

<b>ACHIEVEMENT OBJECTIVE</b>	Curriculum Link 2.1	The purpose of this unit of work is to communicate personal information and talk about relationships between family members.
<b>LEARNING INTENTIONS</b>	<p>In this unit students will learn:</p> <ul style="list-style-type: none"> <li>• to talk about where their family comes from</li> <li>• the words for family members</li> <li>• how to ask others about their families.</li> </ul>	
<b>SUCCESS CRITERIA</b>	Before commencing the unit the teacher will discuss the learning intentions with the students and together agree upon appropriate success criteria.	
<b>UNIT PLAN ONLINE</b>	<a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit13/index_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit13/index_e.php</a>	
<b>DVD CLIPS FOR THIS UNIT ONLINE</b>	<p>Scene 1 <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit13/scene1_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit13/scene1_e.php</a>            Scene 2 <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit13/scene2_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit13/scene2_e.php</a>            Scene 3 <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit13/scene3_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit13/scene3_e.php</a></p> <p><i>He Kōrero Whakamārama</i>  <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit13/whakamarama_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit13/whakamarama_e.php</a></p>	
<b>HE KŌRERO WHAKAMĀRAMA DVD</b>	<p>Clip 19 Whānau/kinship            Clip 20 Use of hoki and haere            Clip 21 The paepae            Clip 3 Use of tuakana/teina            Clip 29 Features of a marae</p>	

### Activity 1

The students will talk about where they come from.

The students will have the opportunity to tell other students where their family comes from. Students need to work in groups of four.

#### Round 1

**Nō Te Wairarapa taku whānau.**

My family is from **Wairarapa**.

**Nō Tūranganui ā Kiwa taku whānau.**

My family is from Gisborne.

If someone's family is from more than one place, you can list the place and follow this with the word **hoki** – also, e.g.,

**Nō Te Wairarapa, nō Tūranganui ā Kiwa hoki taku whānau.**

My family is from **Wairarapa** and from Gisborne.

#### Round 2

Ask the students to imagine that their family is going back to their **tūrangawaewae** – a place called home, for a holiday. If the students come from more than one place, they just need to choose one for this exercise. They can take turns to tell the class where they are going, e.g.,

**Ka hoki taku whānau ki Hāmoa.**

My family will return to Samoa.

**Ka hoki taku whānau ki Te Wai Pounamu.**

My family will return to the South Island.

Encourage students to listen carefully to what others say.

#### Round 3

The students take turns to say where the others are going, e.g.,

**Ka hoki a Hera ki Ahuriri.**

Hera will return to **Ahuriri** (Napier).

**Ka hoki a Sione ki Hāmoa.**

Sione will return to **Hāmoa** (Samoa).

**Ka hoki a Joe ki Ahitereiria.**

Jo will return to **Ahitereiria** (Australia).

**Ka hoki a Greta ki Tiamani.**

Greta will return to **Tiamani** (Germany).

#### Round 4

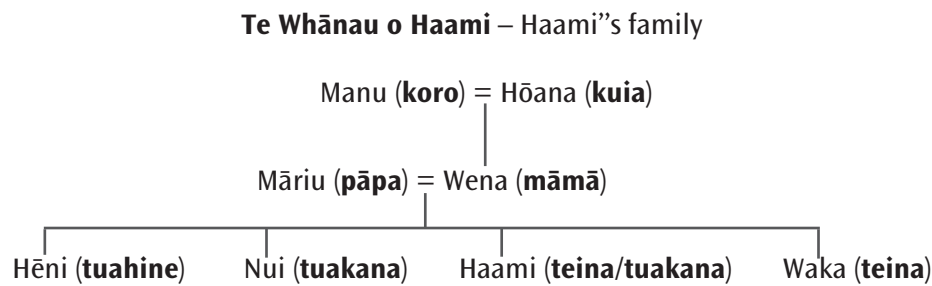
Two groups join and repeat Round 3.

