

MINISTRY FOR PACIFIC PEOPLES

PONATAKI

Niue Language Educational Resource 2016



The Ponataki resource was co-designed, co-developed and co-led by members from the Niue community, with contributions from Te Papa Museum and supported by Ministry for Pacific Peoples.

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SECTION ONE: INTRODUCTION

Ponataki, Tukutaula ke Mauokafua e Vagahau Niue

Bind, Anchor to Firmly Uphold the Vagahau Niue

Ponataki | Bind

To bound or to bind together. The language and the people are two things that need to be bound together to create cultural identity.

Tukutaula | Anchor

When we are anchored in our identity, we are confident in who we are as Niue people. When we are anchored in Vagahau Niue, we are confident in Niue Aga Fakamotu (Niue culture) within the many diverse contexts of life in Aotearoa New Zealand. Metaphorically, to anchor can also mean anchoring oneself in the face of adversity - drawing from the rich cultural knowledge unique and specific to Niue Aga Fakamotu.

Mauokafua | Firmly Uphold

Vagahau Niue anchors and binds us to Niue. Often it is difficult to uphold much like the difficulty a Vaka often experiences in rough seas. Such rough conditions, is weathered when we have something that is bound to solid ground (Niue). Wherever we travel and explore we must remain anchored and bound to our language, cultural heritage and people. The language as spoken by our *tau mamatua tupuna* (grandparents) transcends time. If our language is to be firmly upheld as the world evolves and changes, we too remain firm no matter what life throws in our midst.

Bind, Anchor to Firmly Uphold the Vagahau Niue

Vagahau Niue is integral to the preservation of the Niue culture as we know it, but its survival depends on us! You are just as important. Your strength and enthusiasm in which you learn Vagahau Niue depends on all three components coming together in harmony.

#KoAuKoENiue

"I am Niue"

#KoAuKoENiue is a short, sharp statement of empowerment and ownership that unites our Niue youth worldwide.

Living outside of Niue, we experience many different philosophies and may be influenced to take on new cultural norms and ways of life. In doing so, we may face difficulties in preserving and maintaining our Niue identity amongst the many other identities that inform who we are.

We hope this hashtag will serve as a reminder for Niue youth worldwide to claim the taoga that is rightfully theirs.

Regardless of whether we speak Vagahau Niue or not, it is the willingness to learn, and the heart to desire belonging that should be important in our fenoga as young Niue people.

Ko au, ko koe, ko tautolu, ko e tau Niue

I am, you are, we are Niue



Niue Youth Network, Auckland

SECTION TWO: LEARNING THE BASICS IN VAGAHAU NIUE

Learning Expectations

The introductory units in this handout “LEARNING THE BASICS IN VAGAHAU NIUE” will assist new learners to learn the basic concepts, the vocabulary and understand Vagahau Niue. The instructions are in English to help you the new Learner.

Learning Resources

The units in this resource are prepared for new learners of Vagahau Niue in mind with support from fluent Vagahau Niue speakers.

Learning Outcomes

Learning Outcomes are what you are expected to learn at the end of each unit.

Learning Units

The learning units comprise of vocabulary, conversations, activities and a song. All the Units are written in Vagahau Niue and in English.

Activities

The activities in the units are easy to read, user friendly and fun to share.

Pronunciation

The Alphabet Chart and the Phonics Chart help new learners with the pronunciation of Vagahau Niue.

Assessment

An oral assessment of where people are at with Vagahau Niue can be shared at the beginning of the introductory unit and/or at the end of the lessons. This way learner’s will share what they have learned and if they have enjoyed the experience. This is a free choice assessment for these units.

Ki a monuina

Learning Units

- Unit 1** Fakaakoaga he tau Matatohi he Vagahau Niue
(Learning the Basics of Vagahau Niue Alphabet)
- Unit 2** Tau Fakafeleveia/Greetings
- Unit 3** Tau Numela/Numbers
- Unit 4** Tau Alaga he Tino/Parts of the Body
- Unit 5** Magafaoa/Family
- Unit 6** Tau Huhū; Ko e heigoa, ko hai, ko e ha, ko fe, ko e a fe? Asking Questions: What, who, why, where, when.
- Unit 7** Tau Lanu Kehekehe/Colours
- Unit 8** Tau Fua Lākau/Fruits
- Unit 9** Tau Mena Tui/Clothing
- Unit 10** Tau Aho, Tau Mahina, Tula mo e Tau Vahā He Tau
- Unit 11** Fakatutala/Giving Instructions
- Unit 12** Kaina Haaku/My Home

Unit 1: Fakaakoaga he tau Matatohi he Vagahau Niue (Learning the Basics of the Niue Alphabet)

Learning Outcomes

Learners should be able to:

- Say the Niue alphabet, the vowels and consonants of Vagahau Niue.
- Pronounce the phrases on the pronunciation chart.
- Memorise the pronunciation chart.

Practice learning the Niue Alphabet

Fakaako he tau Matatohi / Alphabet (16 letters)

A	E	F	G	H	I	K	L	M	N	O	P	S	T	U	V
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Practice learning the vowels

Vaoeli/Vowels (5 vowels)

A	E	I	O	U
---	---	---	---	---

Practice learning the consonants

Konosonane/Consonants (11 consonants)

F	G	H	K	L	M	N	P	S	T	V
---	---	---	---	---	---	---	---	---	---	---

Resources you need:

1. An Alphabet Chart you can make
2. Packet of Alphabet Flash Cards
3. An Alphabet tune you know
4. Pen and paper

ACTIVITIES

1. Practice the pronunciation of letters and complete the activities.
2. Make your own alphabet and pronunciation chart to take home to learn.
3. Sing the Alphabet to the tune of a nursery rhyme you know.
4. Chant the pronunciation chart up and down and or across to a clapping rhythmic pattern.
5. Use the flash cards to test your memory and recall.

FAKALEO HE TAU KUPU | PRONUNCIATION GUIDE

The chart contains the sounds of the short vowels of Vagahau Niue.

Pronunciation Key

A, a	pronounced 'a' as in	car, far
E, e	pronounced 'e' as in	egg, enter
I, i	pronounced 'ee' as in	beet, sheet
O, o	pronounced 'o' as in	sore, sort
U, u	pronounced 'oo' as in	cool, pool

Fakaleo e tau Matatohi/Pronunciation Chart

Practice the pronunciation chart until you feel comfortable to start on the Activities.

	a	e	i	o	u
F	Fa	Fe	Fi	Fo	Fu
G	Ga	Ge	Gi	Go	Gu
H	Ha	He	Hi	Ho	Hu
K	Ka	Ke	Ki	Ko	Ku
L	La	Le	Li	Lo	Lu
M	Ma	Me	Mi	Mo	Mu
N	Na	Ne	Ni	No	Nu
P	Pa	Pe	Pi	Po	Pu
S	Sa	Se	Si	So	Su
T	Ta	Te	Ti	To	Tu
V	Va	Ve	Vi	Vo	Vu

Unit 2: Tau Fakafeleveia | Greetings

Learning Outcomes

Learners should be able to:

- Pronounce commonly used greetings.
- Greet, farewell and thank people appropriately.
- Introduce themselves and be able to ask someone their name.

