

ACHIEVEMENT OBJECTIVE	Curriculum Link 2.4	The purpose of this unit of work is to learn the Māori creation story and other Māori myths and legends. Students will also revise vocabulary around sport.
LEARNING INTENTIONS	<p>In this unit students will:</p> <ul style="list-style-type: none"> • revise and extend sporting vocabulary • learn to talk about the weather • hear and retell the story of Rangi and Papa • research, learn and retell another Māori legend • learn more kīwaha – idioms. 	
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/unit15/index_e.php	
DVD CLIPS FOR THIS UNIT ONLINE	<p>Scene 1 www.tki.org.nz/r/language/lis/wehi/units/unit15/scene1_e.php Scene 2 www.tki.org.nz/r/language/lis/wehi/units/unit15/scene2_e.php Scene 3 www.tki.org.nz/r/language/lis/wehi/units/unit15/scene3_e.php</p> <p>He Kōrero Whakamārama www.tki.org.nz/r/language/lis/wehi/units/unit15/whakamarama_e.php</p>	
HE KŌRERO WHAKAMĀRAMA DVD	<p>Clip 24 Use of ‘e tangi ana a Ranginui’ Clip 25 Kīwaha: Te tere hoki Clip 26 Kīwaha: Hoki atu, hoki atu</p>	
EXTRA RESOURCES	<p>The Story of Rangi and Papa http://history-nz/maori9.html/ Māori Myths and their importance http://www.korero.maori.nz/forlearners/myths.html quiz-it Papatūānuku and Beyond http://www.tki.org.nz/r/wick_ed/quizit/index.php?id=74 Pakiwaitara http://www.tki.org.nz/maori/nga_pakiwaitara/index_e.php Myths and legends Quiz-its http://www.tki.org.nz/r/wick_ed/quizit/maori_quizits.php</p>	

Activity 1

The students will learn key vocabulary associated with playing sport.

Watch *DVD Unit 15 Scene 1* where the family plays touch rugby together. Replay the *DVD*; stop it at the end of each sentence, and have the students work out what was said. Use the transcripts of the script if necessary. Focus on words and phrases used to organise the team, give direction, to praise and offer encouragement.

Explain to the students that they are going to play a team game where they can score a point each time they use one of the commands below (or another one in Māori) at the right time, as well as when they score a goal. The game could be netball, touch rugby, soccer, hockey, rugby or basketball. Ask the students to brainstorm all the words and phrases they might need and write these on the whiteboard. Ask the students to add any other words in English and look up the translations in a Māori dictionary.

Some commands that might help:

Paohia!	Hit it!
Tukuna!	Serve it! (volleyball) Pass it! (hockey)
Whanaia!	Kick it!
Hopukina!	Catch it! (all ball games)
Makaia!	Pass it! (all hand ball games)
Whiua!	Throw it!
Kōkiritia!	Charge! Drive forward! (cycling/rugby)
Kurua!	Shoot it! Dunk it! (basketball).

Ask the students to organise themselves and play the game.

Activity 2

The students will talk about the weather.

Watch *DVD Unit 15 Scene 2* where Koro and Māriu are talking about the weather. Listen to the different types of sentences they use.

Show *Teacher Sheet A*. Ask the students if they know what the following sentences might mean in relation to the weather. See below for English translations.

He rangi ātaahua tēnei.	This is a beautiful day.
He tino makariri i te Wenerei.	It was very cold on Wednesday.
He makariri i Papaioea.	It was cold in Palmerston North.
Kei te heke te ua.	It is raining.

Give the students an opportunity to work out what each sentence might say. Ask students to make up other sentences by substituting words for **makariri** – cold, such as:

wera	hot
mākū	wet
mahana	warm
paki	fine.

Give out *Worksheet A* to the students. Ask them to complete the sheet. When they have finished the sheet, ask the students for their answers. Encourage students to read out each weather description.

ANSWERS (Worksheet A)

9	6	5
4	3	2
1	8	7

Ask the students to cut the pictures out and stick them in *Wehi*. Write the correct descriptions under each picture.

Activity 3

The students will hear, learn and retell the story of **Ranginui and Papatūānuku**.

Replay *DVD Unit 15 Scene 2* where Koro says that **Ranginui** is crying when it starts to rain.

Ask the students if they know the Māori story of *Rangi and Papa*. If someone does, ask one student to tell the story to the class.

