

The Māori language curriculum for mainstream New Zealand schools: Spiral lesson/ lesson sequence design

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Abstract

A draft curriculum document for the teaching and learning of te reo Māori as a subject in mainstream schools in New Zealand (that is, in schools other than Kura Kaupapa Māori schools) was designed and trialled in 2004 and 2005. That draft is currently being reworked in line with the advice of those who trialled the document as well as that of a team of advisers set up by the Ministry of Education. The revised curriculum document will be submitted to the Ministry of Education in May 2006. As is the case with all new curriculum documents, the implementation phase will be critical. The extent to which this flexible, outcomes-focused curriculum document will genuinely inform new approaches to teaching and learning will depend not only upon the good will of teachers and communities, but also upon their ability to interpret the curriculum and to use it in a way that informs the design of language programmes, including the planning of units of work and of lessons and lesson sequences. In balancing language development and language practice, a communicative core and spiral approach is recommended, an approach in which there are core lessons (where the focus is language development) and spiral lessons (where the focus is language practice). In an earlier issue of this Journal (Johnson, 2003), one of us discussed core lesson design. Here, the design of spiral lessons is discussed and exemplified in the context of an outcomes-based curriculum.

From syllabus to curriculum-based education

In 1989, with the New Zealand Minister of Education-initiated amendments to the *Education Act 1989*, educational delivery in New Zealand began a process of significant change. The *Tomorrow's Schools* policy implemented at that time led to a different approach to the administration of education in New Zealand and, importantly, to a move away from centralised control to more locally focused responsibility. Schools, while still adhering to national educational and administrative guidelines, became self-determining bodies with responsibility for the development of appropriate policies and practices to ensure that the needs of the local community were met.

In spite of these changes, some key areas of the education system remained centralised, including general oversight and organisation of the national framework which would determine the range and scope of educational programmes. However, in order to give local schools a measure of autonomy in the development of specific content appropriate for their local community, there was a move away from prescriptive syllabus-based national educational programmes towards more flexible national curriculum guidelines which schools could use as a basis for planning their own programmes of work.

Coherence, consistency and transparency in language curricula

A large-scale study of the language teaching and learning environment in New Zealand was carried out from 1998 to 2000 (Johnson, 2000). It revealed a significant amount of inconsistency in language planning and languages documentation. The proficiency targets and achievement objectives listed in national curriculum documents for different languages at the same curriculum level were often very different, these differences being of a kind that was generally not attributable to differences in language family. Thus, for example, the relationship between curriculum levels (levels 1 – 8) and proficiency levels (emergent communication; survival skills, social competence and personal independence) in the New Zealand Ministry of Education curriculum documents for Spanish, Chinese, Japanese and Korean is indicated in *Table 1* below:

Table 1: The Spanish, Chinese, Japanese and Korean curriculum documents: Relationship between curriculum levels and proficiency levels

	Emergent Communication	Emergent Communication & Survival Skills	Survival Skills	Survival Skills & Social Competence	Social Competence	Personal Independence
Spanish: Curriculum levels	<i>Levels 1 & 2</i>		<i>Levels 3 & 4</i>		<i>Levels 5 & 6</i>	<i>Levels 7 & 8</i>
Chinese: Curriculum levels	<i>Levels 1 & 2</i>		<i>Levels 3 & 4</i>		<i>Levels 5 & 6</i>	<i>Levels 7 & 8</i>
Japanese: Curriculum levels	<i>Levels 1 - 3</i>	<i>Level 4</i>	<i>Levels 5 & 6</i>	<i>Level 7</i>	<i>Level 8</i>	
Korean: Curriculum levels	<i>Levels 1, 2, 3 & 4</i>		<i>Levels 5, 6, 7 & 8</i>			

In designing the French, German and te reo Māori (draft) curriculum documents, issues such as these were addressed and an attempt was made to align proficiency targets and curriculum levels and to include the same achievement objectives at the same level in each of the documents. This is possible because each of the proficiency target statements is expressed in a way that is sufficiently broad to encompass differences attributable to differences in language family and writing systems (so that it would eventually be possible to have the same proficiency target statements for all of the languages offered). Furthermore, it is possible to introduce the same achievement objectives at the same level for each language precisely because the achievement objectives are concerned with general communicative objectives (e.g., *communicate about likes and dislikes, giving reasons where appropriate*) rather than with the specific linguistic resources used to realise these objectives: it is that every language has a range of different ways (some more complex than others) of realising each of the achievement objectives.