VOCABULARY and PHRASES

Learning to greet people

Faka-Niue	Broad Translation
Fakaalofa atu	Hello/Hi there/Greetings
Fakaalofa lahi atu kia koe	Much greetings to you (to one person)
Fakaalofa atu kia mua Fakaalofa lahi atu kia mua	Greetings to you both/two. Much greetings to you both/two.
Fakaalofa lahi atu kia mutolu oti	Much greetings to you all.
Fakaalofa hofihofi atu	Precious greetings to you
Fakaalofa age ki ai	Greetings to her/ him
Fakaalofa age kia lautolu	Greetings to them

CONVERSATIONS

Greet someone and say who you are
Repeat the exercise until everyone has had a turn

Person Speaking	Faka-Niue	Broad translation
Person 1	Fakaalofa atu kia koe Ko Tina e higoa haaku	Hello/Greetings to you. Tina is my name / My name is Tina.
Person 2	Fakaalofa lahi atu kia koe Ko Lima e higoa haaku	Greetings to you. Lima is my name / My name is Lima.

Greet one person, say who you are and ask who he/she is?
Repeat the exercise around the group

Person speaking	Faka-Niue	Broad translation
Person 1	Fakaalofa atu kia koe. Ko Tina e higoa haaku. Ko hai a koe?	Hello/Greetings to you. Tina is my name / My name is Tina. Who are you?
Person 2	Fakaalofa atu ma Tina. Ko Mele e higoa haaku.	Hello/Greetings Tina. Mele is my name / My name is Mele.

Greet two people and ask how they are
Repeat the exercise around the group

Person speaking	Faka-Niue	Broad translation
Person 1	Fakaalofa atu ki a mua. Malolo nakai a mua?	Hello/Greetings to you two. How are you two / both?
Person 2	Fakaalofa lahi atu kia koe. Malolo a maua, fakaaue.	Much hello/greetings to you. We are well, thank you/Thanks, we are both well/fine.

Greet three or more people
Repeat the exercise

Person speaking	Faka-Niue	Broad translation
Person 1	Fakaalofa atu kia mutolu. Ko Tina e higoa haaku. Malolo nakai a mutolu?	Hello/Greetings to you all. Tina is my name/My name is Tina How are you all?
Person 2	Fakaalofa lahi atu ma Tina. Malolo a mautolu fakaaue.	Much hello/greetings Tina. We are very well thank you/Thanks, we are very well/fine.

VOCABULARY and PHRASES

Saying Goodbye

Faka-Niue	Broad Translation
Koe kia / Koe	Goodbye. Goodbye to you. (To 1 person going or staying)
Mua kia / Mua	Goodbye to you two. (To 2 people going or staying)
Mutolu kia / Mutolu	Goodbye to you all. (To 3 or more people going or staying)
Nofo a koe	Goodbye to you. (To 1 person staying)
Nonofo a mua	Goodbye to you two. (To 2 people staying)
Nonofo a mutolu	Good bye to you all. (To 3 or more people staying)
Fano a koe	Goodbye to you. (To 1 person going)
O a mua	Goodbye to you two. (To 2 people going)
O a mutolu	Goodbye to you all. (To 3 or more people going)

ACTIVITIES

1. What are Vagahua Niue phrases/sentences for the following:

- Greetings
- Goodbye
- Goodbye to someone staying behind?

2. How do you greet and say farewell to:

- One person staying
- Two people going
- Three or more people going or staying

Unit 3: Tau Numela | Numbers

Learning Outcomes

Learners should be able to:

- Count in Vagahau Niue.

Learning to count from 1 to 10

Tau Numela	Numbers in English	
Nakai / Toe / Note	Zero/Naught/Nil	0
Taha	One	1
Ua	Two	2
Tolu	Three	3
Fa	Four	4
Lima	Five	5
Ono	Six	6
Fitu	Seven	7
Valu	Eight	8
Hiva	Nine	9
Hogofulu	Ten	10

Learning to count from 11 to 20

Tau Numela	English Numbers	
Hogofulu ma taha/Ma taha	Eleven	11
Hogofulu ma ua/Ma ua	Twelve	12
Hogofulu ma tolu/Ma tolu	Thirteen	13
Hogofulu ma fa/Ma fa	Fourteen	14
Hogofulu ma lima/Ma lima	Fifteen	15
Hogofulu ma ono/Ma ono	Sixteen	16
Hogofulu ma fitu/Ma fitu	Seventeen	17
Hogofulu ma valu/Ma valu	Eighteen	18
Hogofulu ma hiva/Ma hiva	Nineteen	19
Ua hogofulu/Uafulu	Twenty	20

Resources:**You will need:**

- Bottle tops, sticks, buttons, pebbles
- Number chart
- Number flash cards
- Number poems
- Jingle cards/Chart
- Bingo Game Board or a Pack of cards

Activities:

Encourage all learners to use Vagahau Niue during the activities.

1. Count and chant the numbers up and down the ladder
2. Use fingers to show numbers and say how many
3. Use number flash cards as quick recall of numbers learnt
4. Play pick up card and say its name
5. Play the number bingo game

How to play:**Pick up Cards:**

- Spread the cards face down on the floor
- Each person in the group pick up a card, read it and place it back in a different position

Bingo Number Game: The Caller uses Vagahau Niue

- Everyone in the group is given a bingo card ready to play
- Use bottle tops to cover numbers being called on the large chart
- First person to cover all the numbers on his/her card calls pigiko/bingo
- As learners become familiar with the game and number names they can ask for two cards
- The caller can take over the role of the teacher/tutor.

Unit 4: Tau Alaga he Tino | Parts of the Body

Learning Outcomes

Learners should be able to:

- Clearly name and identify parts of the body.

VOCABULARY and PHRASES

Learn the names of parts of the Body

Tau alaga he tino	Parts of the body
Ulu	Head
Mata	Eye
Teliga	Ear
Ihu	Nose
Gutu	Mouth
Tukeua	Shoulder
Kakia	Neck
Lima	Hand / Arm
Ka lima	Forearm
Tau mata lima	Fingers
Hui	Leg
Tau nifo/nifo	Teeth/tooth
Alelo	Tongue

CONVERSATIONS

Describe the parts of the body

Faka-Niue	Broad Translation
Ko e ulu haaku a ē	This is my head
Ko e hui haaku a ē	This is my leg
Ko e ihu haaku a ē	This is my nose
Ko e gutu haaku a ē	This is my mouth
Ko e kakia haaku a ē	This is my neck
Ko e tukeua haaku a ē	This is my shoulder
Ko e lima haaku a ē	This is my hand/arm
Ua e mata haaku	I have two eyes
Ua e lima haaku	I have two arms/hands
Ua e hui haaku	I have two legs
Hogofulu e matalima haaku	I have ten fingers

Resources you will need:

1. A large poster size picture of a human body.
2. Labels ready to label the parts of the body.
3. Paper, pencils, a dice and assorted coloured crayons.

Activities: At the end of the lesson.

1. Name the parts of the body, use the phrases learnt.

Draw and dress me:

1. In pairs play the game of 'Draw and dress me'.
2. Each person is given an A4 paper and a number dice to share. Use pencil to draw with.
3. Each number on the dice represents a part of the body the group decides to have before the game starts.
4. For example: Head -1, body -2, legs -3, arms - 4, eyes - 5, mouth -6. First person to complete the outline is the winner.

