



Inquire to Learn!

There are many ways in which *Molau and Tanovo/Bula Fiji!* can be used as a base for Inquiry Learning. This is just one suggestion.

Session 1

Using the Big Book, share-read *Molau and Tanovo*, stopping at natural points for discussion. Draw on the students' prior knowledge of stories about how something came to be; gods and giants; islands, mountains, and volcanoes; kava; land and power.

Possible Starter Questions for Discussion

Stories About How Something Came to Be: *Why are there many stories about how something came to be the way it is?* Discuss that in the past, before people had scientific knowledge, they made up stories explaining how things came to be. Many of these stories have passed down through the generations as folk tales.

Gods and Giants: *How do you think gods and giants in stories may be similar?* Discuss that, in stories, both gods and giants have a lot of power to do things that they want and that they often follow different rules than those set down for normal people. Tell the students that the characters of Molau and Tanovo are both gods and giants. Please note that the name Molau is a shortened version of Tautaumolau.

Islands, Mountains, and Volcanoes: *What is an island? How are islands formed? What do we know about the islands of Fiji?* Discuss that an island is a piece of land surrounded by water and that islands can be formed in a number of ways. Many islands are formed by volcanoes. Magma bubbles

up from the sea floor, is cooled by the ocean, and forms rock. This process continues and the volcano gradually rises above sea level, forming an island. Sometimes islands are formed by erosion, where part of a landmass is worn away. Islands may also be formed by a build-up of sediment or coral. The majority of Fiji's islands have been formed by volcanic activity. These islands have mountains and rocky shores. Fiji also has limestone islands. These islands are low and flat, with steep sides. Finally, Fiji has coral islands. These islands are flat with white sandy beaches.

Kava: *What is kava?* Discuss that kava is a drink made from the crushed roots of a plant. It is well known in Fiji and other Pacific Islands. Kava has a calming, sleep-inducing effect.

Land and Power: *Does more land mean more power? Why/why not?*

Text and Illustration Based Inquiry Questions

Cover: Look at the cover and read the title. *How can you tell that Molau and Tanovo are giants?* (Because of the comparatively small size of the coconut tree across Tanovo's shoulders.) Based on the cover illustration, ask the students to predict what may happen in the story. Point out the illustrator's name and tell the students that Tui Ledua is a Fijian illustrator. Ask, *Do you think a Fijian illustrator adds more to a story from Fiji than a non-Fijian would? Why/why not?*

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Teacher's Notes continued

P. 2: Revisit the opening paragraph and note that it is an introduction. Ask, *What kind of folk tale is this going to be?* (A story about how something came to be.) Read on and note that the two giants are friends. Identify to the students that the character on the left is Molau and the character on the right is Tanovo.

PP. 4–5: Revisit the text and ask, *Why might Tanovo not be happy about his friend Molau extending his territory and becoming more powerful?* (Because sometimes friends, perhaps especially friends who are gods, can be competitive rivals.) *Why do you think Tanovo decided to keep his thoughts to himself?*

PP. 6–7: Review the text and ask again for the students to make predictions about what they think will happen.

PP. 8–9: Review the opening sentence and ask, *How has the author reminded the reader that Tanovo is a giant?* (By the use of *giant steps* and the fact that it took only several steps for Tanovo to reach the top of a mountain.) Point out to the students that as Tanovo is a giant, the amount of soil that he is removing from the top of the mountain would be very large. Continue reading and ask, *What is Tanovo actually doing?* (Stealing land from his friend.) *Is this the way that friends should behave? Why/why not?*

PP. 10–11: Review the text and illustration and note the size difference between Tanovo the giant and the people. Brainstorm things the people might be thinking as they watch Tanovo. Ask, *What would it be like to share your home with giants who were gods?*

PP. 12–13: Review the text and illustration and ask, *What is a hole at the top of a mountain called?* (a crater) *How are such holes normally formed?* (through a volcanic eruption)

PP. 14–15: Review the text and ask, *Why would Molau need his sharpened spear if the thief was Tanovo but not if it was someone else?* (Because Molau only needs a giant-sized weapon if he is

dealing with another giant.) Direct the students to the illustration and ask, *How does the text and illustration work together to convey meaning?* (We both read and see that Molau is angry and is shouting, that his steps are causing the ground to tremble, that coconuts are falling from trees, and that wild waves are crashing against the shore.)

PP. 16–17: Review the text and point out the phrase *the spear whistled past him*. Tell the students that the word *whistled* is used here as a verb that means to have moved very rapidly, as if with a whistling sound. Brainstorm other verbs for having moved quickly e.g. sprinted, tore, whirled, zipped, sped, hissed, raced, barrelled, whizzed, sailed, flew, hurtled, whirred, whooshed, darted, breezed, zoomed, shot, rushed, scooted, launched, flashed.

PP. 18–19: Revisit the text and illustration and ask the students to review their earlier predictions.

PP. 20–21: Review the first sentence and ask, *Are you surprised that a god couldn't save himself from drowning? Are you surprised that Molau didn't try to save his friend Tanovo? Why/why not?* Introduce the word *irony* and define it as a situation in which something that was intended to have a particular result has the opposite or a very different result. Point out to the students that it is ironic that Tanovo, who stole soil from Molau in order to create more land for himself, has actually ended up creating more land for Molau.

