

Ngā Reo E Toru – Our Three Languages

Te Wiki O Te Reo Māori mo te Te Wiki O NZSL 2022

Māori Language Week and New Zealand Sign Language Week 2022

**The aim of this unit of work is to expose children to our Official Languages within the context of celebrating NZSL Week and Te Wiki o Te Reo Māori and develop an awareness of their importance.*

** The activities aren't necessarily sequential and they don't need to ALL be done!*

**Pick and choose the order and activities that will suit your students and context*

YEAR	LEVEL	DURATION
Any age	1	2 – 4 weeks

Strand Achievement Objectives	Learning Outcomes
<p>Te Reo Māori Ngā whāinga paetae <i>Achievement objectives</i> Students should be able to:</p> <p>1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgments</p> <p>1.2 introduce themselves and others and respond to introductions</p> <p>1.3 communicate about numbers, using days of the week, months and dates</p> <p>1.4 communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain and river, or home town and place of family origin</p> <p>1.5 communicate about location</p> <p>1.6 understand and use simple polite conventions, for example, ways of acknowledging people, expressing regret and complimenting people</p> <p>1.7 use and respond to simple classroom language (including asking for the word to express something in te reo Māori).</p> <p>NZSL Curriculum Language Skills <i>Students should be able to:</i></p> <ul style="list-style-type: none"> recognise, respond to, and use familiar signs, phrases, and sentence patterns in familiar contexts; distinguish between statements, questions, and instructions. <p>Communication Functions <i>Students should be able to:</i></p> <p>1.1 recognise and respond to greetings, farewells, thanks, and introductions;</p> <p>1.2 communicate about basic concepts of number, size, shape, and colour;</p> <p>1.3 communicate about basic concepts of time;</p>	<p><i>In NZSL and Te Reo Māori Students will be able to:</i></p> <ol style="list-style-type: none"> Use greetings in Te Reo Māori and NZSL Ask and answer questions about needs/wants and likes Interact respectfully and appropriately when using NZSL and Te Reo Māori Make connections with the Māori and Deaf communities of Aotearoa Acknowledge a job well done in NZSL and Te Reo Māori



1.4 communicate their wants and needs and briefly state their likes and dislikes;

1.5 recognise and respond to classroom expressions and simple instructions;

1.6 communicate by watching and responding to signed information and by making use of visual prompts;

1.7 fingerspell their own name, their family members' names, and the alphabet.

Sociocultural Contexts

Students should be able to:

- demonstrate knowledge of the basic history of Deaf schools and Deaf units within schools in New Zealand;
- express understanding of the cultural norms of the Deaf community;
- demonstrate knowledge of technological equipment used by Deaf people;
- show an awareness of the importance of sport to Deaf people;
- follow storytelling in NZSL.

Languages (NZSL)

Communication

In selected linguistic and sociocultural contexts, students will:

Selecting and using language, symbols, and texts to communicate

- Receive and produce information.

Managing self and relating to others

- Produce and respond to questions and requests.

Participating and contributing in communities

- Show social awareness when interacting with others.

Language knowledge

Students will:

- Recognise that the target language is organised in particular ways.
- Make connections with their own language(s).

Cultural knowledge

Students will:

- Recognise that the target culture(s) is (are) organised in particular ways.
- Make connections with known culture(s).