Introducing the te reo Māori curriculum document

Te Reo Māori in the New Zealand Curriculum (forthcoming) provides a framework for the teaching and learning of te reo Māori in New Zealand schools. The principles that guided its construction have been discussed by Bruce and Whaanga (2002) and the curriculum document itself has been discussed by Crombie and Whaanga (2003). It is a curriculum document rather than a syllabus. This means that the primary focus is on learning outcomes (expressed as *achievement objectives*) rather than on, for

example, required lists of topics, vocabulary, structures etc. There are eight progressive levels of achievement. At each of these levels, new achievement objectives are introduced. Each of the achievement objectives (e.g., *communicate about location; communicate about likes and dislikes, giving reasons where appropriate*) is concerned with the types of things learners are expected to be able to do through the medium of the target language when they have completed the relevant level. Each of the achievement objectives can be expressed in a variety of different ways, some involving much more complex language than others. Thus the achievement objectives, once introduced, will be recycled at progressively higher levels where they will be associated with increasingly complex linguistic expressions. Until the highest levels of the curriculum are reached (at which point teachers preparing students for NCEA (National Certificate in Educational Achievement) examinations will take examination prescriptions into account), it is for teachers and communities to decide what language should be associated with each of the achievement objectives at the level at which it is introduced and what language (associated with the same achievement objective) might more appropriately be introduced at a higher level. Even so, the curriculum document does include suggestions about language focus points (with examples), vocabulary and learning and assessment activities which teachers may find useful. In addition to the achievement objectives and suggested language focus points, vocabulary and learning and assessment activities, the curriculum document provides suggestions for each of the following strands at each of the eight curriculum levels:

- suggested socio-cultural aspects or themes;
- suggested topics;
- suggested text-types;
- suggested skills focus (reading; writing; listening; speaking; viewing; presenting);
- suggested learning and assessment activities.

There are also four general, overarching proficiency target statements, each one associated with two levels of the eight level curriculum. Thus, for example, associated with levels 1 and 2 is the following general proficiency target:

Learners can understand language that contains well-rehearsed sentence patterns and familiar vocabulary, and can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural conventions that operate in interpersonal communication. Learners are developing an awareness of the processes involved in learning te reo Māori.

A flexible curriculum

It was indicated above that the curriculum document is outcomes-based. The key to this type of outcomes-based curriculum is flexibility, and flexibility is also the key to learner-centred education.

At each curriculum level there is a small number of achievement objectives (between four and seven). These achievement objectives can be expressed in a variety of different ways. At each of the eight progressive curriculum levels, the achievement objectives can also be ordered and combined in all sorts of different ways. They can

be linked to achievement objectives from lower levels in ways that allow for a combination of revision and extension. They can be supplemented by achievement objectives from higher levels. They can be combined with some of the topics, text-types etc., that are suggested at the curriculum level at which they are introduced, or they can be combined with different topics, text-types etc. Thus, although there are suggestions for each of the strands at each curriculum level, there will be circumstances in which some of these suggestions are not appropriate. They may not relate well to the aptitudes, interests, and preferred learning styles of a particular group of students. If this is the case, they can be adapted or replaced. There are, after all, many different possible routes to the same destination, and so teachers, students and communities can work together in partnership to decide which routes are best for them.

A communicative approach

Communicative language teaching is teaching that encourages learners to engage in meaningful communication in the target language – communication that has a function over and above that of language learning itself. Any approach that encourages learners to communicate real information for authentic reasons is, therefore, a communicative approach (Ministry of Education, 2002a & b, p. 16).

The curriculum document recommends a communicative approach to language teaching and learning. This means that all of the activities in which learners engage, including assessment activities, should involve the communication of real information for authentic reasons. Communication is fundamental to language learning. Learners need to communicate if they are to progress. There is, after all, little point in communicating what is already known. This does not mean, of course, that there will never be an aspect of artificiality in the communication that takes place in the language classroom. It does mean, however, that teachers will attempt to set up activities (including games and information gap activities) that involve students in communicating in the target language for a purpose. They may, for example, need to share information in order to solve a problem or to communicate information in order to progress in a board game.

A core and spiral approach to the language curriculum and to language-focused planning

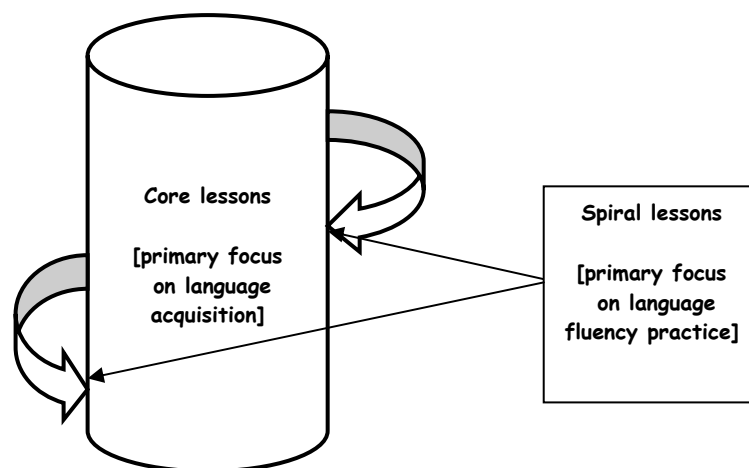
In developing the resource materials for *French in the New Zealand Curriculum* and *German in the New Zealand Curriculum* (Ministry of Education, 2004a & b), I (with the other Principle Writers) used the metaphor of the **core and spiral** to explain the way in which the curricula themselves and the implementation of these curricula were conceptualised. This metaphor was initially used by Brumfit (1980) with reference to syllabus design. There, however, it was used in a rather different way and was not applied to lesson planning.

