

Ngā akoranga me ōna ngohe aromatawai

Possible learning and assessment activities

The learning and assessment activities below are listed beside the relevant achievement objectives. For suggestions about how teachers can monitor students' progress and how students can monitor their own progress, go to pages 68–72 below.

Taumata 1

Level 1

Achievement objectives	Possible learning and assessment activities
<p>1.1 Greet, farewell, and acknowledge people and respond to greetings and acknowledgments</p> <p>1.2 Introduce themselves and others and respond to introductions</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> observing greetings, introductions, and leave-taking (for example, on DVD or videotape) in different contexts and taking turns to role-play; filling in gaps in a familiar oral or written dialogue to complete the message; cutting up a dialogue into two segments (one for the first speaker and one for the second speaker) and, in pairs, each saying their part of the dialogue so that it is reconstructed; cutting up a dialogue into individual lines or phrases, jumbling them up, and reconstructing the dialogue from the pieces; singing waiata about greetings and responses to greetings; filling in labels on pictures to indicate appropriate greetings (for example, Tēnā kōrua); playing a pronunciation-based board game involving picking up cards on which sentences are written and then saying these sentences as naturally as possible; reciting pepeha and identifying the iwi and/or hapū they are associated with; introducing a visitor from the local iwi to the class, using te reo and tikanga Māori.
<p>1.3 Communicate about number, using days of the week, months, and dates</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> playing number games involving adding, subtracting, and/or number patterning; singing simple number songs and songs about days and months; playing games such as bingo; making calendars.
<p>1.4 Communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or home town and place of family origin</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> simple role-playing; interviewing a partner and then introducing them to a group; creating a form (for example, an ID card) with spaces for personal information details; conducting surveys. For example, the students could ask one another about their age and other personal details and fill these details in on computer-generated forms. They could ask and answer questions using completed forms, with one student role-playing the person named on the form.
<p>1.5 Communicate about location</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> locating things according to the teacher's directions; playing location games, such as identifying the location of assorted classroom objects in various places around the room; ticking vocabulary items on a list or holding up word cards to show that they recognise reo Māori vocabulary spoken by the teacher; filling in the words on picture-based crossword puzzles.

Achievement objectives	Possible learning and assessment activities
<p>1.6 Understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people)</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • listening to informal dialogues and identifying when participants are acknowledging people, expressing regret, or complimenting someone; • filling in gaps in a familiar dialogue by providing appropriate expressions; • wishing someone a safe journey or a happy Matariki and making greetings cards for special occasions; • learning and using appropriate kīwaha to praise others, for example, “Tau kē!”
<p>1.7 Use and respond to simple classroom language (including asking for the word to express something in te reo Māori)</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • responding physically to classroom instructions (for example, “Haere mai”); • using the question “He aha te kupu Māori mō ...?” (“What is the Māori word for ...?”) to find out new vocabulary from their environment; • taking responsibility for leading classroom routines (for example, starting waiata or beginning karakia – “Me karakia tātou ...”).



Taumata 2

Level 2

Achievement objectives	Possible learning and assessment activities
2.1 Communicate about relationships between people	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • discussing and/or labelling photographs of whānau; • talking about whakapapa; • asking questions about relationships indicated in classmates' family trees; • completing information-gap activities.
2.2 Communicate about possessions	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • listening to short dialogues in which possessions are identified and then drawing lines on a page to join the names of owners and pictures of their possessions; • asking and answering questions about ownership of things in the classroom, using the a and o categories; • preparing, or helping to prepare, posters where words are associated with pictures of things belonging to a marae community; • guessing the contents of someone's bag (made up specially for the purpose), using only questions that can be answered with āe or kāo.
2.3 Communicate about likes and dislikes, giving reasons where appropriate	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • guessing the likes and dislikes of friends or well-known Māori people; • sending an email to a new email friend, telling that friend what they like and don't like; • observing an artist's work or listening to a piece of music and expressing their likes and dislikes, describing their responses to particular aspects of the work; • interviewing friends about their likes and dislikes, recording the responses on a form, and then giving the friends the forms to check; • role-playing an interview in which a Māori television personality or pop star talks about their likes and dislikes; • listening to, or reading about, the likes and dislikes of various people and then completing a checklist to show who has likes or dislikes in common; • playing adaptations of commercially produced games (using words on one set of cards and pictures on another), where the goal is to collect as many sets as possible; • surveying the class to find out which foods or sports are popular or unpopular with the group. (Class surveys provide useful ways for students to reinforce learning and practise speaking, listening, co-operating, and using numeracy skills.)
2.4 Communicate about time, weather, and seasons	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • role-playing asking and answering questions in appropriate contexts (for example, a parent teaching a child how to tell the time); • creating a simple school timetable; • drawing the hands on clock faces according to what time the teacher says it is or saying, in te reo Māori, the times shown on completed clock faces; • ticking dates on a calendar as the teacher names those days or saying, in te reo Māori, the dates shown on specified calendar locations; • sorting weather conditions into groups relating to different seasons; • labelling pictures of seasons with the appropriate word, for example, raumati (summer); • ticking pictures or words as appropriate in relation to the weather conditions described in a weather report; • following weather descriptions read out by the teacher or a student.

