

Hei Whakamārama

This resource provides an example of how a Year 9 and 10 Te Reo Māori programme could be structured. It is designed to spark innovative ideas regarding programme planning. For each kaupapa (theme) below, a relevant whakataukī has been identified and two possible units of work (kōwae ako).

Kaupapa	Whakataukī	Kōwae ako
Maramataka	<i>Mānawatia a Matariki</i>	1. Celebrations 2. Wātaka
Mauri Ora!	<i>Tohaina ō painga ki te ao</i>	1. Korikori 2. Hauora
Ngā Tapuwae o ngā Tūpuna	<i>Kia whakatōmuri te haere whakamua</i>	1. Significant historical events 2. Haerenga
Manaakitanga	<i>Kia ū ki te pai</i>	1. Kai 2. Marae
Ko te Taiao te Tuakana	<i>Ko au te whenua, ko te whenua, ko au</i>	1. Huarere 2. Kaka tukuruu (Wearable Arts)
Pūrākau	<i>He atua, he tangata</i>	1. He tangata, he tīpua 2. Whanaungatanga, whānau

- Kōwae ako can be delivered in any order. Choose six units of work one year and choose six units the next year.
- Each kōwae ako identifies a Task, Achievement Objectives (levels 1-4), and Tauira Reo (language examples).
- Kōwae ako are backward mapped from the overarching Task and Achievement Objectives are aligned accordingly.
- Activities that enable the learning of the new language still need to be scaffolded for students to complete the Task.
- A Task as defined by Task Based Language Teaching pedagogy must have a 'clearly defined outcome.' For more information on Task Based Language Learning refer to the curriculum statement *Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki, Teaching and Learning Te Reo Māori in English Medium Schools: Years 1-13* (Ministry of Education, 2009, pp 21-22).
- Te Reo Māori Unit Plan templates on the Ako Panuku website may be of help during the unit planning stage.
- Many of the Achievement Objectives have been recycled to provide opportunities to recap and consolidate. Consideration has been given to those contexts outlined in the curriculum statement.
- The kōwae ako are designed to incorporate all language modes with a particular focus on kōrero and whakarongo to enhance peer and group interaction and communication.
- Tauira Reo are merely a guide and the list is by no means exhaustive.
- As with any classroom programme, students' needs, experiences and interests should be taken into consideration.
- For more information about communicative language teaching see Ministry of Education (2009) *Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki, Teaching and Learning Te Reo Māori in English Medium Schools: Years 1-13*, (pp. 23-24).

Maramataka

Mānawatia a Matariki!

This kōwae ako could be part of a wider study around Mātauranga Māori!

Context: Celebrations

Task: Students plan for a Matariki celebration. Consider elements like time, dates, the menu and invitations.

Students can:

- survey food likes and dislikes
- write invitations and a menu
- discuss an appropriate timetable
- plan according to the maramataka and discuss possible dates.

See *He Reo Tupu, He Reo Ora* for more activity ideas on celebrations!

Context: Wātaka

Task: Students design their ideal school timetable to present to the class, and/or: Students keep a journal that follows the moon phases and write about their feelings.

Students can:

- write about their feelings during different Lunar phases
- write daily entries in a journal
- read simple texts about moon phases
- write then present orally their designed timetable.

- 2.3** communicate about likes and dislikes, giving reasons where appropriate
- 2.4** communicate about time, weather, and seasons (moon phases and stars)
- 3.2** communicate about events and where they took place
- 4.2** communicate about plans for the immediate future
- 4.4** give and seek permission or agreement.

- 1.4** communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or hometown and place of family origin
- 2.3** communicate about likes and dislikes, giving reasons where appropriate
- 2.4** communicate about time, weather, and seasons (moon phases and stars)

Tauira reo

He pai [te rārangi kai] ki ahau.
 Kāore i te pai te [rārangi kai] ki ahau.

He pēhea te āhua o te marama?
 He marama nui.
 He wā pai ki te kōhi kai.

Kei te aha koe/ia..?
 Āhea te hui? Ā te Mane.
 Ka tū te hui ki hea? Ka tū te hui ki Taupō.

