



Whakaronga tamariki mā

Lesson plan: <u>Whakaronga tamariki mā</u>	Learning area: HPE, Te Reo Māori
Class: Year 3-4 Date: 20/06/23	Lesson sequence: 1- Lesson 10 Mins

What do you know about the tamariki you are teaching?

- V2 has a range of learners from different cultural backgrounds - some may already know some Te Reo kupu and for others it will be new.
- V2 has some learners with additional learning needs, who may require extra support to ensure the lesson is inclusive.
- Most learners enjoy this lesson as it requires movement and concentration however, some may feel out of their comfort zones and require additional encouragement. - Use a whakatauki - He waka eke noa

How can you promote a positive learning environment?

- Using clear instructions when explaining the lesson and using a scaffolding approach to control the pace to ensure all learners are moving together collectively.
- Model the lesson by going over the movement commands collectively.
- Have a visual display of the commands on the monitor so visual learners are catered for.
- Praising the learners along the way showing encouragement and congratulating them on their involvement.

What is the purpose of this lesson:

- The purpose of this lesson is to practice Te Reo Kupu through a “simon says” movement game which requires concentration whilst having fun in a group environment.

Resources

- Monitor - displaying the different movements. Or print out - if we do this outside
- Space to move
- Positive attitudes.

**Connections to the The New Zealand Curriculum:
Achievement Objectives (NZC):**

Te Reo Māori:

- Developing understanding of different Te Reo Kupu in a fun interactive way. This will help build students' word banks on Te Reo Kupu without overloading and confusing the children.

HPE Level 1:

- Develop a wide range of movement skills through play
- Participate in a game where command actions are given ensuring it is inclusive, safe, and enjoyable to participate in.

HPE level 2:

- Practice movement skills and demonstrate the ability to link them to perform movement sequences.
- Identify how this activity promotes and enhances movement.

Cultural competencies focus (Tātaiako & Tāpasa) for the teacher:

Tataiako:

Consideration can be given to Manaakitanga - Where we promote Māori language and culture by implementing Te Reo Kupu into an “Simon says” instructional style game. Tangata Whenuatanga can also be promoted by providing Māori language into the learning context ensuring that Māori learners are validated.

Tapasa Turu 1:

Identities, languages and cultures - Understanding the learners own identity and culture, and how this influences the way they think and behave. This specific framework will enable me to understand the Pacific cultures and identities within the Pacific students (if any). By gaining awareness and understanding.

Learning intentions/ purpose of the lesson you will share (in children speak)

The purpose of this lesson is to practice Te Reo Kupu through a “simon says” movement game

How will we know we have achieved this:

- 1- All learners will actively participate in the lesson.
- 2- Every learner will know one or more Te Reo Kupu by the end of the lesson.
- 3- Every learner has fun and feels energized through physical movement.

Organisation:

- The lesson will start on the mat I will ask students if they know about the game ‘Simon says’
- I will then explain the Te Reo version to the class.
- Find a space in the class to move.
- I will take part in the movements as well to encourage students to give it a go.

Beginning the lesson:

- Who knows the game ‘Simon Says’ ?

- Who likes the game “Simon says”?
- Who would like to play “Simon says” but in Te Reo Māori?
- We will go over the different kupu and the movement associated with that kupu
- We will have a test run to ensure understanding.
- The students can then find a space to participate in the activity.
- Who is excited to learn Te Reo kupu and have some fun?

During the lesson: on the mat

What are we aiming to achieve by doing this lesson? (WALT)

- We are learning to practice Te Reo Kupu through a “simon says” movement game.
- By actively moving our bodies and having fun.
- Show students my cue to get their attention which will be Teacher - Kiaora Kotoa - kiaora whaea
- Check for understanding.

Order of instructions

- 1-Group discussion on the mat WALT.
- 2-Go over the different movements together.
- 3-Go over the rules of the game.
- 4-Find a space in the room where we can move.
- 5-Start the game
- 6-Finish with a korero - what have we learnt, did we enjoy it.

Checking for understanding

- What is the aim of the lesson - WALT?.
- What are we doing first - find a space to move
- Does anyone have any questions?

While students are participating in the activity.

- Encouragement explains that they are doing a great job explaining that they are clever for picking up on the moves quickly.
- Praising the students along the way - making it fun through laughter and teamwork.

End of the lesson:

- Once all students have had enough of the game we will have a korero on the mat while we cool down.
- Go over the WALT success criteria - Did we learn any new Te Reo Kupu?.
- Ask students if they feel more energized after moving their bodies?
- Ask students what they enjoyed and disliked about the lesson.

Reflection:

This was a fun lesson the students love Simon says so by adding in a wero (challenge) through introducing Te Reo Kupu as the instructions I was able to have all students actively participating and I could also see their determination to not get out by doing the wrong command. I think it definitely helped having the visual component of the game on the monitor so that the students could refer back to if they were not sure. I would definitely like to do this again. One negative was that it did get quite loud in the room with all the excitement so next time I would like to work on getting that noise level down and students to focus more on the commands that could be another wero for them in the future.

Evaluation:

Student (Initials are ok)	Did the learners meet the goal for the lesson? What might you need to revisit?
Whole Class	All learners participated and genuinely looked like they were enjoying the game. Having the visual aid helped those visual learners and the ones that were unsure about the Te Reo kupu.

Whakaronga tamariki mā - *listen children*

Say command followed by tamariki mā

Kanikani - Dance

E noho - Sit

E tu - stand

E oma - run on the spot

E huri - Twist

E hepe - hands on hips

Pakipaki - clap

O ringa ki runga - slap your thighs

E peke - jump

Whakarongo tamariki mā



E noho [sit]



E tu [stand]



Kanikani [dance]



Hepe [hands on hips]



E huri [Hula]



E peke [jump]



Pakipaki [clap]



O ringa Ki Runga [slap knees]



E Oma [run on spot]

Rules:

When Eden says the command for example (e noho) tamariki mā move to the position stated. If Eden says the command without tamariki mā at the end don't move.

Lets have some fun!