# Teacher Support Materials to Accompany Stories to Support the Pasifika Learning Languages Series Resource *Haia! An Introduction to Vagahau Niue*

## Introduction

These teacher support materials accompany the six storybooks developed especially to support the Learning Languages Series resource *Haia! An Introduction to Vagahau Niue*. Each story gives students opportunities to extend their language and cultural knowledge and to practise reading the target language of specific units in *Haia!*

These teacher support materials suggest how teachers can use the six storybooks to foster vagahau Niue learning at levels 1 and 2, particularly in the context of the *Haia!* programme.

The teaching-as-inquiry cycle and the Newton et al. research[[1]](#footnote-1) on intercultural communicative language teaching underpin these teacher support materials. See:

* the effective pedagogy section on page 35 of *The New Zealand Curriculum* or <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Effective-pedagogy>
* the Newton et al. paper at: <http://www.educationcounts.govt.nz/publications/curriculum/an-introduction-to-the-concept-of-intercultural-communicative-language-teaching-and-learning-a-summary-for-teachers/1.-overview>

### *Haia! An Introduction to Vagahau Niue*

*Haia!* is a resource in the Learning Languages Series. It provides a language-teaching programme that can be used by teachers, including those who do not speak Niue or know how to teach languages. *Haia!* includes:

* twenty units of three lessons each
* a range of language suitable for years 7–10 at levels 1 and 2 of the curriculum
* video and audio support to engage learners and demonstrate how fluent speakers use the language
* lesson plans that could be linked to opportunities for learners to enjoy reading Niue texts.

You can find *Haia!* onlineat <http://pasifika.tki.org.nz/Pasifika-languages/Vagahau-Niue>

### Engaging students with texts

The teacher’s role is to mediate the interactions between the student and the learning materials and enable the student to meet their learning outcomes.

# *Taha Foki e Feua Sipote*

by Joan Makisi

This story supports:

* Unit 8 *Feua Sipote* / Sports

## Text features

### Language features

The language features of this story include:

* words in vagahau Niue that are formed through different processes – *kiona* / snow (derived from the Greek word *chiono*, the word used for snow in the New Testament of the Bible); *pokiata* / camera (*poki* / to catch and *ata* / shadow or picture); *netepolo /* netball, *lakapī* / rugby, *tēnisi* / tennis, and *telefoni* / telephone (words transliterated from English words)
* use of common formulaic expressions – *mafola /* That’s fine; *Hau a ke ō* / Let’s go; *ka hā!* / Of course!
* reduplication in a verb form – *gakigaki* / to nod several times (from *gaki* / to nod)
* pronouns – *tokoua* / our (we two); *haau* / you or your (singular); *mautolu* / we (three or more); *taua* / our (we two)
* phrases indicating place – *i kaina* / at home; *i loto he komopiuta* / on the computer
* imperatives (commands) – *Omai ki fafo* / Come outside; *Totō* *mai e pokiata haau /* Grab your camera
* *lafu* to refer to siblings or relatives of the same generation – *lafu tugaane haaku* / my brothers
* names for new technologies – *telefoni uta fano* / cellphone (literally “telephone carry about”); *pokiata* / camera (literally “catch shadow/picture”).

### Cultural features

The cultural features in this story include the following.

* The story refers to *tā kilikiki*, which is a Niue sport that combines some parts of cricket and some parts of baseball. See *Haia! An Introduction to Vagahau Niue*, unit 8, page 162 for more information about *tā kilikiki* and other Niue sports.
* The word *motu* can mean country, for example, in the phrase *e motu ko Kanatā.* The word *motu* also means island. Because Niue is an island nation, the word *motu* has come to mean country and nation as well as island.
* *Tau mamatua* (parents) is the plural form of *matua* (parent). It also has the meaning of “elders”, who are respected people in a village or family.
* The phrase *heke toume he kiona /* skiing is made up of wordsthat express related concepts. *Heke*, which meansto slip or slide, is placed with *toume*,which means the spathe of a coconut flower that was traditionally used like a ski in a sliding sport.
* The illustration on page 8 shows the boy in the house with his shoes off, which is a form of *loto* *fakalilifu* (respect).

