

Manaakitanga



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He whakamārama

This resources is designed for use at **Taumata 7 Te Aho Arataki Marau mō ngā Kura Auraki**.

Ka hāngai ngā mahi i roto i te rauemi nei ki te horopaki o te Manaakitanga me ngā whāinga paetae o Te Aho Arataki, arā:

7.1 communicate about future plans;

7.2 offer and respond to advice, warnings, and suggestions;

7.3 express and respond to approval and disapproval, agreement and disagreement;

7.4 offer and respond to information and opinions, giving reasons;

7.5 read about and recount actual or imagined events in the past.

Ka mutu ngā mahi nei, ko te whāinga ia ka mōhio, ka mārama ngā ākonga i ngā āhuetanga kē o te manaakitanga me ngā āhuetanga reo o te taumata tuawhitu.



Maahi takitahi

Task 1: K W H L

Topic: **Manaakitanga**

Focus question/s:

- What does the word manaakitanga mean?
- How does manaakitanga apply to my home life?
- How does manaakitanga apply to the marae?
- How does manaakitanga apply to my community?
- How does manaakitanga apply to the environment?
- What is the vocabulary associated with manaakitanga?

What I know (K)	What I Want to Know (W)	How will I find out (H)	What have I Learnt (L)
•	•	•	•



Maahi ā-rōpu

Task 2: Complete a diamante poem about 'Manaakitanga'

He whakamārama:

A diamante poem has seven lines that form the shape of a diamond. Each line uses specific types of words. The poem is useful for teaching different parts of speech.

LINE 1 - one word for the topic ie a noun

LINE 2 - two describing words ie adjectives

LINE 3- three action words ie verbs

LINE 4- a four word phrase that describes your feelings about the topic

LINE 5- three action words ie verbs

LINE 6 - two describing words ie adjectives

LINE 7 - a word meaning the same as the first line ie a synonym

Hei Taurira

TIRITI

Whakararuraru¹, mūrere²
Wāwautia³, whakaraua⁴, werohia
Hei māmingatanga mā mātou
Tautohetia, whakaaetia, hainatia
Mahi tinihanga

¹ Deceptive

² Cunning

³ Discussed

⁴ Debated

Write your diamante poem in the box below



⤴ Mahi ā-rōpū 🧑🧑🧑

Task 3: Pānuihia te kōrero i raro iho nei, ka mahi ngātahi ki te whakaoti i te tūtohi.

Taitamariki mā, he rā whakahirahira tēnei ki a tātou. Kei te haere mai te kaiwaiata a Stan Walker ki tō tātou marae. Kua whai wāhi tātou ki te whakanui i a ia. Kia mōhio mai koutou, ko tā tātou tikanga he manaaki i tā tātou manuhiri, ahakoa ko wai, ahakoa nō hea. Kia tae mai te manuhiri, me tino pai te āhua o te marae me ōna whare. Me mā ā waho, me mā ā roto.

Kua haere au ki te hoko i ngā kai mō te hui. Ko tā koutou mahi he tuhi rārangi mahi mō ngā taitamariki i mua i te taenga mai o Stan me tana ope ki te marae. Ka mutu tā koutou tuhi i te rārangi me haere koutou ki te whakapaipai, te whakatikatika hoki i te marae me ngā whare.

Ingoa:	Ingoa:	Ingoa:	Ingoa:
Mahi:	Mahi:	Mahi:	Mahi:





Mahi takitahi |

Task 4: Pānuihia te kōrero, ka whakautu ai i ngā pātai

Ka Mate i te Whakamā

Ka tae a Wīremu ki te kāinga. I reira tōna kuia me tōna koroua. Ka hou atu a Wīremu ki te kītini.

“Kia ora e Kui, kia ora e Koro. E pēhea ana kōrua?”

“Ka nui tō māua ora” te kī a koro. E pēhea ana koe e Moko?”

“Pai mutunga. Kātahi anō au ka hoki mai i te kura. I whiwhi tiwhikete au i tēnei rā.”

“Ka mau te wehi Moko”.

I a rātou e kōrero ana ka pātotohia te tatau. Ka haere a Wīremu ki te kite atu ko wai te manuhiri kua tae mai. Ka huaki ia i te tatau, ā, ko tōna hoa i reira e tū ana.

“Kia ora, e Mū!”

“Kia ora, Wīremu.”

“Hou mai, hou mai”, te kī a Wīremu.

