

Hauora in NZC/TMoA Health & Physical Education	Te Kaupapa: Te Matatini Festival	Tau: 12
	Taumata: 6 & 7	Te roa: 20 hours

Te Horopaki mō te Ako i te Reo – Language Learning	Key Competencies	Ngā Uara, Ngā Waiaro (ā-Māori, ā-kura, ā-marautanga) – Values (Māori, school, curriculum)
<p>Contexts – Possible Sociocultural themes</p> <p>Kapa Haka Health Promotion Whanau Ora</p> <p>Topics</p> <p>Te Matatini (Māori Kapa Haka Nationals) Regional Kapa Haka Festivals National Secondary Schools Kapa Haka Nationals</p> <p>Text types</p> <p>Email Survey Interview Whakataukī Conversational Exchanges</p>	<ul style="list-style-type: none"> Thinking (T) Using language, symbols and text (U) Managing self (M) Relating to others (R) Participating and contributing (P) 	<p>Wairua – the life essence of all things</p> <p>Customs, Practices, Protocols – nurturing, protecting, sustaining, growing</p> <p>Te Reo Māori – retention, revitalisation, expansion</p> <p>Values and Attitudes</p> <ul style="list-style-type: none"> Mana Tangata Whanaungatanga Kawenga Aroha
Students' Language Knowledge/Experiences	Ngā Hononga ki NCEA – Links to NCEA	Tikanga – Cultural Practices
<p>Words to describe kapa haka movement and aspects of Māori performing arts.</p> <p>Knowledge and understanding of socio-logical perspectives:</p> <ul style="list-style-type: none"> Societal Cultural Media/Advertising Economic 	<p>NCEA Level 2 Health & Physical Education – Achievement Standard 90437 – 3 credits: Investigate the sociological significance of a sporting event, physical activity, or festival.</p>	<p>Whakataukī</p> <p>Whāia e koe te iti kahurangi. Pursue the highest pinnacle of excellence.</p> <p>He taura taonga e motu, he taura tangata e kore e motu.</p>

<ul style="list-style-type: none"> • Political • Competition • Environment • Historical 		<p>A string of beads is easily broken, but human bonds can never be severed. This proverb describes the relationships that exist between people and the strength of our connections to each other as human beings.</p> <p>Nāku te rourou, nāu te rourou ka ora ai te iwi. With your basket and my basket the people will live. Again referring to co-operation and the combination of resources to get ahead. This proverb can be very useful and is often said.</p>
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Whāinga Paetae – Achievement Objectives

Students will be able to:

Level 6

- Demonstrate understanding and affirmation of people’s diverse social and cultural needs and practices when participating in physical activities.

Level 7

- Analyse ways that events and social organisations promote healthy communities and evaluate the effects they have on the members of the community.
- Advocate for the development of services and facilities to meet the identified needs in the community, i.e. kapa haka festivals bringing Māori communities together to celebrate their language and cultural values; and the opportunities for health advocacy for the community.
- Analyse ways in which the environment and the well-being of a community are affected by living in the cities and away from papa kāinga, whanau, hapu and how kapa haka festivals bring people together to strengthen their kinship ties and celebrate being Māori.
- Critically evaluate societal attitudes, values, and expectations that affect people’s awareness of their personal identity and sense of self-worth through participating in kapa haka festivals.

Putanga Ako – Learning Outcomes

Students will:

- Investigate the sociological significance of Te Matatini festival and how it affects self, others and society.
- Identify what being involved in kapa haka means to the participants, and their families, hapu, iwi.
- Evaluate attitudes, values and expectations of society and how being involved in kapa haka can contribute to the personal wellbeing of Māori and others.
- Develop research skills and be aware of ethical considerations.
- Consider the impact of different organisations and groups who have an interest in Te Matatini.

Success Criteria

- Completion of all activities
- Students writing to a high level of understanding of the topic and fluency with the aspects involved in how Te Matatini festival impacts of society in Tasks 2A and 2B.

Assessment Indicators/Methods

- Completion of Tasks 1A & 1B
 - Completion of Tasks 2A & 2B
- Assessment against the criteria for Achievement Standard 90437.

Co-constructed Learning Outcomes	Co-constructed Success Criteria	Co-constructed Specific Learning Outcomes
		<p>Class, group or individual student co-constructed learning outcomes should be noted here. At the teacher planning stage of the unit this will be blank. However, as the unit progresses and opportunities for co-constructing learning outcomes arise, this section can be completed to ensure additional learning experiences are developed and incorporated in to the delivery to support the class, group of students or individual students as appropriate.</p> <p>These should be clear statements of what the student expects to know, say, or be able to do. Use KW(H)L strategy to engage the students to think about what they know about the unit and what they want to learn. See KWHL instructions and template.</p> 

		<p>A KWHL CHART allows a student to document their own learning process from start to finish on a particular subject. The letters stand for the steps in the process, which are what I already <i>know</i>, <i>what</i> I want to learn, <i>how</i> I will find out, and what I have <i>learned</i>. The how step is sometimes not part of the KWHL Chart (reducing it to a KWL chart). To create a chart go to: http://www.worksheetworks.com/miscellanea/graphic-organizers/kwhl.html</p>
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Ngā Akoranga me ōna Ngohe Aromatawai – Learning and Assessment Activities

