

**WHAKANUIA TE WIKI O TE REO MĀORI**

Māori Language week has been celebrated each year from 1975.

**Māori Language** **Day** is 14 September. This is the date that the Māori language petition was delivered to parliament in 1972.

This resource collates some easy to use language activities that you can use with your students during Māori language week (and beyond) to promote and value te reo Māori in your classroom.

**WHAKATAUKĪ | MOTIVATIONAL QUOTES**

Share a motivational quote with your classes each day.

Write it on the board have a 5minute discussion about the relevance and purpose of each whakataukī in the contemporary world.

**Mauria te pono.**

*Believe in yourself.*

**He hiki roa, tō hiki.**

*Nothing is easy.*

**Me kite, me rongo, me kōrero te reo Māori.**

*Let the language be seen, heard and spoken.*

**Kia rite ki ō tātau tīpuna te māia!**

*Be courageous like our ancestors!*

**Kia areare ki ngā reo o ngā tīpuna!**

*Listen to the voices of your ancestors!*

**Māku, māhau e ora ai tēnei reo!**

*This language will survive with mine and your efforts combined!*

**E te iwi Māori, kia mau ki tō reo!**

*Hold fast to your language!*

**HANGA KUPU | HANGMAN**

Play a game of ‘hangman’ with your ākonga.

Below is a choice of 5 sayings in Māori, each made into a Hangman activity.

Choose one or use one each day for the week.

Either print off for each ākonga to have a copy of the template or draw up on the board.

Each answer (whakautu) is at the bottom of the page, so if you print off, don’t forget to *cut the answer off the sheet before you hand it out.*

Introduce the idea that letters with macrons are a letter in themselves. This means if we write Māori without a macron on the ‘a’, is it misspelt.

**HANGA KUPU 1**

a ā e ē h i ī k m n o ō p r t u ū w ng wh

\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

**Whakautu 1:**

Kia kaha te reo Māori *(Let’s make the Māori language strong)*

**HANGA KUPU 2**

a ā e ē h i ī k m n o ō p r t u ū w ng wh

\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

**Whakautu 2:**

Kōrerotia te reo Māori *(Speak Māori)*

**HANGA KUPU 3**

a ā e ē h i ī k m n o ō p r t u ū w ng wh

\_\_\_ \_\_\_ \_\_\_ \_\_\_ , \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ !

**Whakautu 3:**

Māku, māhau e ora ai tēnei reo!  *(Through your efforts and mine, this language will survive).*

**HANGA KUPU 4**

a ā e ē h i ī k m n o ō p r t u ū w ng wh

\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ !

**Whakautu 4:**

Kia mau ki tō reo! *(Holdfast to your language)*

**HANGA KUPU 5**

a ā e ē h i ī k m n o ō p r t u ū w ng wh

\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_!

**Whakautu 5:**

Tukuna te reo kia rere! *(Let the language fly!)*

**HE MUNA | CODE**

**Kimihia ngā pū kia hangaia ai he rerenga kōrero**

Ko ia tau e tohu ana i tētahi pū o te kupu. Nō reira e RIMA ngā pū o te kupu tuatahi. Kia kitea e koe he kupu, whakanōhia atu ngā pū ki te wāhi tika mō tēnā, mō tēnā i te pito whakararo o te whārangi.

Each number represents a letter. There are 5 letters in the first word (two of which are the same letter – number 6). The pictures and descriptions describe the word. As you figure out a letter, place it in the table below, then work out the whakataukī (proverb) at the end.

|  |  |  |
| --- | --- | --- |
| Apple | He huawhenua. | \_\_ \_\_ \_\_ \_\_ \_\_  3 8 6 18 6 |
| Spoon | He taputapu hei kai hupa. | \_\_ \_\_ \_\_ \_\_  8 12 14 9 |
| Child with balloon | He tangata nohinohi. | \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_  5 1 7 1 19 5 19 |
| Fish | He iti nā Tangaroa. | \_\_ \_\_ \_\_  19 15 1 |
| Bus | He waka rahi rere rori, waka kawe tāngata. | \_\_ \_\_ \_\_ \_\_  8 1 20 19 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**He aha tēnei whakataukī?**

**\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ , \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**

1 20 1 15 6 1 20 9 19 5 19, 20 9 8 6 12 14 1 7 12

**Ngā Whakautu | Answers**

|  |  |  |
| --- | --- | --- |
| Apple | He huawhenua. | āporo  3-8-6-18-6 |
| Spoon | He taputapu hei kai hupa. | pune  8-12-14-9 |
| Child with balloon | He tangata nohinohi. | tamaiti  5-1-7-1-19-5-19 |
| Fish | He iti nā Tangaroa. | ika  19-15-1 |
| Bus | He waka rahi rere rori, waka kawe tāngata. | pahi  8-1-20-19 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| a | ō | ā | ng | t | o | m | p | e | wh | w | u | ī | n | k | ē | ū | r | i | h |