Ka haere rāua ki te kītini, ka mihi, ka noho. Ka kōrero tahi a Mū rāua ko Wīremu mō te hāora kotahi. Ka mutu tā rāua kōrero ka wehe atu a Mū. Ka noho anō a Wīremu ki te tēpu ki te taha o ōna kaumātua, kātahi ka kī atu a Kui, “E moko, kei te pāpōuri au.”

“Pāpōuri? I a wai?”

“I a koe Moko.”



“Hā!! I a au? He aha ai?”

“Ka tae mai tō hoa ki te kite i a koe e Moko. Kāore koe i tiki inu māna. Kāore koe i whakarite kai māna. Kāore koe i manaaki i a ia.”

“He aha te mate o tērā, e Kui? Kāore he aha ki a ia.”

“E moko, ko tēnei tētahi o ā tātou tino tikanga, ko te manaaki i ā tātou manuhiri. Ka tae mai he manuhiri ki tō whare me whakapau kaha koe ki te manaaki i a ia kia pai ai tana noho ki tō whare, kia rongō ai ia i te mahana o tō whare me te aroha o tō ngākau. Ko te tumunako ka hiahia ia kia hoki mai. Ki te kore ia e pīrangi hoki mai, kua mōhio koe kāore i kaha tō manaaki i a ia. E kīia ana te kōrero, tangata takahi manuhiri, he marae pūehu”, ko tā Kui.

“Auē, taku whakamā hoki e Kui. Kua kite au i a Māmā rāua ko Pāpā e manaaki ana i ā rāua manuhiri. Kāore au i mōhio me pērā hoki au. Heoi anō, kua mōhio au inaiānei e Kui. Māku e tono atu ki tōku hoa kia hoki mai ki te kai tahi me tātou āpōpō.”

“He whakaaro pai tēnā, e Moko.”

You may respond to these questions in Māori or English. If you respond in Māori you must write in your own words.

1. Why was Wīremu’s grandmother upset? Give evidence.



2. How did Wīremu respond to his grandmother's advice? Give evidence.

3. Wīremu's grandmother recites a whakataukī to back up her point of view. Write the whakataukī and explain what you think it means.





Mahi takitahi | |

Task 5: Find the Māori equivalents to the following in the passage, Ka Mate i te Whakamā.

I'm awesome	
only just	
well done, grandson	
I am disappointed	
what's the problem	
main customs	
you need to go hard	
it is said	
I'll invite	
good idea	

Task 6: Find the words in the passage the have the same or similar meaning to the words below.

tupuna whaea	
kuhu	
mea	
riro	
whakapūare	
matekiri	
taka	
tiaki	
Manawa	
inoi	





Mahi takirua  

Task 7: Running Dictation

Ngā tohutohu mā te kaiako

1. Print out 3–4 copies of ‘Te Huritau o Kui Peti’.
2. Attach the copies to the different walls or place around the classroom.
3. Students work in pairs (or groups of three). One of the pair is a writer and the other a runner (they can swap roles during the task).
4. The runner ‘runs’ to the assigned copy of the reading and reads as much as she/he can remember. They return to the writer and recite from memory the part of the text they have remembered. The runner can return as many times as needed until the writer has completed the dictation. But they must not photograph, read aloud or call out the text. The aim is to remember exactly what they have read so that the writer can re-write the text in exactly the same way as it appears on the original copy.
5. When the students have finished, the teacher will go through the passage and see how correct the dictation was.
6. Make sure the passage is located in a position where the runner is required to cross the room to access it.

Te Huritau o Kui Peti

Ko te rā tēnei e tū ai te hui hei whakanui i te huritau iwa tekau o tō mātou kuia, a Peti. Ko kui Peti tētahi o ō mātou tino kuia. He mōhio nōna, he atawhai nōna, he pukumahi nōna. Ahakoa tōna kaumātuatanga he koi tonu tōna hinengaro.

Inapō, i tae mai ōna whanaunga me ōna hoa. Ka noho tahi mātou ki te marae. He nui ngā mahi hei whakarite i te hākari. Heoi anō, nā te nui o ngā ringaringa mahi, ka tere oti i a mātou. Ehara i



te mea ko te whakarite kai anake te mahi, engari, ka whakapaipai mātou i te wharekai ki ngā tūmomo whakarākeitanga, ka whakatikatika mātou i te whare tupuna, ā, ka tapahia te pātītī o te marae.

Hei te toru o ngā hāora ka pōwhiritia a kui rātou ko tōna whanau, ko ōna hoa. Ki tōku nei whakaaro ka pai te hui nei ki a kui Peti.





