

Version two: Scavenger hunt (page 28 – answers)

Note: Activities that may be followed up after the trip are in *italics*.

Station one

The lighthouse:

- In what year was the lighthouse built?
1864, opened in 1865
- How tall is the lighthouse? 20m
- *Back at school/home: Carry out research to be completed in class on New Zealand lighthouses and how many are still operational.*

The colourful Islands of the Gulf sign out from the Watch Tower

- Find all the landmarks shown:
A fun interactive exercise.
- Favourite landmark? Any answer from the sign.

Five metal fence signs in front of the Watch Tower

- Check the history written on the five signs. Name the ship and in what year was the ship wrecked on Tiritiri? *SS Triumph, 1883.* Why did that happen? *Captain fell asleep, left helmsman to sail and said to follow the light not the compass bearing. No one died.*

Station two

Two signs on the fences alongside the Ranger's house

- Cartoon sign warning? *Stop Thief Takahē will take your food.*

Photo attached to the white picket fence round the ranger's house (towards the public toilets area).

- Find the year when the lighthouse keepers' houses were built? *1918.*
- How many people are in the photo and what animal is present? *12 and a dog.*

Being the detective on Tiritiri

- Footprints in concrete are on the path near the toilets; made by a takahē.

The Memorial Tree down the lawn from the bathrooms

- Resting place of takahē Greg and Mr Blue along with Daphne the duck.
- *Listening and writing exercise: A good exercise in the school grounds, creative students will enjoy it. Suggest a competition for most appealing poem produced by each group.*

Station three

Courtyard signs

Colourful signs to the side and in the courtyard of the visitor centre.

North Island Kōkako signs:

- The 'continuing threats' to kōkako numbers? *Destruction, degradation of forests and introduced species.*

Research at home or school how the North Island and South Island kōkako differ. There are interesting differences, and worth reading about. There have been sightings of South Island kōkako.

Kiwi signs

- Māori name of the little spotted kiwi – *kiwi puku puku*
- Note how many different species of kiwi are listed – *five*

Station four

Tīeke/North Island saddleback signs

- Tīeke is a close relative of what two birds? *Kōkako and huia*
- How can you help tīeke? *Join Supporters of Tiritiri, fund a tīeke nest box, become involved in conservation activities.*

Pāteke/ brown teal signs

- Explain why pāteke are easy prey to cats and dogs? They freeze when threatened.
- Discuss how we can help pāteke to increase in numbers.
 - Support Ducks Unlimited organisation,
 - Volunteer for pāteke recovery programmes,
 - Don't take dogs, cats or other predators into areas where pāteke live
 - ALWAYS ID when your target when out duck shooting

Station five

Takahē signs

- When were the takahē rediscovered? 1948.
- Takahē eat how much grass in a day?
8 metres of finger-sized green poo!

Endemic Nectar Feeders sign

- How many nectar feeders are listed, and what are their Māori and English names? Three nectar feeders: bellbird/korimako, tūi, hihi/stitchbird.
- Describe what tūi represented to Māori – Guardian bird of the door to the 12th heaven

Station six

Observational field skills

Observe four or more differences between takahē and pūkeko – one can fly, shape of body, legs, beak, the way they move, food preferences, breeding.

Back at school, research each bird: Shape, flight, family size, habitat, why is the pūkeko so successful whereas the takahē is endangered?

Station seven

- Observations at the feeder and water baths
At the front of the Visitor Centre sit quietly, without talking, for 6-7 minutes to observe the birds near the feeder and water baths. Note the interactions between the birds.
What birds are coming into the feeder?
Tūi, korimako/bellbird and some hihi.

Note any activity at the water baths – tūi, korimako/bellbird, kererū, sparrows, kākārīki can all come in at different times.
- Drawings of Tiritiri birds. Exhibit students' drawings.