Supporting Achievement Objectives		Learning Outcomes													
<p>Social studies – level 1 (For older children, find appropriate corresponding A/O at https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Social-sciences/Achievement-objectives)</p> <ul style="list-style-type: none">Understand how belonging to groups is important for people.Understand that people have different roles and responsibilities as part of their participation in groups.Understand how the past is important to people.Understand how places in New Zealand are significant for individuals and groups.Understand how the cultures of people in New Zealand are expressed in their daily lives.		<p><i>Students will be able to:</i></p> <p>6. Understand that NZSL and Te Reo Māori are the two official languages of Aotearoa (English is technically the ‘predominant language’ as opposed to official language - https://www.new-zealand-immigration.com/migrate-to-new-zealand/language/)</p> <p>7. Understand why it’s important to have our languages acknowledged</p>													
Learning Experiences		Learning outcomes	Key Competencies												
<p>Introduction to the topic</p> <ul style="list-style-type: none">Don’t give the children any lead in or idea of what you’re going to be learning about!Watch the short videos of Tohorā Nui “<i>Big Whale</i>” and Tohoro Nui 2 either on YouTube by following the hyperlinks or on the First Signs website.Observe the children and make mention of any children trying to <i>read along</i> with the Te Reo Māori subtitles or <i>sign along</i> with the NZSLSmall group/whole class chat about what the short story was about – lots of praise when the children demonstrate that they could understand the story! Even though it wasn’t in English – Use the following phrases and give NZSL for “GREAT!” = double thumbs up <table><tr><td>Tino pai!</td><td>Great stuff!</td></tr><tr><td>Tau kē!</td><td>Cool! Neat! Great!</td></tr><tr><td>Tino pai rawa atu!</td><td>Excellent!</td></tr><tr><td>Ka pai!</td><td>Well done!</td></tr><tr><td>Ka rawe!</td><td>How lovely!</td></tr><tr><td>Mīharo!</td><td>Wonderful!</td></tr></table>		Tino pai!	Great stuff!	Tau kē!	Cool! Neat! Great!	Tino pai rawa atu!	Excellent!	Ka pai!	Well done!	Ka rawe!	How lovely!	Mīharo!	Wonderful!	<ul style="list-style-type: none">Interact respectfully and appropriately when using NZSL and Te Reo MāoriMake connections with the Māori and Deaf communities of AotearoaAcknowledge a job well done in NZSL and Te Reo MāoriUnderstand that NZSL and Te Reo Māori are the two official languages of Aotearoa	<p>Thinking</p> <p>Relating to others</p> <p>Using language, symbols, and texts</p> <p>Managing self</p> <p>Participating and contributing</p>
Tino pai!	Great stuff!														
Tau kē!	Cool! Neat! Great!														
Tino pai rawa atu!	Excellent!														
Ka pai!	Well done!														
Ka rawe!	How lovely!														
Mīharo!	Wonderful!														
<p>What is “Ngā Reo E Toru?” (Three Languages)</p> <ul style="list-style-type: none">Pairs/Small group/whole class discussion about what this phrase could meanExplain that our three languages are NZSL, Te Reo Māori and EnglishGive the children the two cards – “1987 and 2006” *Appendix		<ul style="list-style-type: none">Make connections with the Māori and Deaf communities of AotearoaUnderstand that NZSL and Te Reo Māori are the two official languages of Aotearoa													



<ul style="list-style-type: none"> • Ask questions such as; <ul style="list-style-type: none"> ➢ “What are these?” ➢ “How long ago are they?” ➢ “What do you think happened in these years about Te Reo Māori and NZSL?” ➢ “Why do you think that’s important?” (recognized as official = acknowledged as important to NZ and the Deaf Culture and Māori people, also funding and ability to use it in legal proceedings among other things – for more read here for NZSL history and here for Te Reo Māori history) 	<ul style="list-style-type: none"> • Understand why it’s important to have our languages acknowledged 	<p>Thinking</p> <p>Relating to others</p> <p>Using language, symbols, and texts</p> <p>Managing self</p> <p>Participating and contributing</p>
<p>Ask an Expert</p> <ul style="list-style-type: none"> • Connect with your local Deaf club, a NZSL tutor, a Deaf whānau in your school or community, or through https://www.deaf.org.nz/ • Invite them in to your school to share some NZSL with the children • Have the children prepare questions about NZSL or Deaf Culture before the visit – have these written on cards in case they’re difficult to communicate to your guest • Contact your school kaumatua or local marae, Te Reo Māori teacher, high school student studying Te Reo Māori, or school whānau to arrange a visit to your room to share their passion for Te Reo Māori • Alternatively, take your class on a visit to the marae your school is associated with (You may need to research which marae this is as it isn’t necessarily the one closest) – Make sure you have a waiata (song) prepared to sing if you are going to visit. For more information about visiting a marae, read here • Ask what a typical koha/gift is for such a visit – it may be nothing, but it’s always best to ask 😊 	<ul style="list-style-type: none"> • Interact respectfully and appropriately when using NZSL and Te Reo Māori • Make connections with the Māori and Deaf communities of Aotearoa • Understand that NZSL and Te Reo Māori are the two official languages of Aotearoa • Understand why it’s important to have our languages acknowledged 	<p>Thinking</p> <p>Relating to others</p> <p>Using language, symbols, and texts</p> <p>Managing self</p> <p>Participating and contributing</p>
<p>NZSL Online Dictionary</p> <ul style="list-style-type: none"> • Using devices – either download the NZSL Online Dictionary App or go to their website www.nzsl.nz • For younger children you could do this activity on a shared screen • Ask the children about words that we use all the time – steer them in the direction of greetings, items around the home/classroom, needs and wants • With each idea, search it using the dictionary, and have the children practice the sign and say the te 	<ul style="list-style-type: none"> • Use greetings in Te Reo Māori and NZSL • Ask and answer questions about needs/wants and likes • Interact respectfully and appropriately when using NZSL and Te Reo Māori • Make connections with the Māori and Deaf communities of Aotearoa 	<p>Thinking</p> <p>Relating to others</p> <p>Using language, symbols, and texts</p> <p>Managing self</p> <p>Participating and contributing</p>



