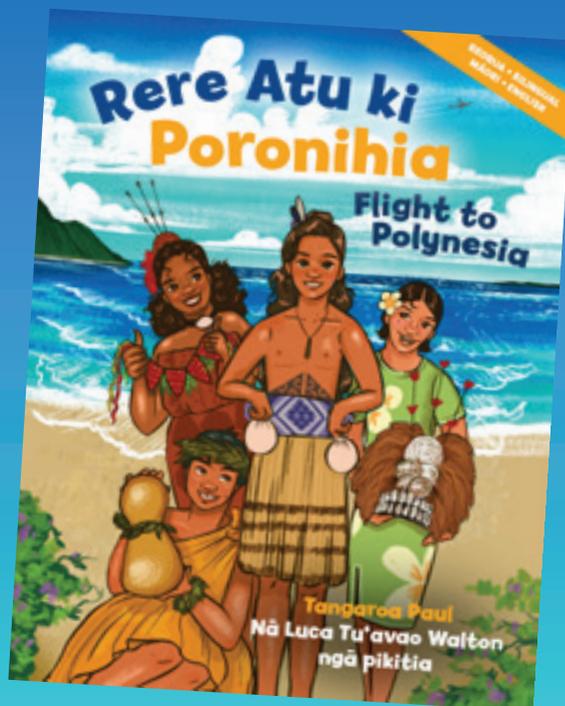


Rere Atu ki Poronihia

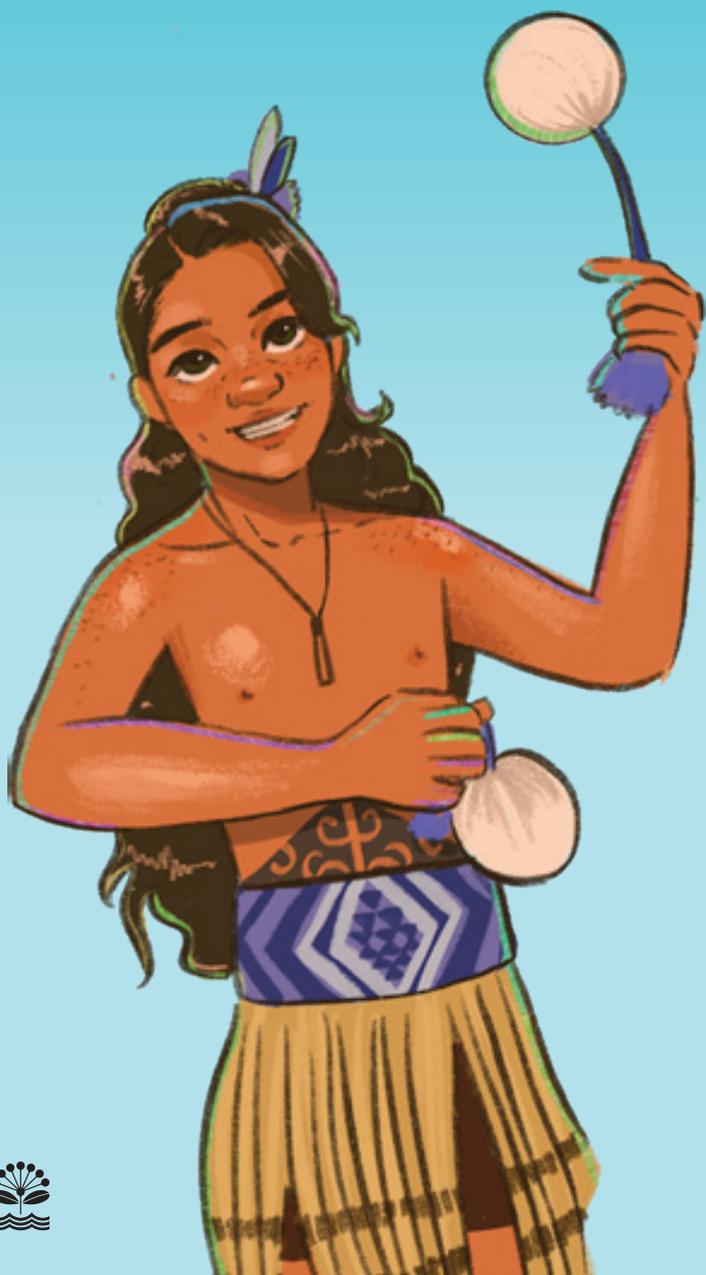
Flight to Polynesia

Tangaroa Paul

**Illustrated by
Luca Tu'avao Walton**



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Teacher Resource

‘Aloha.’ ‘Mahalo nui.’

Rangi's kapa haka is in Hawai'i for a cultural festival where students from around Polynesia will perform. Rangi shares his love of poi with new friends from Hawai'i, Tonga and Samoa. He learns that, like him, they love to perform in parts that are not usually filled by boys. How do they feel about being 'different'?



Matapaki kōrero • Discussion

Discuss these topics from your point of view.

Hauora | Health and Well-being

- Why is it important to be who you are?
- Why is kapa haka and poi good for your hauora (health and well-being)?
- What can you do to take care of your hauora?

Tikanga ā-Iwi | Social Sciences

- What is diversity and why is it important to society?
- Why do you think the author has written this story about Rangi, Puna, Kalo and Vai?
- Why do you think it is important to accept others for who they are?

Ako Reo | Learning Languages

- Do you have a favourite waiata or haka?
- Do you know of any other special songs, dances or other expressions from different cultures?
- Do you speak any other languages? Do you know any greetings in other languages? In Aotearoa, we say 'Kia ora!' What do people in other parts of the world say?



Ngā ngohe • Activities

1. Make your own Hawai'ian lei (flower garland)

A lei is a flower garland that people in Hawai'i wear for important events and celebrations, such as birthdays and weddings. It symbolises aloha (love), celebration and connection.

