# 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.

# *Fefeua he Pelapela*

by Lynn Lolokini Pavihi

This story supports:

* Unit 11 Foaki Mena Fakaalofa/Gifting
* Unit 15 Tau Fiafia Fakamagafaoa/Family Celebrations

## Text features

### Language features

The language features of this story include:

* **words transliterated from English** – Iulai/July; kasini/cousin; keke/cake; Anitī/Aunty
* Fakamolemole tali mai, which is the vagahau Niue equivalent of the French formulaic expression “Répondez, s’il vous plaît”, which is commonly abbreviated to R.S.V.P. in regular English usage
* **common formulaic expressions** – Omai a ke kai!/come and eat!; Oti a!/stop that!; Oi! Oi!/oh! oh!; Kua lata tai he mena ia!/that’s enough now!
* **singular and plural forms of verbs** – kata/laugh (singular) and fekī/laugh (plural); nonofo/sit (plural); omai/come (plural) and hau/come (singular)
* **pronouns** – haaku/my; ha lautolu/their; mautolu/we
* **phrases to indicate direction** – ki fafo/outside; ki fale/inside
* **phrases to indicate location** – he fiafiaaga/at the celebration; i luga he tau laulau/on the tables; i fafo/outside
* the connective mo/and – Fakamolemole atu au ma Nena mo Anitī/i’m so sorry, Nana and Aunty
* **imperatives (commands)** – Omai a ke kai!/come and eat!; Oti a!/stop that!
* **expressions of time** – A fe: 12 Iulai /when: 12 July; he aho nei /today
* the general term for clothes and the term for clothes for a specific occasion – he tau koloa tui/clothes; he taute/clothes specific to the occasion
* words or phrases for family members – kasini/cousin; matua fifine ha Siuni/Siuni’s mother; Anitī/Aunty
* the particle ke to indicate intention – Kua manako a ia ke fefeua/he wants to play; Omai ke hehele e keke/come and cut the cake.

### Cultural features

The cultural features in this story include the following.

* The food at this kind of celebration is a point of discussion, for example, ota and roast pig. Ota is a raw fish dish. See unit 14 of *Haia! An Introduction to Vagahau Niue* for more information on ota, including a recipe. Having roast pig acknowledges the importance of the occasion. See unit 5 for information on Niue foods and on the preparation of food using an umu.
* **The illustrations show the different kinds of food on the table** – ika tao/baked fish; salati/salads; moa/chicken; sapa sui/chop suey; timala/kumara; and pitako/a dessert dish made from grated banana or tapioca with coconut cream.
* Both the written text and the illustrations include examples of fakalilifu/respect. The narrator apologises to his nana and aunty for letting Siuni get mud on his party clothes. Everyone is helping to get things ready – Kua lavelave oti e magafaoa he fakatokatoka he tau kai i luga he tau laulau/all the family are busy setting the food out on the tables.
* The illustrations show that the family have put on special clothes for the occasion, including foufou fiti / floral headbands and necklaces made from shells. See unit 9 of *Haia!* for information on particular items of clothing and how these are made. The clothing in the illustrations is a mix of traditional Niue and Western-style clothes.
* A first birthday celebration is important in *aga fakamotu*. The other two main celebrations for children are huki teliga/ear piercing for girls and hifi ulu/hair cutting for boys. These are described in unit 11 of *Haia!*
* Siuni has a special birthday cake, which is common practice with birthday celebrations in New Zealand. The illustrations show a mix of cultural practices – those from within *aga fakamotu* (for example, the kinds of food offered, the cloths with Niue patterns) and those from wider New Zealand culture (for example, cake and balloons).
* Many Niue families say a Christian grace before eating a meal. To show the importance of the first birthday celebration, the family’s Christian minister has been invited and he blesses the food. Examples of blessings are included in unit 5 of *Haia!*
* The story includes an example of a written invitation, which follows the example of the invitation in Unit 15 of *Haia!* Unit 15 also includes information about cultural practices with invitations.
* The story expresses the values of loto fakaalofa/the compassionate heart and loto totonu/empathy when the adults react to the two boys with mud on their clothes by laughing with them.

## Links to the New Zealand Curriculum

### Key competencies

Reading and working with *Fefeua he Pelapela* 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 values of loto totonu/empathy, loto fakaalofa/the compassionate heart, and 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:

**Social Sciences, Level 3**

Students will gain knowledge, skills, and experience to:

* Understand how cultural practices vary but reflect similar purposes.
* Understand how the movement of people affects cultural diversity and interaction in New Zealand.

**Technology, Level 3**

Technological products

* 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:

* recognise and express number, time, and location (1.4)
* communicate about people, places, and things (2.1)
* understand and express concepts of amount, quality, and state (2.6)
* recognise and express ownership and relationships (2.7).

## 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 the story and understand it
* recognise and use expressions of time and direction, personal pronouns, and formulaic expressions
* write texts for particular purposes with appropriate use of macrons and with correct spelling
* make connections with the language(s) and culture(s) I know
* research and present information on aspects of *aga fakamotu* presented in the story and the values they represent.

## 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 the cover of the book. Tell the students to work in pairs and discuss (in Niue as much as possible) what and who they can see in the illustrations.

Discuss their ideas as a whole group and put labels in vagahau Niue on the illustration. Confirm that the English translation of the title is “Playing in the Mud”.

Dictation

Dictation is useful for improving the students’ understanding of sound–spelling relationships and building good pronunciation.