<p>reo Māori</p> <ul style="list-style-type: none"> • Good words/phrases to start with; Hello, goodbye, how are you? Feeling words, food, drink, toilet, clothes, etc. • Note that you can search using Te Reo Māori as well as English • Let the children explore and play – <i>(I'll give any teacher a medal who doesn't have a kid search a swear word @!! – so monitor well)</i> • Come back for a sharing time using Ngā Reo E Toru 		
<p>Kōrero Mai Series</p> <ul style="list-style-type: none"> • The Kōrero Mai series can be viewed in video format here - this link has the "Animal" book read in NZSL and this link has the "Family" book • Allow the children to form groups and explore the videos of the books being read • Let the children explore the book and become the "experts" on the words in each book • Each group will then report back to the class however they would like to, to share the words they've learnt in Ngā Reo E Toru. • Make posters using the words from the books – you can download sign images from the NZSL Online Dictionary by clicking in the image and pressing "download" these can then be printed to use in displays as long as not used for commercial purposes. • See additional printable resources on the appendix of this unit 	<ul style="list-style-type: none"> • Use greetings in Te Reo Māori and NZSL • Ask and answer questions about needs/wants and likes • Interact respectfully and appropriately when using NZSL and Te Reo Māori • Make connections with the Māori and Deaf communities of Aotearoa • Acknowledge a job well done in NZSL and Te Reo Māori 	<p>Thinking Relating to others Using language, symbols, and texts Managing self Participating and contributing</p>
<p>Te Rā Tuatahi O Hope – Hope's First Day</p>  <p>By Jenny Chapman – Illustrations by Kerry Edwards</p> <ul style="list-style-type: none"> • This book is widely available at libraries or through <i>Teacher Talk</i> https://www.teachertalk.org.nz/ • Go through the book the first time just exploring the pictures and introducing the characters, 	<ul style="list-style-type: none"> • Interact respectfully and appropriately when using NZSL and Te Reo Māori • Make connections with the Māori and Deaf communities of Aotearoa 	<p>Thinking Relating to others Using language, symbols, and texts Managing self Participating and contributing</p>