Materials needed

- Around 50 flower blossoms: Lei can be made from fresh or artificial flowers, shells, nuts, seeds, leaves or other natural materials you can find in your garden.
- String, approximately 2.5 metres long (you can use dental floss)
- A large needle that will thread through the flowers

Assemble your lei

1. Collect your lei material – flowers (fresh or artificial), leaves or other natural materials.
2. Thread the needle and pull the string through until it is doubled over. Tie the two ends of the string into a knot to stop your flowers sliding off the end of the string. Make sure you leave some string below the knot, so you can tie it together at the end.
3. Go through the centre of the flowers with the needle. Carefully slide the flowers to the end of the string near the knot.
4. Once you have used all your flowers and your lei is about one metre long, tie the ends together. You can wear your lei or gift it to someone.
5. Always offer a lei to someone with both hands.
Always accept a lei that is offered to you – it is considered impolite to refuse it.
Don't take the lei off in front of the person who gave it to you.
Don't throw the lei away; instead return it to nature or to a place that means something to you.

To learn more about making lei or how to craft a paper lei, look here:
<https://hshawaii.com/how-to-make-a-hawaiian-lei/>



2. Explore the Pacific Ocean

Polynesia is a region in the Pacific Ocean and consists of over 1000 islands in a vast ocean.

Can you find the home nations of Rangī, Puna, Kalo and Vai on the map?

