

STORYLINE / KIKO

This story shows children following a range of instructions in physical education. It has been designed to support a [video](#) showing students in an English-medium primary school choreographing exercises using te reo Māori.

ACHIEVEMENT OBJECTIVES / WHĀINGA PAETAĒ

Students should be able to:

- 1.5 communicate about location
- 3.3 give and follow directions.

Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki



LEARNING CONTEXT / KAUPAPA

This story relates to the wider topic of Hauora/Health (Unit 5) in *He Reo Tupu, He Reo Ora*.

He Reo Tupu, He Reo Ora

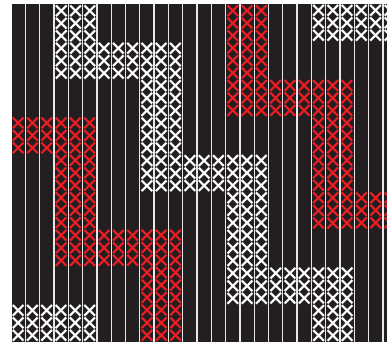


ASSESSMENT / AROMATAWAI

Learning intentions and success criteria have been included in these teachers' notes (see rubrics below) to help determine student progress.

The format of the rubrics is similar to *He Reo Tupu, He Reo Ora*, allowing for student self-assessment, as well as assessment by:

- other students (*tuākana* and *tēina*)
- teachers
- whānau (as a way of engaging families and promoting a partnership between home and school).



The three tohu/symbols in the rubrics indicate different steps of learning, as depicted in this poutama pattern.

Learning intention

Understand and respond appropriately to instructions in PE or in the classroom

For example: *E oma.* (Run.) *Hīkoi.* (Walk/March.) *Mahia he porowhita.* (Form a circle.)

XXX Māia = confident
 XX Tata = nearly there
 X Tauhou = unfamiliar

AKO	Ākonga			Hoa			Whānau			Kaiako		
	Tauhou X	Tata XX	Māia XXX	Tauhou X	Tata XX	Māia XXX	Tauhou X	Tata XX	Māia XXX	Tauhou X	Tata XX	Māia XXX
I can understand most of the teacher's instructions in Māori when I hear them.												
I respond correctly to most of the teacher's instructions in Māori.												

Learning intention

Understand and respond appropriately to directional instructions

For example: *ki te taha mauī* (to the left side), *ki te taha matau* (to the right side),
ki mua (to the front), *ki muri* (to the back)

XXX Māia = confident
XX Tata = nearly there
X Tauhou = unfamiliar

AKO	Ākongā			Hoa			Whānau			Kaiako		
	Tauhou X	Tata XX	Māia XXX	Tauhou X	Tata XX	Māia XXX	Tauhou X	Tata XX	Māia XXX	Tauhou X	Tata XX	Māia XXX
I can understand the difference between left and right in Māori.												
I can understand the difference between front and back in Māori.												
I respond correctly when given directional instructions.												

Learning intention

Understand and respond appropriately, when the teacher asks students to put their hands up or down

For example: *Ringaringa ki runga/raro!* (Hands up/down!)

XXX Māia = confident
XX Tata = nearly there
X Tauhou = unfamiliar

AKO	Ākongā			Hoa			Whānau			Kaiako		
	Tauhou X	Tata XX	Māia XXX	Tauhou X	Tata XX	Māia XXX	Tauhou X	Tata XX	Māia XXX	Tauhou X	Tata XX	Māia XXX
I understand when the teacher uses te reo to ask us to put our hands up or down, and can respond appropriately.												

Learning intention

Understand and respond appropriately to instructions in a haka

For example: *Hope!* (Hands on hips!) *Ringa pakia!* (Slap your thighs!)
Wae wae takahia! (Stamp your feet!)

XXX Māia = confident
XX Tata = nearly there
X Tauhou = unfamiliar

AKO	Ākongā			Hoa			Whānau			Kaiako		
	Tauhou X	Tata XX	Māia XXX	Tauhou X	Tata XX	Māia XXX	Tauhou X	Tata XX	Māia XXX	Tauhou X	Tata XX	Māia XXX
I can understand the main instructions at the beginning of a haka.												
I respond correctly, with actions, to the main instructions at the beginning of a haka.												

PROVERB / WHAKATAUKĪ



*Kia tōtoia ngā waewae
o taku mokopuna.*

*Let the legs of my
grandchild be massaged.*

CULTURAL KNOWLEDGE / TIKANGA

Traditionally, mothers massaged their baby's limbs, from birth, to make them more flexible and agile for physical activities. The most common Māori words for 'massage' are *mirimiri* and *romiromi*.

Kori tinana (physical activity) is one aspect of Māori people's holistic view of well-being. In traditional times, they participated in games and activities to promote agility, dexterity, and fitness such as *tī rākau* (stick games), *poi* (light ball made of raupō leaves), *kī-o-rahi* (a traditional ball game), *waewae rākau* (stilts), *mau rākau* (weaponry), and *mahi ringaringa* (hand games). These activities built up people's coordination and stamina in preparation for hunting, gardening, fishing, and warfare.