Show the students *He Kōrero Whakamārama DVD clip 24* which explains the phrase **E tangi ana a Ranginui** – Ranginui is crying, and tells the story of **Ranginui and Papatūānuku**.

Copies of the creation story of **Rangi and Papa** can be found in books from the library or online at <http://history-nz.org/maori9.html>

Organise the students to practise telling this story and then retell it to students in the junior classes at your school.

For more information on Māori myths and their importance go to: <http://www.korero.maori.nz/forlearners/myths.html>

Have the students play the quiz-it *Papatūānuku and Beyond* at: http://www.tki.org.nz/r/wick_ed/quizit/index.php?id=74

Activity 4

The students will learn another Māori legend and retell it to others.

Provide lots of resources on Māori myths and legends (including picture books), as well as website URLs, for the students to choose a legend, learn it and then retell it to the class or another class.

The students could choose a scene from the story on which to base their artwork.

Pakiwaitara

http://www.tki.org.nz/r/maori/nga_pakiwaitara/index_e.php

Myths and legends Quiz-its

http://www.tki.org.nz/r/wick_ed/quizit/maori_quizits.php

How Māui slowed the sun

Papatūānuku and beyond

Te Taiao

How Māui obtained fire

Whakaheke ngaru

Te Ika a Māui

Tāwhirimatea.

Activity 5

The students will learn two **kīwaha** – idioms.

Show the students *He Kōrero Whakamārama* DVD clips 25 and 26 where these **kīwaha** – idioms, are explained:

Tē tere hoki! Not fast at all!

Hoki atu, hoki atu! Whatever! (You're repeating yourself, and I don't want to listen).

Before you show the students *DVD Unit 15 Scene 3* where the cousins are talking over lunch, tell them that they need to listen out for the **kīwaha**.

Have the students add these **kīwaha** to their list in *Wehi*.

Encourage the students to watch how the weather is broadcast on Māori television. Alternatively, you could record the weather over a number of days from the Māori television channel. Students could watch it in class to help extend their knowledge and vocabulary. Encourage them to look up any new or unfamiliar words.

What do these sentences mean?

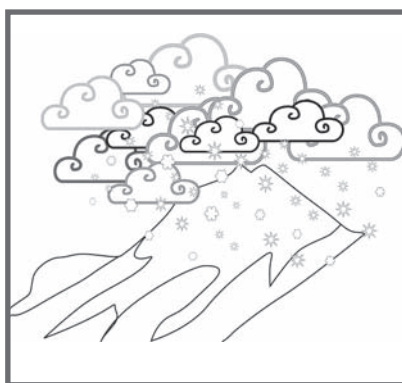
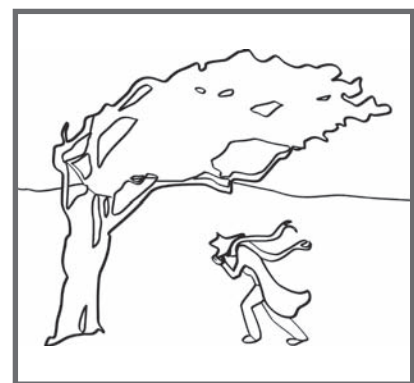
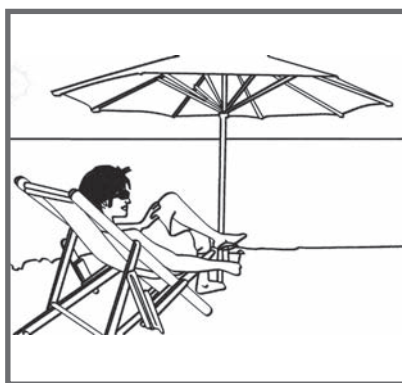
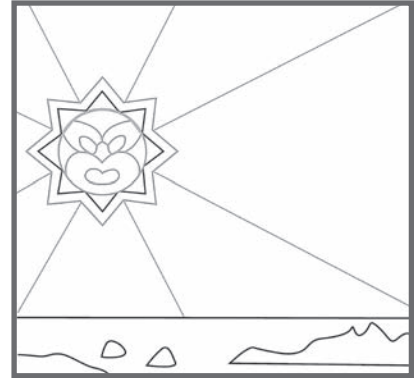
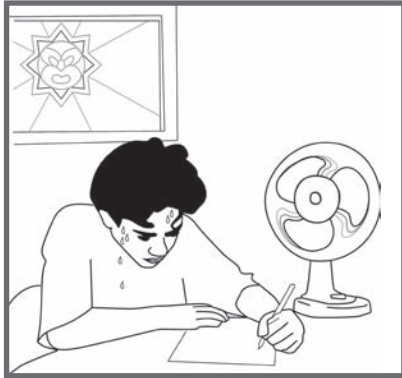
He rangi ātaahua tēnei.

