

OVERVIEW

We start this topic by exploring what it might feel like to be a fish living under the sea!

We investigate ways that we are connected with fishes – either as a food source, by spending time on, at or under the sea and through our whakapapa. And develop knowledge around the Māori and common names for some common Aotearoa New Zealand fishes.

Activities are designed to explore and build connections with fishes.

See accompanying slide set [Fishy connections](#).

FOCUS QUESTIONS

- *How am I connected with fishes?*
- *What fish live near us?*
- *What new words and concepts have we learnt?*

LEARNING OBJECTIVES

- Identify ways we as people are connected with fish
- Identify local marine species
- Use scientific and fisheries related vocabulary

LOCATION

Indoors & Outdoors

DURATION

50 minutes+

+ field trip

LEVEL

Level 3 - 5

CURRICULUM

Science

Pūtaiao

NEXT STEPS

- What is a fish?
- Body shapes of fishes
- Ko āu te moana - Ko moana te āu




MATERIALS

- Slide set [Fishy connections](#)
- This [Teacher Outline](#)
- Access to the internet (for film clip & Kahoot)
- Something to write with
- [Kahoot Quiz - NZ marine fishes / Ngā ika moana o Aotearoa](#)

PROCEDURE

Fishy connections

1. Using Chrome, WATCH the short film [1:55] to see what it is like [underwater in Aotearoa New Zealand](#) [slide 10]
2. CONSIDER your connection with fish that live in the sea through tūpuna [ancestors] as well as through your current actions and sources of kai moana. Write a short story called ‘a creature of the sea and me’ [slide 10]
3. EXPLORE our connection with fishes and sea through te ao Māori and whakapapa [slide 11]
4. Use the Ngā ika moana o Aotearoa cards to learn the names of some of the fish that live Test your knowledge of the Māori names of some Aotearoa New Zealand fishes: [Kahoot Quiz - NZ marine fishes / Ngā ika moana o Aotearoa](#)
5. And, perhaps as a homework activity, FIND OUT how fishes feature in your whakapapa or ancestry? For example, are there any fish related stories or legends in the history of your whānau? Did your tūpuna [ancestors] catch fish? Where and how? Bring back some stories to share with the rest of your class [slide 12]
6. Consider booking a real or virtual VISIT to the [National Aquarium of New Zealand](#) to view some real live swimming Aotearoa New Zealand fish – can you name some of them?
7. You could also READ, RESEARCH and ANSWER questions about local fish (could set as homework) [Local fish spotty worksheet](#) and / or [Local fish worksheet](#) [slide 18] And
8. BRAINSTORM what we know about the fish and sea near us [slide 18] and complete the prior knowledge chart.... And ...

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9. VISIT a local wharf with a set of bait catchers and have fun trying to catch a Spotty [slide 19]. For full information on how to run a full field trip using bait catchers and data collection sheets, worksheets etc see [Field trip info & worksheet](#) [and also slide 19].

KEY WORDS

Fish
Whakapapa
Connection

CURRICULUM LINKS

Nature of Science (Level 3-5)

- Investigating in science
- Communicating in science
- Participating and contributing

Living World (Level 3-5)

- Ecology
- Life processes

Science (Level 6+)

- Participating and Contributing
- Ecology
- Life processes

Pūtaiao

- *The Natural World: The Organism:* Recognise that there are biological processes common to all organisms, which occur in different ways in different species. *The Biological Environment:* Recognise and explain the changes undergone by species (especially those of Aotearoa) over long periods of time (Level 4+)
- The Natural World: The Biological Environment: Investigate the effect of human actions, and natural processes, on an Aotearoa ecosystem (Level 6+)



PRIOR KNOWLEDGE CHART

THE FISH THAT LIVE NEAR US PRIOR KNOWLEDGE CHART

What we know	What we would like to know	What we have learned