

41. AKU MAHI KOHINE PONIKA



Karanga, karanga, karanga, karanga rā	
Karanga Aotearoa e	<i>Aotearoa calls</i>
E ngā iwi o te motu e	<i>To people throughout the land</i>
Haere mai rā, haere mai rā, haere mai rā	<i>Welcome, welcome, welcome</i>
Ki aku mahi e	<i>To my work</i>
Tukua rā ngā kupenga	<i>Cast the nets</i>
Kia haere ana i waho e	<i>Out wide</i>
Tōia mai, tōia mai, kumea mai	<i>And haul in</i>
Ā tāua mahi e	<i>Our work</i>
Ka huri au, ka titiro	<i>I turn and look</i>
Ka huri au, ka whakarongo	<i>I turn and listen</i>
Ka huri au, ka tahuri	<i>I turn around</i>
Ki te awhi mai	<i>To embrace</i>
I aku aha	<i>What of mine</i>
I aku mahi	<i>To embrace my work</i>
Ō aku tīpuna e	<i>The work of my ancestors</i>
Te haka tēnā	<i>There is haka</i>
Te poi tēnā	<i>Poi</i>
Te mahi ā-ringaringa e	<i>And action song</i>
Te hiki taku mere	<i>I raise my mere</i>
I taku taiaha	<i>And taiaha</i>
Te mana taku ihi e	<i>They signify my mana and pride</i>
(Pupuritia)	<i>(Hold fast)</i>
Takahia, takahia	<i>Perform them</i>
Kia whakarongo ai ngā iwi	<i>For the people to heed</i>
Pupuritia, pupuritia, pupuritia	<i>And hold fast to</i>
Ā tāua mahi e	<i>Our work</i>

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This is an entertaining and uplifting welcome song and should be accompanied by actions. Consult with the school community, whānau, and the local marae/iwi for the actions.

The topic allows for students to think about what people treasure – embracing the work of our ancestors, for example, the haka, the poi, the action song, and the art of mere and taiaha. This waiata provides opportunities to focus on many te reo Māori activities.

Identify parts of the waiata that carry particular messages and focus on the language. The first five lines represent a call to attention – “come and listen to our message”. Discuss the word “karanga” and its use four times for emphasis. Do the same with the phrase “Haere mai rā”.

The next set of lines refers to the net as a metaphor to bring together the work. Focus on the vocabulary that is used for this metaphor.

For the next set of lines, “Ka huri au”, make flash cards of each line and hold them up in a random order for students to follow the instruction. Focus on the vocabulary for the action words “huri”, “titiro”, “whakarongo”, and “tahuri”.

The next set of lines, from “I aku mahi”, refers to the actual kaupapa of the waiata. Focus on the words “haka”, “poi”, “mahi ā-ringaringa”, “mere”, and “taiaha” and relate them to the actions. Use the phrase “Te mana taku ihi e” to signify the importance of “aku mahi”. Add to the tikanga/uara chart.

The song sheets for all waiata and haka are at the back of this book.