# 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.

# *Ko e Mataafaga i Avatele*

by Lynn Lolokini Pavihi

This story supports:

* Unit 17 Tau Finagalo/Feelings
* Unit 18 Talahauaga ke he tau Matakavi/Describing Places

## Text features

### Language features

The language features of this story include:

* **words transliterated from English** – pasi, motokā, pakete, agikolo
* **common formulaic expressions** – To liu mai vave au!/I’ll be back soon!; Mo au foki/me too
* **use of nakai in questions and nākai to indicate a negative** – Mafola nakai?/how’s things?; Kua nākai tuai tupetupe a ia/he’s not worried any more
* **singular and plural verb forms** – poi/run (singular); tafepoi/run (plural); hohoko/reach, arrive (plural)
* **colloquialisms** – Ae tahakau/hey guys (tahakau is commonly used in an informal situation addressing a group of people you know well)
* **words and phrases for expressing temperatures and feelings** – mafola/good, all right; vela/hot; hauhau/cool; pōtake/shallow; mainiini/excited; tupetupe/worried; fiafia lahi/very happy; makalili/cold; hoge/hungry; matehoge/starving
* **the term for dinner, which gives the time of the day** – kai afiafi/dinner (literally “evening food”)
* mo/and – Makalili foki ni au mo e hoge/I’m cold and hungry.

### Cultural features

The cultural features in this story include the following.

* The names are common contemporary names in Niue families: Iakopo, Loi, Hiti, Uni.
* The season for catching kaloama in Niue is between December and March.
* The illustrations show two of the boys wearing lavalava at the beach. A lavalava is a piece of fabric wrapped around the waist and worn as a casual garment. The fabric is often patterned with Niue designs.
* In Niue, the boys would usually go swimming in the sea. In New Zealand, not everyone lives close to the sea, so a nearby swimming pool or even a river would also be common places to swim. There are no rivers on Niue.
* Tahi refers to the ocean, with a focus on the part of the sea that goes from the beach or the cliff edge right out to the deep. Moana is used to refer to the deep ocean.
* The beach at Avatele is well known in Niue. It is located south of Alofi, the capital. There is a boat ramp that is used by commercial operators as well as by local people and a platform that people can fish from. It is a popular place to swim or snorkel for locals and tourists, but care is needed as there are strong currents in certain places. The white sand beach is made of small pieces of coral, sharp enough to hurt sensitive feet. In the illustrations, the boys wear jandals to protect their feet. Locals keep their outrigger canoes at the beach, covered by coconut leaves.
* The boys use simple fishing rods made of wood because the kaloama are easy to catch. The term for fishing rod in vagahau Niue is akau hī/wood for fishing.

## Links to the New Zealand Curriculum

### Key competencies

Reading and working with *Ko e Mataafaga i Avatele* 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 fakamokoi/a generous nature.

### 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**

Relationships with Other People

Students will:

* Identify and compare ways of establishing relationships and managing changing relationships.

**Social Sciences, Level 3**

Students will gain knowledge, skills, and experience to:

* Understand how cultural practices vary but reflect similar purposes
* Understand how people view and use places differently.

### 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)
* communicate about feelings and needs (2.5)
* understand and express concepts of amount, quality, and state (2.6).

## 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
* identify the main ideas in the story
* retell the story
* recognise and use language to describe places and feelings
* write texts for particular purposes with appropriate use of macrons and correct spelling
* research and present information on aspects of aga fakamotu related to the story.

## 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. Confirm that in English the title means “The Beach at Avatele”.

You could have the students work in pairs to research Avatele and share what they have learned (in English). During this discussion, highlight or introduce key Niue vocabulary for reading the story.

