

ACHIEVEMENT OBJECTIVE	Curriculum Link 2.1	The purpose of this unit of work is to learn the New Zealand national anthem, be able to talk about sport in Māori and learn about the tribal areas of New Zealand.
LEARNING INTENTIONS	<p>In this unit students will learn:</p> <ul style="list-style-type: none"> • the words to the national anthem in Māori • some sentences to use when talking about sport • about tribal areas of New Zealand. 	
SUCCESS CRITERIA	Before commencing the unit the teacher will discuss the learning intentions with the students and together agree upon appropriate success criteria.	
UNIT PLAN ONLINE	www.tki.org.nz/r/language/lis/wehi/units/unit12/index_e.php	
DVD CLIPS FOR THIS UNIT ONLINE	<p>Scene 1 www.tki.org.nz/r/language/lis/wehi/units/unit12/scene1_e.php Scene 2 www.tki.org.nz/r/language/lis/wehi/units/unit12/scene2_e.php Scene 3 www.tki.org.nz/r/language/lis/wehi/units/unit12/scene3_e.php</p> <p>Waiata www.tki.org.nz/r/language/lis/wehi/units/unit12/waiata_e.php</p>	
WAIATA DVD	Clip 5 E Ihoa Atua	
AUDIO CD	Track 6 E Ihoa Atua	
EXTRA RESOURCES	<p>Tribal organisation section of <i>Te Ara Encyclopedia of New Zealand</i> www.teara.govt.nz/NewZealanders/MaoriNewZealanders/TribalOrganisation/</p>	

Activity 1

The students will learn to sing the national anthem in Māori.

Watch *DVD Unit 12 Scene 1* where Jo and Hana sing along with the national anthem.

Show the students the words of ***E Ihoa Atua*** (the New Zealand anthem) and have them sing along with *Audio CD track 6* or *The New Zealand National Anthem CD*.

Ask the students to copy the words or place a photocopy of the words in ***Wehi***.

Activity 2

The students will learn how to talk about someone's ability.

Before showing *DVD Unit 12 Scene 2*, explain that the scene shows Jo and Hana talking about the netball players' skills. Ask the students, in pairs, to identify the adjectives the girls use to describe the players' running and jumping abilities. Remind the students of the words **oma** – run, and **peke** – jump, if necessary.

When the students have identified the adjectives **kaha** – strong, and **tere** – fast, write the sentences from the script on the whiteboard and look at the sentence structure.

He kaitākaro pai ia.

She is a good player.

He kaha ia ki te peke.

He or she is strong at jumping.

He tere hoki ki te oma.

He or she is also a fast runner.

Give students a copy of *Worksheet A*. Ask them to use the words provided to write at least four different sentences to describe someone's ability. When they have finished get them to share their sentences with the rest of the class.

For students who are more confident in Māori, encourage them to use the dual personal pronoun, **rāua** – they (two persons), or the second person pronoun **koe** – you.

Activity 3

Students will learn about the tribal areas in New Zealand.

Watch *DVD Unit 12 Scene 3* where Hana and Jo's father talks about the Māori netball player coming from **Te Arawa**, a tribal group in the Rotorua area in the North Island.

Ask if any of the students identify themselves with an **iwi** – major tribe, or **hapū** – sub-tribe, and if so, which one. Ask the students if they can name any of the New Zealand tribal groups, and list these on the whiteboard. Then ask them if they know what regions they cover.

Discuss how the **iwi** and **hapū** came about and how they got their names. You may like to refer to the tribal organisation section of *Te Ara Encyclopedia of New Zealand* at:

<http://www.teara.govt.nz/NewZealanders/MaoriNewZealanders/TribalOrganisation/>

Show them *Teacher Sheet A – Tribal Areas*. Highlight any **iwi** or **hapū** that the students belong to.

Give the students a copy of *Worksheet B – Aotearoa*. Have the students draw in the areas of the main **iwi** and **hapū**, plus any that they belong to. The students should place this map in *Wehi*.

Activity 4

The students will practise how to write about abilities and practise writing how to say where a person comes from.

Ask the students to think of a person they admire and the things that make that person special. This person could be a family member, a television personality, sportsperson or someone they know personally. Ask them to write the name of the person on a clean page in **Wehi** or on a piece of A4 paper.

Then ask them to think about that person's strengths, and write them in Māori around the person's name.

He Reo Tautoko – helpful language

He kaha a (person's name) **ki te** ____ .
(Person's name) is strong at ____ .

He kaha ia ki te ____ .
S/he is strong at ____ .

waiata	singing
kanikani	dancing
manaaki	helping
mahi	working
kauhoe	swimming
tuhi kōrero	writing stories
pānui pukapuka	reading books
kōrero pakiwaitara	story telling.

Nō hea a (person's name)?
Where is (person's name) from?

The students can work in groups of 3–4. Ask them to write on a piece of A3 paper the names of a current national sports team, such as the All Blacks. Have students list all the players and find out where each one comes from. The team will have some members who are Māori, Pacific Islanders and non-Māori. The students can give the name of the island, town, city or tribal group for different players. When the groups have finished writing, ask them to share their findings with another group. Encourage every student to use as many new sentences to talk about the players.