Achievement objectives	Possible learning and assessment activities
2.5 Communicate about physical characteristics, personality, and feelings	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • labelling pictures of people and things with the words for different feelings, personal qualities, and characteristics; • matching descriptions with what they see in pictures; • creating a “wanted” ad on the basis of a description; • in pairs, using a computer to write descriptions of well-known people and then moving to the computers used by other pairs to guess who has been described; • filling in speech bubbles or crosswords from the clues provided; • selecting pictures of people, describing how they look and/or feel, and comparing the descriptions; • playing mime games. For example, students could listen to a dialogue involving feelings and then work with partners to act out the dialogue and dramatise the feelings referred to.



Taumata 3

Level 3

Achievement objectives	Possible learning and assessment activities
3.1 Communicate, including comparing and contrasting, about habits, routines, and customs	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • asking and answering questions about the habits or routines of well-known Māori people, in the context of simulated interviews; • asking and answering questions about the school timetables of their friends (for example, "Ka aha koe ā te rua karaka?"—"What are you doing at 2 o'clock?") and filling in computer-generated timetable sheets on the basis of the responses; • interviewing two classmates about their habits or routines (for example, in relation to things they do to take care of Papatūānuku) and writing down the main similarities between the two in order to recommend a class programme of action; • listening to descriptions of, or reading about, the habits and routines of students in different types of school in Aotearoa (or those of well-known people or of friends) and filling in checklists appropriately; • exchanging emails with students in another school telling them about themselves (for example, when they get up in the morning and what sports they play).
3.2 Communicate about events and where they take place	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • arranging an outing with a friend, using the telephone or a written message; • writing letters and emails that include recounts of what various family members or friends are doing in different places at the time of writing; • telling a friend or a group of friends what can be seen through binoculars in different locations; • arranging a visit from another school; • arranging a cultural performance for local kaumātua.
3.3 Give and follow directions	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • tracking a course from A to B on a street map by following directions given verbally or in writing; • finding a rural marae on a map on the basis of verbal directions; • treasure hunting and orienteering; • relaying directions to someone, using a street map.
3.4 Communicate, including comparing and contrasting, about how people travel	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • surveying how members of the class travel to school and comparing, contrasting, and categorising the results; • preparing a poster designed to persuade people not to travel by car at busy times of the day; • giving timetable information (for example, about buses or trains) while others fill in blanks on a timetable and ask questions to clarify and confirm what they hear; • writing a short report of a class trip.
3.5 Communicate about immediate past activities	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • telling a friend or group of friends about an activity they took part in during the previous weekend; • writing a letter or email recounting a recent event, such as a trip to a local mountain or river; • listening to, viewing, or reading a news item in te reo Māori and then explaining what it was about.