Add the names of the islands listed to the map. When you are done, draw a connecting line from each of the taonga under the map to the country to which they are connected. [Answers on last page of resource]

Kermadec Islands

Hawai'i

Tuvalu

Cook Islands

French Polynesia

Samoa

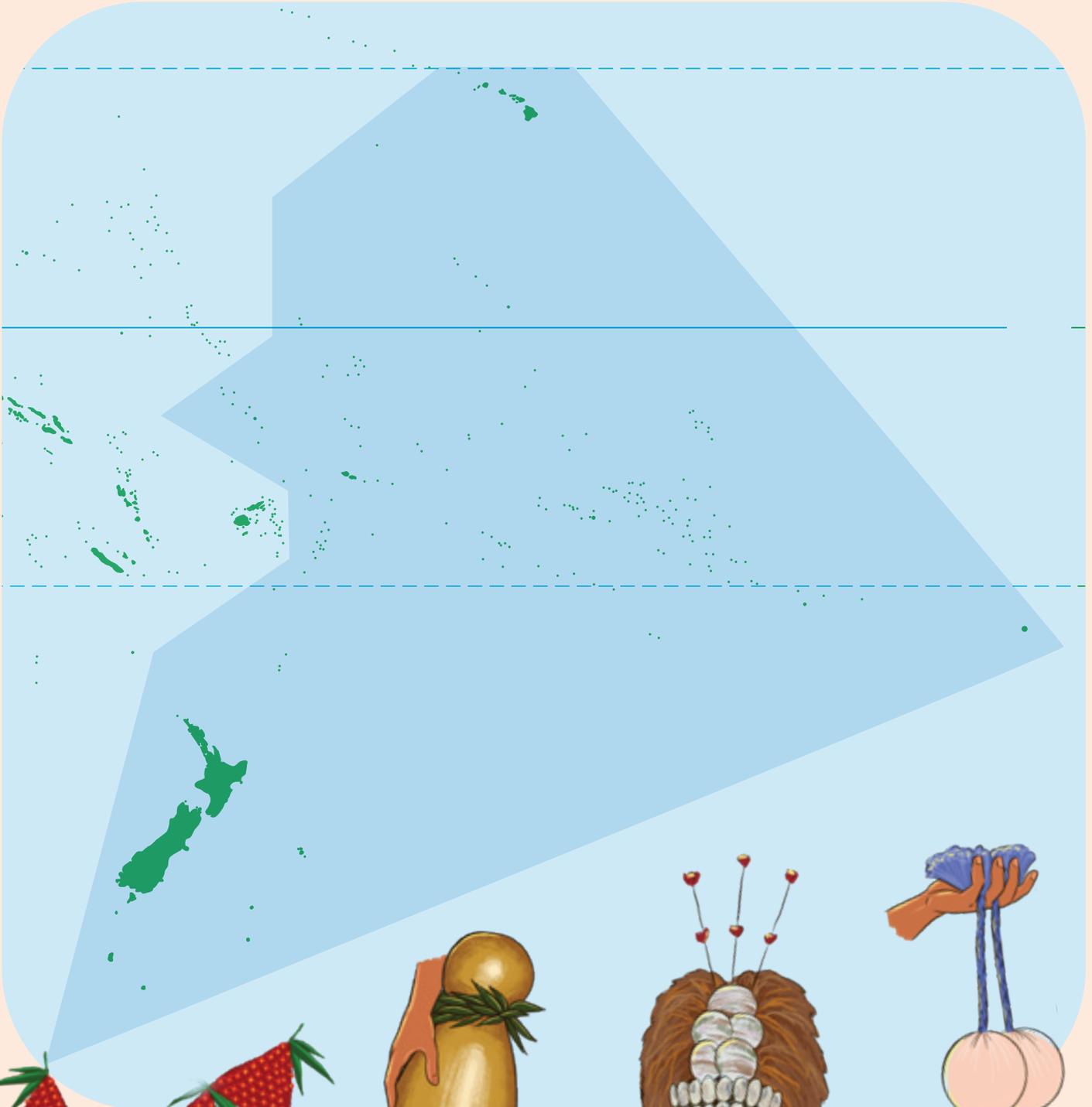
Tokelau

Tonga

Kiribati

Easter Island

Niue



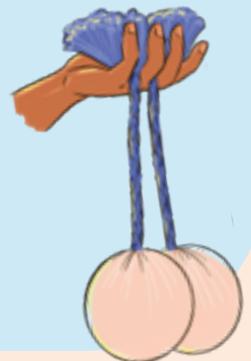
Kahoa heilala



Ipu heke



Tuiga



Poi



3. Draw yourself as a tupua

A tupua is a unique, supernatural being.