Mahi takirua

Task 8: He kōrerorero

I waea tō hoa ki a koe. Ka kī ia, “E hoa, kātahi anō a Māmā ka waea mai me te kī, kua haere mai tōna hoa ki te tāone nei, ā, e haere mai ana ia ki konei ā te 11 karaka. Kotahi hāora noa iho te roa. Ka tohutohu mai a Māmā kia manaaki au i tōna hoa, kātahi ka mutu te kōrero ā-waea. E hoa, he aha rā te tikanga? Me aha au?”

Your friend calls you. He says “E hoa, Mum just called to say that her friend has come into town and that she is coming to stay here. She arrives at 11am. That’s one hour from now. Mum told me to manaaki her and then she hung up! E hoa, what does that mean? What do I do?”

Ko tāu mahi he whakamōhio atu ki a ia kia pēhea tana manaaki i tana manuhiri. He mahi kōrero tēnei. Kua e tuhi i ō whakaaro. Whakamahia te reo e mōhio ana koe hei kawē i ō whakaaro. E pai ana te whakamahi papakupu hei kimi i ngā kupu e hiahiatia ana. Kia mahara mai koe, ko te tikanga o te mahi nei he whakawhiti kōrero. Ka mutu tō kōrero, ka huri atu, ā, ko tō hoa kē te mea e tuku whakaaro ana.

Your job is to offer your friend some advice as to how to manaaki his manuhiri. This is a speaking task. You are not to write this kōrero. Use the language that you know to get your advice across. You may use dictionaries to find kupu you need. Remember the outcome is to orally communicate about this kaupapa. Once you have finished, switch places and your partner will offer the advice.

Anei ētahi kupu hei āwhina i a koe:

Here are some words that may help you:

mihi, kai, inu, kōrerorero, moenga, whakawhanaungatanga, mahana, hāneanea, wharepaku, whakangahau, te āhua o te tangata, menemene, whakatikatika whare.





Mahi takitahi  | 

Task 9: Use the table to help you translate the sentences.

Me pēhea...

Me pēhea	rāua	e whakatika ai	i a ia?
Me pēwhea	tā tātou	manaaki	i ngā manuhiri?
	taku	tiaki	i te whare?
	tāua	whakapai	i te wharekai?

Use the words in the box above to translate the sentences in the table below.

How should I host her? (What shall I do to host her?)
How should we look after the visitors?
How should we fix the house?





Mahi takitahi |

Task 10: Whakakāia ngā āputa ki te kupu tika.

runga / me / tīkina / ngā / pēhea

“Nana, haere mai. Me _____ tā tātou whakapaipai i ngā tēpu?”

“Tuatahi, uhia _____ tēpu ki ngā papa-kai. Tuarua, _____ he putiputi hei whakarākei i ngā tēpu. Tuatoru, panga atu ngā pereti, ngā naihi, ngā paoka _____ ngā pune ki _____ i te tēpu.”

Tuhia tō ake tauira:





Mahi takitahi  | 

Task 11: Use the table to help you translate the sentences.

Ka mutu...

Ka mutu	taku	kai me tana inu	me hari koe i āna pēke ki tana rūma moe.
	tana	mihi atu ki a ia	me noho kōrua ki te kōrero.
	tō	whakaatu i te whare ki a ia	me whakarite kai koe māna.

Use the words in the box above to translate the sentences in the table below.

Once you have greeted him, you should prepare a meal for him.

Once he has finished his meal, you should take his bags to his room.

Once you have shown him the house, you should sit down to talk.





Mahi takitahi |

Task 12: Correct the sentence.

E noho nanu ana ngā kōrero i raro iho nei. Māu hei whakatika kia rite anō ki tā te rerenga kōrero Pākehā:

When you have finished washing the dishes, you should make a cup of tea for her.

koe | i | ngā | horoi | rīhi | me | kapu | mutu | māna
| mahi | tī | tō | ka | . | ,

Tuhia tō ake tauira:



Poroporoaki



Mahi takitahi  | 

Read the following passage and complete the tasks.