PRE-READING / I MUA ATU

Before reading the story, talk with students to discover:

- their previous experiences in relation to the picture on the front cover
- their prior knowledge of relevant vocabulary, language structures, and Māori concepts.

FLASHCARDS / WHAKAAHUA

You could create flashcards to show images of the following content words:

- oma** – running
- takahi** – stamping
- hīkoi** – walking/marching
- hītoki** – hopping
- paki** – slapping (e.g., thighs)
- piu** – skipping
- pūkana** – contorting face
- huri** – turning around
- tū** – standing
- porowhita** – circle
- ringaringa** – hands/arms
- waewae** – feet/legs
- muri** – back
- mua** – front
- mauī** – left
- matau** – right
- runga** – up
- raro** – down

OTHER WORDS / ĒTAHI ATU KUPU

Additional words related to physical exercise include:

- Haere!** – Go!/Move!
- E peke!** – Jump!
- Oma atu!** – Run away!
- Oma mai!** – Run back!
- Ngaoki!** – Crawl!
- Kanikani!** – Dance!

GRAMMAR / WETEREO

This story includes the following language structures:

- causative prefix *whaka-*, as in *whakapakari* (to make strong)
- particle *ki*, indicating movement towards something
- particle *e*, used before commands with two short vowels (*E oma*. Run.)
- particle *me*, used to form a weak command when it precedes a verb (*Me pūkana!* Do a pūkana!)
- locatives *runga* (above), *raro* (down), *muri* (back), and *mua* (front). (Although pairs of locatives are listed here, it is best to introduce one locative at a time and consolidate before introducing another one.)

FOLLOW-UP / I MURI MAI

Second language tasks/activities

Once students are familiar with the text, you can facilitate some of the second language tasks/activities below, working to your students' strengths and interests. The aim is to extend their proficiency and use of te reo in meaningful contexts.

While facilitating these tasks/activities, remember that you don't have to be the expert. As conveyed in the Māori concept of *ako*, you may be in the position of being a learner alongside your students. In fact, some students may want to take the lead.

Ka pai tēnā. Nō reira, kia kaha.

For general information on common task types, see *He Reo Tupu, He Reo Ora*. Choose 'Using tasks and activities'.

He Reo Tupu, He Reo Ora



1. **Physical response** – Ask the children to follow your commands (from the story).

For example:

Ringaringa ki runga! (Hands up!)

Haere ki te taha mauī! (Move to the left!)

Mahia he porowhita. (Form a circle.)

2. **Ako** – Play some catchy music (such as *Poi e*) and have the students stand in a circle. Ask each student to call out one command for their peers to respond to physically. Some students may choose commands not in the actions in the story, for example: *e hura* (hula), *pakipaki* (clap), *pekepeke* (jump), *hopehope* (swing hips), *e huri* (turn around), *kanikani* (dance), *e rere* (fly), *waewae whiua* (swing legs).
3. **Viewing** – Students practise listening and responding to commands in the suggested line dance activity for the song [Whakarongo tamariki mā](#). This waiata introduces more *reo kori* language, including *huri matau* (turn to the right) and *ringaringa kei waho* (hands stretched out). It also has alternative commands for movements in our story, such as *hīkoi whakamua* (walk forwards) and *tītaha te haere* (move sideways).
4. **Personalised choreography** – After watching an example [video](#), students work in small groups to choreograph their own movements to music.

The video includes the following rhythmic commands:

Waewae takahia – tahi, rua e.
(Stamp your feet – one, two.)

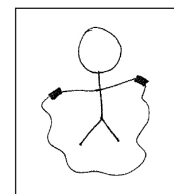
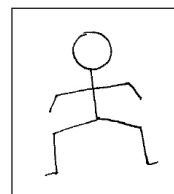
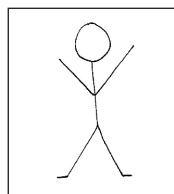
Ringaringa ki runga – piu haere e.
(Hands up – waving about.)

Ka hura, ka hura – hurihuri e.
(Hula, hula – turn around.)

Ka neke, ka neke – ki te taha e.
(Move, move – to the side.)

Korikori tinana – kia kaha e.
(Move your body – give it all you've got.)

5. **Information transfer** – Read out various actions that are performed at different stages of circuit training in physical education. Students respond by drawing stick figures that appropriately convey these actions.



6. **Cloze activity** – Create gaps in the written text for students to complete. A cloze is a good way to help students notice the grammar of te reo Māori, as well as improve their prediction skills and encourage them to make intelligent guesses from context and picture cues.

For example:

___ *pakia*.

___ *takahia*.

Haere ki te ___ *mauī*.