### Reading the text

Give students copies of the book and read and discuss page 2 together. Create a table like the one below to help students identify the main ideas and the language. Together, fill in the table for page 2, using Niue as much as possible but allowing English when necessary. Encourage the students to contribute what they can infer from the text and illustrations as well as what they read and see.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Lau/page  | Ko hai?/who?  | Fe fē ha lautolu a tau logonaaga?/how are they feeling? | Ko e hā?/why? | Tau matakavi?/places? | Fe fē e tau matakavi ia?/what are the places like? |
|  |  |  |  |  |  |

For pages 3–8, have students work in pairs to read each page and fill in the table. After the pairs have worked through two or three pages (depending on the needs of your students), discuss their ideas as a group, write up the relevant language and cultural aspects, and fill in a shared version of the table. 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, places and activities, as well as who is mentioned and what they do, say, and feel
* identify the language and cultural practices, for example, formulaic expressions, clothing, activities, 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, Kua mainiini a Loi mo Iakopo ke ō ke koukou tahi/Loi and Iakopo are excited about going swimming; Vela hā ia. Omai la kekoukou/It’s so hot. Let’s swim. 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

Reading aloud

Have the students take turns in groups to read the story aloud. One person can act as the narrator to read all the parts that are not dialogue. Ask group members to give one another feedback as they practise, congratulating each other by saying mitaki or suggesting they try again to get the pronunciation right. You may wish to get fluent vagahau Niue readers to help others with their pronunciation.

Plays

Have the students work in groups to prepare short plays summarising the main events of the story. Each member of their group will take the part of one of the characters or the narrator.

You could record these plays on video. You can then play the video so that students can review their performances and receive and give feedback on them. This feedback may include:

* how well they can be heard
* how well they can be understood
* whether the story makes sense (in terms of both plot and use of vagahau Niue)
* how well the play is presented (for example, fluency, lack of hesitation, not looking at notes).

Posters

Have students prepare posters advertising the kaloama season in Niue and the attractions of the beach at Avatele. The posters should contain written text in vagahau Niue and visual material. Display the posters.

Presentations in English

Discuss aspects of aga fakamotu in the story and the Niue values the story expresses. Assign research tasks to pairs or individual students to find out more information about life in Niue, aga fakamotu, and Niue values.

Some possible topics for presentations are:

* seasonal food gathering in Niue and in your own country and culture
* popular places to go to in Niue
* how the language and illustrations in the book reveal cultural practices and values in aga fakamotu.

## 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 some places in vagahau Niue.”

## English version of the story

In English, this story by Lynn Lolokini Pavihi is:

### *The Beach at Avatele*

**page 2**

Loi sits next to his friend Iakopo on the school bus.

“Hey, Iakopo, how’s things?” asks Loi.

“I’m good. But I’m very hot. The sun is so hot today,” answers Iakopo.

“I’m hot too. Do you want to go swimming at Avatele beach?” asks Loi.

“Yes. Avatele beach is great for swimming!

The water is cool and shallow!” answers Iakopo.

**page 3**

Loi and Iakopo are excited about going swimming.

They invite their friends Hiti and Uni to come with them.

They all arrive at Avatele beach.

Hiti says, “Hey guys, look at all the cars!”

“Why are there so many people?” asks Loi. He is worried.

**page 4**

Loi and his friends run onto the beach.

Iakopo says, “Look, the people are fishing!”

Hiti says, “It’s so hot. Let’s swim.”

Uni says, “We can’t swim. The people are fishing for kaloama.”

**page 5**

Loi says, “Just wait.”

He quickly runs back up the beach.

“Loi, where are you going ?” asks Iakopo.

Loi laughs and says, “Don’t worry. I’ll be back soon!”

He runs back up to the car.

**page 6**

Loi returns with a fishing rod and a bucket.

Loi says, “Instead of swimming, let’s go fishing!”

He’s not worried any more. He’s very excited.

Iakopo’s uncle is fishing for kaloama nearby. He gives Loi some bait.

Loi lowers his fishing rod into the sea.

**page 7**

Loi feels the fish eating the bait on his hook.

“Hey! I’ve caught a kaloama!”

His friends are very happy. “Awesome, Loi!”

They all take turns fishing with Loi’s rod.

It’s not long before the bucket is full of kaloama.

**page 8**

Hiti says, “I’m cold. The sun isn’t hot any more.”

Uni says, “I’m cold too, and hungry.”

Iakopo says, “I’m starving!”

Loi says, “Me too. Let’s go and grill some kaloama for dinner.”

Iakopo says, “Yum! Grilled kaloama is so delicious.”

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)