Kei te wātea koe kia haere mai ki te hui Matariki?
 Āe, kei te wātea au.
 Kāo, kāore au i te wātea.

Tauira reo

Ko wai tō ingoa?
 Ko Mere tōku ingoa.
 Ko Tūwharetoa tōku iwi.
 Kei te pēhea koe? Kei te ora.

He aha te wāhanga ako pai ki a koe?
 He pai te [pāngarau] ki ahau i te mea he wero.
 Kāore i te pai te [kori tinana] ki ahau.

Ko tēhea rā/marama tēnei?
 Ko te marama o Hune te wā o Matariki.
 Ko te Tūrei tēnei rā.
 Ko Tangaroa ā-roto tēnei marama.
 He wā pai ki te [kori tinana].

Mauri Ora!

Tohaina ō painga ki te ao

This kōwae ako also connects to the Health and PE curriculum.

Context: Korikori

Task: Students create, play and direct others through participating in games like: treasure hunt, landmines, blind obstacle courses, orienteering and Kī-o-rahi.

Students can:

- instruct and direct a friend through an obstacle course or treasure hunt
- follow simple instructions or directions to complete a task
- design a code using directional symbols that a peer has to discuss and follow.

1.5 communicate about location

3.3 give and follow directions.

Context: Hauora

Task: Students create a hauora plan for themselves that includes creating healthy routines, self-care, nutrition, affirmations, karakia and a gratitude practice.

Students can:

- read and discuss whakataukī and karakia
- write simple phrases about routines and plans
- create simple class surveys
- present orally parts of their hauora plan to peers
- explain their favourite way to relax.

2.3 communicate about likes and dislikes, giving reasons where appropriate

2.5 communicate about physical characteristics, personality, and feelings

3.1 communicate, including comparing and contrasting, about habits, routines, and customs.

Students could explore different whakataukī. Find one that resonates to use as an affirmation to help create a positive mindset.

Tauira reo

Kei hea te ...?
Kei raro i te tūru.

Huri whakatemauī.

Haere tōtika.

E tū.

Taihoa.

Kāti.

Kia tūpato.

Āta haere.

Tauira reo

He aha ētahi kai/hākinakina/mahi ā-rēhia e pai ana ki a koe?
He pai te tēnehi ki ahau.
Kāore i te pai te netipōro ki ahau.

E tau ai tō wairua ka aha koe?
Ka aha koe ki te tiaki anō i a koe?

Kei te pēhea koe i tēnei rā?
Kei te āmāimai ahau.

Ka aha koe i ngā ata/ahiahi/rā whakatā?
Hīkoi ai au i ngā ata.
I te Mane, i kai mīti ahau.
Ā te Tūrei ka kai huamata ahau.

Context: Significant historical events

Task: Students research, discuss and describe a significant event. For example: The first Māori language week.

Students can:

- listen for specific information around a historical event;
- create a timeline and show as an oral presentation;
- role play an interview with a 'person' from a significant event and prepare a list of interview questions.

Context: Haerenga

Task: Students work in groups to plan a trip according to specific guidelines, e.g., cost and travel destinations. As a group they 'pitch' their presentation.

Students can:

- role play travel agents;
- design and discuss in a group the itinerary;
- discuss and debate in groups their travel plans;
- imagine they have been to the haerenga and recount some activities.

Kaiako and students plan a trip to local pā sites.

- 1.3** communicate about number, using days of the week, months, and dates
- 1.5** communicate about location
- 3.2** communicate about events and where they took place.

For more activity ideas and language examples see *He Reo Tupu, He Reo Ora*.

- 3.2** communicate about events and where they took place
- 3.4** communicate, including comparing and contrasting, about how people travel
- 3.5** communicate about immediate past activities
- 4.1** request, offer, accept and decline things, invitations and suggestions
- 4.2** communicate about plans for the immediate future
- 4.4** give and seek permission or agreement
- 4.5** communicate about the quality, quantity and cost of things.

Some of these achievement objectives have been repeated from previous units.