Hīkoi ___ *mua*.

___ *oma*.

The gaps in a cloze can represent a consistent part of speech such as nouns or pronouns. Alternatively, words can be deleted at random, for example, every third word.

You can make a cloze exercise easier for students by:

- telling them how many letters are in the missing word
- providing the first letter
- giving them a list of words to choose from.

A cloze task can be extended to incorporate listening and speaking, where you read a piece of text and stop at each missing word, so students can suggest an appropriate word to fill the gap.

7. **Strip story** – Cut in half some sentences from the story. Each student receives one half. They must find the other half to create a sentence, and make sure that their combined sentence makes sense.

8. **Research** – As part of their inquiry learning, groups of students investigate a leisure activity practised by traditional Māori. They could present the findings back to the class and, if possible, demonstrate the activity to their classmates and to whānau.

For example, they could demonstrate *kaimakamaka* (knuckle bones), *whai* (string games), *poi*, *haka*, *mū-torere* (checkers), *tī rākau* (stick games), *mahi ringaringa* (hand games), and *pōtaka* (spinning tops).

9. **Mini book** – Print the mini-book template (with instructions) so every child in your class can take home a mini version of this story to read with whānau.



SONGS / WAIATA

The following waiata will support the kaupapa of the reader:

- *Pakipaki pekepeke* – available in the *Te Reo Kori* kit from Kohia Resources

Pakipaki, pekepeke, hopehope, nekeneke

(Clap, jump, swing hips, move)

Omaoma, hurihuri, tēnā koutou katoa

(Run, turn, greetings to you all)

Karanga mai rā, mihimihi, whakarongo, kōrero

(Call, greet, listen, speak)

Āwhina mai, menemene, me te aroha e.

(Help, smile, with love.)

- *Pākēkē mai o matimati* – includes an MP3 and song sheet, available at [Hei Waiata, He Whakakoakoa](#)
- *Tō ringa ki roto* – a song about getting moving, in the *Te Reo Kori* kit – you can watch a [YouTube](#) version
- *Whatiwhati tō hope* – in the *Te Reo Kori* kit – you can watch a [YouTube](#) version
- *Pakipaki, pakipaki* – in the *Te Reo Kori* kit – you can watch a [YouTube](#) version.

USING THE BIG BOOKS IN EARLY CHILDHOOD

In English-medium ECE settings, where Māori language is a natural part of the programme (as recommended in the Mana reo strand of *Te Whāriki*),

the big books for Reo Tupu stories can be used for shared reading with tamariki.

These stories will allow teachers to weave Māori language and culture into their everyday activities, demonstrating the value they place on te reo and tikanga Māori. This is especially important for enhancing identity, sense of belonging, and well-being. The audio component of the e-books will support teachers and tamariki to pronounce te reo Māori correctly.

STORIES / PAKIWAITARA

The following stories are relevant to the kaupapa of this reader:

Lawson, R. (2012). *Kia tūpato, Marama!* Wellington: Learning Media. (Pīpī book using simple commands to play hopscotch.)

Mahuika, K., & Pewhairangi, K. (2005). *Tama tū, tama ora*. Wellington: Learning Media. (Pīpī book focusing on groups of children playing in different locations.)

Nohotima, P. (2002). *Ko la tērā*. Wellington: Learning Media. (Purapura story about a boy who prefers to run, jump, leap or do cartwheels, rather than walk.)

NZ Heart Foundation. (2017). *Ngā mahi mātātoa a Hina rāua ko Māui*. Te Hotu Manawa Māori. (A teaching kit on healthy eating and exercise, with four books covering the four seasons. Includes *Hine rāua ko Māui*, a waiata recorded by Ruia.)

Pene, K. *Tinana kori*. (2007). Wellington: Huia Publishers. (Ngā Kete Kōrero book showing children's favourite physical activities.)

Te Awa, M. (2006). *Kori tinana*. Wellington: Huia Publishers. (A book showing children doing different physical exercises.)

ACKNOWLEDGEMENTS / HE MIHI

The author would like to acknowledge the teachers she has worked with over the years, inspiring her to create these books. *Ināianeī kua mātātupu. Ka tuku mihi hoki ki te whānau Laison nō Taranaki me te whānau Takotohiwi nō Ngāti Awa, who nurtured her in te ao Māori; ko te tino koha tēnā.*

She also acknowledges with fondness her Māori tutors during decades of learning, particularly Hirini Mead, Tamati Kruger, Wiremu Parker, Keri Kaa, and Ruka Broughton, and her two non-Māori mentors and role models, Mary Boyce and Fran Hunia.

All these people have added to her kete.

Kua whetūrangitia ētahi engari kāore e warewaretia ō rātou mahi maha ki te akiaki i a ia. Hei whakamutunga, ka tuku mihi ki āna mokopuna me āna tama – te pū o ēnei pukapuka.