

ACHIEVEMENT OBJECTIVE	Curriculum Link 1.4, 2.1	The purpose of this unit of work is for students to learn how to prepare and deliver a mihi .
LEARNING INTENTIONS	In this unit students will: <ul style="list-style-type: none"> • prepare a mihi • deliver the mihi to an audience as a way of introducing themselves • research local iwi. 	
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/unit14/index_e.php	
DVD CLIPS FOR THIS UNIT ONLINE	Scene 1 www.tki.org.nz/r/language/lis/wehi/units/unit14/scene1_e.php Scene 2 www.tki.org.nz/r/language/lis/wehi/units/unit14/scene2_e.php Scene 3 www.tki.org.nz/r/language/lis/wehi/units/unit14/scene3_e.php <i>He Kōrero Whakamārama</i> www.tki.org.nz/r/language/lis/wehi/units/unit14/whakamarama_e.php	
HE KŌRERO WHAKAMĀRAMA DVD	Clip 22 The hongī Clip 23 The mihimihi Clip 11 Removing shoes Clip 12 Customs do vary	

Activity 1

The students will learn about the **hongi** and will be introduced to the extended family.

Show the students *He Kōrero Whakamārama DVD clip 22* where the **hongi** – the traditional Māori greeting, is explained.

Watch the *DVD Unit 14 Scene 1* where the family meets their extended family at the **marae**. Ask the students to listen for the words in Māori for nephews, grandfather, grandchildren and husband.

In groups of seven or eight, have the students prepare a role-play showing a family reunion. They will need to decide who will be the visitors and who will be the hosts. They also need to think about their role in the family. The students can use the transcripts from *Unit 14 Scene 1* as a guide. Encourage them to use the greetings and phrases they have learnt so far. Have them perform the role-play for the rest of the class.

Activity 2

The students will learn about the **mihi** and they will prepare a **mihi** for class.

Show the students *He Kōrero Whakamārama DVD clip 23* where the **mihimihi** – introduction, is explained.

Watch *DVD Unit 14 Scenes 2 and 3* where the boys' grandfather is talking to them about their **whakapapa**.

Ask the students to develop their own **mihi** following the examples given on both *DVDs*. They should first think of the place they strongly identify with. This could be the place their parents or grandparents came from or the place where they were born, e.g., they might be from **Rotorua** or from Brisbane. Ask them to find out the name of the **maunga** – mountain, the **awa** – river, or **moana** – sea or lake, near their special place and the **iwi** – tribal group or clan associated with their special place.

Tēnā koutou e hoa mā.

Greetings to you (3 or more people) my friends.

Ko _____ te maunga.

The mountain is (name of the mountain).

Ko _____ te awa/moana.

The river/sea/lake is (name of the river/sea/lake).

Ko Ngāti _____ te iwi.

The tribal group is (name of the tribal group).

Ko _____ taku ingoa.

My name is (your name).

Tēnā koutou, tēnā koutou, tēnā koutou katoa. Greetings, greetings, greetings (to all of you).

Ask the students to practise saying their **mihi** to themselves a few times, then take turns with another student to say their **mihi** to each other. Once students feel confident, they could introduce themselves to the whole class using their **mihi**. Please ensure that they do greet the rest of the group.

Encourage the students to give each other positive feedback by saying **kia ora** – thank you, after each person finishes. Explain to the students that it is not appropriate to clap after someone has presented a **mihi**. The purpose of a **mihi** is to greet people and introduce oneself. It is not a performance.

Activity 3

The students will learn other ways of delivering a **mihi**.

Revise greetings, pronunciation and ways of introducing people and discuss the importance of acknowledging where you are from when you meet someone. Review *He Kōrero Whakamārama DVD clip 1* where this is explained.

The students could use the **mihi** format in *Unit 14 Worksheet A* or extend the one they wrote in *Activity 1* to incorporate parents' names and brothers' and sisters' names – or make up their own.

Have them say the **mihi** with a partner practising the correct intonation and pronunciation. Ask each student to deliver their **mihi** to an audience. The audience could think about ways of assessing the student's **mihi**, e.g.,

- Did the student memorise their **mihi**?
- Did they say it clearly and confidently?
- Was their pronunciation correct?
- Did they use:
 - o emotion
 - o expression
 - o eye contact
 - o hand and body gestures?

Activity 4

The students can collect information and process it.

Have the students brainstorm all they know about the local **iwi**. Visit local libraries and www.govt.nz for local **iwi** information.

The students should decide what aspect of local **iwi** history they want to write about, e.g., the names of their **waka** – canoe, **maunga** – mountain, **awa** – river, **tūpuna rongonui** – famous ancestors, significant marriages and battles of the **iwi**, the history of the **marae**, the role of the **marae** in today's society, or any other relevant topic.

Tell them to organise their ideas and information (writing as many of these ideas as possible in te reo Māori). Encourage them to use libraries, museums, the local information centre, **iwi** social services, local marae committees and members of the local **iwi** to help them gather information about the history of the **iwi**.

Ask them to find out what pan-tribal means and if it applies to the local **marae**.