Taumata 4

Level 4

Achievement objectives	Possible learning and assessment activities
<p>4.1 Request, offer, accept, and decline things, invitations, and suggestions</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> observing and taking part in simulated or actual meal-table dialogues involving requesting, offering, accepting, and declining things; requesting, offering, accepting, and declining things and giving reasons while role-playing situations such as preparing the tables for a hui; identifying invitations and responses in dialogues and then supplying similar invitations and responses where they are omitted in similar dialogues; producing a poster to advertise a forthcoming school event; reading invitations, acceptances, and refusals relating to a social event and then writing their own for a different occasion; suggesting an appropriate koha for a specific occasion and discussing tikanga around koha.
<p>4.2 Communicate about plans for the immediate future</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> asking or answering questions about what they will do during an afternoon off school; listening to a family talking about what each member plans to do later in the day or during the weekend and preparing a checklist for each person; listening to two people discussing their immediate plans and recording, on a checklist, what each will or won't do; giving information about the itinerary for a school trip and filling in itinerary sheets while asking questions to clarify and confirm what they hear.
<p>4.3 Communicate about obligations and responsibilities</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> making a list of what they are expected to do for their elders, parents, teachers, communities, and friends; asking friends what they are expected to do at home or at their marae, listing these obligations, and then recording a short radio broadcast in which they interview their friends about these expectations; conducting a classroom survey on household tasks and summarising the results as a class; asking a teacher or parent what is expected of them (students) on a planned visit to a local marae.
<p>4.4 Give and seek permission or agreement</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> creating a poster listing simple classroom rules or role-playing an interaction that clarifies the rules of conduct on a local marae; discussing with a partner how they will complete a classroom task; role-playing the appropriate way to ask to visit a local marae.
<p>4.5 Communicate about the quality, quantity, and cost of things</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> asking and answering questions about the quality and cost of items while selling and buying items from a classroom-based "market stall"; using a simulation of a market stall to practise requests about quantities and to discuss the quality of goods; making a shopping list, including the reasons for their selections, based on information about quality, quantity, and cost that has been delivered in a simulated telemarketing broadcast; preparing an advertising brochure that states why (in terms of cost and quality) customers should buy each item.

Taumata 5

Level 5

Achievement objectives	Possible learning and assessment activities
5.1 Communicate about past activities and events	<p>Students could be learning through:</p> <ul style="list-style-type: none"> making brief diary entries noting the previous week's activities; listening to or reading an interview with an artist, such as a carver, weaver, or composer, about that person's recent activities (where, when, what they made, and who taught them) and taking notes for a short magazine article; telling a story from a series of pictures or other prompts; suggesting captions for a series of pictures. These might relate to tracing the last movements of a missing person who has been sighted by several people in the class. (The teacher could distribute simulated clues to these people before commencing the activity.)
5.2 Communicate about present and past states, feelings, and opinions	<p>Students could be learning through:</p> <ul style="list-style-type: none"> interviewing friends before and after a significant event (for example, a kapa haka competition) and discussing their feelings and opinions; filling in speech bubbles or crosswords with words that describe the feelings and physical states represented in specific pictures; learning to use kīwaha to express feelings and opinions in different contexts.
5.3 Communicate about past habits and routines	<p>Students could be learning through:</p> <ul style="list-style-type: none"> making a chart comparing their daily routines, hobbies, likes, and dislikes at different ages; learning and using karakia appropriate to food gathering and the consumption of food.
5.4 Describe, compare, and contrast people, places, and things	<p>Students could be learning through:</p> <ul style="list-style-type: none"> drawing "crazy" pictures of people and things described by the teacher or another student; in pairs, writing descriptions of well-known people and then reading descriptions written by other pairs to guess who has been described; drawing taniwha (identified by numbers) and writing descriptions of them (identified by letters) on separate pieces of paper, which are then displayed so that everyone can try to match the pictures to the descriptions; writing a short entry, for a guidebook, about a favourite Māori visitor attraction; searching the Internet for information about two different places in Aotearoa and preparing a holiday brochure comparing them; creating a bulletin board with pictures and information about two different marae; comparing and contrasting whakataukī on different topics from different iwi; taking part in information-gap activities. For example, students could find out about a particular place by questioning a class member who has been given the information and could then complete a checklist based on the information received.