E Ihoa Atua

E Ihoa Atua
O ngā iwi mātou rā
Āta whakarongona
Me aroha noa
Kia hua ko te pai
Kia tau tō atawhai
Manaakitia mai
Aotearoa.

National Anthem of New Zealand

God of nations at thy feet
In the bonds of love we meet
Hear our voices, we entreat
God defend our free land.
Guard Pacific's triple star
From the shafts of strife and war
Make her praises heard afar
God defend New Zealand.

(This is not a translation of E Ihoa Atua. This is the English version of the song.)

Add words to this table.

He	kaha		ki te	oma
		ia		mahi
	tere			peke
		rāua		kauhoe
	pai			tākaro
		koe		waiata



Tribal Areas in Aotearoa



- Jo** I pēhea te kapa haka, Hana?
How was culture group practice, Hana?
- Hana** E hoa, he rawe! He pai a Haami ki te haka.
Friend, awesome! Haami is great at the haka.
- Jo** Ā, ko koe te kaitātaki wahine, nē!
And, you're the female leader, eh!
- Hana** Tērā pea.
Maybe.
- Hana** Aī, taihoa, Jo! Kei te pīrangi au ki te waiata.
Hey, hang on, Jo! I want to sing.
- Jo** Kei te pīrangi koe ki te waiata ki a Haami!
You want to sing to Haami!
- Hana** Tērā pea, e hoa!
Maybe, girlfriend!
- Hana** Kia hua ko te pai
Kia tau tō atawhai
Manaakitia mai
Aotearoa

*Guard Pacific's triple star
From the shafts of strife and war
Make her praises heard afar
God defend New Zealand*
- Jo** He reka tō reo. E Hana, he pai ki tō whānau te poitarawhiti?
Your voice is sweet. Hana, does your family like netball?
- Hana** Āna!
Absolutely!
- Pāpā** Kia ora kōrua.
Hi, you two.
- Jo** Kia ora Pāpā
Hi, Dad.
- Hana** Kia ora Matua.
Hello, (Jo's) dad.

Scene 1 DVD Transcript

UNIT TWELVE

- Pāpā** Ko wai te tīma toa?
Who's the champion team?
- Jo and Hana** Ko Aotearoa!
New Zealand!
- Pāpā** Tautoko! Kia kaha, Aotearoa!
I support that! Go, New Zealand!

Scene 2 DVD Transcript

- Jo** He kaha te kāpene, nē Hana?
The captain is strong, eh Hana?
- Hana** Ko wai?
Who?
- Jo** Ko te takawaenga o Aotearoa.
The New Zealand centre.
- Hana** He kaha rāua ko te takawaenga o Ahitereiria.
Both her and the Australian centre are strong.
- Jo** Āe! He kaha rāua ki te peke!
Yes! They're both strong at jumping!
- Hana** He tere hoki ki te oma.
They're also fast runners.
- Hana and Jo** Kia kaha, Aotearoa!
Go, New Zealand!
- Jo** Auē! Kua whara ngā takawaenga.
Oh no! The centres have hurt themselves.
- Hana** Āe! I tūtuki rāua.
Yes! They crashed (into each other).
- Māmā** Kei te wini tātou?
Are we winning?
- Jo** Āe, i tēnei wā.
Yes, at the moment.

- Pāpā** Ā, kei te whakatā ngā tīma. Jo, mauria mai ngā pihikete.
Ah, the teams are having a break. Jo, bring the biscuits.
- Jo** Kei hea ngā pihikete?
Where are the biscuits?
- Māmā** Kei roto i te kāpata.
In the pantry (cupboard).
- Papa** E hika! Ko wai te takawaenga hou?
Goodness! Who's the new centre?
- Hana** Aua, engari, he kaha ia.
Don't know, but she's strong.
- Jo** Ki te aha?
At what?
- Hana** Ki te oma, ki te peke, me te hopu i te pōro.
Running, jumping and catching the ball.

- Hana** He tere te takawaenga hou ki te omaoma, nē?
The new centre is a fast runner, eh?
- Jo** Āe, tino tere!
Yes, very fast.
- Hana** He Māori ia.
She is Māori.
- Pāpā** Āe, he Māori ia. Nō hea ia?
Yes, she's Māori. Where's she from?
- Hana** Nō Rotorua ia. Nō Rotorua hoki au.
From Rotorua. I'm from Rotorua too.
- Pāpā** Tērā pea he whanaunga ia ki a koe.
Well, she may be a relation of yours.
- Hana** Āe, nō Te Arawa ahau. Nō Te Arawa hoki tōna ingoa whānau.
Yes, I'm from Te Arawa. Her family name (surname) is a Te Arawa name.
- Jo** Titiro! Kia kaha!
Look! Go!
- Māmā** Kia kaha wāhine toa!
Go strong women!
- Māmā, Pāpā, Hana and Jo** Tūmeke, Aotearoa!
Awesome, New Zealand!