**Activity 2**

Students will draw their family tree.

Before starting this activity, watch *He Kōrero Whakamārama DVD clip 19* where **whānau** and kinship is discussed.

Draw the simple **whakapapa** – family tree, for your family on the whiteboard or show *Teacher Sheet A*. Write the names of the family members on the family tree and the name of that person’s relationship with you in brackets, explaining the relationships as you work. Look at the example given below in relation to Haami and the members of his **whānau**.



When you look at the family tree from Haami’s perspective, you are able to make different statements that show the relationships between Haami and other family members.

Ask the students to complete each of the following sentences as if they were Haami. This could be done as an oral exercise.

- Ko** \_\_\_\_\_ **taku pāpā.** \_\_\_\_\_ (Dad’s name) is my father.
- Ko** \_\_\_\_\_ **taku māmā.** \_\_\_\_\_ (Mum’s name) is my mother.
- Ko** \_\_\_\_\_ **taku koro.** \_\_\_\_\_ (Grandfather’s name) is my grandfather.
- Ko** \_\_\_\_\_ **taku kuia.** \_\_\_\_\_ (Grandmother’s name) is my grandmother.
- Ko** \_\_\_\_\_ **taku tuahine.** \_\_\_\_\_ (Sister’s name, sister of a male) is my older sister.
- Ko** \_\_\_\_\_ **taku tuakana.** \_\_\_\_\_ (Older brother’s name, older brother of a male, older sister for a female) is my older brother/sister.
- Ko** \_\_\_\_\_ **taku teina.** \_\_\_\_\_ (younger brother of a male, younger sister of a female) is my younger brother.

Ask the students to write the heading **Whakapapa** and draw their family tree in *Wehi*. They should write the name of the family member’s relationship to them in Māori alongside the person’s name. They can be as detailed or as brief as the students wish.

Then have the students explain their family tree in pairs using the following sentence structure:

- Ko** \_\_\_\_\_ **taku pāpā.** \_\_\_\_\_ (Dad's name) is my father.  
**Ko** \_\_\_\_\_ **taku māmā.** \_\_\_\_\_ (Mum's name) is my mother.  
**Ko** \_\_\_\_\_ **taku tuahine.** \_\_\_\_\_ (Sister's name if you are male) is my sister.  
**Ko** \_\_\_\_\_ **taku tungāne.** \_\_\_\_\_ (Brother's name if you are female) is my brother.  
**Ko** \_\_\_\_\_ **taku koro.** \_\_\_\_\_ (Grandfather's name) is my grandfather.  
**Ko** \_\_\_\_\_ **taku kuia.** \_\_\_\_\_ (Grandmother's name) is my grandmother.  
**Ko** \_\_\_\_\_ **taku tuakana.** \_\_\_\_\_ (Older brother's name if you are a boy) or (older sister's name if you are a girl) is my same sex older sibling.  
**Ko** \_\_\_\_\_ **taku teina.** \_\_\_\_\_ (Older brother's name if you are a boy) or (younger sister's name if you are a girl) is my same sex older sibling.

Watch *He Kōrero Whakamārama* DVD clip 20 that explains the use of **hoki** – return, and **haere** – go.

Watch the DVD Unit 13 Scene 1 and Scene 2 where the family is talking about and travelling to the family reunion. Ask the students to listen out for the words **hoki** and **haere**.

### Activity 3

The students will revise the vocabulary they have learned so far, and they are introduced to **marae tikanga** – protocol of the marae.

Before doing this activity, ask the students to watch *He Kōrero Whakamārama DVD clip 21* which explains the **paepae** – place where the formal speakers are positioned, and *He Kōrero Whakamārama DVD clip 29* the features of a marae.

Watch the *DVD Unit 13 Scene 3* where the family arrives at **Hongoeka marae**.

