Ngā Motu / Islands

LEARNING OBJECTIVES

NEW ZEALAND CURRICULUM - SOCIAL SCIENCES

This lesson supports the Achievement Objectives:

- Students will gain knowledge, skills, and experience to understand how places influence people and people influence places.

- Students will gain knowledge, skills, and experience to understand how the status of Māori as tangata whenua is significant for communities in New Zealand.

GUIDELINES FOR TEACHING AND LEARNING TE REO MĀORI:

This lesson supports the Achievement Objectives:

1.1 Students should be able to greet, farewell, and acknowledge people and respond to greetings and acknowledgments

1.2 Students should be able to use and respond to simple classroom language (including asking for the word to express something in te reo Māori).

Students will also achieve the following language modes:

Whakarongo – Listening
- Students can identify the sounds of letters of the Māori alphabet (arapū), letter combinations, intonation, and stress patterns;

Pānui – Reading
- Students can identify letters of the Māori alphabet (arapū), letter combinations, basic written language conventions, and simple punctuation;

Kōrero – Speaking
- Students can imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences;
- Students can initiate spoken encounters in te reo Māori, using simple greetings, questions, and statements.

Tuhituhi – Writing
- Students can write letters and numbers;
- Students can write vowels with macrons;
- Students can reproduce letter combinations and punctuation for Māori words, phrases, and sentences in familiar contexts;
- Students can write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation.

GUIDING IDEAS

For thousands of years the people of the Pacific have explored and flourished across the vast expanse of the world's largest ocean. Genetically, linguistically, and historically linked, it will come as no surprise to most to find that the cultures of these widely spread peoples have many shared narratives and oral histories. The indigenous people of **AOTEAROA**, who in modern times use the collective name of **MĀORI**, are descendants of these voyagers of the Pacific. Māori ancestors voyaged to and from Aotearoa and other Pacific islands over many centuries, eventually building communities called **HAPŪ**.

Most of these hapū use the great **WAKA HOURUA** that brought their ancestors to Aotearoa as a way of identifying who they are and how they connect to other hapū and the world around them. There are many other ways for hapū and people to connect including mountains, rivers, oceans, settlements, ancestors and more. Relationships and connections between hapū, people and the world play a huge part of Māori culture, and is reflected in the language and traditions that have been handed down over the centuries.

NGĀ MOTU means "Islands" in the language of Māori people. NGĀ MOTU is a map designed to introduce students to the language and culture of Māori people. Students are encouraged to ask questions while exploring NGĀ MOTU, especially around the early settlement days of Māori. Questions will likely come from the various activities that students play during the lesson. Some example questions might be:

- How were early settlements used, and why were they built the way they were?
- What foods did Māori eat, and how did they gather it?
- How did Māori see the world around them?
- What are some wider concepts Māori had around living spaces?
- What are some new Māori words and how do we find their meanings?
- How are Māori words pronounced correctly?

Students should be encouraged to use external sources to help answer their questions as the game unfolds, as this will help students in their ongoing discoverer of **TE AO MĀORI**.

STUDENT ACTIVITIES

Students start out the lesson on a Waka Hourua, having arrived together at two small Islands not far off the mainland of Aotearoa. Students will interact with **WHĀNAU** from a small Hapū in a fortified village called a **PĀ** and will be guided through some activities Māori carried out when settling in Aotearoa. The Students will play minigames to increase their confidence in speaking **TE REO MĀORI**. The Students will also create a glossary from within the Game, through external research, and will learn how to pronounce the words in their glossary.

This lesson plan is an amalgamation of three lesson plans and is meant to be played over 3 sessions or more. The themes and activities are linked through lessons. *Lessons can be anywhere from 30 minutes to 1.5 hours depending on the class size and makeup.*

1. CREATING A PERSONAL GLOSSARY (Approx. 1 Hour)

Throughout the Pā there are Whānau who are sharing information with the Students. The Whānau are using Māori words for many things, and a short description is given as a clickable button. Students should create a personal glossary of words that interest them. Words can be found in the game, or gathered from external research, and the Students can take a picture and write the word and its meaning, as a caption, in their Portfolio in game.

- Students explore to find Whānau around the Pā who are sharing Māori words;
- Students take pictures of the things they want to learn the Māori word for;
- Students build models in the plots and take pictures of any words not found in game;
- Students can research words that are not in the game in books or on the Internet; and
- Students research meanings for their words and add as captions to their pictures.

2. LEARNING HOW TO PRONOUNCE TE REO MĀORI (30 minutes)

Students can visit Hinemoa down in the open-air learning space down by the river. Hinemoa is giving lessons on how to pronounce Te Reo Māori and runs games to help learn the Vowels and Consonants found in Te Reo Māori. There will also be a place where students can place letters to learn the unique sounds that each vowel, vowel pair, or consonant vowel pair that make up words in Te Reo Māori. Students can then use what they have learnt with Hinemoa to pronounce the words in their Personal Glossary

- Students join in on the lessons being offered by Hinemoa;
- Students try the games to become more confident pronouncing Te Reo Māori.
- Students discuss the pronunciation for the words in their Personal Glossary;
- Students discuss the pronunciation for the names of the Whānau in the Pā; and
- Students can pick a word and its meaning to share with the rest of the Students;

3. LEARNING ABOUT PĀ AND THE LIVES OF EARLY MĀORI (Approx. 1.5 Hours)

The islands have a traditional Māori settlement, called a Pā, that the students can learn about by exploring and having conversations with the whānau that live there. Students can use the information they have learnt in game, and any information gathered from external research, to build the various structures and utilities from around the Pā in *PLOTS* down by the river. Some example activities are:

- Students explore and discover the layout of a Pā
- Students explore buildings and structures found in a Pā.
- Students explore and discover methods for growing, storing, and cooking food in a Pā.
- Students research and build new structures and Pā utilities in the plots; and
- Students discuss the different features of their unique builds with the other Students.