Taumata 6

Level 6

Achievement objectives	Possible learning and assessment activities
6.1 Give and follow instructions	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • following spoken instructions for performing waiata-a-ringa or a simple task; • following instructions for finding out specific things about tikanga Māori, using the Internet; • writing instructions for a teenager who is going to do some housework and care for a child after school; • leaving an answerphone message to tell a friend where to meet them after school; • writing a set of negotiated rules for the classroom; • looking at a series of pictures that show how something is done and recounting the information in the correct order by telephone; • looking at a picture or map and giving directions to a partner or group for reproducing the picture or map; • taking part in communicative games (for example, Spot the Difference).
6.2 Communicate about problems and solutions	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • matching cards that describe symptoms of illness or other problems with a second set that suggest remedies or appropriate courses of action; • leaving an answerphone message that they are unable to meet a friend; • identifying a problem at school, such as a lack of storage lockers, and listing some possible solutions; • reading a short report of a disastrous event, such as an earthquake, and writing an account that advises readers about possible precautions; • discussing a scenario in which a rahui that has been placed on a river after a drowning, making it tapu, is now to be lifted, using karakia, so that the river will become noa again; • identifying kiwaha relevant to specific problems and solutions; • selecting appropriate waiata to accompany whaikōrero in different contexts/situations; • identifying and discussing whakataukī and pepeha associated with different iwi that are relevant to particular problems and solutions.
6.3 Communicate about immediate plans, hopes, wishes, and intentions	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • listening to a phone message about arrangements for meeting someone later in the day and taking notes as they listen; • matching captions (that describe what people are about to do) with appropriate pictures, such as a person carrying a tennis racket, a fishing rod, or an empty shopping bag; • interviewing a partner to find out some of their hopes, wishes, and intentions for the immediate future, and introducing that person and their plans to two other people.
6.4 Communicate in formal situations	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • role-playing the part of a young person responding to the questions of a kaumātua who they have just met; • writing an email asking to reserve a room in a hotel or a youth hostel; • writing a transcript of a conversation between a chemist and a customer; • role-playing participants at the opening of a wharenuī, at the donation of a taonga to a museum, or at a tangihanga; • observing and listening for specific features of a whaikōrero recorded on video; • writing letters asking for information from an information office; • role-playing a person ringing to make an appointment with a doctor; • identifying the formal components of karanga and their relationship to particular occasions.

Taumata 7

Level 7

Achievement objectives	Possible learning and assessment activities
7.1 Communicate about future plans	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • writing letters to Māori correspondents about plans for the future; • listing their plans for the next holiday period and giving a short talk on the basis of the list; • writing a letter to a friend describing their fitness programme in preparation for an approaching sports competition; • telling a careers adviser about what they plan to do when they leave school; • preparing a curriculum vitae; • writing a letter applying for a position; • finding and consulting Māori-language websites relating to potential employment.
7.2 Offer and respond to advice, warnings, and suggestions	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • creating captions for cartoons warning about danger or advising about a problem; • writing letters to magazine problem pages and reading and commenting on the letters written by others; • discussing a problem with a friend; • following a recipe, sharing the food, and discussing how it could be improved; • interviewing a teacher, health worker, or similar professional about that person's chosen profession.
7.3 Express and respond to approval and disapproval, agreement and disagreement	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • reading short articles and responding to them orally or in writing, expressing approval or disapproval, agreement or disagreement; • role-playing being with friends who try to persuade them to do a range of things, some of which they want to do and some of which they don't, and expressing and discussing their reactions; • listening to a talk about what someone (for example, a sports person in training) does to try to achieve their goal and discussing their reactions to the talk; • debating issues relating to urbanisation, assimilation, and resistance; • checking whether a generalisation (for example, that young people are expected to do the dishes every evening) applies to all members of a given group of students and using any exceptions as the basis for a short talk about why the generalisation is debatable.
7.4 Offer and respond to information and opinions, giving reasons	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • reading a letter or email from a friend and passing on the content in a telephone conversation with another friend; • preparing a questionnaire to survey their friends' views on a range of social issues (for example, marriage, drug use, teenage pregnancy) and using the results as the basis for a short newspaper article about young people's opinions on these issues; • viewing an exhibition, show, or performance and, with attention to visual as well as verbal presentation, writing reports for a free community newspaper and a national Māori magazine; • listening to a debate on a health issue (for example, healthy eating or cigarette smoking) and identifying facts and opinions; • listing some of the things they do now and commenting on how they think they might feel about their own children doing these things and why; • planning a new school website and responding to suggestions about what it could include; • designing a questionnaire to find out what a group of people their own age think about a range of topics relating to health and well-being and analysing their findings to create a table of responses; • viewing Aotearoa New Zealand tourist videos and commenting on how Māori are presented in them.

Achievement objectives	Possible learning and assessment activities
7.5 Read about and recount actual or imagined events in the past	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • creating a drama to retell a myth or legend that they have read or heard; • writing an imaginative narrative; • listening to a historical story and retelling it to a friend; • researching a historical event and adapting the material for a radio play; • researching and discussing the experiences of people who have moved from a rural to an urban area and using the information as the basis for a short song or poem.