Have the students present their findings (e.g., in a book or booklet, on Powerpoint, as a poster or a diorama), using visual images to emphasise important points. The finished projects should be presented to the class and displayed in the classroom.

For further information you may like to refer to
He Kōrero Whakamārama DVD Clip 12 Customs do vary.

Kia ora koutou katoa.

Greetings to you all.

Ko _____ taku ingoa.

My name is _____ .

Ko _____ taku māmā.

My mother is _____ .

Ko _____ taku pāpā.

My father is _____ .

Nō _____ ahau.

I am from _____ .

Tekau mā _____ aku tau. I am _____ years old.

Ko Whaea/Matua _____ te kaiako.

My teacher is _____ .

Nō te whānau _____ ahau.

I am from the _____ team/syndicate.

Ko Whaea/Matua _____ te tumuaki o taku kura.

_____ is the principal of my school.

Nō reira e te whānau, ka nui te mihi.

Therefore, an extended greeting to our school family.

Tēnā koutou, tēnā koutou, tēnā tātou katoa.

Greetings, greetings, greetings to us all.

- Kahu** Kia ora e te tuakana. Kua tae mai koutou. E pēwhea ana?
Hello, Sis. So you've arrived. How is everyone?
- Māmā** E pai ana mātou. Pēwhea ana a Peti?
We're fine. How is Peti?
- Kahu** Ka nui te pai. Kei whea aku irāmutu?
She's very well. Where are my nephews?
- Māmā** Nui, Haami, kia tere. Haere mai.
Nui, Haami, hurry up. Come here.
- Kahu** Ka mau te wehi! Kua tino tupu kōrua! Kei whea tō tāne?
Awesome! You (two) have really grown! Where's your husband?
- Pāpā** Oi!
Hoy!
- Kahu** Ā!
Ah!
- Pāpā** Kia ora Kahu.
Hello Kahu.
- Kahu** Pēwhea ana? E pai ana te kite atu anō i a koe.
How is it? Great to see you again.
- Pāpā** Āe, ko koe hoki.
Yes, you too.
- Māmā** Nui, Haami, haere mai. Mihi mai ki a Koro Manu.
Nui, Haami, come here. Say hello to Grandad Manu.
- Koro Manu** Homai tō ringa, e tama.
Me tō ihu, e tama.
Ka pai, e tama.
Kia ora. Ko wai tō ingoa?
Give me your hand, boy.
And your nose, boy.
That's good, boy.
Hello. What's your name?
- Haami** Ko Haami, e Koro.
Haami, Grandad.
- Koro Manu** Kia ora, Haami.
He mokopuna ātaahua ēnei! He rite tonu ki ahau, nē!

- Nui** Ko Ngāti Toa Rangatira tō tātou iwi, nē e Koro?
Ngāti Toa, is our tribe, isn't it, Koro?
- Koro Manu** Āe, ko Ngāti Toa.
Yes, Ngāti Toa.
- Waka** Ko wai tēnei?
Who is this?
- Koro Manu** Ko Raukawa tēnā. Nō Ngāti Raukawa me Te Atiawa hoki tātou.
That is Raukawa. We are from Ngāti Raukawa and Te Atiawa also.
- Nui** Engari, nō Ngāti Toa tēnei marae, nē e Koro?
But this marae belongs to Ngāti Toa, that's right, isn't it Koro?
- Koro Manu** Āe.
Yes.
- Waka** Ko wai tō tātou maunga?
Who is our mountain?
- Koro Manu** Haere mai koutou.
Come (follow me) all of you.

- Koro Manu** Titiro atu, ko wai tērā maunga?
Look over there, who is that mountain?
- Haami** Ko Whitireia tērā maunga.
That mountain is Whitireia.
- Nui** Ko Raukawakawa te moana, nē?
Raukawakawa is the sea, isn't it?
- Koro Manu** Āe.
Yes.
- Haami** Ko Tainui te waka.
Tainui is the canoe.
- Koro Manu** Āe.
Yes.
- Waka** Ko Ngāti Toa te iwi.
Ngāti Toa is the tribe.
- Koro Manu** Ka pai. Akona mai kia mōhio pai, nē.
Good. Learn them all so that you know them well.
- Whaea Ani** I te aha koutou?
What were you doing?
- Waka** I te kōrero a Koro Manu mō ngā whakapapa.
Koro Manu was talking about genealogy.
- Whaea Ani** Mō ngā whakapapa, e moko?
About genealogy, grandchild?
- Waka** Āe, e kui. Titiro mai.
Yes, Nana. Look at me.
- Waka** Ko Whitireia te maunga. Ko Raukawakawa te moana. Ko Tainui te waka. Ko Ngāti Toa te iwi. Nō reira, tēnā koutou, tēnā koutou, tēnā koutou katoa.
Whitireia is the mountain. Raukawakawa is the sea. Tainui is the canoe. Ngāti Toa are the people. Greetings to you all.
- Whaea Ani** Ka pai, e moko. Tino pai.
Good, grandchild. Very good.