PP. 22–23: Review the text and illustration and ask, *How do you think Molau is feeling?*

P. 24: Revisit the text and ask, *Do you think this is a true explanation of why there is a crater at the top of Mt Nabukelevu and small islands beyond Kadavu? Why/why not? What other explanation for both the crater and the islands could there be?* (volcanic activity)

Further Discussion and Inquiry Extension

Share-read other folk tales about mountains, volcanoes, or the creation of land, such as *Maui Fishes Up the North*



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Teacher's Notes continued

Island (NZ), *The Journey of Taranaki* (NZ), *The Legend of Mayon Volcano* (Philippines), *The Legend of Kunibiki* (Japan).

Invite the students to write their own folk tales about giants who are gods or a mountain/volcano. Encourage them to include an explanation of how something came to be.

Share-read other folk tales from Fiji, such as *A Legend of Degei, the Snake God*; *Dukuwaqa, the Shark God*; *The Turtles of Namuana*.

Weave simple baskets from paper, flax, or other suitable plant matter.

Challenge the students to build a 3-D sea and island landscape using modelling or air-drying clay or cardboard and paper mache.

As a whole class science activity, make a baking soda volcano. There are many examples and sets of instructions on the Internet.

Session 2

Using the Big Book, share-read ***Bula Fiji!***, stopping at natural points for discussion. Draw on the students' prior knowledge of Fiji and Fijian culture, capital cities, national parks, coconuts and coconut palms, food and beverages for special occasions, sugar, exports and imports, and island environments.

Possible Starter Questions for Discussion and Inquiry

Fijian Greeting: *Does anyone know how to greet someone in Fijian? It is bula.*

Cover and Contents Page: Look at the cover and the image on the contents page of ***Bula Fiji!*** and ask, *What can you tell me about Fiji just from looking at these photos? What kind of country is it?*

Location of Fiji/Geography: Look at the map on P. 1 of ***Bula Fiji!*** and note the location of Fiji in relation to Australia and New Zealand. Tell the students that it takes just over three hours to fly from Auckland to Nadi and around four hours from Sydney to Nadi. Reread P. 1 and note that although Fiji has more than 330 islands, the majority of the population live on the two main islands. Ask, *How do you think people move from island to island?* Tell the students that Fiji has two international airports, one at Nadi and one at Nausori – both on Viti Levu. People fly on smaller planes from Viti Levu to Vanua Levu or take a ferry. Travel to other islands is by small plane,

ferry, or other boat. If any of the students come from Fiji or have visited it, invite them to share their experiences.

Capital Cities: Ask, *What is the capital of Fiji?* then turn to P. 1 of ***Bula Fiji!*** and note the location of Suva on the map. Ask, *What is a capital?* Explain that a capital is the town or city where the government of a country is located. Turn to P. 2 and read the caption on Suva and other Fijian cities. Review the word *multicultural* and ask the students what it means. If necessary, provide a definition – *multicultural*: something that incorporates ideas, beliefs, or people from many different countries and cultural backgrounds.

National Parks: Ask, *What is a national park?* Reread the caption on P. 3 of ***Bula Fiji!*** about Bouma National Heritage Park and discuss that a national park is an area of land that is protected by the government and set aside for conservation and/or public use.

Coconuts and Coconut Palms: Reread the caption on P. 3 of ***Bula Fiji!*** about coconuts and ask, *How are coconut palms important to life in Fiji?* (They provide building materials, food for both people and animals, and income.) Point out the coconut drink the woman in the photo is holding.

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Teacher's Notes continued

Food and Beverages for Special Occasions: Reread PP. 4–5 of *Bula Fiji!* and ask, *Has anyone taken part in or watched a kava ceremony?* Invite the students to share their knowledge and experience of kava ceremonies. Introduce other food and beverages that are accompanied by a ceremony that some students may be familiar with e.g. Ethiopian coffee ceremony; tea ceremonies from China, Japan, Korea, or Vietnam; haggis ceremony from Scotland. Draw on the students' knowledge and brainstorm other food and drinks that are served at special occasions or have cultural significance at certain times of the year.

Sugar and Exports and Imports: Reread PP. 6–7 of *Bula Fiji!* and ask, *What is an export? What is an import?* If necessary, define an export as a product or service that is sold to other countries and an import as a product or service that is bought from other countries. Ask, *Why is sugar important to Fiji?* (It is a major export product and provides work and income for many people. The production of sugar in Fiji has also influenced its history and population diversity.)

Island Environments: Revisit P. 1, PP. 2–3, and P. 8 of *Bula Fiji!* and ask, *Why do tourists visit island nations such as Fiji?* (For the tropical climate; white sandy beaches and crystal clear water; warm, friendly people; and leisure activities such as scuba diving and snorkelling opportunities.) Ask, *What is a barrier reef?* Discuss that a barrier reef is a long, narrow ridge of coral that is parallel to the shoreline and separated from it by a deep stretch of seawater, called a lagoon.

Further Discussion and Inquiry Extension

What does the flag of Fiji look like? Encourage the students to learn about the flag of Fiji and what it stands for.

Invite the students to pick one Fijian island and learn more about it. Do people live on their island? If so, what is the population? What resources does their chosen island have? What is it known for? What kind of island is it?/How was the island formed?

Challenge the students to learn about sugar refinery/production in New Zealand/Australia. Where does our sugar come from? Do we import or export sugar? What is the history of sugar refinery/production in New Zealand/Australia? Ask the students to present their findings in a report.

Learn about the arts and crafts of Fiji, such as pottery, woodcarving, weaving, masi (tapa cloth), and the making of bags and hats from taa. It may be possible to arrange a demonstration or lesson on Fijian arts and crafts from members of your local Fijian community.

Research the animals and plants of Fiji, such as turtles, native fruit bats and iguanas, and a variety of native birds.

Research and/or share YouTube videos to learn about Fijian ceremonies such as firewalking and meke – traditional song and dance.