

Mā te mahi tahi ko te eke panuku, ko te ako panuku!

When students get past their primary years, and the seriousness of secondary schooling and qualifications confronts everyone, that's when learning and teaching really need to be inspiring, motivating, and engaging. So give these a try. They are not only great for re-energising a tired class, but also for providing valuable learning opportunities.

Hei Whakapā mai ki a Ako Panuku

Waea: 07 308 6322
Waea whakaahua: 07 929 5856
Paetukutuku: www.akopanuku.tki.org.nz
Īmēra: akopanuku@haemata.co.nz

TE WAIATA A AKO PANUKU

Anō he wai tuku pū roimata

E whakāhiko wairua

Hei hāpai i ngā ātaahuatanga

O roto i te mātauranga

He aha hoki te arā kohara

Hei huarahi mō te hunga mātātahi

Kia hoe tahi ai i te waka nei

Mā te mahi tahi, ko te eke panuku

ko te ako panuku e.

Ngā mihi ki ngā kaiako o Ako Panuku,
nā koutou tēnei waiata i tito.

COMBINED INFORMATION

Use: To introduce a new topic to gauge the extent of prior knowledge or to review what has been taught.

Curriculum areas: All

Equipment: Cards, one question or answer per card relating to the topic of study.

Process:

1. Give each student a question or an answer.
2. They must memorise what is on their card. (Give them just a minute or so to do this).
3. Leaving their card face down on the table the students rotate around the class to find the person who has either a question or answer that relates to the information they have.
4. Once they find their pair they must complete a physical activity together (e.g., five star jumps) to signal that they have completed the activity.
5. Follow this activity with a written or oral activity in which students need to describe the links between the pairs of cards in order to summarise the topic.

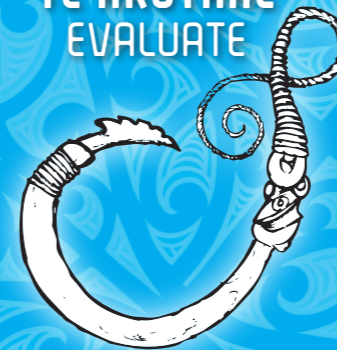
Variation:

Instead of questions and answers, try facts or key points from the topic e.g., in Science: two main categories of force – active and potential; three types of active energy – kinetic, geothermal, radiant.

TE WHAKAAHUA DESCRIBE



TE AROTAKE EVALUATE



TE TĀTARI ANALYSE



TE WHAKAKAPI CONCLUDE

LISTEN UP!

Use: To practise listening for specific information.

Curriculum areas: All.

Equipment: A medium length text on topic of study.

Process:

1. Put students into small groups.
2. Give each group something specific and unique to listen for in the text. For example: nouns, verbs, specific words, numbers, or facts.
3. Each group decides on a physical movement that reflects the feature of text, information, or word that they are listening for.
4. Read the text aloud to the class.
5. Every time each group hears the feature of text, information, or word they are listening for, they must do their physical movement.

This activity works best when there are many repetitions in the text of the information/word that each group is listening for.

AKO PANUKU
Inspiring Learning

STATIONS

Use: To review a topic or to encourage learners to share their knowledge.

Curriculum areas: All.

Equipment: Task cards with a question or learning task and a physical activity. One task card per 'station'.
Pen and paper for each pair/group.

Process:

1. Group students into pairs or small groups.
2. Set up stations around the room. At each station have a task card.
3. Once the students complete the physical task on the card, they then have to complete the learning task, writing down the answers as they go (or vice versa depending on what works best for your class).
4. The team that finishes all stations with the most correct answers is the winner.

Example task cards:

Hauora/Heath

Station 1	Physical activity: 5 star jumps. Learning task: Design a one day menu that shows a balanced diet.
Station 2	Physical activity: 3 sit ups. Learning task: Draw a simple version of the food pyramid.
Station 3	Physical activity: 10 swings of an imaginary hula hoop. Learning task: Name 4 gluten-free foods and 4 foods that contain gluten.

Te Reo Māori or Social Sciences

Station 1	Physical activity: 5 hops on each leg. Learning task: Write in order the key parts of a pōhiri.
Station 2	Physical activity: 3 sit ups. Learning task: Write a short mihi suitable for welcoming a visiting class.
Station 3	Physical activity: Stand on one leg for 60 secs. Learning task: Describe the processes of tau-utuutu and pāeke.

Being a great teacher is being a great learner.

RUNNING DICTATION

Use: To reinforce a particular point of grammar, or to introduce a new theme/topic.

Curriculum areas: All, but particularly useful for literacy and languages.

Equipment: A short text or dialogue suitable for the level of the class – one copy for each pair, or small group.

Process:

1. Group students into pairs or small groups. One student in each group is the writer. Other students take turns at being the 'runner'.
2. Put copies of the text up around the walls of the classroom. Assign a copy to each group.
3. A runner from each group goes up to their assigned copy of the text and memorises as much of the text as possible before returning to their group and dictating the memorised part of the text to the writer.
4. For the activity to work, it is important that the runner does not write or read the text out loud.
5. When the writer has finished writing that sentence (or the part of the text that the runner could remember), it is the next runner's turn, or the runner and writer could swap roles.
6. Once the whole text has been dictated, each group discusses and composes a final version of their text, checking for accuracy of grammar, spelling and punctuation.
7. The winner is the first group finished or the most accurate group, depending on the purpose of the activity.

Māori teachers have a unique contribution to make to the achievement of Māori learners.

CHARADES

Use: To review key concepts in a topic or subject area.

Curriculum area/s: All.

Equipment: A list of key concepts.

Process:

1. Group students into small groups.
2. Call out one of the key concepts being studied.
3. In groups, learners have 1-2 minutes (set the time), to act out that concept.

Variations:

Have the key concepts on cards. Each group chooses a card and has two minutes to decide how they will act out the concept on their card.

One member of the group chooses a card and acts out the concept to his/her group.