Hand out a copy of the DVD transcript of the scene in Māori and, in small groups, have the students work out what the conversations are. When they have finished, ask them to compare how well they did by showing them the English transcript. Discuss any new vocabulary or sentence structures.

Ask the students if any of them have family **marae**. Ask them to locate these on a map of New Zealand and talk about their experiences there. Encourage them to talk about **tikanga** – cultural aspects, on a **marae**, why they go to the **marae** and what they do when they are there. This will provide a good introduction to the next unit.

#### Activity 4

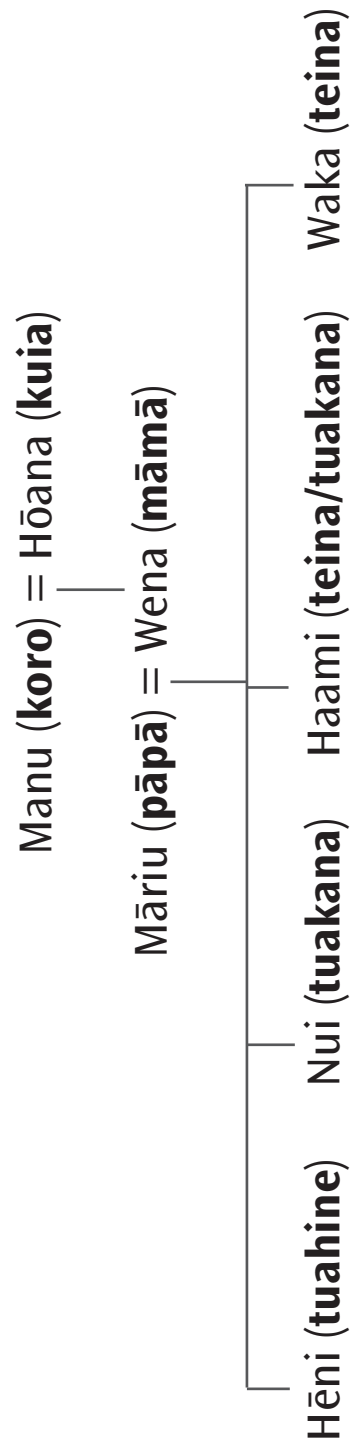
The students could talk about older and younger siblings.

Before doing this activity, the students should watch *He Kōrero Whakamārama* DVD clip 3 where **tuakana** – older sibling of the same sex, and **teina** – younger sibling of the same sex, are explained.

Introduce the students to additional vocabulary:

Ko _____	taku koroua (ki te taha o taku māmā)	(my grandfather on my mother's side)
Ko _____	taku kuia (ki te taha o taku pāpā)	(my grandmother on my father's side)
Ko _____	taku tuakana	(older brother of a boy or older sister of a girl)
Ko _____	taku teina	(younger brother of a boy or younger sister of a girl)
Ko _____	taku tungāne	(brother of a girl)
Ko _____	taku tuahine	(sister of a boy).

Get them to talk about their **whakapapa** – family tree, to another student.



- Māmā**                    Ā te Paraire, ka hoki tātou ki Hongoeka.  
*On Friday, we're returning to Hongoeka.*
- Haami**                    Ko te hui ā-whānau, nē e Mā?  
*It's the family reunion, eh Mum?*
- Māmā**                    Āe, Haami. Ki tō tātou whānau.  
*Yes, Haami. To our family reunion.*
- Waka**                    Ka mau te wehi! Kei te haere au, nē Māmā?  
*Awesome! I'm going, eh Mum?*
- Haami**                    Kāo! Noho mai ki te kāinga.  
*No! Stay home.*
- Waka**                    Kāo, Haami! Kei te haere au, nē Māmā?  
*No, Haami! I'm going, eh Mum?*
- Māmā**                    Āe, taku pēpi.  
*Yes, my baby.*
- Haami**                    Āe, taku pēpi.  
*Yes, my baby.*
- Nui**                    E Mā, he aha te wā ka haere tātou?  
*Hey Ma, what time are we going?*
- Māmā**                    Ā te tekau karaka i te ata.  
*At ten o'clock in the morning.*
- Haami**                    Tumeke!  
*Awesome!*
- Nui**                    Kei te moe tātou ki te marae, nē?  
*We're sleeping at the marae, eh?*
- Waka**                    Ki taku marae, nē Māmā!  
*At my marae, eh Mum?*
- Māmā**                    Āe, e Waka. Ki tō marae.  
*Yes, Waka. At your marae.*