He tino makariri i te Wenerei.

He makariri i Papaioea.

Kei te heke te ua.

Match each weather description with the appropriate picture.



1. He hukarere.
4. He rangi ātaahua.
7. He ua whatu.

2. He hau kaha.
5. He rā paki.
8. He kapua.

3. He rā tino makariri.
6. He ua.
9. He rangi tino wera.

- Māia** E Nui, haramai ki te tākaro i te pā whutupōro.
Nui, come and play touch rugby.
- Nui** Haami, haramai!
Haami, come on!
- Haami** Ue, ha!
Yes!
- Waka** Ko ahau hoki!
And me too!
- Māia** Āe, ko koe kei taku tīma.
Yes, you're in my team.
- Anaru** Anei taku tīma. Arā tō tīma. Kei a koutou te pōro.
Kia rite.
This is my team. That's your team. You have the ball.
Get ready.
- Koro Manu** Kia tūpato!
Be careful!
- Kahu** Hopukina! E oma! Kia tere!
Catch it! Run! Fast!
- Koro Manu** Kia kaha, Nui. Whiua te pōro!
Go, Nui. Throw the ball!
- Pāpā** Whiua ki a Kīngi!
Throw it to Kingi!
- Kahu** Te pā whakamutunga!
Last touch!
- Māia** Pā!
Touch!
- Papa** Ka pai, kōtiro! Ka mau te wehi!
Well done, girl! Awesome!
- Kahu** Ko taku kōtiro tērā!
That's my girl!

- Waka** Kua tīmata te ua.
It has started to rain.
- Koro Manu** Āe, e tangi ana a Ranginui.
Yes, Ranginui (Sky Father) is crying.
- Pāpā** I pēnei, i nanahi?
Was it like this, yesterday?
- Koro Manu** E kāo. He rangi ātaahua. Engari, he tino makariri i te Wenerei.
No. It was a beautiful day. But, Wednesday was very cold.
- Kahu** Māriu, i pēwhea i Papaioea?
Mariu, what about Palmerston North?
- Pāpa** He makariri hoki i Papaioea, e hoa.
It was also cold in Palmerston North, my friend.
- Mere** E Kahu, koutou mā, ka nui tēnā. Kei te heke te ua. Karangatia ngā tamariki.
Hoki mai ki te wharekai.
*Kahu, all of you, that's enough. It's raining. Call the kids in.
Come back to the dining hall.*
- Kahu** Kei te pai rātou. Kei te harikoa rātou.
They're okay. They're happy.
- Mere** Hoki mai, kei pāngia e te rewharewha.
Come back in case (they) catch the flu.
- Kahu** Taihoa.
Wait on.
- Pāpa** E Nui, kua reri te kai. Me haere tātou.
Nui, the food's ready. Let's go.
- Kahu** Kua reri te kai. Kua mutu te tākaro. Haere koutou ki te horoi.
The food's ready. The game's over. Go and wash (your hands).

- Anaru** E Nui, he tere koe ki te oma!
Hey Nui, you're fast at running!
- Nui** Kia ora, Anu. Ka tākaro pā whutupōro koe?
Cheers, Anu. So, you play touch?
- Anaru** Āe! Pēwhea koe?
Yes! What about you?
- Nui** I ētahi wā. Haami, homai te tote.
Sometimes. Haami, pass the salt.
- Haami** Anei.
Here.
- Māia** Kei te hiakai tonu ahau. Anu, homai te paraoa.
I'm still hungry! Anu, pass the bread.
- Kīngi** Māia, tō waimarie. I whara taku waewae. Engari, āpōpō, kia tūpato!
Maia, you were lucky today. I injured my leg. But tomorrow, be on your guard!
- Māia** Ki te aha?
For what?
- Kīngi** Ki ahau tonu. Āpōpō, ka tere rawa taku oma!
For me of course! Tomorrow, I'll be too fast!
- Māia** E, hoki atu, hoki atu!
You do go on! Whatever!
- Kīngi** Hōmai ngā kuku.
Pass the mussels.
- Māia** Tē tere hoki!
Not fast at all!