At the **core** of the curriculum are the achievement objectives (such as, for example, *communicate about the quality, quantity and cost of things*). In planning language programmes, learning communities will need to think carefully about language progression in relation to the achievement objectives, that is, about which particular aspects of language (vocabulary, structures, pronunciation etc.) students will be

encouraged to focus on at different stages of their learning. *Spiralling round the core* are other aspects of the language curriculum. These include all of the strands introduced above, that is, *topics* (such as, for example, *planning a visit away from home*), *text types* (such as *shopping lists* and *web pages*), *socio-cultural aspects* or *themes* (such as *manaakitanga*) and *skills* (such as, for example, using appropriate technology, such as *PowerPoint*, to give a presentation).

Just as the curriculum itself can be thought of in terms of a core and spiral, so can lessons and lesson sequences. A *core lesson* is one in which the focus is on new language. A *spiral lesson* is one in which the focus is on practising that language in the context of further development of reading, writing, listening, speaking, viewing or presenting skills (or some combination of these). Most core language lessons are likely to present language in the context of integrated skills (reading, writing, listening, speaking, viewing and presenting). Spiral lessons – and sequences of spiral lessons – may focus on practising that language in relation to a specific skill, such as reading. One of us has discussed elsewhere (see Johnson, 2003) the design of core lessons relating to the te reo Māori draft curriculum. Our focus here is on the design of a spiral lesson sequence.

Figure 1: Core and spiral lessons



Where teachers, learners and communities (parents, caregivers, teachers of other subjects, etc.) all understand the nature of an outcomes-centred curriculum, they can enter into an effective, focused learning partnership. Looking at te reo Māori programmes in terms of a series of core and spiral lessons can help learning communities to make sure that genuine progression is built into programmes of work. Thus, for example, a parent might make a contribution to a spiral lesson based on achievement objective 3:1 (*communicate, including comparing and contrasting, about habits and routines*) by preparing a *hangi* for a group of students; teachers of te reo Māori and teachers of history may decide to work together to plan a series of spiral lessons around a common theme such as, for example, habits and routines in rural schools and Māori communities one hundred years ago (see achievement objective 5:3: *communicate about past habits and routines*). Outlined here is a spiral lesson sequence (i.e. a sequence of several lessons) designed mainly around Achievement Objective 5.4: *describe, compare and contrast, people, places, and things*.

Core and spiral lessons and lesson sequences compared

In an earlier issue of this Journal (Johnson, 2003), one of us provided an example of a core lesson in te reo Māori based on one of the level 2 achievement objectives: *communicate about likes and dislikes, giving reasons where appropriate*. In the next section of this paper, there is an example of a sequence of spiral lessons based largely on an achievement objective at level 5: *describe, compare and contrast, people, places, and things*. This lesson sequence differs from a core lesson relating to the same Achievement Objective in that although it contains a revision of a language point relating to adjectives in Māori (the focus is on fluency rather than introduction of a new language point).

The spiral lesson sequence outlined here is based on a story line. Lessons with thematic continuity not only allow students to practise language in a consistent and relevant context, they create high interest for the students who participate in a narrative and thus engage in tasks that are relevant, purposeful and cohesive across the lesson or lesson sequence. The concept presented here constitutes a rich task approach. This lesson sequence contains a number of different sections which are outlined in *Table 2* below. The pattern of tasks may be quite different for other spiral lessons/ lesson sequences.

Table 2: This spiral lesson sequence shape

Context set Reading practice
Socio-cultural focus Reading practice
Speaking & writing practice
Speaking & listening practice
Reading practice
Language
Writing practice

This lesson sequence concept could be expanded by teachers to include more listening practice through the development of additional materials such as work on a song that the students might hear on *iwi* (tribally based) radio, or tasks associated with an audio guide for visitors to one of the attractions the children visit in Rotorua.

A comparative outline of the spiral lesson sequence proposed here and a potential core lesson based on the same Achievement Objective is provided in *Table 3* below.