What is Vagahau Niue for the following sentences?

- a) This is my neck.
- b) This is my mouth.
- c) This is my leg.
- d) This is my arm.

Unit 5: Magafaoa | Family

Learning Outcomes

There are four parts to this unit:

1. Part One: The children
2. Part Two: The siblings
3. Part Three: Family members
4. Part Four: The village your parents come from?

Under each unit, learners should be able to:

- Identify children by their relationships
- Say whether a sibling is older or younger than himself/herself
- Talk about family members
- Learn the village names of Niue

Part One: Tau fanau | Children

VOCABULARY and PHRASES

Faka-Niue	Broad Translation
Tama muke / mukemuke	Baby/infant
Tama taane	Boy
Tama fifine	Girl
Pulapulaola/mokopuna fifine	Granddaughter/great granddaughter
Pulapulaola/mokopuna	Grandchild
Pulapulaola/mokopuna taane	Grandson/great grandson
Tama fifine he taokete, tehina po ke tugaane	Niece
Tama taane he taokete, tehina po ke mahakitaga	Nephew

CONVERSATIONS

Person Speaking	Faka-Niue	Broad Translation
Person 1	Fakaalofa lahi atu. Ko e tama taane haaku a e. Ko Tim e higoa haana.	Much greetings. This is my boy/son. Tim is his name/His name is Tim.
Person 2	Fakaalofa atu ki a koe. Ko e tama fifine haaku a e. Ko Lara e higoa haana.	Greetings/hello to you. This is my girl/daughter. Lara is her name/Her is Lara.

Part Two: Siblings | Tau Lafu

VOCABULARY and PHRASES

Tau tagata/tau matakainaga	People/friends, acquaintances, cousins
Tama	Child
Lafu	Sibling, Cousin
Mahakitaga	Sister (of a male sibling/cousin)
Tugaane	Brother (of a female sibling/cousin)
Tama taute/leveki	Foster child
Tehina	Younger sister/brother
Taokete	Older sister/brother
Tama hiki	Adopted child
Tama taane/fifine hiki	Adopted sister/brother

CONVERSATIONS

Learn to introduce myself and my siblings

Person Speaking	Faka-Niue	Broad translations
Person 1	Fakaalofa lahi atu kia mua. Ko e tehina haaku a e. Ko Kafika haana higoa.	Much greetings to you two. This is my young sister. (Girl talking) Kafika is her name/Kafika is her name.
Person 2	Fakaalofa atu ki a mua. Ko e tugaane haaku a e. Ko Patrick haana a higoa.	Greetings to you two. This is my brother. (Girl talking) Patrick is his name/His name is Patrick.

Activities:

1. Identify a family member in Vagahau Niue:

Brother	Sister	Sibling	Foster child	Tehina

Boy	Girl	Granddaughter	Grandchild	Older sister

Part Three: Family Members | Magafaoa

VOCABULARY

Tau tagata/tau matakainaga	People/friends, acquaintances, cousins
Matua fifine	Mother
Matua taane	Father
Hoana / Tokoua	Wife
Taane / Tokoua	Husband
Tama mukemuke	Baby
Matua tupuna taane	Grandfather
Matua tupuna fifine	Grandmother
Tama taane	Son / boy child
Tama fifine	Daughter / girl child
Tau mamatua	Parents
Ko au	Me / I / I am
Mahakitaga/tehina/taokete	Sister/young brother/older brother (Brother/boy only)
Tugaane/tehina/taokete	Brother/younger sister/older sister (Sister/girl only)
Kapitiga	Friend
Mokopuna	Grandchild

Introduce Yourself and Your Family

Faka-Niue	Translation
Fakaalofa atu ki a mutolu oti	Greetings to you all
Ko Laloni e higoa haaku	Laloni is my name/My name is Laloni
Ko Tessa e matua fifine haaku	Tessa is my mother's name/My mother is Tessa
Ko Liam e matua taane haaku	Liam is my father's name/My father is Liam
Toko ua e lafu tehina haaku	I have two younger siblings
Ko Kafika mo Laravesi	They are Kafika and Laravesi
Fakaau he fakanogonogo mai	Thank you for listening

Activity:

1. Resources you need:

- Paper, photos, pencils, paste & scissors
- 2. Prepare a Family Tree of your own.
- 3. Include some family photos to share with others.
- 4. What is Vagahau Niue for the following words¹:

Father	Mother	Grandfather	Sister	Brother

Part Four: Tau Maaga i Niue | Villages on Niue

VOCABULARY

Tau Maaga/Villages	Pronunciation (See your Pronunciation Chart)
Alofi	A / lo / fi
Makefu	Ma / ke / fu
Tuapa	Tu / a / pa
Namukulu	Na / mu / ku / lu
Hikutavake	Hi / ku / ta / va / ke
Toi	To / i
Mutalau	Mu / ta / la / u
Liku	Li / ku
Lakepa	La / ke / pa
Hakupu	Ha / ku / pu
Vaiea	Va / i / ea
Avatele	A / va / te / le
Tamakautoga	Ta / ma / ka / u / to / ga

¹ See how well you have done from the table on Ponataki 17

CONVERSATIONS

Introduce yourself, your parents and say where they come from in Niue

Faka-Niue	Broad translation
Fakaalofa lahi atu kia mutolu oti	Much greetings to you all.
Ko Tina e higoa haaku	Tina is my name/My name is Tina
Ko Vesi e matua fifine haaku.	My mother is Vesi/Vesi is my mother
Hau a ia he maaga ko Alofi.	She came from the village of Alofi.
Ko Asekona e matua taane haaku.	My father is Asekona/Asekona is my father.
Hau a ia he maaga ko Alofi.	He came from the village of Alofi.

Activities:

1. Hang up a large wall map of Niue .
2. Identify the villages.
3. Share some pamphlets from Niue – talk about the activities Niue people do including leisure times.
4. How many villages are there in Niue?
5. What is the capital of Niue?

Unit 6: Tau Huhū | Asking Questions

LEARNING OUTCOMES

Learners should be able to:

- Learn the basic terms used when asking questions.
- Apply these basic terms appropriately in everyday conversation.
- Ask appropriate questions about everyday events.
- Ask questions confidently when making polite enquiries about another person's wellbeing.

VOCABULARY and PHRASES

Asking Questions

Tau Huhū	Questions
Ko e heigoa?	What?
Ko hai?	Who?
Ko/Ki fe?	Where?
Ko e ha?	Why?
A fe?	When?
Ha e fe?	Which?
Ha hai a?	Whose is this?

Ask who people are

Tau Huhū	Questions
Ko hai a koe?	Who are you?
Ko hai a mua?	Who are you two?
Ko hai a mutolu?	Who are you all?
Ko hai a lautolu?	Who are they?
Ko hai a ia?	Who is he/she?
Ko hai a na/ko?	Who is that?

More commonly used phrases

Tau Huhū	Questions
Ko e heigoa a e?	What is this?
Ko e heigoa a na?	What is that?
Hau a koe mo hai?	Who did you come with?
Ko e eke ha a koe?	What are you doing?
Ko e tapulu ha hai a e?	Whose clothing is this?
Ha e fe haau?	Which is yours?
Ko fe a koe?	Where are you?
Ha e fe haaku? Ko fe haaku?	Which one is mine? Where is mine?
Ko fe a Kirsty?	Where is Kirsty?

