What light and warmth sources will be needed?



YOU COULD LEARN:

- To begin to understand what the system does in terms of its inputs and outputs and what the hidden parts the black box of this system are (Levels 1–3)
- To say why you've chosen materials and resources and know this is because of what the material is and what it does (Level 4)
- To know what a system is and how its parts have different purposes so that it works as intended (Level 4)

A NEW LAND TOGETHER

REALM I
CREATING

**Work collaboratively
to build a new land**

Now that you know how your new land has to work, your final challenge is to collaborate with your classmates to build it.

Story

Realm A - Knowing

Realm E - Exploring

Realm I - Creating
A new land together

Power Up Card A

WERO

Work together with your class to build a new land.

Discuss as a class how you will work together and the roles you will need to successfully collaborate.

You might consider roles such as:

- Project leaders
- Information finders
- Design experts
- Resource gatherers
- Architecture experts
- Landscaping experts

And anything else you decide.

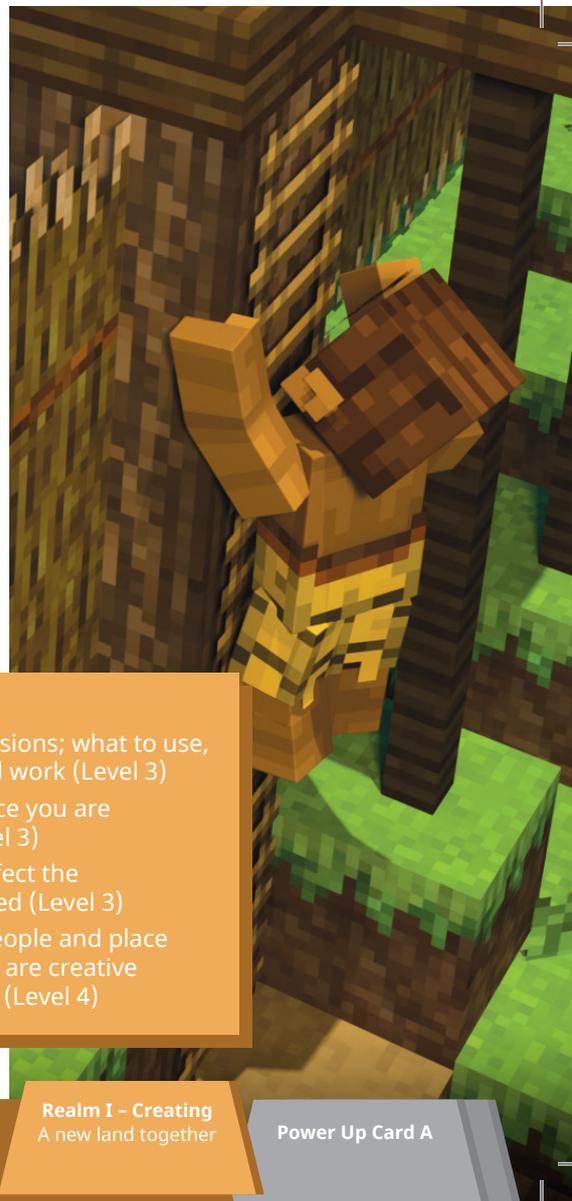
(See power up card B)

Think about:

- The plans you made about how the new land could work in the **Manage our Rawa** card
- The knowledge you have acquired about **Ngā Motu** and the various ways in which people live in community
- How will you know when you have been successful in creating the new land?

YOU COULD LEARN:

- How the environment dictates your decisions; what to use, how to use it, and how you predict it will work (Level 3)
- To describe how the people and the place you are working in affects what you create (Level 3)
- To predict how things you create can affect the people and the place where they are used (Level 3)
- To see how your outcomes can affect people and place in the long term because of how people are creative and change/improve their environment (Level 4)



POWER UP CARD A

NGĀ MOTU VIRTUAL PŌWHIRI STEPS

STEP 1

The hosting group initiates by meeting your **manuhiri** at the **waka**, so that the visitors may then clearly see they are welcome to join the hosts. The visiting group waits on the waka. Once they view the hosts approaching the waka, they disembark.

STEP 2

From the shore line, the hosts guide the visitors to the **ātea** of the **pā**. Here you can gather in a circle in front of the **wharenui**, the hosts forming a half circle with their backs to the wharenui and the visitors on the other side of the circle, facing the wharenui.

STEP 3

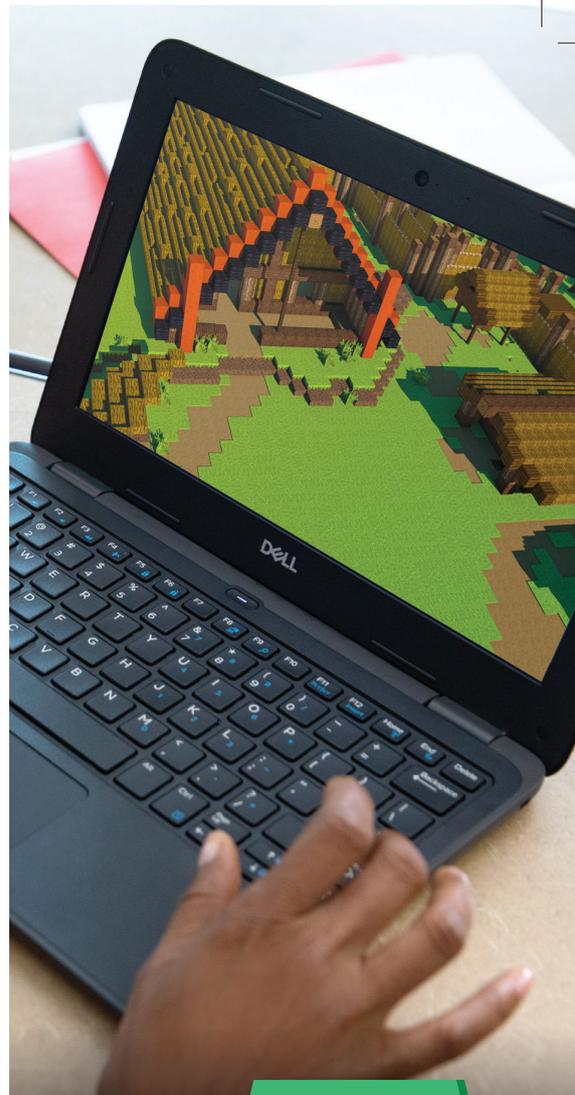
The hosts commence by introducing themselves and also sharing some information about **Ngā Motu**. Explain what is on Ngā Motu and what happens here. Once all hosts have shared their **pēpehā**, it is handed over to the visitors.

STEP 4

The visitors respond by sharing their pēpehā.

STEP 5

At the completion of all of the pēpehā, the hosts guide the visitors into the **wharekai** for a meal.



POWER UP CARD B

IN OUR WORLD

Consider using the inhabitants and surroundings of the location of your school as the context for your new land. The following steps could help you work together to achieve this:

STEP 1

Link the practices of the local people to your land, or create your own customs and practices.

STEP 2

Map your physical local area by paying special attention to the landscape. This could include mountains, hills, dunes, creeks, rivers, lakes, swamps, beaches, coves, caves, the bush, forests, flora and fauna that cover the terrain, and anything else that is part of it.

STEP 3

Form small teams that have a part they are responsible for creating.

STEP 4

Use a shared space to create your design for the new land.

STEP 5

Decide how you're going to keep track of the design and build processes to show to others. Some ideas include a class journal, blog, video, or storyboard, and the camera and portfolio.