Table 3: Core and spiral lesson segments: A comparison

Core lesson	Spiral lesson/ lesson sequence
Set the context Teach key vocabulary Focus on a text	Context set Reading practice
Focus on a specific language point Adjectives Opinion/ judgment (<i>pai</i>) Size (<i>nui</i>) Age (<i>hou</i>) Shape (<i>porowhita</i>) Colour (<i>kikorangi</i>) Nationality/ origin (Māori) General / other Clarify both <i>meaning</i> and <i>form</i> Position of adjectives Asserting: Kei te <i>koa</i> te tama Assuming: I kataka te tama <i>koa</i> Intensifying: 'tino' before adjective Listing: <i>He nui te pōro, ā, he kākārīki (hoki)</i>	Socio-cultural focus Reading practice
Controlled practice of the language point	Speaking & writing practice
	Speaking & listening practice
Freer practice of the language point with a productive outcome	Reading practice
	Language revision
	Writing practice
Note that adjectives in Māori may precede or follow nouns. They precede a noun (e.g., <i>He pai te ngeru</i>) where they are being asserted (as <i>new</i> information); they follow a noun (e.g., <i>He ngeru pai . . .</i>) where it is assumed that the information they contain is already shared (as <i>given</i> information). The same word form that can occur as an adjective in Māori can often also occur as a noun (following a nominal particle such as <i>te</i> – e.g., <i>Te pai o tō kete . . .</i> (The goodness of your basket. . .)).	

In the case of a *core lesson*, the emphasis is on accuracy and language development; a specific language point is in focus. In the case of a spiral lesson or lesson sequence, the focus is on confidence and fluency; students have an opportunity to practise the language that was the focus of an earlier core lesson in a variety of skills contexts.

The spiral lesson sequence: Introduction

This lesson sequence is based on the following achievement objective:

Describe, compare and contrast, people, places, and things

There are many different aspects of this achievement objective. In this case, the focus is on adjectives.

In the context of a spiral lesson or lesson sequence, language associated with other achievement objectives can also be practised. Here, students are also revising ways of talking about likes and dislikes, past and present activities and future plans, and numbers, costs and schedules. Thus, although the main focus is on gaining confidence in using language associated with a particular achievement objective, there

are also opportunities to revisit and revise language that was introduced earlier in the context of other achievement objectives. Spiral lessons or lesson sequences can be broad in focus (as is the case here) or more restricted in focus. In addition to providing opportunities for fluency practice, they can also provide opportunities to focus on socio-cultural aspects of the curriculum. In this case, teachers may wish to move towards discussion of the contrasts between rural and urban life and/or the advantages and disadvantages of tourist destinations that showcase aspects of Māori culture.

Table 4 provides a summary outline of the lesson sequence.

Table 4: The spiral lesson sequence – summary outline

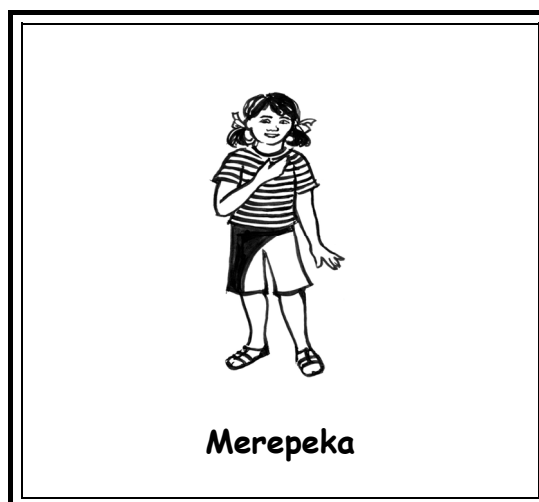
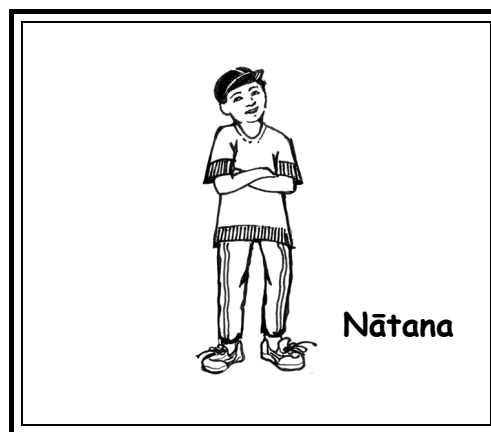
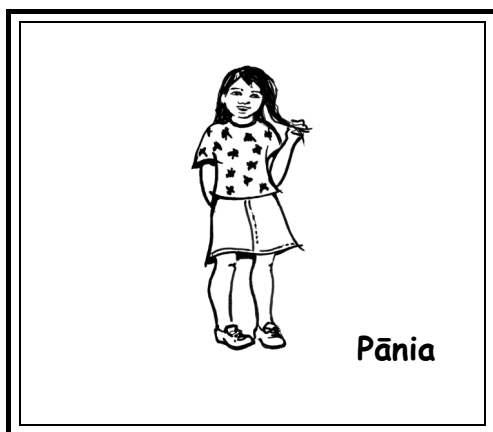
Main achievement objective in focus	<i>Describe, compare and contrast, people, places and things</i>
Outcome/s	By the end of this lesson sequence, students will have had listening, speaking, reading and writing practice – focusing mainly on adjectives – in the context of tourism
Subsidiary aims	Students will have expanded their repertoire of adjectives and revised the rules about the position and use of adjectives
Assumptions	Students will already have encountered adjectives in other contexts
Lesson sequence type	Spiral
Vocabulary	Revision and expansion of adjectives relating to size, colour, attitude, evaluation and nationality
Language Focus	Revision of adjectives and adjective position
Pronunciation focus	—
Socio-cultural aspect/s	Attitudes towards showcasing Māori culture in the context of tourism
Primary Topic	A visit to New Zealand
Text-type/s	Simple postcards; Tourist brochures
Learning activities (in sequence)	Scanning a postcard and answering questions relating to it (class activity); Reading for gist and more detailed meaning; Socio-cultural focus (see above); Pair work activity (listening and speaking); Guided dialogue (listening and speaking); Revising and extending use of adjectives (group work); Reading a web-site (scanning); Composing a postcard (writing).
Assessment activities	Using photographs and pictures as prompts to recall and describe places and events during a trip to Rotorua and a rural marae setting
Resources	Text (postcard); activity sheets; cue cards