**He aha tēnei whakataukī?**

A h a k o a h e i t i, h e p o u n a m u (Although it is small, it’s precious)

1-20-1-15-6-1 20-9 19-5-19, 20-9 8-6-12-14-1-7-12

**KIMI KUPU | WORD FIND**

**T I A K I N A A P A P A T Ū Ā N U K U**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| E | A | O | R | W | A | | R | P | W | I | U | | Ā | Ō | T | Ē |
| N | H | R | K | Ē | H | | Ō | O | N | G | K | | N | A | A | G |
| P | Ē | E | T | I | Ā | | E | I | G | A | U | | I | E | W | A |
| E | Ū | Ā | R | N | P | | T | N | R | A | T | | W | R | H | A |
| A | R | T | A | A | U | | O | A | U | I | U | | A | E | A | W |
| Ī | G | N | U | A | I | | T | K | I | A | K | | N | H | I | U |
| K | G | N | R | H | A | | A | Ā | I | Ā | U | | I | A | R | A |
| A | H | Ū | O | R | Ī | | H | P | N | P | T | | W | G | N | K |
| G | Ō | O | A | P | U | | K | T | U | Ā | Ō | | A | N | R | Ī |
| T | Ā | T | A | R | Ā | | M | O | A | T | K | | G | O | N | N |
| W | Ō | M | Ā | R | A | | K | A | I | Ā | A | | N | T | I | M |
| K | A | G | N | O | A | | G | N | O | Ō | G | | P | H | P | Ī |
| U | K | U | N | E | U | | U | M | I | O | A | | I | K | O | N |
| Ā | I | Ū | N | G | K | | I | H | Ā | U | U | | Ū | T | U | P |
| K | Ā | O | T | W | E | | I | P | Ī | P | O | | A | U | E | G |
| ĀNIWANIWA  ARA  KŌTARATARA  KŌTUKUTUKU  MĀRA KAI  NGAHERE  NĪKAU | | | | | | ONGAONGA  PATUPAIAREHE  PIKOPIKO  PŌĀNANGA  PONGA  PUIHI  PŪTU HĪKO | | | | | | RAU  RAUTINI  RONGOĀ  TĀTARĀMOA  TAWHAI  UENUKU  WHENUA | | | | | |

**Ngā whakautu |Answers**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| E | A | O | R | W | A | R | P | W | I | U | Ā | Ō | T | Ē |
| N | H | R | K | Ē | H | Ō | O | N | G | K | N | A | A | G |
| P | Ē | E | T | I | Ā | E | I | G | A | U | I | E | W | A |
| E | Ū | Ā | R | N | P | T | N | R | A | T | W | R | H | A |
| A | R | T | A | A | U | O | A | U | I | U | A | E | A | W |
| Ī | G | N | U | A | I | T | K | I | A | K | N | H | I | U |
| K | G | N | R | H | A | A | Ā | I | Ā | U | I | A | R | A |
| A | H | Ū | O | R | Ī | H | P | N | P | T | W | G | N | K |
| G | Ō | O | A | P | U | K | T | U | Ā | Ō | A | N | R | Ī |
| T | Ā | T | A | R | Ā | M | O | A | T | K | G | O | N | N |
| W | Ō | M | Ā | R | A | K | A | I | Ā | A | N | T | I | M |
| K | A | G | N | O | A | G | N | O | Ō | G | P | H | P | Ī |
| U | K | U | N | E | U | U | M | I | O | A | I | K | O | N |
| Ā | I | Ū | N | G | K | I | H | Ā | U | U | Ū | T | U | P |
| K | Ā | O | T | W | E | I | P | Ī | P | O | A | U | E | G |

**RAUEMI | OTHER RESOURCES**

Keep te reo Māori alive in your classroom with these resources from the Ako Panuku website:

1. **Sports Posters**

Five different sports posters with vocabulary in English and Māori.

<https://akopanuku.tki.org.nz/rauemi/curriculum/#filter=.hauorahealth-pe>

1. **Nuka Reo Card Game**

A selection of 20 printable cards each with a different proverb or idiom. Explanations included along with suggestions of how to use the cards in class in fun ways. Suitable for Māori-medium and English-medium classes at senior primary or secondary level.

<https://www.akopanuku.tki.org.nz/assets/ResourceFiles/Nuka-reo-game.pdf>

1. **Te Reo Māori for the Classroom: Loopy card game**

A set of 15 printable cards with everyday classroom language. Loop cards are used like “Dominoes”. Great as an oral language activity with the whole class, or print of multiple sets and use as a small group activity.