CONVERSATIONS

Asking Questions

Person Speaking	Faka-Niue	Translation.
Person 1	Ko koe mo hai ma Laloni?	Who is with you Laloni?
Person 2	Ko au mo Lara.	I am with Lara. It's me and Lara.

Person Speaking	Faka-Niue	Translation.
Person 1	Ko fe e matua fifine?	Where is (the) mother?
Person 2	Ko e matua fifine ha i fale.	Mother is in the house.

Person Speaking	Faka-Niue	Translation.
Person 1	Ko e heigoa haau ne taute?	What are you doing?
Person 2	Ko e kai au he fua tosis.	I am eating a sausage.

Activities:

1. Practise asking questions and responding with a friend

Unit 7: Tau Lanu Kehekehe | Colours

LEARNING OUTCOMES

Learners should be able to:

- Say the colours in Vagahau Niue

VOCABULARY and PHRASES

Faka-Niue	Translation
Lanu kula / kula	Red
Lanu ago / ago	Yellow
Lanu moana / Lanu moana mamā	Dark blue
Lanu lagi	Light blue
Lanu uli / uli	Black
Lanu/ kāki	Brown
Lanu fuahoi / Lanu fapogi	Purple
Lanu tea / tea / hina	White
Lanu laumamē	Pink
Lanu lau futi mamā	Light green
Lanu lau akau / Lanu laukou	Dark green

Activities:

1. Make a colour chart and name the colours
2. Use colour flash cards to play fish in pairs
3. Play memory games to see how many colours you can remember.
4. Use colour sticks to ask about colours.

Unit 8: Tau Fua Lakau | Fruits

LEARNING OUTCOMES

Learners should be able to:

- Recognise and correctly name the fruit.
- Ask questions in the group about the fruit in the basket.

VOCABULARY and PHRASES

Faka-Niue	Translation
Fua apala	Apple
Fua moli	Orange
Fua pisi	Peach
Fua tipolo	Lemon
Fua meleni	Watermelon
Fua vine	Passion fruit
Fua palamu	Plum
Fua talapo	Cherimoya
Fua mago	Mango
Fua kulepi	Grape
Fua vi	Mexican apple
Fua vine palasini	Granadilla
Fua niu	Coconut

CONVERSATIONS

Asking Questions

Person Speaking	Faka-Niue	Translation
Person 1	Ko e heigoa a e?	What is this?
Person 2	Ko e fua apala a na.	That is an apple (fruit).

Person 1	Ko hai ne fia kai fua apala?	Who wants to eat an apple?
Person 2	Ko Lima ne fia kai fua apala.	Lima wants to eat an apple.

Person 1	Ha e fe e fua palamu?	Which fruit is the plum?
Person 2	Ko e fua palamu ha he lima haau.	The plum is in your hand.

Person 1	Ko e heigoa a na?	What is that?
Person 2	Ko e fua moli a e.	This is an orange.

Activities:

1. Identify the fruits in the fruit basket/bowl.
2. Match flash card names to the fruit.
3. Make a bowl of fruit salad for lunch.
4. Draw or paint a picture of assorted fruits.

Unit 9: Tau Mena Tui | Clothing

LEARNING OUTCOMES

Learners should be able to:

- Recognize and name the clothing in Vagahau Niue.
- Name the piece of clothing they wear.
- Describe everyday wear for each occasion.

VOCABULARY and PHRASES

Tau Mena/Koloa Tui	Clothing items
Tapulu fifine	A (woman's) dress
Patusisi	Skirt
Patu tapulu	Blouse
Fihui ku	Shorts
Fihui loa	Trousers
Tapulu mohe	Pyjamas/Sleeping gown
Tapulu miti	T-shirt
Peleue	Jacket /Coat
Pilialo	Petticoat/half slip
Hui tosini / Tau tosini	A sock / socks
Tapulu miti kavei	Singlet or tank top
Tapulu fafao	Shirt

CONVERSATIONS

Identify each item of clothing by name

Person speaking	Faka-Niue	Broad Translation
Person 1	Ko e tapulu ha a ē?	What type of clothing is this?
Person 2	Ko e tapulu miti a ia.	That is a t-shirt.

Person 1	Ko e mena tui ha a ē?	What type of clothing is this?
Person 2	Ko e tapulu mohe a ia.	Those are pyjamas.

Identify the clothing on the table by name and colour

Person speaking	Faka-Niue	Broad Translation
Person 1	Ko e tapulu miti kavei kula a ē.	This singlet is red. This is a red singlet.
Person 2	Ko e patusisi lanu lagi a ē.	This is a light blue petticoat.
Person 3	Ko e fihui uli loa a ē.	These are black trousers.

Resource needed for this Unit:

1. A basket of assorted coloured clothing.
2. Paper for labels and for drawing.
3. Assorted pieces of coloured fabric for collage work.
4. Play the Game 'Draw and dress me' outline and colour in the clothes.

What is the Vagahau Niue for the following phrases:

Faka-Niue	Translation
Yellow shirt	
Dark blue shorts	
Orange skirt	
Brown jacket	
White shirt	
Purple socks	
Pink blouse	

Introduction

Faka-Niue	Broad translation
Fakaalofa lahi atu ki a mutolu oti.	Greetings to you all.
Ko Tina e higoa haaku.	Tina is my name./ My name is Tina.
Tui au he tapulu tea mo e lanu lagi.	I am wearing a white and light blue dress.

Unit 10: Tau Aho, Tau Mahina, Tulā mo e Tau Vaha | Days, Months, Time and Seasons

LEARNING OUTCOMES

Learners should be able to:

- Name the days of the week, months and seasons of the Year
- Tell the time

VOCABULARY

Learn the Days of the week.

Tau Aho he Faahi Tapu	Days of the Week
Aho Gofua	Monday
Aho Ua	Tuesday
Aho Lotu	Wednesday
Aho Tuloto	Thursday
Aho Falaile	Friday
Aho Faiumu	Saturday
Aho Tapu	Sunday

Learning the months of the year

Tau Mahina he Tau	Months of the Year
Ianuali	January
Fepuali	February
Masi	March
Apelila	April
Me	May
Iuni	June
Iulai	July
Aokuso	August
Sepetema	September
Oketopa	October
Novema	November
Tesemo	December

Learning the names of the Seasons of the Year

Tau Vahā he Tau	Seasons of the Year
Vahā tau tupu	Spring
Vahā tau mateafu	Autumn
Vahā to lā/laa	Drought season
Vahā to afā	Cyclone/Hurricane season
Vahā mafana	Summer
Vahā makalili	Winter
Vahā Kilisimasi	Christmas time/period
Kamataaga he tau	Beginning of the year
Fakaotiaga he tau	End of the year

Learning to tell the time

Tau magaaho mo e tau tulā he aho	Time of the day
Mogo pogipogi/magaaho pogipogi	Morning
Matafatatafa aho / Koō moa	Dawn / Cock crowing time
Matahola valu	Eight o'clock
Hafa he mole e tolu	Half past three
Tupou laā	Midday/Twelve o'clock
Afiafi	Evening
Magaaho kai afiafi	Dinner time
Tuloto po	Midnight
Kuata he mole	Quarter past
Pale laā	Afternoon

Unit 11: Puhala Fakaako | Giving Instructions

LEARNING OUTCOMES

Learners should be able to:

- Ask questions and respond in Vagahau Niue.