Lesson sequence stage 1: Context set

This lesson sequence begins with a context set where three children are introduced. These could be characters that the students have already encountered in earlier lessons but could equally be entirely new character. The pictures of the three children (see below) are put on the board. Some background is provided by the teacher to begin weaving the narrative of the lesson sequence. For example:

Noho ai a Pānia rāua ko Nātana i Amerika. He Amerikana tō rāua pāpā, engari he Māori tō rāua māmā. Kua whakaakona e tō rāua māmā ki te kōrero Māori. Kāore anō rāua kia peka mai ki Aotearoa i mua atu, engari i tēnei tau ka haere mai rāua i te taha o tō rāua māmā e mahi pakihi ana ki Hawaii, i te wā e haere atu ana ki Tāmaki-makau-rau. I Ākarana, ka tūtaki rāua i tō rāua tuakana-taina a Merepeka. Kua rua kē ngā pekanga atu o Merepeka kia kite i a rātou i Amerika. Mōhio rawa atu ngā tuakana-taina nei ki a rātou anō, ā, ōrite ai tā rātou tuhi ki a rātou anō. Kaha ai rātou ki te whakamahi i te reo Māori i te wā e whakapāpā ana rātou ki a rātou.¹

Teachers could set the context using English if they think it would be more appropriate for a particular group of learners.



Lesson sequence stage 2: Reading practice 1

The next stage of the lesson sequence involves a reading task based on a postcard from Natana to Merepeka. The postcard provides a model for students to follow in later parts of the lesson sequence. In this case, the content of the postcard adds information to the narrative and provides reading practice. A text used in a spiral lesson or lesson sequence is likely to be longer and more linguistically complex than a text used in a core lesson (where the focus is much more on the specific language that is being learned).

Before the text is introduced for the first time, the teacher should begin by putting pictures reminiscent of Hawaii, like the ones below, on the board and asking the students to guess where the place represented is. Some Hawaiian music might be played briefly to give a further clue. The teacher's aim is to elicit *Hawaii* or *the Hawaiian Islands* from the students.



The teacher continues the narrative first setting a question for the students to answer in relation to the text. This is a general, overall question involving scanning for specific information.

*Kei Hawaii a Pānia rāua ko Nātana taha i tō rāua māmā i a rātou e ahu mai ana ki Aotearoa. Pānuitia te kāri a Nātana (tirohia a raro iho nei). E pai ana ki a Pānia rāua ko Nātana tō rāua noho ki Hawaii?*²

The students read the text for the first time and answer the question. The teacher checks their answers. Next, the students read the text again and answer more detailed comprehension questions (such as those included in the question task sheet following the text). At the end of the task, the correct answers are provided.

Te Kāri a Nātana mai i Hawaii³

Hawaii 2 Noema.