<b>Waka</b>	Kua tae atu tātou? <i>Are we there yet?</i>
<b>Māmā</b>	Kāore anō. <i>Not yet.</i>
<b>Haami</b>	Kei whea tātou? <i>Where are we?</i>
<b>Nui</b>	Kei Otaki. <i>We're at Otaki.</i>
<b>Waka</b>	Kua tae tonu tātou? <i>Are we nearly there yet?</i>
<b>Māmā</b>	Kāore anō. Anei he paku kai mā tātou. <i>Not yet. Here's a snack for us.</i>
<b>Waka</b>	Kei te pīrangī rare au. <i>I want lollies.</i>
<b>Māmā</b>	Kāore i te pai ngā rare. <i>Lollies aren't good (for you).</i>
<b>Waka</b>	Kei te pīrangī rare au Māmā. <i>I want lollies Mum.</i>
<b>Māmā</b>	E kai, e Waka. <i>Eat (these), Waka.</i>
<b>Haami</b>	Kei whea tātou? <i>Where are we?</i>
<b>Nui</b>	Kei Waikanae. <i>We're at Waikanae.</i>
<b>Waka</b>	Kei te hiakai au, Māmā. <i>I'm hungry, Mum.</i>
<b>Māmā</b>	Ānei he āporo. <i>Here's an apple.</i>
<b>Waka</b>	Kei te hia mimi au, Māmā. <i>I want to go to the toilet, Mum.</i>
<b>Nui and Haami</b>	Taihoa! <i>Hang on!</i>

- Māmā** Me tū atu tātou ki Paraparaumu.  
*We'll stop at Paraparaumu.*
- Waka** Kua tae atu tātou ki Paraparaumu?  
*Have we arrived at Paraparaumu?*
- Pāpā, Māmā, Nui, and Haami** Āe!  
*Yes!*
- Māmā** Kua tae atu tātou ki Paraparaumu. Me whakatā tātou.  
*We've arrived at Paraparaumu. Let's have a rest.*

- Māmā** E oho Waka. Kua tae atu tātou ki Hongoeka.  
*Wake up, Waka. We've arrived at Hongoeka.*
- Haami** Titiro Māmā! Ko Whaea Ani. Kei te haere mai ia.  
*Look, Mum. It's Aunty Ani. She's coming over.*
- Māmā** Kia ora e te whanaunga. E pēwhea ana koe?  
*Hello cousin. How are you?*
- Whaea Ani** E tino pai ana ahau.  
*I'm very well.*
- Nui** Kia ora.  
*Kia ora.*
- Whaea Ani** Kia ora, e Nui. Tō nui hoki!  
*Kia ora, Nui. You are big!*
- Haami** Kia ora, Whaea. Kei te pēwhea koe?  
*Kia ora, Aunty. How are you?*
- Whaea Ani** Kei te pai. Kua tae mai nei koutou. Kei whea te pōtiki?  
*Fine. You've all arrived. Where's the youngest child?*
- Māmā** Kei te moe.  
*Sleeping.*
- Whaea Ani** E oho, e moko.  
*Wake up, grandchild.*
- Māmā** E Nui, Haami. Āwhinatia a Pāpā. Mauria atu ngā pēke ki te wharepuni.  
*Nui, Haami. Help Dad. Take the bags to the meeting-house.*