VOCABULARY AND PHRASES

Giving instructions to children at breakfast time

Faka-Niue	Translation
Fakaalofa atu ma Laloni.	Good morning Laloni.
Malolo nakai he pogipogi nei?	Are you feeling good this morning?
Kua holoholo nakai e tau mata haau?	Have you washed your face?
Fano ke tui e tapulu ti hau ke kai.	Go and get dressed and come to eat.
Ko e heigoa haau ne fia kai?	What do you want to eat?
Fia kai fua moa nakai?	Do you want to eat an egg?
Fakatoka e laulau fakamolemole.	Set the table please.
Taute taha tosi ke kai aki e siamu.	Make a toast to eat with jam.
Tuku mai e siamu he laulau.	Put the jam on the table.
Taute taha seneuisi mo kai lā haau.	Make a sandwich for your lunch.

Making conversations at breakfast time in Vagahau Niue²

Person 1	Fakaalofa atu ma Andrew.	Person 2	Fakaalofa atu ma Mā.
Person 1	Malolo nakai a koe he pogipogi nei?	Person 2	Malolo au fakaue.

Person 1	Kua holoholo nakai e tau mata haau?	Person 2	Fano au ke holoholo he mogo nei.
Person 1	Tui e tapulu ti hau ke kai.	Person 2	Tui au he tapulu lanu lau akau he aho nei.

Person 1	Ko e heigoa haau ne fia kai?	Person 2	Fia kai tosi au he mogonei.
Person 1	Taute ni e koe e tosi haau.	Person 2	E ma Mā, toka ni ke taute e au.

² See how well you have done with the table above

Person 1	Taute nakai taha seneuisi ke kai a koe?	Person 2	Toka ke taute ni e au.
Person 1	Kua iloilo tuai a koe he taute kai. Tama mitaki.	Person 2	Fakaaue ma Mā. Fia kai seneuisi moa au he aho nei.

Giving instructions at shower-time

Faka-Niue	Translation
Ko hai ka kōukou mua?	Who is having a shower first?
Uta e tauela haau ke he poko kōukou.	Take your towel to the bathroom.
Ua uku e ulu haau he afiafi nei.	Do not wash your hair this evening.
Manatu ke tautau hake e tauela ki luga.	Remember to hang up the towel.
Fakamōmō e foloa ka oti e kōukou haau.	Dry the floor after you shower.

Conversation at shower-time³

Person Speaking	Faka-Niue	Person Speaking	Faka-Niue
Person 1	Ko hai ka kōukou mua?	Person 2	Ko au ka kōukou mua.
Person 1	Uta e tauela haau ke he poko kōukou.	Person 2	Fakaaoga au he tauela tea.

Person 1	Ua uku e ulu haau he afiafi nei.	Person 2	Ko e ha ne nāikai uku ai?
Person 1	Neke pala e ulu haau ka mohe.	Person 2	Uku la e ulu haaku a pogí.

Person 1	Tui e tapulu mohe haau.	Person 2	Ko fe e tapulu mohe haaku ma Nena?
Person 1	Haia i loto he toloa.	Person 2	Fakaaue ma Nena.

³ See how well you have done with the table above

Unit 12: Kaina Haaku | My Home

LEARNING OUTCOMES

Learners should be able to:

- Identify and name the different rooms in the house.
- Identify utensils used in the kitchen
- Follow instructions in the kitchen.
- Identify items in your bedroom by name.

VOCABULARY and PHRASES

Learn the names and parts of the house

Faka-Niue	Broad Translation
Fale	House
Poko	Room
Loto fale	Sitting room/lounge
Peito	Kitchen
Poko kai	Dining room
Poko koukou	Bathroom
Poko mohe	Bedroom
Kaupā	Verandah
Poko unumena	laundry

CONVERSATIONS

Ask someone where they are and what they are doing

Person Speaking	Faka-Niue	Person Speaking	Translation
Person 1	Fakalofa atu ma Michael. Ko fe a koe?	Person 1	Hello Michael. Where are you?
Person 2	Fakalofa atu ma Timothy. Hau ki fale. Ko au ha e he lotofale.	Person 2	Hello Timothy. Come inside. I am in the lounge.
Person 1	Ko e heigoa haau ne taute?	Person 1	What are you doing?
Person 2	Ko e totou pepa au. Hau ke nofo he nofoa e ia au.	Person 2	I am reading a book. Come and sit on this chair by/beside me.
Person 1	Fefe a koe he aho nei?	Person 1	How are you today?
Person 2	Malolo au fakaaue. Nofo ke tutala mai kia au.	Person 2	I am very well thank you. Sit down and talk to me.
Person 1	Tunu fakamua e au e tioki to nofo ki lalo.	Person 1	I will boil the jug first before I sit down/I will put the jug on first before I come and sit down.

Learn the names of Kitchen Utensils

Faka-Niue	Translation
Kapiniu kai	Dinner plate
Kapiniu inu	Mug/cup
Kalase inu	Glass
Titipi	Knife
Sipunu	Spoon
Polu	Bowl
Huki	Fork
Tioki hila	Electric jug
Faliki laulau	Table cloth
Huki punu	Can opener
Laulau kai	Dining table
Ulo kaitunu	Cooking pot/saucepan

CONVERSATIONS

Ask the children to help set the table for dinner

Person Speaking	Faka-Niue	Person Speaking	Translations
Person 1	Mia, hau ke fakatoka e laulau kai.	Person 1	Mia, come and set the table.
Person 2	Fakatoka e au e laulau. Toko fiha ka kai.	Person 2	I will set the table. How many people are eating?
Person 1	Fakatoka valu e kapiniu kai fakamolemole.	Person 1	Set out eight plates please.
Person 1.	Omai a Pa mo Ma ke kai mo tautolu.	Person 1	Dad and Mum are coming to have dinner with us.
Person 2	Homo ai pihia. Fia tutala au mo papa.	Person 2	That's nice. I want to speak with dad.
Person 1	Manatu e tau huki, tau titipi mo e tau sipunu.	Person 1	Remember the forks, the knives and the spoons (cutlery).
Person 1	Mike, fakamolemole fakaaoga e faliki laulau kula mo e uli.	Person 1	Mike, please use the red and black table cloth.

Learn the names of items in your bedroom

Faka-Niue	Broad Translation
Mohega	Bed
Laulau	Dressing table
Puha tu	Wardrobe
Fakaata	Mirror
Uluga	Pillow
Tau tapulu	Clothes
Puha sevae	Shoe box
Tau taute ulu	Hair products
Kapati / puha tu	Cupboard
Tau toloa	Drawers

CONVERSATIONS

Person Speaking	Faka-Niue	Person Speaking	Translation
Person 1	Laloniū, hihi e tau kafu he mohega haau	Person 1	Laloniū, change the sheets on your bed.
Person 2	Kua fitā he tuku e au he matini unu.	Person 2	I have already put them in the washing machine.