Kia ora Merepeka,

*Kei Hawaii māua i te tīmatanga o tētahi haerenga nui.
Ka rua wiki mātou ki konei nō te mea kei te haere a māmā
ki tētahi hui nui takeō. Kei te tata atu tō mātou hōtēra i
te one. He wāhi tino tau.*

*Ākuanei mātou ka tae atu ki Aotearoa. He tino
whakaongaonga. Tae atu ai mātou i te 15 Noema. Kāore e
pai ki a Pānia te haere wakarererangi, nā, e āhua matakū
ana ia, engari kei te tino koa au. Kātahi anō au ka tae atu
ki Aotearoa! E hiahia ana kia kite i te Pourewa Rangī i a
mātou i Tāmaki-makau-rau. Ka pīrangī anō hoki au kia kite i
a Rotorua. E haere ana anō mātou i te pā iti i te taha
moana i tipu mai ai tō māua kuia. Ka pai tērā.*

*I nanahi i haere mātou mā runga poti ki tētahi atu motu
tino wera. He hākari ahurea i reira. I mārāma māua ki
ētahi o ngā kōrero Hawaii. Ki a māua ko Pānia he mea
whakahirahira tēnei haere, engari kāore i pērā ki a māmā
nō te mea i mate moana ia. I te ahiahi o te Hātareī, kei te
haere a Pānia ki te ako i te kanikani o Hawaii, heoi anō e
haere ana au ki te one. Ko te wā tūtahi tēnei o taku haere
ki te retireti moana.*

*Ka kite ākuanei.
Arohanui,
Nā Nātana.*



**Merepeka Brown
10 Maddison Avenue
Manukau City
Auckland
New Zealand**



Ngā ui pātai: Kāri mai i Hawaii⁴

***Pānuitia te kāri me te whiriwhiri mehemea ko ngā rerenga e whai ake nei he tika,
he hē rānei. Tuhi ko te (T) mehemea kei te tika te rerenga me te (H) mehemea kei
te hē.***





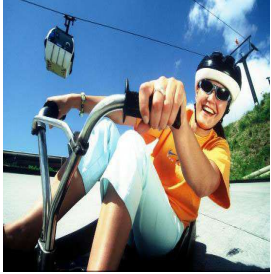
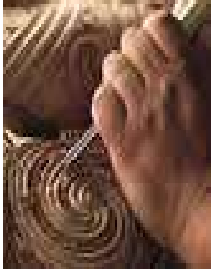


1. He pai ki a Pānia rāua ko Nātana a Hawaii.
2. E hara te hōtēra i te tino rawe.
3. Kei te hararei te māmā o Pānia rāua ko Nātana.
4. Ka tae mai te whānau ki Aotearoa i te Noema 15.
5. Kei Hawaii a Merepeka.
6. Kua tae kē atu a Pānia rāua ko Nātana ki Aotearoa.
7. Kāore a Nātana i te pīrangī ki te haere atu ki te pā i tipu mai ai tō rāua kuia.
8. I pai ki te māmā o Pānia rāua ko Nātana te haerenga ki te motu.
9. Kōrero reo Hawaii ai a Pānia rāua ko Nātana.
10. He pai a Nātana ki te retireti moana.

Lesson sequence stage 3a: Socio-cultural (thematic) focus

Part 3 provides a socio-cultural focus so that the students have an opportunity to learn the names of a number of key attractions in one of New Zealand’s top tourist cities in the North Island. Part of Rotorua’s attraction for non-Māori is the access it provides to aspects of Māori culture. This could provide opportunities for a number of discussion topics, such as, for example, ways of maintaining cultural authenticity within this kind of tourist context. As the teacher sets up the task, s/he adds to the narrative, making sure that the task has a genuine purpose.

*Nō te taenga ake ki Aotearoa, ka tīmata ngā tamariki ki te torotoro haere i te whenua me tō rātou tuakana- taina. Kei te whakarite rātou i tētahi tira ki Rotorua me te kimi mōhio mō ngā mea e taea te kite, te mahi. Ko te mea tuatahi i mahi rātou ko te kimi i ngā mōhio mō ētahi o ngā tohu whenua rongonui.*⁵

*Ko ngā mahi tāpoi i Rotorua. Ngā Tāpoi rongonui*⁶
Wāhanga a) Whakatauritea ngā ingoa ki ngā pikitia. Me mahi ā-takirua, ā-rōpū rānei tēnei.

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>Te Pā i Tanumia Te Roto o Rotorua Te Whare Taonga Wharehoroi Te Waiariki Pōhutu Te Agrodome Te Luge Te Whare Toi Ngā Wai Poronihia</p>	<p>5.</p> 
<p>6.</p> 	<p>7.</p> 	<p>8.</p> 

Lesson sequence stage 3b: Socio-cultural focus and speaking practice



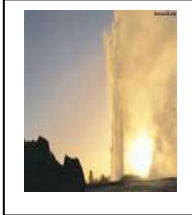

The students now work in pairs (A and B) to exchange information about these landmarks. Each student is given one sheet which contains information about 4 tourist attractions. They are also given another sheet with pictures of the attractions but without some of the information the other student has. The task involves asking

and answering questions in order to get a full set of information about all of the tourist attractions. Pairs of students (A and B) should not show their tourist information sheets to one another. Information should be exchanged only through questions and answers (as it would be in the case of a telephone conversation). In this task, the students have speaking practice and practice using vocabulary about numbers, addresses and money. The 4 sheets for this task are provided below.