<p>chatting about how Hope is starting school and all the new experiences she might be having (meeting teacher, friends, seeing her classroom etc) You may also like to point out that Hope is doing NZSL in her pictures!</p> <ul style="list-style-type: none"> Point out the “feelings” page (pg 30) and ask some children in Te Reo Māori – “Kei te pēhea koe?” then show them how they could sign back! <i>*Printable “feelings” resource in the appendix</i> Show them the “alphabet” page (pg 31) and explain that words/names can be spelt out in NZSL too. Read through the whole book saying the phrases in Ngā Reo e Toru and chatting about Hope’s first day at school – take special note of the different word order in Māori and NZSL for older children. Challenge yourself and your tamariki to learn and use the phrases in your class! A new phrase a day, or each week and you’ll be well on your way to being able to use simple Te Reo Māori and NZSL phrases! There are 23 phrases in this pukapuka, and many nouns can be substituted so that you can create an endless number of phrases! 		
<p>More Stories in Ngā Reo E Toru</p> <ul style="list-style-type: none"> The following links are wonderful books by Sharon Holt that are in Ngā Reo E Toru – watch, share, read aloud, sign alongside the story/song. Kia Ora – “Hello!” - Greetings, whanau members, feelings Kei te peke ahau – “I am jumping” - Actions He aha tēnei – “What is this?” – Animals in the garden Matariki – Māori New Year celebrations 	<ul style="list-style-type: none"> Use greetings in Te Reo Māori and NZSL Ask and answer questions about needs/wants and likes Interact respectfully and appropriately when using NZSL and Te Reo Māori Make connections with the Māori and Deaf communities of Aotearoa 	<p>Thinking Relating to others Using language, symbols, and texts Managing self Participating and contributing</p>
<p>My Whānau and Things I Like</p> <ul style="list-style-type: none"> Watch this Reomation about Te Awarangi and his whānau – (teaching notes at bottom of the link) Have the children try and translate use the NZSL Online Dictionary and Kiwi Sign books to find the words for family members in NZSL. Watch this Reomation about likes and dislikes several times 	<ul style="list-style-type: none"> Use greetings in Te Reo Māori and NZSL Ask and answer questions about needs/wants and likes Interact respectfully and appropriately when using NZSL and Te Reo Māori Understand that 	<p>Thinking Relating to others Using language, symbols, and texts Managing self Participating</p>



<ul style="list-style-type: none"> • Discuss what it means • Find words on NZSL that match the nouns in the reomation – avoid doing full sentences at this early stage as the word order is different and there's a lot of subtlety in learning NZSL – read here for more 	<p>NZSL and Te Reo Māori are the two official languages of Aotearoa</p>	<p>and contributing</p>
<p>What's Your Name? Ko Wai Tō Ingoa? Ko _____ toku ingoa.</p> <ul style="list-style-type: none"> • A key phrase when learning any language! • It's a good one for learning NZSL as it highlights the different word order; "<i>your + name+ what?</i>" • It also allows for learning the alphabet in NZSL – as people who haven't been gifted a "<i>sign name</i>" spell their name using fingerspelling • Watch this video as an example of this sentence structure and fingerspelling – notice the expression on Amy's face when she signs "<i>what?</i>" – the eyebrows furrow down – this is important to highlight that facial expression helps with meaning. • Here is a more detailed video of a conversation including the sentence structures – good for older children. • Explore and play with this sentence structure and learning to spell their own names • Pages 22-23 and 28 - 29 of Te Rā Tuatahi O Hope (Hope's First Day) has a lovely illustration of this phrase, and page 31 has a lovely image of the NZSL alphabet that can be photocopied and displayed. 	<ul style="list-style-type: none"> • Use greetings in Te Reo Māori and NZSL • Interact respectfully and appropriately when using NZSL and Te Reo Māori • Make connections with the Māori and Deaf communities of Aotearoa • Understand that NZSL and Te Reo Māori are the two official languages of Aotearoa • Understand why it's important to have our languages acknowledged 	<p>Thinking Relating to others Using language, symbols, and texts Managing self Participating and contributing</p>

Key Phrases

- Use these throughout the day, not just during lesson time!
- Get the children saying them and signing them as often as you can!
- A fun way to encourage this is to have a language ladder display in the classroom and each time you notice the phrases being used, put the student's name up a rung on the ladder.