Give the students a copy of the invitation on the title page with the text removed. Read aloud the text on the invitation, 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 the complete title page for the students to check what they have written and correct their work.

You could find out how well each student did and ask them to write a note to themselves about what they need to focus on so they can improve their written accuracy and their recognition of sound–spelling combinations.

Ask the students what kind of text the invitation is. Go through the invitation, discussing the meaning of the words and phrases.

Have students work in pairs and discuss what they think will happen in the story. Have the pairs share their ideas. Use this discussion to note and introduce key vocabulary for the story. Record and display the key vocabulary and the students’ predictions.

### Listening activity

Give small groups of students sets of the illustrations from the book (photocopied and with no text). Read the text or play an audio-recording (using a speaker of vagahau Niue). Have the groups put the illustrations in the correct order as they listen to the story. Give them time to check and discuss their sequence. You may need to repeat the listening so that your students can complete their task.

Have the students tell each other, in vagahau Niue, what they can see happening in the illustrations.

Tell them they will check their sequence of illustrations and their predictions as they read.

### Reading the text

Have students work in pairs to read and discuss each page. After the pairs have read each page (or two or three pages, depending on the needs of your students), discuss their ideas as a group and write up the relevant language and cultural aspects. As you work though 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 what the illustrations show
* make connections between the illustrations and the written text
* summarise the main ideas on each page, in particular, who is mentioned and what they do or say
* identify language and cultural practices, for example, formulaic expressions, language for talking about celebrations, and the associated values.

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

Support students to notice patterns of language, for example, Ko e fulufuluola hā ia! / How beautiful they are!; Kua manako a ia ke fefeua / He wants to 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 communicate.

### After reading

Research projects and posters

As a class, discuss some of the aspects of Niue culture in the story and the Niue values that the story expresses. Have the students work in small groups to look at the illustrations and write down the things that are relevant to aga fakamotu, for example, the patterns on the fabrics, the birthday boy’s chair decoration, and the kinds of food.

Have each group share their observations. Build a list of the aspects of Niue culture shown in the illustrations. Divide these aspects into research projects. Tell each group to choose one aspect, research it, and develop an attractive and informative poster about it that contains illustrations and written text in vagahau Niue. Note that while the research and the presentation will probably need to be in English, the poster will be in vagahau Niue.

Below are some ideas for posters on aspects of aga fakamotu:

* important celebrations for children
* clothes for special occasions
* food at celebrations
* gifting practices
* crafts, including items to wear
* family relationships
* Niue patterns on clothes and fabrics
* invitation practices
* Niue values, with illustrative examples from the text.

When the posters have been completed, display them on the classroom wall. Have each group present and explain their posters (in English when necessary). Following each poster presentation, have the class discuss:

* similarities and differences in relation to their own cultures
* the values related to the cultural practices of each culture.

Plays

Have the students work in groups to prepare plays in Niue that summarise the main events in Fefeua he Pelapela. Each student can be one of the characters (the groups don’t have to include all of the characters), and one student can be the narrator. Support the students to use the vocabulary and structures from the book and from their work with the units from *Haia!*

Give them time to rehearse their plays before they present them to the class to enable them to build fluency in the delivery of their lines and knowledge of the structures and vocabulary.

## 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 describe the importance of particular celebrations in aga fakamotu and the practices and values associated with them.”

## English version of the story

In English, this story by Lynn Lolokini Pavihi is:

### Playing in the Mud

**title page invitation**

The family is happy to invite Taveli Foufou to the first birthday celebration of their dear son Siuni Paelo

When: 12 July
Time: 11 a.m.
Where: Kelston Community Hall
RSVP: Phone (09) 888 3708

**page 2**

Siuni is my little cousin.
It is Siuni’s first birthday today.
I have an invitation to the celebration. Cool!

Siuni is wearing his new clothes.
What awesome clothes Siuni has!

**page 3**

Wow! There are lots of family members at the celebration.
The feast is plentiful.
There is lots of *ota* and a pig as well.
All the family are busy setting
the food out on the tables.

Siuni’s special chair is at the front table.
Nana Lose and Nana Esa are covering it
with special Niue fabrics.
How beautiful they are!

**page 4**

The minister blesses Siuni’s first birthday
celebration and the food.
Nana Lose says, “Come and eat!”
I am very happy to sit with Siuni at
the special front table.

Siuni is very happy after the meal.
He wants to play.
“Taveli,” Nana Lose says to me,
“take Siuni outside to play.”

**page 5**

“Siuni! Taveli! Come and cut the cake now,”
calls Siuni’s mum.

Nana Lose says, “They are outside.”

“No, Siuni. Stop!”

**page 6**

Siuni’s mum and Nana Lose come outside.
Siuni is playing happily in a muddy puddle.
I am trying to pull Siuni out of the mud.

Oh! Oh!
His new shoes are dirty.
His new shirt is dirty.
His new pants are dirty.
He is very dirty!

**page 7**

I say, “I’m so sorry, Nana and Aunty.”
Siuni jumps around in the mud and water splashes on me.
I say, “Siuni! That’s enough now!”
Nana Lose starts to laugh, and then we all laugh.

**page 8**

We all go back inside.
Everyone starts singing the happy birthday song.
But they laugh when they see
Siuni and me.
Siuni claps his hands and laughs too.

I say, “Happy birthday, little cousin.
Come and cut the cake.”

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)