## Links to the New Zealand Curriculum

### Key competencies

Reading and working with *Taha Foki e Feua Sipote* could help students develop key competencies set out in the New Zealand Curriculum at: <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Key-competencies>

### Values

The story illustrates many values that relate to the New Zealand Curriculum, in particular community and participation, and to the core Niue value of *loto fakalilifu* / respect.

### Cross-curricular links

Learners who are working at levels 1–2 in Niue may be working at higher curriculum levels in other learning areas. You will need to consider this in order to make effective cross-curricular links. Here are three examples of cross-curricular achievement objectives that could be linked to this story:

*Health and Physical Education, Level 3*

Personal Health and Physical Development

Students will:

* Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.

*Social Sciences, Level 3*

Students will gain knowledge, skills, and experience to:

* Understand how cultural practices vary but reflect similar purposes.

*Technology, Level 3*

Technological Knowledge

Students will:

* Understand the relationship between the materials used and their performance properties in technological products.

### Learning Languages: Achievement objectives

Students will:

* receive and produce information
* produce and respond to questions and requests
* show social awareness when interacting with others

(Communication strand, relating to selected linguistic and sociocultural contexts)

* recognise that the target language is organised in particular ways
* make connections with their own language(s)

(Language Knowledge strand)

* recognise that the target culture is organised in particular ways
* make connections with known culture(s).

(Cultural Knowledge strand)

### *Tau Hatakiaga ma e Vagahau Niue: The Niue Language Guidelines*, levels 1 and 2

Students will:

* give and respond to personal information (1.1)
* express and respond to desires, needs, and preferences (1.7).

## Learning outcomes

Below are some possible learning outcomes for reading this story. Select from and adapt these to meet the needs of your students and share the outcomes with them.

After reading and working with this story, I will be able to:

* read and understand the main ideas in the story, in particular the characters and the sports they play or like
* talk about the sports I and others like and listen to and identify the sports others like
* ask questions about sports others like and write about the sports I and others like, with appropriate use of macrons and correct spelling
* link sports to their contexts and identify their importance to the people of Niue
* make connections with the language(s) and culture(s) I know.

## Learning activities

You do not have to use all the activities suggested below. Choose from and adapt them to suit your students’ needs.

### Introducing the text

Display a copy of the cover and the title page. Ask the students to tell you in Niue what sports they can see. For the sports they don’t know, say them in Niue and write them on the whiteboard.

Discuss the title. Ask the students to make predictions about what they think it means. Confirm that it means “One More Sport”.

Display the illustration on page 2 and ask the students to discuss what they can see and what they think is happening. Ask them to share any Niue they know to describe the illustration (for example, they might know *faiaoga*) and write these words and phrases on the whiteboard.

Dictation

Dictation is a useful activity for improving the students’ understanding of sound–spelling relationships and building good pronunciation. Read aloud the sentences on page 2, pausing at the end of each phrase to give students time to write. In English, tell them to add punctuation where appropriate.

Hand out copies of page 2 for the students to check what they have written and correct their own work.

### Listening comprehension

Have the students listen to you read the text or to a recording (by a speaker of vagahau Niue) and write down the names of the sports they hear. You could tell them to write either:

* the names of all the sports in the order they occur
* the names of the sports each girl talks about.

You may need to repeat the listening so that your students can complete their task. Tell them they will check their responses as they read.

### Reading the text

Have students work in pairs to read and discuss the story page by page. After each page, discuss their ideas as a group and write up relevant language and cultural aspects. As you work through the text, support the students to:

* check the glossary and the previous units in *Haia! An Introduction to Vagahau Niue* for words and expressions that they don’t know or can’t remember
* describe the illustrations
* make connections between the illustrations and the written text
* summarise the main ideas on each page – who is mentioned and which sports they play or like
* identify language and cultural practices (for example, formulaic expressions, the sports discussed, sentences for expressing likes) and the values associated with them.