Taumata 8

Level 8

Achievement objectives	Possible learning and assessment activities
<p>8.1 Communicate about certainty and uncertainty, possibility and probability</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • role-playing an interview on Māori television about a political and/or environmental issue (for example, how best to protect the local foreshore); • writing three statements, each describing a belief that a major event will take place this century (two of these statements genuinely reflecting their own beliefs, the other not) and giving reasons why the statements in other people's lists are or aren't genuine beliefs; • reading a short fiction story that predicts future events, listing those events, and explaining how likely they are to happen; • writing about how society might change if a given scenario took place (for example, if a Māori parliament were established); • debating the probable and possible effects of a given scenario on people's way of life (for example, the effects of global warming on the availability of resources such as native flora and fauna); • describing to a first-time visitor to Aotearoa what they could do during their visit.
<p>8.2 Develop an argument or point of view, with reasons</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • putting forward a proposition (for example, that it is healthier to be a vegetarian than a meat eater) and providing supporting details; • planning a package holiday within a particular region of Aotearoa and presenting the package to the class, attempting to persuade the audience of its merits; • writing to a local firm to apply for a weekend job, explaining why they are suitable and including promises (for example, of punctuality); • interviewing friends about what they would do to improve society if they were in positions of power and why they would choose these actions rather than others; • reading, listening to, or viewing a recent news item about an environmental issue and writing a newspaper editorial on the basis of it; • preparing a computer-assisted presentation on the implications of a particular scenario (for example, the possible consequences if Aotearoa were to become a republic or if the Treaty of Waitangi were removed from legislation); • reading or viewing advertisements for products that the manufacturer claims will solve specific problems and creating their own advertisements for similar products; • examining how a character in a story responds to a problem and talking or writing about different possible responses; • researching an important social topic (for example, genetic engineering), identifying the central issues, and listing the arguments on either side; • role-playing a television discussion of a problem that has contemporary relevance; • looking through job advertisements, identifying jobs they would like or dislike, and discussing their reasons in te reo Māori; • conducting an Internet search of old Māori newspapers online to find specific information.
<p>8.3 Recount a series of events to inform, persuade, or entertain</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • competing in groups to reassemble a short narrative that has been cut into sections, with a different section being given to each student in the group; • preparing a radio broadcast for the anniversary of a significant event and discussing in the broadcast the consequences of the event (for example, the events surrounding Bastion Point); • downloading from the Internet some Māori songs (for example, mōteatea) that describe a sequence of events, performing them in groups, and writing a summary of the events recounted in each song; • analysing and discussing some of the imagery and symbolism in selected mōteatea; • preparing a multimedia presentation on an issue of significance to Māori (for example, attitudes towards the foreshore and seabed situation).

Achievement objectives	Possible learning and assessment activities
<p>8.4 Communicate the same information in different ways for different audiences</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • researching Māori public figures and using the information to: (a) create a profile of one of them for inclusion in a national newspaper, (b) write up an imaginary interview with that person, and (c) prepare a fictional diary entry for an important day in his or her life; • reading several newspaper reports about a series of events that has happened in a small community and writing an eyewitness account of the events; • reading part or all of an article written in te reo and published online and then rewriting the material to make it suitable for a magazine for young teenagers; • selecting newspaper headlines and preparing alternative headlines in te reo Māori that would be appropriate for different types of publications; • describing events in which they participated to: (a) the principal of their school, (b) their grandmother, and (c) their best friend, while a partner lists the differences in the accounts; • discussing the food in the school canteen with friends and writing a letter of complaint or praise, summarising the views presented in the discussion.
<p>8.5 Respond to selected and adapted texts in te reo Māori that are about te reo and tikanga Māori (for example, texts from recorded speeches, literature, film, newspapers, magazines, television, video, DVD, and radio)</p>	<p>Students could be learning through:</p> <ul style="list-style-type: none"> • designing a cover for a book, compact disc, or video; • writing a book or film review; • retelling the story from a poem or song in the idiom of today and presenting it as if it had been written for a different context (for example, a newspaper report); • using a picture of people as the basis for creating a dialogue between them; • using a picture as a starting point for a description; • telling a friend about a book they have read and reviewing it for a magazine; • researching a major political event in Māori history and writing a story based on the event and the leading figures involved; • preparing and acting out a short radio play based on a photograph, painting, or historical event; • exploring Māori websites and writing a report on two of them for a magazine that advises Internet users about interesting websites; • visiting Māori websites that provide information about entertainment opportunities, such as films, television, or radio plays, and discussing which websites appeal to them and why; • reading a newspaper account of a recent political or social event and preparing a talk about the central issues; • listening to a short narrative, which is then divided into sections for pairs or groups to dramatise; • preparing a short news item for Māori television.