Person 1	Manatu ke aaki foki e afi uluga.	Person 1	Remember to take off the pillowcase.
Person 2	Fakaaoga nakai e au e afi uluga foou.	Person 2	Can I use the new pillowcase?

Person 1	Tuku e tau koloa tui kua mōmō he toloa.	Person 1	Put your dry clothes in the drawer.
Person 2	Fakaaue ma mami he fatufatu haaku tau tapulu.	Person 2	Thank you mum for folding my clothes.

Activities:

1. What is Vagahau Niue for the following words:

Dinner plate	Glass	Kitchen	Lounge	Dressing table	Table cloth

2. Name five utensils you can find in the kitchen.
3. Name some items you have in your kitchen that is not mentioned in this list.

SECTION 3: ARTS, CRAFTS AND CULTURE

Activity

Practise in pairs the following phrases

Maeke nakai a koe ma ke koli?	Do you know how to dance.....?
E, maeke ia au ke koli.	Yes, I do know how to dance.
Nakai, ai iloa au ke koli tuga a koe.	No, I do not know how to dance like you.
Fiafia lahi au ke koli mo e haaku a tau kapitiga.	I am always happy to dance/ perform with my friends.
Ko e tau faga koli fēfē haau ne maeke ke taute?	What types of dances can you do.
Fiafia lahi au ke koli hopohopo.	I like to do pop dancing.
Fiafia lahi au ke koli fakapiki mo e haaku a kapitiga.	I like waltzing with my friend.
Maeke nakai ia koe ke fakakite mai?	Can you show me how to do it?
Mafola ai tupetupe, onono mai ki a au.	Don't worry, just watch me.
Taute pehē.	Do it like this.
Vilo e tau lima.	Twist your hands.
Pahu e tau hui.	Stomp your feet.
Ue fakatatai e haau a muimui.	Sway your hips in time to the music.
Tele fakalahi e tau hui haau ki luga.	Kick your feet right up in the air.
Mā lahi au.	I am very shy.
Ai iloa au ke koli tuga a koe.	I don't know how to dance like you.

Tau Koli FakaNiue | Types of Niue Dances

Takalo

Ko e takalo ko e koli fakataitai poke koli mau tauteute ke ō atu he tau. Ko e tau magahala nei kua koli e takalo ke fakafeleveia aki e tau fenoga mahuiga ne hohoko atu ke he motu⁴. Ko e tau taane ni ka takitaki mo e koli e takalo. Nakai maeke e tau fifine ke takitaki e takalo mo e koli e takalo. Ko e tau fifine ke tutū mai i tua ke tauhea. Ko e koli fakamatapatu ni he tau taane. Ko e falu a tau talahauaga, kua maeke e tau fifine ke koli e takalo. Ko e uta ni ke he tau magafaoa taki tokotaha poke maaga e fifiliaga ia.

Takalo is a war dance. It was performed prior to going to war. Nowadays, takalo is performed at formal welcoming occasions. Usually it is led by a male leader. He performs the calling out (hea) in the whole takalo. Males are in the forefront, whilst females stand side by side in backing them up⁵.

Women were forbidden from performing the takalo. But this can vary depending on the clan or village you come from especially nowadays. Actions are quite challenging and very masculine.



Figure 1: Men from Niue perform a traditional Polynesian dance, accompanied by the women singing and clapping, at the Festival of Pacific Arts in Townsville, Australia. Photo by Ludo Kuipers, Fri Aug 19, 1988

⁴ Aleke Fa'avae, I., (2013) Conversational Vagahau Niue Handbook, Pasifika Education Centre, Auckland.

⁵ Loeb, Edwin., (1926) History and Traditions of Niue, Pauahi Bernice Museum, Honolulu.

Tamē

Ko e koli tamē mena koli auloa he tau fifine mo e tau taane. Kaeke ke kitia e koe e tau fifine ne nonofo kae tutū e tau taane i tua, ti iloa agataha ai e koe, ko e tamē a ia. Ko e tau vahā nei, kua fakaaoga e tau leo fakatagitagi kehekehe tuga e tau kitā mo e tau ukulele mo e falu foki. Fa koli e tame he tau faiafahau tuga e tau mau hoana, tau hifi ulu, tau huki teliga, tau fakaulu fale mo e fakafeleveiaaga ke he tau fenoga ke he motu.

A tamē is an action type of dance. It is primarily performed by either male or female either standing or in a seated format. Normally women are seated in a semi-circle formation and men stand behind them⁶⁷.

It is performed at various ceremonies or functions. Tamē singing can be accompanied by a ukulele or guitar or any modern instrument.

The semi-circle formation is often dependent on the size of the group or the venue. On the village green where there is ample space - straight rows with women in front and men at the back is just as common and often preferred if the audience number is fairly large.



Figure 2: Niue High School at ASB Polyfest 2009 retrieved from <https://www.flickr.com/photos/margaretvickers/6677958425>

⁶ Chapman, T. & Enetama, M., (2008) Government of Niue Department of Niue Cultural Heritage, Alofi.

⁷ Smith, S.P., (1909) Niue The Island and Its People, Institute of Pacific Studies, Suva.

Tafeauhi

Kua galo fakaoti e koli nei. Fakaoti mo e nakai liu ke koli ha koe tau pule fakamisionale. Fakamau pehē ko e koli tafeuhi, kua koli viko fakaveliveli he afi kakā ke he ta he palau mo e ta he tau nafa, e tau fifine mo e tau tafeauhi taane tino kula. Ko e tau kakano ia ne fakaoti ai he tau misionale e koli nei.

It is no longer performed due to missionary influences. Tafeauhi describes a dance where people would dance around the burned open fire to the beats of the drums barely with clothes⁸.

Meke

Ko e koli talaga foou a nei. Fakalata ko e kamata e koli nei ha koe tau fenoga he tau tagata Niue ke he tau motu mamao ke gahua ki ai. Iगतia ni e tau maaga mo e ha lautolu a tau puhala koli mo e hopo he meke. Pihia foki mo e tau puhala ta nafa poke fakaaoga he tau gati apa/sini falaoa. Koli e meke ke he taha fakamatapatuaga tuga e moui he tagata Niue mo e loga atu foki. Ko e tau koli fakataitai ke he tau matagahua ne matapatu e meke ki ai.

Meke is a newly introduced dance as a result of labour migration⁹. Villages differ in the way how they perform the meke. They are easily differentiated by the movements of their feet according to their drum beats. They either use a slit drum (nafa) or a tin of cabin bread biscuits. Meke is performed to a theme, e.g. Uga Hunting. It is believed that meke was introduced as a result of labour migration.

Fiauhi

Koli e fiauhi hagaa ki a ia ne mate. Nākai lahi e maamaaga poke tau fakamauaga ke he koli nei.

It was a dance performed over the dead. Not much is known about this dance.

Koli mo e Lologo Vahā Tuai

Ko e tau koli mo e lologo tuai laulahi ke uhu ke he taha ni e faga leo. Falu a tau lologo tuai na uhu fakaleo kehekehe.

These are chants. These are done according to the type of chants and how they are sung.

Koli Vahā Foou

Contemporary dance are a fusion of introduced versions or types or mixtures of two or more.

These are contemporary dance. These are a combination of various fusions of international and Pacific dances.

⁸ Loeb, Edwin., (1926) History and Traditions of Niue, Bernice Pauahi Museum, Honolulu pp.123-24.