- What would you look like as a tupua?
- What makes you unique?
- What are your special skills or superpowers?

Draw a picture and share it with your class. Talk about what makes you different and special. Discuss with your class: Why is it important to always be kind and accept others, even if they are different from you?

4. Celebrating who we are

Each student gets a big sheet of paper.

Glue or draw a picture of yourself or create an artwork of your name on the paper. Make sure you leave plenty of white space around your picture.

Once everyone is done, pass the papers around the classroom.

Students will write compliments about each person on the paper they have received.

Ask, what makes this person special, unique, or a really good friend? Why do you like them? The only requirement is that you're being kind!

You can extend this activity by reading the compliments together as a class.

Note: To make this activity more interactive, each student could take a turn sitting facing away from a board while the other students write the compliments on the board.

5. Make your own poi

You will need:

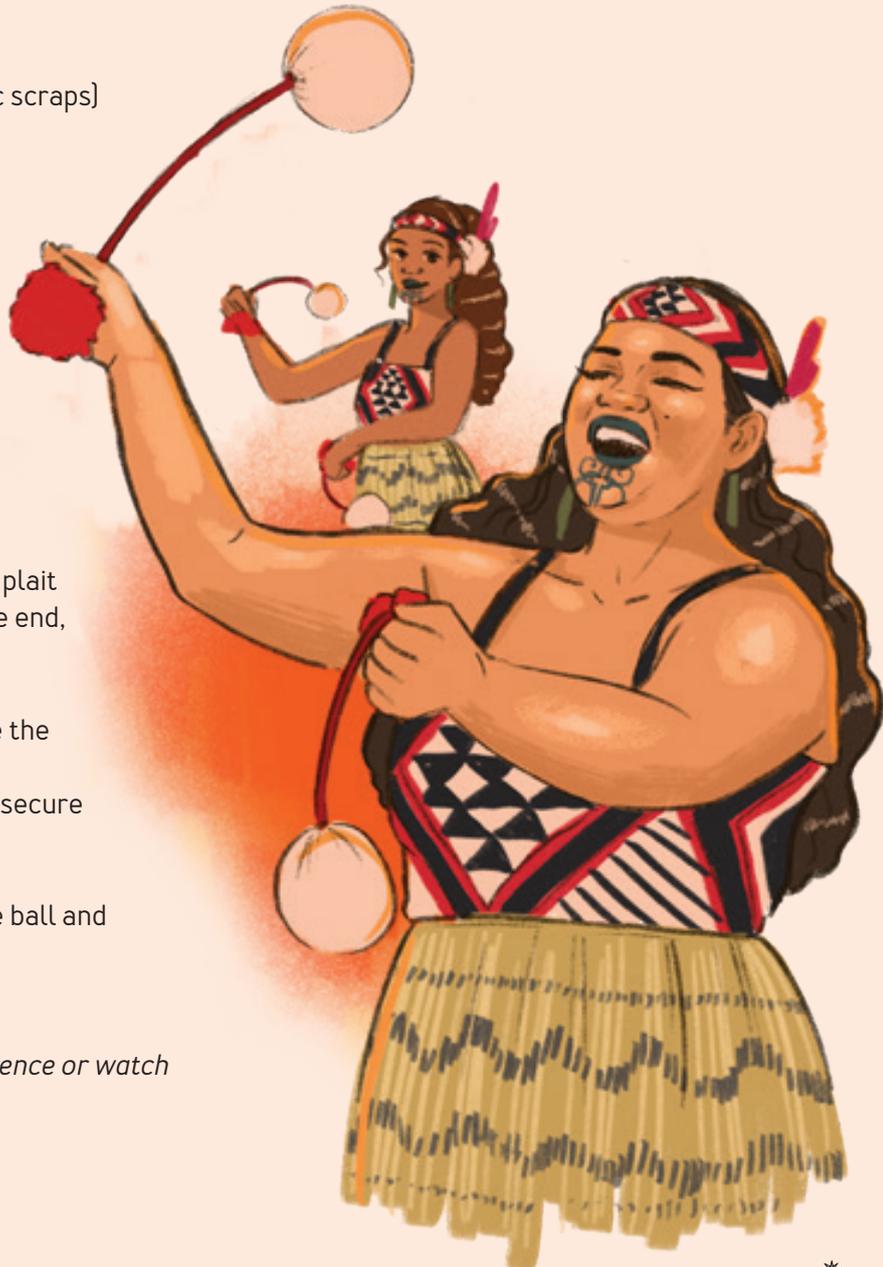
- stuffing (for example cotton wool or fabric scraps)
- wool (use different colours if you like)
- a plastic bag
- tape