As a class, identify key unfamiliar words or expressions (in the text or the discussion). Write the words and expressions on the board.

Support students to notice patterns of language, for example, *Fiafia e matua taane haaku ke he feua kakau* / My dad likes swimming; *Ko e heigoa e tau feua sipote ne pelē he magafaoa haau?* / What sports do your family play? After reading, you can show students how they can use these patterns in other contexts. Provide opportunities for them to practise and then use the language to achieve a communicative purpose.

### After reading

Favourite sports

Have students choose a country, research (in English) the popularity of that country’s different sports, and prepare a short presentation in vagahau Niue. Offer guidance on how to find the information as well as a framework for presenting their information in Niue. You could ask them to state three or four sports that the people of their chosen country like, the favourite sport of the country, and (if they can find information about this) any sports the people don’t like. Students could create a poster showing their findings in vagahau Niue and then use the poster as a visual aid to their oral presentation to the class or to a smaller group. As the students listen to their classmates, have them record each country and its sports in a table like the one below.

|  |  |  |  |
| --- | --- | --- | --- |
| *Motu* / Country | *Sipote ne fiafia a lautolu ki ai* / Sports they like | *Sipote mahuiga* / Favourite sport | *Sipote ne nākai fiafia a lautolu ki ai* / Sports they don’t like |
|  |  |  |  |

Niue sports

Find out if there is a community event in your area where *tā kilikiki* or other Niue sports are played. Either visit the event with your class or invite some community members to your school to organise some Niue games.

The students could plan questions to ask about the significance of these sports in *aga fakamotu*. They could also discuss how the sports are similar to or different from sports in their own culture(s).

## Reflecting on learning

Help the students to review their goals for working with this text, individually and as a class. You can help them reflect not only on their learning but also on how they learn. Students could share these reflections with another student, with a small group of students, or with the whole class. As a prompt, ask the students questions such as:

* What strategies helped you to understand the story?
* What will help you to remember the new language?
* How can you use the new language in other contexts?
* Can you identify significant aspects of new learning about *aga fakamotu*?

For example, a student might say: “I can now talk about which sports I like and dislike in vagahau Niue.”

## English version of the story

In English, this story by Joan Makisi is:

### One More Sport

**page 2**

Lina’s class is studying different sports.

The teacher says, “For your homework tonight, find   
photos of five different sports your friends  
and family like to play.”

**page 3**

Lina says, “Let’s do our homework  
together at my house, Nisha.”

Nisha rings her mother.

She says, “Yes, that’s fine. Let’s go.”

**page 4**

Lina and Nisha walk home together.

“Does your family like sport?”   
asks Nisha.

“Yes, of course!” answers Lina.  
“Your family’s from Canada, aren’t they?”

Nisha nods. She says,   
“We like sport, too.”

**page 5**

At home, Lina opens the family photo album   
on the computer.

She says, “My dad likes swimming.  
Here’s a photo of him swimming. It is the   
parents’ race at the swimming sports. He came last!   
What sports do your family play?”

**page 6**

Nisha says, “It’s very cold in Canada.   
My family love   
skiing together.”

She shows Lina a photo on  
her cellphone.

“And here’s me and my mum playing tennis.   
My favourite sport is tennis.”

**page 7**

Lina says, “My brothers and I like playing rugby.”

She finds a photo of her rugby team on the computer.

Nisha says, “That’s four sports found.  
Only one more sport left to find.”

**page 8**

Lina’s brother, Sione, comes home from school.

“Come outside and play Niue cricket,” he says.

“Grab your camera,” says Nisha. “Our homework’s done!”

1. Newton, J., Yates, E., Shearn, S., and Nowitzki, W. (2009). *Intercultural Communicative Language Teaching: Implications for Effective Teaching and Learning*. Wellington: Ministry of Education. [↑](#footnote-ref-1)