⁹ Aleke Fa'avae, Ioane., (2013) Niue Performing Arts Vagahau Niue Class Notes, Pasifika Education Centre, Auckland.

Tau Tufuga Gahua Lima | Arts and Crafts

LEARNING OUTCOMES

Learners should be able to:

- Identify some Niue arts and crafts items.
- Use expressions for shapes, sizes, and colours to describe the arts and crafts.

Vocabulary – Tau kupu / higoa

- | | |
|---------------|----------------------------------|
| • akau telie | telie wood |
| • fougou fiti | floral headband |
| • kato | bag, basket |
| • lalaga | weaving |
| • lau fā | pandanus leaf |
| • lili | table-mat |
| • nafa | wooden slit drum |
| • potu pāogo | a coarsely woven mat |
| • potu tanini | a finely woven mat |
| • palau | drum |
| • pulou | hat |
| • tia | stitch / weave / weaving |
| • tālaga | to make / to fashion / to create |
| • maō | strong / hard |
| • pakafā | square |
| • veliveli | round |

Weaving:

Weaving is a popular craft activity for women in Niue. Some men weave, too.

Lalaga and tia are two popular techniques.

The lalaga (warp and weft closed weave) technique is used by many other cultures. Different cultures use different materials.

The tia style open weave is shared with other Pacific cultures. It's a process of fashioning "eyes" that is somewhat similar to crocheting and knitting, though it is not done in precisely the same way. It is sometimes also called stitched weaving.

Lili (table-mats) are often stitch-woven, for example.

Weavers in Niue mainly use lau fā (pandanus leaves), kaniu (coconut leaf mid-ribs), lau niu (coconut leaves), and kala fou (fou fibres).

Weavers often use previously prepared fou (wild hibiscus) fibres. They also use the fibres and thin roots of the ovava (banyan) tree.

Niue weavers in New Zealand obtain these traditional materials from Niue, but they also use harakeke (New Zealand flax) in place of lau fā (pandanus), although it is a rougher fibre to work with. Today, weavers also use modern materials, such as plastic strips, plastic bread bags, raffia, wool, and string.

Other craft items people make jewellery, including necklaces and bracelets, from shells, beads, and hihi (little yellow land snail) shells. Items made from hihi are prized gifts because the shells are so small and a necklace made with hihi takes a long time to make. People pierce holes in them by hand with a needle.

A necklace made of the rarer red and white hihi shells is especially valuable. Carvers make nafa (wooden slit drums) from the wood of several different kinds of trees in Niue (including the kieto and the telie).

To lahi e makaka moe hakahakau he tau tagata Niue he talaga, mo e gahua ke he loga he tau tufuga lima kehekehe.

Hanai falu a tau tufuga gahua lima ha Niue.

Tau gahua lima tuitui:	Tau gahua lima lalaga / tia / tui:	Tau tufuga lima he tau tagata taane:
<ul style="list-style-type: none"> • Tau ie pili • Tau afi uluga • Tau ie laulau • Tau koloa mena tui 	<ul style="list-style-type: none"> • Kato • Pulou • Lili • Potu • Pola • Polafaahi ua • Kahoa • Kapa pola 	<ul style="list-style-type: none"> • Katoua • Tika • Tao • Tui vai • Vaka • Tipunu akau • Kumete • Akau hi ika • Fohe vaka • Hulu • Toume mo heke toume • Lulu feke

Here are some images of Niue Crafts.

Katoua



Tau potu paogo (le pili at the back)



Tau lili tia



Kato tōtō / palau



Pulou lau niu



Polu tia veliveli



Vaka



Pulou tapu



Lili tia veliveli



Kato lalaga



kahoa hihi



Afi uluga



le pili



Tika



Kapapola/Iliili launiu



Pola faahi ua



Nafa



Foufou



Kato tapola



Learning Activity:

Create a learning activity by matching the above pictures with the words and phrases below.

Katoua	Tau potu	Pulou launiu	Polu tia veliveli	le pili
Kato tapola	Kato tōtō	Pola faahi ua	Kato lalaga	Kahoa hihi
Kapapola/ Iliili launiu	Vaka	Nafa	Foufou	Tika
Akau hi ika	Pulou Tapu	Lili tia	Afi uluga	Lulu feke

SECTION 4: SPIRITUALITY

Liogi he Iki | The Lord's prayer

Ha mautolu a Matua na e, ha ha he lagi, kia tapu haau a higoa.

Kia hoko mai hau a kautu. Kia eke haau a finagalo ke he lalolagi nei, tuga ne eke ke he lagi,

Kia foaki mai e koe ke he aho nai ha mautolu a tau mena kai, ke lata ke he aho taha.

Kia fakamagalo e koe kia mautolu ha mautolu a tau hala, tuga a mautolu ne fakamagalo atu kia lautolu ne eke fakakelea mai kia mautolu. Aua neke uta e koe a mautolu ke he kamatamata, ka e laveaki mai e koe a mautolu mai he tau mena kelea. Ha ko e mena ha ha ia koe e kautu mo e malolo, katoa mo e fakahekeaga tukulagi, Amene.

Tau Liogi ma e tau fānau ikiiki | Prayers for young children

Ko e Atua nae, lagomatai mai ke fakalofa ni au kia au, ti fakaalofa pihia ni ke he falu a tagata. Ke he higoa ha Iesu, Amene.

Father God, help me to love myself and then to love others in the same way. In Jesus' Name, Amen.

Ko e Atua nae, lagomatai mai au ke taute e tau mena mitaki, mo e vagahau e tau kupu mitaki ke lagomatai aki haaku a magafaoa. Ke he higoa ha Iesu, Amene.

Father God, help me use my words and my actions to build up my family. Help us to be kind to each other. In Jesus' Name, Amen.

Ko e Atua nae, lagomatai mai au ke omaoma ke he haaku a tau matua mo lautolu kua leveki mai ia au ke he aho nei. Ke he higoa ha Iesu, Amene.

Father God, help me to obey my parents and the grown ups who watch over me today. In Jesus' Name, Amen.

Ko e Atua nae, kua fakaheke e au Haau a mua ue atu. Kua fakaheke au kia Koe ha kua fakaalofa a koe kia au. Fakaue au ke he tau mena mitaki oti kua taute mo e foaki e Koe ma haaku. Ke he higoa ha Iesu, Amene.

Father God, I praise You for Your greatness. I praise you because you love me. I thank You for all the good things You have done for me and given me. In Jesus' Name, Amen.

Lologo Fakalilifu he Motu ko Niue | Niue National Anthem

Ko e Iki he lagi

Ko e Iki he lagi
Kua fakalofa mai
Ki Niue nai; (ki Niue nai)
Kua pule totonu
E Patuiki to Atu;
Kua pule okooko,
Ki Niue nai.

(W) Ki Niue nai, ki Niue nai (M)
(W) Ki Niue nai, ki Niue nai (M)
(W) Ki Niue nai, ki Niue nai (M)
Ki Niue nai (All together)
Kua pule okooko,
Ki Niue nai.
Kua pule ki Niue nai.



SECTION 5: NIUE PEOPLE IN AOTEAROA NEW ZEALAND

There are over 20,000 Niue people living in New Zealand according to Stats NZ 2013 Census. More and more Niue people are born in New Zealand with the majority of Niue people residing in Auckland.

