



Māori tākaro - poi rakau

Lesson plan: <u>Poi Rakau</u>	Learning area: HPE, Te Reo Māori
Class: Year 3-4 Date: 12/06/23	Lesson sequence: 1- Lesson 30 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 Poi rakau 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 - Mahi tahi tatou - we work together

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.
- Show the students a video clip of the game so it helps aid the visual learners
- Model the lesson by going over the movement commands collectively.
- Have a couple of practice runs and ensure that everyone understands the rules, commands, and movements.
- Praising the learners along the way showing encouragement and congratulating them on their involvement.

What is the purpose of this lesson? Where does it fit in the learning sequence?

- The purpose of this lesson is to learn a traditional Māori tākaro

Resources

- Monitor - displaying the video of the game. <https://www.youtube.com/watch?v=SxUusoCX74Y>
- Space to move - preferably outside - if wet in the hall.
- Rakau sticks
- Positive attitudes.

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

- Developing understanding of different Te Reo Kupu through tākaro. Aids in movement and the well-being of tamariki through manaakitanga and whakamana by empowering tamariki to learn through teamwork.

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 through Māori tākaro. 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 learn a traditional Māori tākaro

How will we know we have achieved this (what is a realistic goal in the time you have?)

- 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.
- 4- Every learner will have contributed to teamwork through working together.

Organisation (resources, where will your group be? Arrangement of learners?:

- The lesson will start on the mat I will ask students if they know what Tākaro is
- I will then explain what tākaro is to the students who don't know.
- I will play a short video clip of the game being played to aid the visual learners.
- We will move as a group to either the field or hall.
- We will have a test run to ensure understanding.

- I will take part in the movements as well to encourage students to give it a go.

Beginning the lesson (motivating and engaging):

- Who knows what tākaro is?
- Who would like to try a tākaro?
- Who's ready to move our bodies, activate our minds and most importantly have some fun?

During the lesson: on the mat

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

- We are learning to learn a traditional Māori tākaro
- By actively moving our bodies, activating the mind through concentration, and having fun.
- Show students my cue to get their attention which will be Teacher - tahi, rua student - toru wha.
- Check for understanding.

Order of instructions

- 1-Group discussion on the mat WALT.
- 2-Go over the different movements together. (Watch the video)
- 3-Go over the rules of the game.
- 4-Line up outside the classroom
- 5- Move as a group to the field or hall.
- 6-Start the game - practice run first to check for understanding.
- 7-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 - line up outside.
- What do you do when I say tahi, rua?
- Does anyone have any questions?

While students are participating in the activity.

- Encouragement explains that they are doing a great job.
- Praising the students along the way.

End of the lesson (what opportunities will you give the tamariki to reflect and think about their learning?):

- Once all students have had enough of the game we will have a korero on the hall floor/field while we cool down.
- Go over the WALT success criteria - Did we learn a new tākaro?
- Ask students if they feel more energized after moving their bodies and gaining concentration?
- Ask students what they enjoyed and disliked about the lesson.

Reflection on your teaching

This was a great teamwork exercise. The V2 tamariki love a wero (challenge) so they all fully immersed themselves. We had a lot of laughs as we tried to stay in time. V2 worked well as a team and I could see their concentration. This lesson was great it covered physical movement, teamwork, cognitive thinking, and allowed them to experience wellness hauroa in a fun and interactive way.

Evaluation: Did the tamariki achieve what you planned?

All tamariki got involved and had fun. It was a general consensus that we would do this again.