Learning Experiences	Input Activities (teacher)	Learning Activities (student)	Outcome	KCs
1	<p>Learning outcome: To investigate what students know about kapa haka and how it relates to wellbeing.</p> <p>Preparation: KWLH Chart: http://www.worksheetworks.com/miscellanea/graphic-organizers/kwhl.htm Student Workbook: Activity One: What do I know about Kapa Haka?</p> <p>Introduce the topic: This unit is about investigating the sociological significance of Te Matatini festival. By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Complete all activities in the Student Workbook • Identify what kapa haka is and how it affects their personal Hauora (well-being) • Identify benefits and disadvantages for being involved in kapa haka • Research information on Te Matatini festival • Share ideas about kapa haka with their peers <p>Key Competencies: Students to select the KCs for focussing on in this unit and fill in on their KC assessment sheet.</p> <p>Activity: Use KWL or Brainstorm strategy to determine what students already know about kapa haka and Te Matatini festival</p>	<p>Activity KWLH or brainstorm KWLH teacher instructions KWLH student instructions (Māori). KWLH template.</p> <p>T-Chart for advantages and disadvantages for being involved in kapa haka.</p> <p>Activity Key Competencies focus for unit on KC assessment sheet</p> <p>Activity What do I know about kapa haka?</p> <p>Self and peer sharing Share information with</p>	<p>Completed KWLH chart for student portfolio</p> <p>Completed Activity One in the Student Workbook</p>	<p>T R M P</p>

	Student Workbook – Activity One: Complete the activities identifying what kapa haka means to you and your personal hauora (well-being), its benefits and disadvantages, and what it means to others	your peers about what kapa haka means to you.		
2	<p>Learning outcome: To find out information about Te Matatini festival and use findings to investigate why Te Matatini is a significant event in Aotearoa / New Zealand.</p> <p>Preparation: Access to the internet and websites noted in the Student Workbook Show video clips on the internet about Te Matatini festival to provide students with an insight into the festival and who might be involved</p> <p>Activity: Students find out information on Te Matatini festival using the websites in the Student Workbook and use the inquiry questions to guide their investigation.</p> <p>Activity: Class Discussion – discuss the information that students found about Te Matatini festival and why it might be a significant event. What other questions do have the students have now about kapa haka and Te Matatini?</p>	<p>Activity Inquiry Research</p> <p>Activity Class discussion</p>	Completion of Activity Two in the Student Workbook	
3	<p>Learning Outcomes: To investigate other peoples’ perspectives on participating in kapa haka and Te Matatini festival and how it contributes to their hauora (well-being); To develop research and survey skills to report on information accurately and ethically.</p> <p>Preparation: Access to the internet and the Survey Monkey tool online – http://www.surveymonkey.com/Home_Landing.aspx</p> <p>Activity:</p>	<p>Activity Survey</p> <p>Safety and Ethical Issues</p>	Completion of Activity Three in the Student Workbook	

	<p>Students design a survey to find out what their friends and whanau know about kapa haka and Te Matatini festival and how it affects them. Students can use the Survey Monkey online tool. Planning considerations: safety and ethical issues for students carrying out research – go through this information with students prior to them carrying out their surveys http://www.tki.org.nz/r/health/cia/make_meaning/planconsider_safety_e.php</p> <p>Activity: Students identify the main themes that emerged from their survey Activity: Students share their findings with their class and discuss anything new, interesting and different</p>			
4	<p>Learning Outcome: Students investigate what is required to be a performer at Te Matatini festival and their perspectives of how this affects their hauora (well-being)</p> <p>Preparation: Students may like to interview their performer using email so will require internet access to do so</p> <p>Activity: Students identify a performer that they would like to interview and how they will carry out the interview (in person; email; phone) Students prepare their interview questions using the questions in their Student Workbooks to guide their questioning</p> <p>Activity Using the information from Activities One – Four in the Student Workbook, complete Task 1A Graphic Organiser – effects on self and others Check student work and give feedback</p>	<p>Activity Share findings with the class</p> <p>Activity Interview</p> <p>Activity Complete Task 1A Graphic Organiser</p>	<p>Completion Activity Four in the Student Workbook</p> <p>Complete Task 1A Graphic Organiser – Effects on Self and Others</p>	

5	<p>Learning Outcome: Students investigate the different groups involved in Te Matatini festival and how their involvement impacts on New Zealand society</p> <p>Preparation: Students will require access to the internet and any other resources Note: Newspapers in Education or the local newspaper where the event is being held may produce a resource booklet / newspaper insert about Te Matatini which you may be able to access</p> <p>Activity: Students research a wide range of groups who are involved in Te Matatini festival and how they are affected by the event and how they contribute to the event</p> <p>Activity: Using all of the information that the students have collected, identify</p>	<p>Activity Research</p>	<p>Completion of Activity Five in the Student Workbook</p> <p>Complete Task 1A Graphic Organiser – Effects on Aotearoa / New Zealand Society</p>	
6	<p>Learning Outcome: Students use the information collected in their investigation of Te Matatini festival and apply it to critically evaluating the attitudes, values and expectations of society and how being involved in kapa haka can contribute to the personal wellbeing of Māori and others.</p> <p>Activity: Complete Task 1B Check student work and give feedback and guidance</p>	<p>Complete Task 1B</p>	<p>Complete Task 1B</p>	
7	<p>Learning Outcome: Students critically discuss the significance of Te Matatini festival and demonstrate an in-depth understanding of the socio-logical impact on different groups.</p> <p>Activity: Complete Task 2A – encourage students to write to an excellence level and check their work to ensure they have critically discussed a range of factors affecting self, others and society.</p>	<p>Complete Task 2A</p>	<p>Complete Task 2A</p>	

	Check student work and give feedback and guidance			
8	<p>Learning Outcome: Students critically discuss the significance of Te Matatini festival and demonstrate an in-depth understanding of the socio-logical impact on different groups; and reflect on whether their analysis would be different in the future of Te Matatini.</p> <p>Activity: Complete Task 2B – encourage students to write to an excellence level and check their work to ensure they have critically discussed a range of factors affecting self, others and society. Check student work and give feedback and guidance</p>	Complete Task 2B	Complete Task 2B	