Tauira reo

I tēhea tau/Inahea te hīkoi whenua ki Paremata?
I te tau kotahi mano, e iwa rau, e whitu tēkau mā rima. [1975]

I whakatūria te Kīngitanga i tēhea tau?
I te tau kotahi mano, e waru rau, e rima tekau mā waru. [1858]

I hea te pakanga o Ōrākau?
I Ōrākau.

Nōnahea /Inahea a Whina Cooper i whānau mai ai?
Nō te tau kotahi mano, e waru rau, e iwa tekau mā rima. [1895]

Tauira reo

Kei te haere koe ki hea?
Kei te haere au ki Rarotonga.
Kei te haere koe ki Rarotonga ki te aha?
Ki te hararei.

Mā hea koutou haere mai ai?
Mā runga pahi.
Kei te haere mai a Rangi mā runga pahi, engari kei te haere mai a Aroha mā raro.

I haere au ki Rarotonga.
I kauhoe au i te moana.
Kāore au i piki rākau kokonati.

He inu anō māu?
Āe, he waiārani māku.
Kāore. Kei te pai ahau.

Āhea koe haere ai ki te hui?
Ā te rua karaka (au haere ai).
Ka aha koe ā te ahiahi nei?
Ka haere au ki te kauhoe.

Kia hia ngā pēke?
Kia rua.
E hia te utu mō te tīkiti?
E rima tekau mā tahi tāra.

Manaakitanga

Kia ū ki te pai

Context: Kai

Task: Kai and who am I? Students plan and prepare a hui for whānau where they assume roles as kaimanaaki. They stand to deliver a kōrero about who they are and significant people in their lives. The hui ends with a shared meal.

Students can:

- learn and deliver their pepeha
- offer food and drinks to their guests
- survey the class about favourite foods
- talk and respond to questions about their family.

Context: Marae

Task: Following a marae visit or study, students present their experiences and understandings about a process they observed.

Students can:

- present and talk about the different roles and routines they observed
- design a poster, infographic, or powerpoint as a support resource for their presentation
- create a Jeopardy-type game with key ideas around the marae and pōwhiri process.

See *He Reo Tupu, He Reo Ora* for more activity ideas

1.4 communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or hometown and place of family origin

2.1 communicate about relationships between people

2.3 communicate about likes and dislikes, giving reasons where appropriate

4.1 request, offer, accept, and decline things, invitations, and suggestions.

Students could assume roles and role play the process they observed or learnt about.

1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgements

1.2 introduce themselves and others, and respond to introductions

1.4 communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or hometown and place of family origin

3.1 communicate, including comparing and contrasting, about habits, routines, and customs

3.2 communicate about events and where they took place

4.3 communicate about obligations and responsibilities.

Tauira reo

Ko wai tō ingoa?

Ko Ani tōku ingoa.

Ko wai mā ō tūpuna?

Ko Hare rāua ko Ani ōku tūpuna.

Nō hea koe?

Nō Waikato ahau.

Tokohia ō teina?

Tokowhā ōku teina.

Ko wai te mātāmua?

Ko Ani te mātāmua.

Ko wai ngā mokopuna?

Ko Hera rāua ko Hone.

I whānau koe i hea?

I whānau mai ahau i Hāmoa.

He aha te kai pai ki a koe?

He panana te kai pai ki ahau.

He inu anō māu?

Āe, he waiārani māku.

Kāore. Kei te pai ahau.

See *He Reo Tupu, He Reo Ora* for more tauira reo.

Tauira reo

Kia ora.

Tēnā koe, e hoa.

Tēnā tātou, e te whānau.

Ngā mihi.

Ko wai tō ingoa?

Ko Aroha tōku ingoa.

Ko Mere tēnei.

He aha te mahi a te koroua?

He kōrero. Ko ia te kaikōrero.

He aha te mahi a te kuia?

He karanga. Ko ia te kaikaranga.

Ka aha ngā ringawera?

Ka manaaki i te manuhiri.

Ko te Taiao te Tuakana

Ko au te whenua, ko te whenua, ko au

This kōwae ako connects to the New Zealand Science Curriculum.