Tihe mauri ora! Kikī ana te ngākau tangata i te aroha, kikī ana te puku i ngā hua o te ngākina, o te waitai, o te wai Māori, kua mākona, kua ea! Mōkori anō a mihi ka rere ki a koutou e te haukāinga, mai anō i tā mātou taetanga mai ki te marae nei tae noa atu ki tēnei wā kua tino manaakitia mātou e koutou. I manaakitia te tinana, i manaakitia te wairua. He uaua ki ētahi te hāpai i ngā tikanga a ō tātou mātua tūpuna i te ao hurihuri nei. Mate ana i te nui o ngā mahi! Engari ko koutou! Ka mau te wehi! Kua whakakīia ā mātou kete mahara ki ō koutou whakaaro aroha, ki tō koutou manaakitanga. E kore rawa ngā mihi e mutu. Nō reira, e kui mā e koro mā, rau rangatira mā, he maungarongo ki runga i a tātou. Tēnā koutou, tēnā koutou, tēnā koutou katoa.

Task 13: Whakautua ngā pātai e whai ake nei:

1. What is the speaker expressing in his speech?

2. The speaker refers to an issue of the modern world. What is that issue?

Task 14: Find the Māori equivalents in the passage.

the heart is full of love	
the stomach if full	
the products of nature	
since we arrived here	
until now	
looked after spirituality	
looked after physically	
the changing world	
our memories have been filled with your loving gestures	
we can't thank you enough	
may peace be with us all	





Mahi ā-rōpū

The conclusion of a hui will be marked by formal farewells known as poroporoaki. It is usual for the manuhiri or visitors to initiate the poroporoaki. This is because it is considered good etiquette to let the visitors leave when they are ready, and impolite for the hosts to tell them to leave. Poroporoaki generally happen in the wharehau at the conclusion of a hākari but are also held inside the wharehau and, more rarely, on the marae ātea. (Taken from: <http://www.teara.govt.nz/en/marae-protocol-te-kawa-o-te-marae/page-2>)

Ka mutu te hui i te marae ka tū tētahi, ētahi rānei o te manuhiri ki te whakapuaki i ō rātou whakaaro mō taua hui. Mehemea ka kaha manaakitia te manuhiri, ka tino mihi te tangata whenua. Ko tā koutou mahi he ohia manomano i ngā momo kōrero whakamihi ki te tangata whenua, arā ngā kupu whakarite, ngā huahuatau me aua momo āhuatanga katoa.

When the hui on the marae has finished one/some of the visitors stand to express their thoughts about the hui. If the visitors have been well hosted they will acknowledge the home people. Brainstorm the type of language that you would use to acknowledge and thank your hosts — what similes, metaphors and other types of language could you use?



Task 15: Braintorm the language of the poroporoaki

Poroporoaki



Mahi takirua

Task 16: Write a poroporoaki to a host group

You have brainstormed the language of the poroporoaki. Now imagine that you've been selected by your group to give the farewell speech. You need to reflect on the things that you have experienced and how you will construct your kōrero to convey your appreciation to your hosts.



Manaaki taiao



Mahi ā-rōpū

Task 17: Manaakitia te taiao brainstorm

Read the following instructions for brainstorming a kaupapa. On the following page brainstorm the kaupapa ‘Manaakitia te taiao’.

Ngā Tohutohu

Identify the issue or problem.	Tautohua te kaupapa, te raruraru rānei
Brainstorming – everything is possible and no idea should be criticized.	Te ohia manomano – e pai ana ngā whakaaro katoa – kia kua e whakahētia tētahi whakaaro
Select the top 5 ideas.	Kōwhiria ngā whakaaro e 5 e whakaaetia nuitia ana
Select the top 3 ideas.	Kōwhiria ngā whakaaro e 3 e whakaaetia nuitia ana
Justify the choices.	Me āta whakamārama he aha i pai ake ai ēnei i ētahi atu
Report back.	Ka whakahoki kōrero ki te rōpū nui
No criticising, critiquing or evaluating ideas during the “production” phase.	Kāore e whakaaetia te whakahē, te whakawā rānei i ngā whakaaro i te wā e whakapuakina ana
All weird and wonderful ideas are welcome.	Kei te rawe ngā whakaaro katoa – rerekē mai, whakahirahira mai.



  Mahi ā-rōpū 

Ohia manomano (Whakanuia pea tēnei ki te A3, te A2 rānei)





Mahi takitahi  | 

Task 18: Tuhinga roa

Write a formal essay about looking after the environment. You may choose a particular way of doing this. Your tuhinga must be 300 words or longer and entirely in te reo Māori.

You must:

- 7.2 *offer advice, warnings and suggestions* about looking after the environment
- 7.3 *express approval and disapproval, agreement and disagreement* about the issues surrounding the environmental issue that you have chosen
- 7.4 *offer and respond to information and opinions* about the environmental issue, *giving reasons*.