1. Measure and cut 9 strands of wool in two or more colours. For a short poi, the wool should be the length from your middle finger to your elbow. For a long poi, make it twice as long.
2. Tie the 9 strands together with a knot at one end.
3. Divide the 9 strands into 3 groups of 3 and plait them together. Once you come close to the end, leave around 5 or 6 centimetres of wool unplaited and make a knot.
4. Take your filling and shape it into a ball. Tie the loose ends of your plaited wool around it.
5. Wrap your plastic bag around the ball and secure it with tape.
6. Cut off any excess plastic.
7. Wrap a piece of wool around the top of the ball and plastic a few times, then tie a knot.
8. Ka rawe! You've made your own poi!

Search on Google or YouTube for a video reference or watch one of these guides:

How to make a poi

How to make a poi with Whaea Rochelle



6. Have a Pacific dance-off

Watch and learn about the different Pacific dances in *Rere Atu ki Poronihia*.
Can you copy the different actions and dance moves?

Māori poi This is the author, Tangaroa Paul, performing poi:

<https://www.youtube.com/watch?v=FsBzLYscoGM>

Or search on YouTube: Poi performance – Taku Āhuru Mōwai

Tongan tau'olunga: <https://www.thecoconet.tv/how-to/tonga/>

[how-to-tauolunga/](https://www.thecoconet.tv/how-to/tauolunga/)

Or search on Google: Coconet, How to tau'olunga

Samoan tauluga: <https://www.thecoconet.tv/coco-docos/tauluga/>

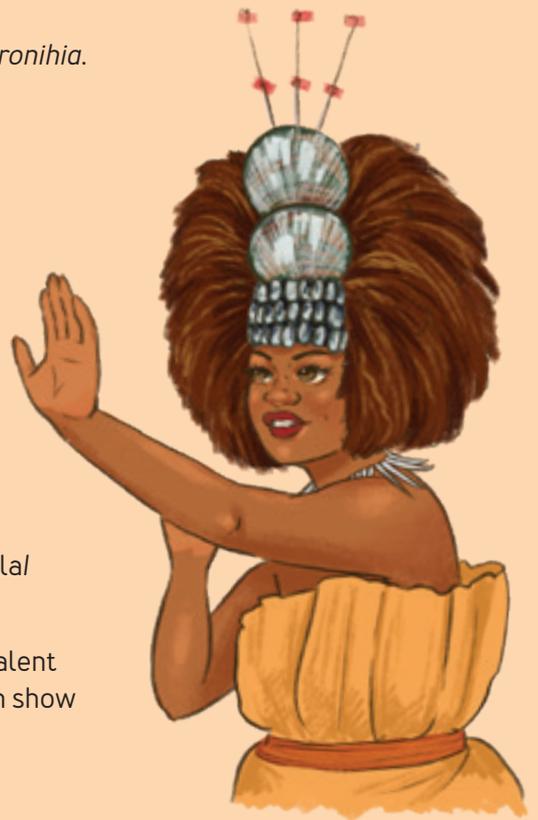
[teaching-the-tauluga-with-filoi-vailaau/](https://www.thecoconet.tv/teaching-the-tauluga-with-filoi-vailaau/)