Context: Huarere

Task: Students assume roles of long distance friends. They are to plan a visit and will need to communicate with each other to pack appropriately.

Students can:

- role play a phone conversation
- plan, then explain, the itinerary of their trip
- prepare a weather report to present to the class.

Context: Kaka tukurua

Task: Students use recycled materials to design and create outfits to showcase on a 'runway'.

Students can:

- research recycled materials and, in pairs, discuss their preferred materials
- view a fashion show and practice a voice over
- assume the roles of narrator, model, and audience
- use appropriate kīwaha (idioms) to support their ideas.

2.2 communicate about possessions

2.4 communicate about time, weather, and seasons (moon phases and stars)

3.4 communicate, including comparing and contrasting, about how people travel

4.2 communicate about plans for the immediate future.

See *He Reo Tupu, He Reo Ora* for more taura reo.

1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgements

1.2 introduce themselves and others and respond to introductions

2.3 communicate about likes and dislikes, giving reasons where appropriate

2.5 communicate about physical characteristics, personality, and feelings.

Encourage students to use relevant kīwaha while narrating or introducing, and as audience members (e.g., *Te mutunga mai o te ātaahua! Taiea ana!*)

Taura reo

He koti mahana tōu?

Āe, he koti mahana tōku.

Kāo, kāore ōku koti mahana.

He pēhea te huarere i Ahitereiria?

He tino makariri i konei. E heke ana te hukarere.

Āhea koe wehe ai?

Ā te Mane, te tekau mā whā o Hepetema, hei te iwa karaka.

Mā hea koe haere ai?

Mā runga wakarererangi.

Ka aha tāua?

Ka haere tāua ki te whare taonga ā te Tūrei.

Taura reo

Tēnā koutou, e te iwi/whānau/hunga mātakitaki.

Kei te pēhea koutou?

Ka nui te pai. E ora ana. E harikoa ana.

Ko Hine tēnei. Ko au te kaikōrero i tēnei pō/rā.

He tino pai tēnei panekoti nā te mea he muramura.

He pai ki ahau ngā kōtingotingo.

Kei te hīkoi mai a Timi.

Kei te mau kākahu niupepa a Timi.

He tino ātaahua.

He pango, he mā ngā tae, ā, he tāhekeheke te āhua.

Ko ngā rawa tukurua, ko te niupepa me te kirihou.

Kīwaha:

Te ātaahua hoki o ...

Ka mau te wehi o ...

Te mutunga kē mai o te ...

Ka rawe hoki ngā ...

Pūrākau

He atua, he tangata

Context: He tangata, he tipua

Task: Students play a version of the original “Guess who?” game.

Students can:

- practise describing physical characteristics of their peers or movie characters
- describe a well-known person and peers ask yes/no questions to guess the mystery person
- create a ‘wanted’ poster or advertisement.

Context: Whanaungatanga, whānau

Task: Students create their own imaginary whānau. This could be presented to a group or the class with the audience asking questions.

Students can:

- listen to a whakapapa example and draw the relationships
- listen to descriptions of people or atua and identify in a photo or draw an image
- present and describe an imaginary whānau to their peers.

2.5 communicate about physical characteristics, personality and feelings.

Atua Māori or Tangata rongonui could be used.

2.1 communicate about relationships between people

2.5 communicate about physical characteristics, personality and feelings.

Atua Māori or characters from pūrākau or pakiwaitara could be used as the context. Learning or research about these characters can be done in English. Perhaps research stories from your area.

Tauira reo

He pēhea tōna āhua?
He tāroaroa.
He parauri ōna karu.
Kei te mau pōtae ia?
He torokaka ōna makawe?
Kāore ōna makawe.
He pēhea te tangata?
He whakamā ia.
He toa ia ki te aha?
He toa ia ki te tito waiata.

Tauira reo

Ko Tangaroa te Atua o te moana.
Ko Ranginui rāua ko Papatūānuku ngā mātua o ngā Atua Māori.
Ko Bob Marley te pōtiki o te whānau.
He tangata pai ia.
He kōrinorino ōna makawe.
He mauritau ia.