Ngā Wāhi Tāpoi i Rotorua: Pepa Mōhio A⁷

<p>Te Whare Taonga Wharehoroi</p> 	<p>Te Roto o Rotorua</p> 	<p>Te Agrodome</p> 	<p>Te Luge</p> 								
<p>Te wāhi: Government Gardens Rotorua</p> <p>Waea: +64 7 349 4350 Waea whakaahua: +64 7 349 2819</p> <p>Īmera: rotoruumuseum@rdc.govt.nz</p>	<p>Te wāhi: Memorial Drive, Rotorua Lakefront PO Box 845, Rotorua, New Zealand</p> <p>Waea:+64 7 348 6634 Waea whakaahua: +64 7 3471766</p>	<p>Te wāhi: Western Road, Ngongotaha, Rotorua</p> <p>Waea: 64 7 357 1050 Waea whakaahua: 64 7 357 5307</p>	<p>Te wāhi: Skyline Skyrides Fairy Springs Road, PO Box 2353 Rotorua New Zealand</p> <p>Waea: 64 7 347 0027 Waea whakaahua: 64 7 348 2163</p> <p>Īmera: enquiries@skylineskyrides.co.nz</p>								
<p>Ngā wā puare:</p> <p>Āperira ki te Hepetema 9.00 i te ata - 5.00 i te ahiahi</p> <p>Oketopa ki te Maehe 9.00 i te ata - 8.00 i te ahiahi</p> <p>I ētahi wā ka kati moata mō ētahi hui a ētahi atu tāngata</p>	<p>Ngā wā puare:</p> <p>Ngā wā wehe: 10 i te ata, 12, 2 i te ahiahi</p> <p>Whakawāteatia te rua hāora</p>	<p>Ngā wā puare:</p> <p>Ngā wā whakaaturanga: 9.30, 11.30, 2.30</p>	<p>Ngā wā puare:</p> <p>9.00 i te ata – wā puare, kati</p>								
<p>Ngā utu: Pakeke \$11.00 Tamaiti \$5.00 Whānau (2+3) \$25.00 Whānau (1+3) \$15.00</p>	<p>Ngā utu: \$70.00 mō ia tangata Tae atu ki te GST Me tino whakarite rawa</p>	<p>Ngā utu: Whakaatu Agrodome Pakeke \$22.00 Tamaiti \$11.00 Whānau \$60.00 [2 pakeke + 2-4 tamariki (5-15 ngā tau)]</p>	<p>Ngā utu:</p> <table border="0"> <tr> <td>1x haerenga</td> <td>\$7.00</td> </tr> <tr> <td>2x haerenga</td> <td>\$12.00</td> </tr> <tr> <td>3x haerenga</td> <td>\$17.00</td> </tr> <tr> <td>5x haerenga</td> <td>\$25.00</td> </tr> </table> <p>+ te utu gondola</p>	1x haerenga	\$7.00	2x haerenga	\$12.00	3x haerenga	\$17.00	5x haerenga	\$25.00
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2x haerenga	\$12.00										
3x haerenga	\$17.00										
5x haerenga	\$25.00										


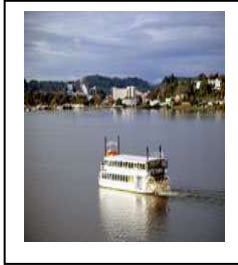
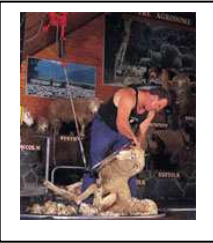
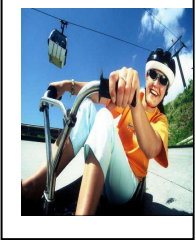
Ngā wāhi Tāpoi i Rotorua: Ui Pātai Pepa A⁸

<p>Te Whare Toi</p> 	<p>Te Pā i Tanumia</p> 	<p>Waiariki Pohutu</p> 	<p>Ngā Wai Poronihia</p> 
<p>Te wāhi:</p>	<p>Te wāhi:</p>	<p>Te wāhi:</p>	<p>Te wāhi:</p>
<p>Ngā wā puare:</p>	<p>Ngā wā puare:</p>	<p>Ngā wā puare:</p>	<p>Ngā wā puare:</p>
<p>Ngā utu:</p>	<p>Ngā utu:</p>	<p>Ngā utu:</p>	<p>Ngā utu:</p>