Or search on Google: Coconet, Teaching the Tauluga

Hawai'ian hula: <https://www.thecoconet.tv/how-to/hawaii/how-to-hula/>

Or search on Google: Coconet, How to Hula

With the help of your kaiako, you could organise a performance or talent show for your class. You could dress up and invite your whānau, then show your amazing talents on stage and cheer on your friends!



7. Introduce yourself in different languages

Learn how to introduce yourself like Rangī, Vai, Kalo and Puna!

Fill in the gaps below, translate the words and create your own sentences with your classmates.

Aotearoa – Te Reo Māori	
Kia ora!	Hello!
Ko _____ tōku ingoa.	My name is _____.
Nō Aotearoa au./Nō _____ au.	I am from Aotearoa./I am from _____.
Ko taku poi tēnei.	This is my poi.

Simple dialogue

Rangī: Kia ora!

Tūā: Kia ora!

Rangī: Ko Rangī tōku ingoa. Ko wai tō ingoa?

Tūā: Ko Tūā tōku ingoa. Nō Aotearoa au.

Rangī: Ko taku poi tēnei.

Tūā: Ka rawe!

Sāmoa – Gagana Sāmoa	
Talofa!	Hello!
O lo'u igoa o _____.	My name is _____.
O a'u mai Sāmoa./O a'u mai _____.	I am from Samoa./I am from _____.
O lo'u tuiga lenei.	This is my tuiga.

Simple dialogue

Vai: Talofa!

Lani: Talofa!

Vai: O lo'u igoa o Vai. O ai lou igoa?

Lani: O lo'u igoa o Lani. O a'u mai Sāmoa.

Vai: O lo'u tuiga lenei.

Lani: Manaia!



Tonga – Lea Fakatonga	
Mālō e lelei!	Hello!
Ko hoku hingoa ko _____.	My name is _____.
Oku ou mei Tonga./Oku ou mei _____.	I am from Tonga./I am from _____.
Ko hoku kaho'a eni.	This is my kaho'a.

Simple dialogue

Kalo: Mālō e lelei!

Sione: Mālō e lelei!

Kalo: Ko hoku hingoa ko Kalo. Ko ho hingoa ko hai?

Sione: Ko hoku hingoa ko Sione. Oku ou mei Tonga.

Kalo: Ko hoku kaho'a eni.

Sione: Mālie!

Hawai'i – 'Ōlelo Hawai'i	
Aloha!	Hello!
'O _____ ko'u inoa.	My name is _____.
No Hawai'i au./No _____ au.	I am from Hawai'i./I am from _____.
'O ko'u ipu kēia.	This is my ipu.

Simple dialogue

Puna: Aloha!

Lani: Aloha!

Puna: 'O Puna ko'u inoa. 'O wai kou inoa?

Lani: 'O Lani ko'u inoa. No Hawai'i au.

Puna: 'O ko'u ipu kēia.

Lani: Maika'i!

8. Learn new words in different languages

Rere Atu ki Poronihia is a bilingual book, which means that it has been written in two languages: te reo Māori and English. Go through the book and note ten words or phrases in te reo Māori that you don't know. Learn what they mean and ask your kaiako for help if needed. Practice your new words with your friends and try using them in your everyday language! Bonus activity: Find some of the Samoan, Tongan and Hawai'ian words in the book and add them to your list!



9. Write a book review

Write a short book review about *Rere Atu ki Poronihia*. Try and answer these questions as well as writing about why you like the story.