(Level 7, Te Aho Arataki Marau i te Reo Māori, New Zealand Curriculum)

Essay structure

The **purpose** of this type of writing is to convince the reader to accept a particular point of view. In well-written persuasion, the topic or issue is clearly stated and elaborated to indicate understanding and conviction on the part of the writer.

The **ESSAY STRUCTURE** can be summarised below:

1. INTRODUCTION
2. Section 1: P.R.E.E.P. 1
3. Section 2: P.R.E.E.P. 2
4. Section 3: P.R.E.E.P. 3
5. END



Paragraph structure

Question	
Point	Re-phrase and answer broadly the question. For example: <ul style="list-style-type: none"> • <i>Kei te tautoko ahau i te kaupapa kōrero ...</i> • <i>Kāore au e tautoko ana i te kaupapa kōrero ...</i>
Reason (say why)	Ko te take i pēnei ai au, nā te mea,
Example #1	Hei tauira,
Example #2	Hei tauira anō
Point re-stated.	Nā reira,
Paragraph: <i>The P.R.E.E.P. written out as a paragraph.</i>	

Success Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Has met the basic requirements of the instruction.	Has fully met the requirements of the instructions.	Has fully met the requirements of the instructions with creativity.
Most vocabulary and language structures are generally used correctly.	Most vocabulary and language structures are used correctly.	A broad range of vocabulary and language structures are used correctly.
Most of the writing is relevant to the topic.	Writing is relevant to the topic.	Writing is highly relevant to the topic.
Ideas are logically ordered.	Demonstrates breadth of ideas and uses advanced language features.	Demonstrates breadth and depth of ideas, and uses advanced language features with flair and originality.



ESSAY PLANNER

Topic:

What the discussion is about, and my opinion

The topic of this discussion is ...

My opinion is that ...

Arguments for

There are a number of reasons why I believe this.

1. First
2. In addition
3. Finally

Counter-arguments (arguments against)

1. On the other hand, some people argue
2. In addition
3. They also say

Conclusion

However, my view is that ...

Because ...



He Kupu Hou

<i>manaaki (-tia)</i>	to support, take care of, hospitality, protect, look out for, show respect, generosity and care for others	<i>tino</i>	main, major (ko te manaakitanga tētahi o ngā tino tikanga a te iwi Māori)
<i>tiaki (-na)</i>	to look after, to take care of	<i>hāneanea</i>	comfortable
<i>tikanga</i>	traditions, customs	<i>hui tangata mate</i>	a gathering where the departed are the focus
<i>tika</i>	right, correct	<i>hui tangata ora</i>	a gathering where the living are the focus
<i>pātaka</i>	store house, pantry	<i>hura kōhatu</i>	unveiling
<i>whakatikatika (-ngia)</i>	to tidy up, to fix	<i>ōkawa</i>	formal
<i>whakaatū (-ria)</i>	to show, to demonstrate	<i>ōpaki</i>	informal
<i>tohu</i>	symbol, sign	<i>whakapai (-tia)</i>	to set, to tidy up
<i>i ngā rā o mua</i>	in the past	<i>ora</i>	well, health
<i>i ēnei rā</i>	these days	<i>whakarite (a)</i>	prepare
<i>whakanui (a)</i>	to celebrate, acknowledge	<i>whakangahau (tia)</i>	entertain
<i>kei...</i>	in case, lest	<i>whakawhētai</i>	to give thanks, to thank
<i>mea nui</i>	main thing	<i>whakaaro rangatira</i>	a chiefly thought, a thoughtful gesture
<i>whakahirahira</i>	important	<i>maioha</i>	appreciate
<i>whakamā</i>	embarrassed	<i>whakapau kaha</i>	work hard, to totally expend oneself
<i>koirā</i>	that's	<i>whāngai (-hia)</i>	to feed
<i>whakarangatira</i>	to make like a chief	<i>hāpai (-tia)</i>	to uplift
<i>rongo</i>	reputation, to hear, to feel	<i>tuku (-na)</i>	let, allow
<i>toro (na)</i>	to visit	<i>iwi kāinga</i>	home crowd, home people
<i>whai wāhi</i>	have an opportunity	<i>taiao</i>	environment



Useful internet resources

<http://www.korero.maori.nz/resources/publications/MLW-booklet-bi-lingual.pdf>

<https://www.youtube.com/watch?v=E0Wm670BmQU>

<http://www.bpac.org.nz/BPJ/2008/August/tikanga.aspx>



Haemata™

He mea waihanga mō tētahi kaupapa a Te Tāhuhu o te Mātauranga.

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