• Kia ora	• Hello	• NZSL 1301
• Haere rā (to the person leaving)	• Goodbye	• NZSL 1301
• E noho rā (to the person staying)		
• Kei te pēhea koe?	• How are you?	• NZSL 1648
• Kei te pai.	• I'm fine.	• NZSL 1613
• He pai ki a koe, ngā tīhi?	• Do you like cheese?	• NZSL 1447 • NZSL 1089
• Yes, I like it	• Āe, he pai ki ahau.	• You can nod for simplicity
• No I don't like cheese.	• Kāore e pai ki ahau te tīhi.	• Shake head for simplicity
• Ko wai tō ingoa?	• What's your name?	• NZSL 3274 • NZSL 2173 • NZSL 2266
• Ko ____ tōku ingoa	• My name is ____	• NZSL 3300 • NZSL 2173

- Use greetings in Te Reo Māori and NZSL
- Ask and answer questions about needs/wants and likes
- Interact respectfully and appropriately when using NZSL and Te Reo Māori
- Make connections with the Māori and Deaf communities of Aotearoa
- Acknowledge a job well done in NZSL and Te Reo Māori

Thinking
 Relating to others
 Using language, symbols, and texts
 Managing self
 Participating and contributing

Colours – Ngā Tae

- See the appendix for printables to learn and practice colours in Ngā Reo E Toru
- Memory/matching
- Colouring activities
- Snap
- **Sign the Sign a Rainbow** colour song together from *First Signs* – [link here](#)
- Sing and sign the "Mā is White" colour song – [link here](#)

- Interact respectfully and appropriately when using NZSL and Te Reo Māori

• Thinking
 • Relating to others
 • Using language, symbols, and texts
 • Managing self
 • Participating and contributing

Celebration

- Make a video/present to parents/present at assembly; of the children using Te Reo Māori and NZSL – this could be reading the [Kiwi Sign](#) books, doing one of Sharon Holts books, or using the various greetings or acknowledgements
- Remind the children of the history of our official languages and why we celebrate them – this may be an aspect some of them would rather present on
- Remember to invite your special guest you had to the celebration!
- Provide a shared kai

- Use greetings in Te Reo Māori and NZSL
- Ask and answer questions about needs/wants and likes
- Interact respectfully and appropriately when using NZSL and Te Reo Māori
- Make connections with the Māori and Deaf communities of Aotearoa
- Acknowledge a job well done in NZSL

Thinking
 Relating to others
 Using language, symbols, and texts
 Managing self
 Participating and contributing



	<p>and Te Reo Māori</p> <ul style="list-style-type: none">• Understand that NZSL and Te Reo Māori are the two official languages of Aotearoa• Understand why it's important to have our languages acknowledged	
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Resources and References

<https://www.tetaurawhiri.govt.nz/> MĀORI LANGUAGE COMMISSION

<https://nzslweek.org.nz> NZSL WEEK WEBSITE

<https://learning-languages.tki.org.nz/Language-Resources/NZ-Sign-Language> NZSL CURRICULUM

<https://tereomaori.tki.org.nz/Curriculum-guidelines> TE REO MĀORI CURRICULUM

<https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages> LEARNING LANGUAGES IN THE NZ CURRICULUM

<https://www.nzsl.tki.org.nz/Units> THUMBS UP - UNIT FOR TEACHING NZSL

<https://hereoora.tki.org.nz/Teachers-notes/Useful-language-for-the-classroom> USEFUL CLASSROOM PHRASES

<https://hereoora.tki.org.nz/Reomations> REOMATIONS - short video clips in Te Reo Māori

<http://www.firstsigns.co.nz/learn-sign/stories-rhymes-celebrations> SONGS RHYMES AND STORIES

<http://www.learnnzsl.nz/#/id/co-01> FREE ONLINE COURSE

<https://www.deaf.org.nz/> DEAF AOTEAROA

<https://maoridictionary.co.nz/> MAORI DICTIONARY

www.nzsl.nz NZSL ONLINE DICTIONARY

<https://turitv.ezstream.com/#/> STORIES IN NZSL

<https://www.tetaurawhiri.govt.nz/en/> TE TAURA WHIRI – MAORI LANGUAGE COMMISSION

<https://www.teachsign.org.nz/learners/nzsl-class-listings?s=10> LIST OF CLASSES IN NZSL and QUALIFIED TUTORS

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#supportlocal*

*Appendix

1987

2006

pai
fine



harikoa
happy.