- What was your favourite part of the story?
- Was there anything in the book that surprised you?
- Who was your favourite character and why?
- What makes Rangī, Vai, Kalo and Puna different from other students?
- How does this book celebrate being who you are?

Guide to pronouncing Māori words

Vowels

A	Say as the a in father
E	Say as the e in egg
I	Say as the ee in tree
O	Say as the oor in door
U	Say as the oo in zoo

Long vowels are shown with a macron on them (ā ē ī ō ū). The macron means that the sound of that vowel should last longer as it is said. If several vowels appear together, try to sound every vowel in turn.

Consonants

H K M N P W Pronounce as in English.

R the true Māori pronunciation of **r** is somewhere between the English **r**, **d** and **l**. For example, 'Muriwai' could be written like 'Moodywai' and 'kōrero' as 'kōdedo' or 'kōlelo' using the English alphabet.

T Pronunciation depends on the vowel that follows the **t**. The **t** in **ta**, **te** and **to** is pronounced dully as a cross between the English **t** and **d**. The **t** in **ti** and **tu** is sharper and is not softened by a 'd' sound.

Ng Say as the **ng** in sing.

Wh Say as a cross between the **wh** in which (where both the **w** and the **h** are sounded) and the **f** in family.



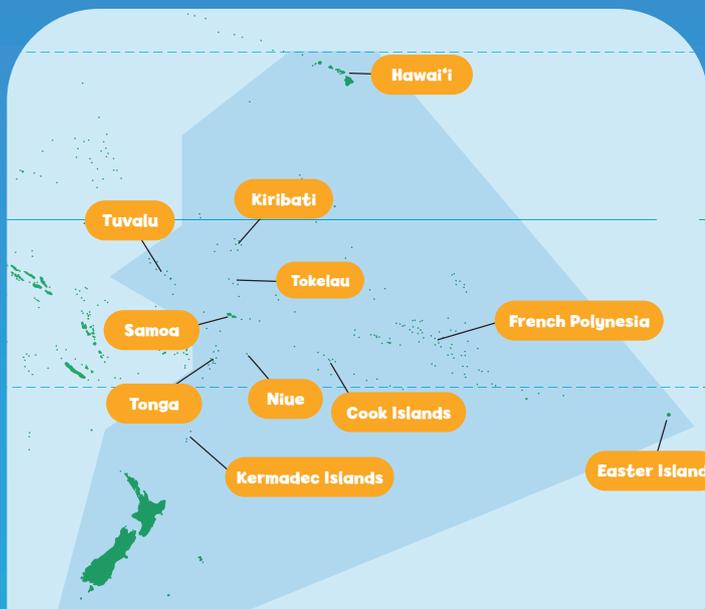
Activity 2 answers

Kahoa heilala = Tonga

Ipu heke = Hawai'i

Tuiga = Sāmoa

Poi = Aotearoa New Zealand



Using this book in New Zealand classrooms

He Whakamahinga • Curriculum Links

This book connects to several learning areas of the New Zealand Curriculum. The topics of personal identity, well-being and physical activity link to the Health and Physical Education learning area. The diversity and inclusion themes, and how people and communities have diverse perspectives, values, and viewpoints connect to the Social Sciences learning area. Exploring how others see themselves and defining their own identities in relation to their individual contexts is also part of this learning area. Further, *Rere Atu ki Poronihia* is a bilingual te reo Māori and English book, and uses several Pacific languages, and can be used to support the Learning Languages area. Specifically, it connects to the 'Cultural knowledge' strand, allowing students to learn about the interrelationship between culture and language.

Concepts and themes explored in this story range from identity, gender, the acceptance of diversity, bullying, to learning different cultural practices. It encourages educators and students to explore the notion of accepting and respecting oneself and others' differences and uniqueness.

Rere Atu ki Poronihia highlights several key competencies of the New Zealand Curriculum throughout the story, including Relating to Others; Participating and Contributing; Using Language, Symbols and Texts; and Thinking.