<https://akopanuku.tki.org.nz/assets/ResourceFiles/Loopy-Cards-Web-1.pdf>

1. **Whakataukī Cards**

Fifteen printable cards containing whakataukī to use in your reo Māori, History, or Social Students|Tikanga ā-iwi classes, or with colleagues. Includes suggested teaching and learning activities. Two sets available.

Set 1 themes: Te Reo Māori, Mātauranga and Kotahitanga <https://akopanuku.tki.org.nz/assets/ResourceFiles/nga-whakatauki.pdf>

Set 2 theme: Te Tiriti o Waitangi partnership

<https://akopanuku.tki.org.nz/assets/ResourceFiles/Whakatauki-tiriti-o-waitangi-series.pdf>

1. **Te Whakatika Hapa Reo**

A quick guide for teachers of te reo Māori to 26 common reo Māori errors. Includes simple examples and explanations.

<https://akopanuku.tki.org.nz/assets/ResourceFiles/te-whakatika-hapa.pdf>

1. **Korerotia! Say it!**

A really useful oral language teaching strategy to support students with speaking in an impromptu format to share what they know or think about a topic. This strategy can be used at any level, with any subject. This resource provides instructions as well as three sets of sample topics and a template for writing your own topics.

<https://www.akopanuku.tki.org.nz/assets/ResourceFiles/korerotia.pdf> demonstration video <https://www.youtube.com/watch?v=Ry9P9zv6Q-8>

1. **Ākona Te Reo Māori - Tips to encourage Te Reo Māori in the classroom**

Cut out and make up this 3D hexagon to sit in your classroom. Contains great ideas for supporting and learning te reo Māori in the classroom. Print onto A3 card for a larger version. Looks great in the classroom.

<https://www.akopanuku.tki.org.nz/assets/ResourceFiles/akona-te-reo-maori-hexagon.pdf>

1. **Te Tuku Pātai | Questioning**

Here are some common questions to use across the school and in your classroom. Suitable for teachers of any level or subject. Presented in three levels to help you move from basic to more advanced reo Māori in your classroom. Share the appropriate level with students too.

[https://www.akopanuku.tki.org.nz/](https://www.akopanuku.tki.org.nz/assets/ResourceFiles/akona-te-reo-maori-hexagon.pdf)[assets/ResourceFiles/Te-Tuku-Patai-Questioning.docx](https://www.akopanuku.tki.org.nz/assets/ResourceFiles/Te-Tuku-Patai-Questioning.docx)

1. **Te Whakanui Whakaaro | Praising 1**

Use these  simple phrases when giving positive feedback. Presented in three levels from basic to advanced, so you can use this resource whether you are a beginner or more competent speaker of te reo Māori.

[https://www.akopanuku.tki.org.nz/](https://www.akopanuku.tki.org.nz/assets/ResourceFiles/akona-te-reo-maori-hexagon.pdf)[assets/ResourceFiles/Te-Whakanui-Whakaaro-Praising-Thinking.docx](https://www.akopanuku.tki.org.nz/assets/ResourceFiles/Te-Whakanui-Whakaaro-Praising-Thinking.docx)

1. **Te Tuku Mihi | Praising 2**

Use this list of ways to praise your students when acknowledging their effort. Challenge yourself to use a different one each week.

[https://www.akopanuku.tki.org.nz/](https://www.akopanuku.tki.org.nz/assets/ResourceFiles/akona-te-reo-maori-hexagon.pdf)[assets/ResourceFiles/Te-Tuku-Mihi-Giving-Praise.docx](https://www.akopanuku.tki.org.nz/assets/ResourceFiles/Te-Tuku-Mihi-Giving-Praise.docx)

1. **Te Tuku Tohutohu | Instructions**

Move from a basic to more advanced level of reo Māori in your classroom with these common instructions. As you become confident with the suggested phrases, move on to the next level, or add your own way of saying things to the lists and share with your students.

<https://www.akopanuku.tki.org.nz/>[assets/ResourceFiles/Te-Tuku-Tohutohu-Giving-Instructions2.docx](https://www.akopanuku.tki.org.nz/assets/ResourceFiles/Te-Tuku-Tohutohu-Giving-Instructions2.docx)

1. **Auditory Memory Settings**

The following auditory memory strategies will help to improve student's ability to focus, recall, and learn. They are particularly useful at the start of a lesson to help focus and engage students.

<https://akopanuku.tki.org.nz/rauemi/theme/#filter=.te-wiki-o-te-reo-maori-t>