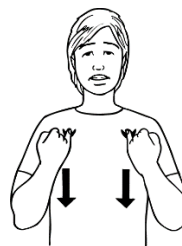
ngeenge
tired.



pōuri
sad.



māuiui
sick.



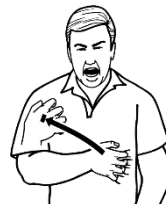
matekiri
disappointed.



hōhā
fed up



pukuriri
angry



āwangawanga
worried



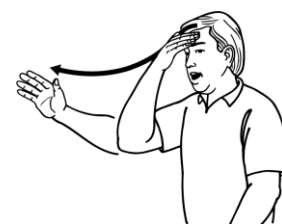
makariri
cold



hiamō
excited



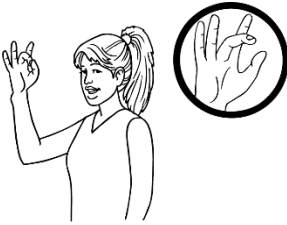
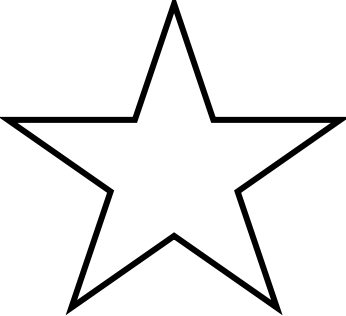
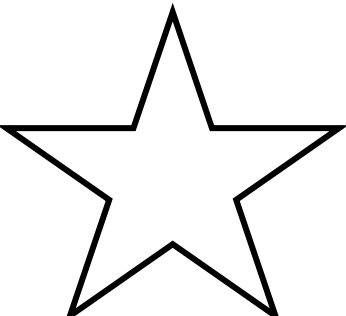
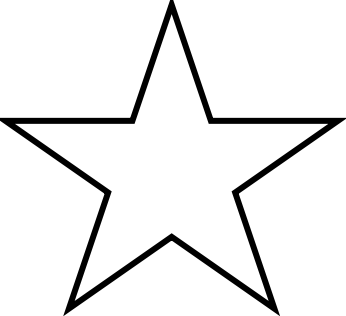
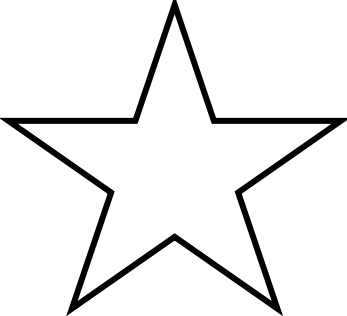
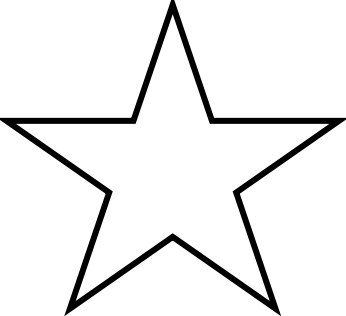
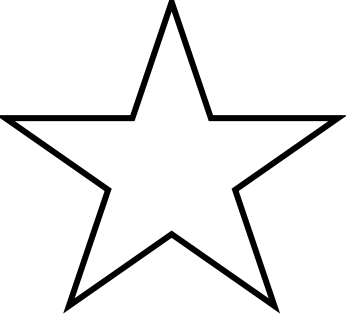
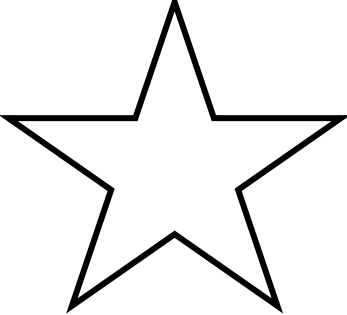
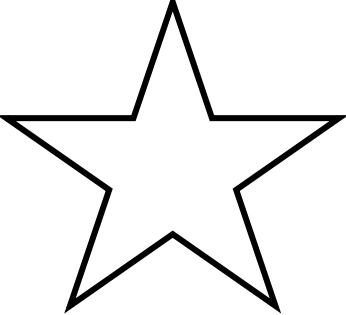
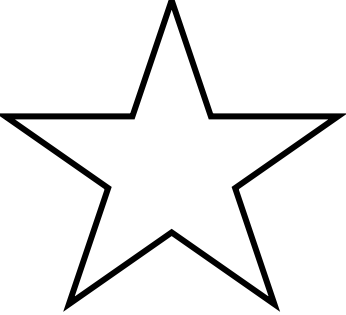
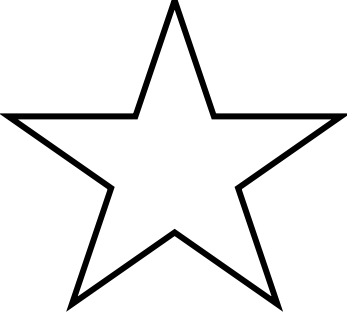
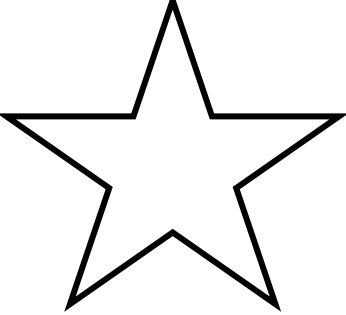
wera
hot