PERFORMANCE EXPECTATIONS

1. CREATING A PERSONAL GLOSSARY
Students will have started a Personal Glossary of Māori Words that they can continue adding to in this series of games, and in real life.

Students will have found methods for discovering new words and their meanings in the game, on the Internet, and amongst each other through discussion.

2. LEARNING HOW TO PRONOUNCE TE REO MĀORI
Students will have learnt vowel pairs, consonant/vowel pairs, what the main syllables look like, and how they all sound.

Students will have learnt how to pronounce Te Reo Māori through game-based learning and will be able to speak in Te Reo Māori with an increased level of confidence.

3. LEARNING ABOUT PĀ AND THE LIVES OF EARLY MĀORI
Students will have learnt about various areas of Māori life including the kind of water-vessel they used for travelling the Pacific Ocean, the kinds of settlements and structures that were used, and the utilities within those settlements.

Students will have learnt some peripheral ideas about the culture that underpins Te Ao Māori, including ideas like separate structures for sleeping and eating, the connection to the Pacific Islands, and about ***NGĀ ATUA MĀORI***. These ideas will lead into future lesson plans.

HOW TO USE

NGĀ MOTU is largely automated so there is no real need to do anything once in-game. There are a couple things that may help to make the gameplay a little smoother.

- There are 3 lessons, and up to 30 students could be playing. If there are many students, it is possible to run the 3 lessons at the same time with 3 smaller groups. They could then rotate through the lessons over 3 periods of learning.

- Te Reo Māori is added to the Resource Pack of this game. You can find the newly added language by installing the included Addon file (download and double click on MAHIMAINA.mcaddon) and adding the Resource Pack inside the main menu settings.

- The Teacher can reset any of the PLOTS by breaking the coloured carpet topped post on the corner of each PLOT. ***BE VERY CAREFUL*** as there is no way to undo a reset plot. The only way you can break the carpet is by being tagged as a Kaiako (Teacher). Type the following command into the chat box to tag yourself as a Kaiako:

/tag @s add kaiako

GLOSSARY

Aotearoa	*The original Māori name for New Zealand.*		**Te Ao Māori**	*The Māori World*
Māori	*Indigenous People of Aotearoa.*		**Whānau**	*Family.*
Hapū	*A large group of families living together.*		**Pā**	*A fortified village often on a hilltop.*
Waka Hourua	*A traditional double hulled ocean voyaging boat.*		**Te Reo Māori**	*The Māori Language*
Ngā Motu	*Islands, and the name of this world.*		**Ngā Atua Māori**	*Beings of the Māori spiritual world.*

CREDITS

There were many people that worked on this project, as there are in nearly all aspects of Māori life. We would like to thank these people for all their vision, efforts and support.

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Hei Reo Whānau	- An awesome group of people promoting Te Reo Māori in the home.
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Anne Taylor	- Microsoft Education Lead
Sam McNeill	- Microsoft Education Solution Specialist
Hinemoa Jones	- Voice Actor and Karetao enthusiast
James Webster	- Māori artist and musician (Taonga Puoro)
Hemi Kelly	- Qualified Te Reo Māori Translator
Piripi Walker	- Qualified Te Reo Māori Translator
Ian Cormack	- Te Reo Māori Translator and the lead language checker
Campbell Potter	- Amazing early adopter and innovator of Minecraft in classrooms
Stephen Elford	- Fellow Minecraft Mentor and Minecraft support person to many
Simon Baddeley	- Fellow Minecraft Mentor and Director of Cross Pond Collaborations
Ben Spieldenner	- Fellow Minecraft Mentor and Director of Cross Pond Collaborations

..and last but definitely not least, to everyone else that has been on this fantastic journey to get this resource into the hands of our Kura and whānau. You know who you are!

FAQ

QUESTION:

What dialect of Te Reo Māori is taught in this lesson?

ANSWER:

There are several dialects of Te Reo Māori around Aotearoa. The dialect used in this lesson is a newer 'common' one that is used in many classrooms around Aotearoa and is more than likely a blend of many older dialects.

We understand that there may be Hapū that want to use this resource to teach their Students in their own dialect. If you would like to, please reach out to us via our website contact or at info@pikistudios.com. We would love to provide this as a dialect specific resource if possible.

QUESTION:

Will there be more added to this world?

ANSWER:

Yes, there are plans to develop this world to include deeper learning about Te Ao Māori and the wider world of Aotearoa and the Pacific Ocean.

QUESTION:

Can me or my students break this world?

ANSWER:

You most certainly can, and we would consider it a personal victory if even one Student is encouraged to dig under the hood of Minecraft with the purpose of breaking something in NGĀ MOTU. This is exactly how great self-directed learning is fostered and, in our opinion, one of Minecraft's greatest strengths as a learning tool.

However, it is very easy to reset. Simply start a new world. If you would like to save or repair a broken world that is important to you or your students, please feel free to contact us via our website contact or at info@pikistudios.com.

Any other reason to contact us is perfectly fine! We look forward to any feedback, suggestions, or thoughts on your experiences in our worlds. Thank you for playing!