Niue people are diverse in their ethnic make-up. A large proportion of the Niue population are likely to speak English rather than Vagahau Niue.

The majority of those who identified Niue as their only ethnicity are likely to fall in the 65+ age group.

More New Zealand born Niue youth are starting to connect with the Niue language culture and identity and are leading discussions around what it means to be of Niue heritage.



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Conversation prompters:

- Discuss some of the important cultural aspects that you have experienced at home.
- Do you think the cultural practices are the same here in New Zealand as they are in Niue.

NIUE TAOGA | NIUE TREASURES (contemporary and traditional)

FROM TE PAPA MUSEUM

Te Papa has kindly supported the development of this resource by contributing content on Niue items in Te Papa's Collections Online. To link to a range of Niue treasures: <http://bit.ly/2bGaHaN>

Examples:

- Pulou (hat): <http://collections.tepapa.govt.nz/object/437908> and <http://collections.tepapa.govt.nz/Object/1372470>
- Potu: <http://collections.tepapa.govt.nz/Object/1439464>
- Kato fuakina (ornamental basket): <http://collections.tepapa.govt.nz/Object/421287>
- Kato (basket): <http://collections.tepapa.govt.nz/Object/92006> and <http://collections.tepapa.govt.nz/Object/254883>
- Patutiti (skirt): <http://collections.tepapa.govt.nz/Object/91225> and <http://collections.tepapa.govt.nz/Object/91223>
- Pipi (human hair belt) (kafa): <http://collections.tepapa.govt.nz/Object/204175>
- Tao (spear): <http://collections.tepapa.govt.nz/Object/1043851>
- Tika (dart): <http://collections.tepapa.govt.nz/Object/450223>
- Katoua (club): <http://collections.tepapa.govt.nz/Object/162335>
- Ilili (fan): <http://collections.tepapa.govt.nz/Object/450257> and <http://collections.tepapa.govt.nz/Object/421329>
- Octopus lure: <http://collections.tepapa.govt.nz/Object/450214>
- Lei (garland): <http://collections.tepapa.govt.nz/Object/91229>
- Tapulu fou (dress): <http://collections.tepapa.govt.nz/Object/96524>
- Lili (wall hanging): <http://collections.tepapa.govt.nz/Object/421344>
- Hiapo (tapa cloth): <http://collections.tepapa.govt.nz/Object/86107>
- Maka (throwing stone): <http://collections.tepapa.govt.nz/Topic/2228>
- Male dance costume: <http://collections.tepapa.govt.nz/Object/707162>
- Tapulu (female dance costume): <http://collections.tepapa.govt.nz/Object/707160>
- Tiputa (poncho): <http://collections.tepapa.govt.nz/Object/161445>

Blogs

- **Remembering Tufuga Holoatu Lagatule (1938-2016) – leader among the Pacific communities of Christchurch:** <http://blog.tepapa.govt.nz/2016/08/30/remembering-tufuga-holoatu-lagatule-1938-2016-leader-among-the-pacific-communities-in-christchurch/>
- **The beautiful Kahoa Hihi of Niue Island:** <http://blog.tepapa.govt.nz/2014/10/16/the-beautiful-kahoa-hihi-of-niue-island-niue-language-week-2014/>
- **The Ultimate Niue Warrior!:** <http://blog.tepapa.govt.nz/2013/10/18/the-ultimate-Niue-warrior-Niue-language-week-2013/>
- **“You know you are a Niue when...”:** <http://blog.tepapa.govt.nz/2013/10/17/you-know-you-are-a-Niue-when-Niue-language-week-2013/>
- **Behold the Coconut!:** <http://blog.tepapa.govt.nz/2013/10/16/behold-the-coconut-Niue-language-week-2013/>
- **A poncho to cover that torso!:** <http://blog.tepapa.govt.nz/2013/10/15/a-poncho-to-cover-that-torso-Niue-language-week-2013/>
- **All about the Rock:** <http://blog.tepapa.govt.nz/2013/10/14/all-about-the-rock-Niue-language-week-2013/>
- **Niue Katoua (club):** <http://blog.tepapa.govt.nz/2012/10/12/Niue-katoua-club/>
- **A rare plastic bread bag hat:** <http://blog.tepapa.govt.nz/2012/10/11/vagahau-niue-niue-language-week-a-rare-plastic-bread-bag-hat/>
- **Niue: the Rock of Polynesia:** <http://blog.tepapa.govt.nz/2012/10/09/niue-the-rock-of-polynesia/>

Tales from Te Papa series

- **Recycled Plastic Art (about making traditional arts and crafts using new materials):** <http://talesresource.tepapa.govt.nz/resource/091.html>
- **Tapa cloth (the wearing of tapa):** <http://talesresource.tepapa.govt.nz/resource/038.html>



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EVALUATION

We are very keen to get some feedback on the resource. We have put together some questions that could help us:

- Was this resource helpful in connecting you to your language, culture and identity?
- What did you use the resource for?
- What did you like about the resource?
- Any other comments?

Send your feedback to:

contact@mpp.govt.nz - in the subject line write – Feedback: Ponataki Niue Language Educational Resource.

2016 NIUE LANGUAGE WEEK POSTER

Story behind the 2016 Niue Language Week Poster:

- The image of the island and sea is taken from the lookout on the Coast of Niue, Opaahi, Alofi South. The canoe and paddle belong to Taumafai Fuhinui.
- The angle of the picture is focused towards the sea with the vaka (canoe) taking prominence.
- The vaka is placed in a neutral position - so that it can either be leaving (symbolising migration) or returning (symbolising the homecoming of the current and future generation).
- The vaka is chosen to symbolize the migration of many Niue people from Niue to New Zealand.
- Niue words on the vaka symbolise that no matter where the Niue people have migrate to, they carry with them their language, culture and identity.
- The majority of the Niue population is diverse and multi-ethnic. They are young and vibrant in their language, culture and identity wherever they are in the world.
- The connection is the link between the old and new, the migrants and their offspring.
- The hope was that the image would generate discussion about what the present day face of Niue is. The emphasis on the language being practised and used is valuable in the form of identity.
- The vaka is also an image that is relevant to the Niue people who are still on the island. It represents a mode of transportation and used for fishing.
- The vaka image also lends itself to the metaphor – “teach a man to fish and he'll eat for a lifetime” – the interpretation is ‘the man who teaches his family Vagahau Niue, sustains his language, culture and identity for the next generation’.
- The vaka additionally represents the notion that in order for Niue people to survive on the water and in life, the language is not only the link to them keeping afloat in amongst the ocean but also in their identity as a Niue.

- The choice to place it in the modern medium of 'Instagram' makes the image recognisable and interactive with the next generation - our target audience in carrying on the Vagahau Niue, who are the product of the migration.
- We need to continue to look at ways to use the current modes of communication (i.e. Social media) to get our message across so it generates interest, engagement and discussion.

Niue Language Week



October 16th-22nd

2016



❤️ 23,883 Likes

Ponataki, Tukutaula ke Mauokafua e Vagahau Niue.

Bind, Anchor to Firmly Uphold the Vagahau Niue.

#NiueLanguageWeek

#KoAuKoENiue

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