<p>tae colour</p>		

<p>tae colour</p> 	<p>kikorangi blue</p> 	<p>kākāriki green</p> 
<p>kōwhai yellow</p> 	<p>karaka orange</p> 	<p>whero red</p> 
<p>pango/mangu black</p> 	<p>paraui brown</p> 	<p>kiwikipi grey</p> 
<p>māwhero pink</p> 	<p>waiporoporo purple</p> 	<p>mā white</p> 

<p>whetū star</p> 	<p>kikorangi</p> 	<p>kākāriki</p> 
<p>kōwhai</p> 	<p>karaka</p> 	<p>whero</p> 
<p>pango/mangu</p> 	<p>parauri</p> 	<p>kiwikipi</p> 
<p>māwhero</p> 	<p>waiporoporo</p> 	<p>mā</p> 

16

18



kākāriki is green



a, e, i, o, u



kikorangi is blue

 a, e, i, o, u

He aha te tae?
What colour is it?



it



colour



what?

He aha te tae o tēnei whetū?
What is the colour of this star?



it



star



colour



what?



Ideas for use:

This simple resource can be used in so many ways! Here's just a few, but don't be limited by them!

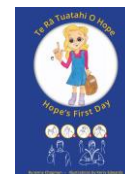
remember to encourage using te reo Māori and practising the NZSL signs, not just naming them ☺ Using Ngā Reo E Toru is about connection – not just “learning words.”

- If you are unsure about how to demonstrate any NZSL sign, PLEASE go to the website for the NZSL Online [Dictionary](#) and check the video example; .e.g [star](#)
- Even better, invite someone from the Deaf Community in to share NZSL with you! Contact www.deaf.org.nz for a list of NZSL tutors in your area and other amazing resources
- Make cards into a matching game; e.g matching te reo Māori with the NZSL
- Play “go fish” with all the cards
- Print off a double set and play “memory”
- Enlarge and display around the centre/classroom
- Make a display for children to interact with and identify colours in all three languages
- Colour the pictures in – use the NZSL to help the child read the te reo Māori & English
- **Sign the Sign a Rainbow** colour song together from *First Signs* – [link here](#)
- Sing and sign the “Mā is White” colour song – [link here](#)
- Make a booklet
- Play Charades by using the stack of cards to pull out of a hat and do the NZSL and get the other kids to guess
- Play question and answer games using the sentences provided.
- Try this online colour activity from NZSL Online Dictionary website – [Link here](#)
- If older children show a particular interest in learning more NZSL, here is a fantastic FREE online course <http://www.learnnzsl.nz/#/id/co-01>
- Encourage teachers to investigate finding a qualified NZSL tutor or te reo Māori teacher and take lessons!



- This FREE resource was created by Jenny Chapman
- Te Reo Māori edited by Kataraina Smith
- NZSL edited by Theresa Cooper
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