Ngā wāhi Tāpoi i Rotorua: Pepa Mōhio B⁹

<p>Te Whare Toi</p> 	<p>Te Pā i Tanumia</p> 	<p>Te Waiariki Pohutu</p> 	<p>Ngā Wai Poronihia</p> 
<p>Te wāhi: Hemo Gorge Road, PO. Box 334, Rotorua.</p> <p>Waea: +64 7 348 9047</p>	<p>Te wāhi: Tarawera Road, RD 5, Rotorua, New Zealand</p> <p>Waea: +64-7 362 8287 Waea whakaahua: +64-7 362 8287</p>	<p>Te wāhi: Hemo Gorge Road, PO. Box 334, Rotorua.</p> <p>Waea +64 7 348 9047</p>	<p>Te wāhi: Lake-end, Hinemoa St, PO. Box 40, Rotorua.</p> <p>Waea: 64 7 348 1328 Waea whakaahua: 64 7 348 9486</p> <p>Īmera: info@polynesianspa.co.nz</p>
<p>Wā puare:</p> <p>Raumati: 8:00 i te ata - 6:00 i te ahiahi Hōtoke 8:00 i te ata - 5:00 i te ahiahi</p> <p>Tāpoi arahina: Ia hāora mai i te 9:00 i te ata - 4:00 i te ahiahi Whakawehe whakamutunga Raumati: 5:00 i te ahiahi Hōtoke: 4:00 i te ahiahi Popoutanga Ngahau Māori mō te tau katoa: 12:15- 1:00 i te ahiahi</p>	<p>Wā puare:</p> <p>Raumati: 8.30 - 5.30 i te ahiahi. (Noema - Maehe)</p> <p>Raumati: 9.00 - 4.30 i te ahiahi. Āperira - Oketopa)</p> <p>Kia wātea te 60 – 90 miniti mō te haere</p>	<p>Wā puare:</p> <p>Raumati: 8:00 i te ata - 6:00 i te ahiahi Hōtoke 8:00 i te ata - 5:00 i te ahiahi</p> <p>Tāpoi arahina: Ia hāora mai i te 9:00 i te ata - 4:00 i te ahiahi Whakawehe whakamutunga Raumati: 5:00 i te ahiahi Hōtoke: 4:00 i te ahiahi Popoutanga Ngahau Māori mō te tau katoa: 12:15- 1:00 i te ahiahi</p>	<p>Wā puare:</p> <p>6.30-11 i te ata ia rā</p>
<p>Ngā utu: Pakeke NZD \$25.00 Tamaiti NZD \$13.00 (5-15 ngā tau)</p>	<p>Ngā utu: Pakeke: \$20.00 Tamaiti: (6 - 15yrs) \$ 6.00 Whānau: (2 pakeke & tamariki) \$40.00</p>	<p>Ngā utu: Pakeke NZD \$25.00 Tamaiti NZD \$13.00 (5-15 ngā tau)</p>	<p>Ngā utu: Wai māori wai wera wai mō ngā nonohi + wai retireti iti + e rua ngā waiariki wera hei whakatātanga Pakeke \$12.00 Tamariki (ngā tau 5-14) \$ 4.00 Whānau \$28.00 (2 pakeke + 1-4 tamariki)</p>

Ngā wāhi Tāpoi i Rotorua: Ui Pātai Pepa B¹⁰

<p>Te Whare Taonga Whare Horoi</p> 	<p>Te Roto o Rotorua</p> 	<p>Te Agrodome</p> 	<p>Te Luge</p> 
<p>Te wāhi:</p>	<p>Te wāhi:</p>	<p>Te wāhi:</p>	<p>Te wāhi:</p>
<p>Ngā wā puare:</p>	<p>Ngā wā puare:</p>	<p>Ngā wā puare:</p>	<p>Ngā wā puare:</p>
<p>Ngā utu:</p>	<p>Ngā utu:</p>	<p>Ngā utu:</p>	<p>Ngā utu:</p>

Lesson sequence stage 4: Guided dialogue

In the next section of the lesson sequence, the students have more speaking practice – this time in the context of a guided conversation. This is to help them to understand conventions of intonation and turn-taking. This practice task is also presented in the context of additions to the central narrative of the lesson sequence as well as the socio-cultural concept of the growing importance of iwi radio in the promotion of the Māori language. Students should roleplay this situation through practising the guided dialogue. The dialogue should be modelled to the whole class initially, and then practised in pairs with the students recording the dialogue when they are satisfied with the standard they have achieved. The teacher could introduce the task with the following commentary:

He tino pai ki ngā tamariki ki te whakarongo ki te reo irirangi ā-iwi, ā, ka whakarite rāua ki te whakamahi i te waea ki te uru atu ki tētahi tauwhaingā kia wini i a ia ētahi tīkiti ā-pikitia. Ko Nātana kei runga i te waea. I runga i te whakatakotoranga kōrero e whai ake nei, ko te raina kua oti te whakapango e tohu mai ana me noho puku koe me te whakarongo ki tō hoa akomanga i mua i tō whakaututanga.¹¹

He whakaurunga tauwhāinga
(He kōrero ā-wahi ārahi)

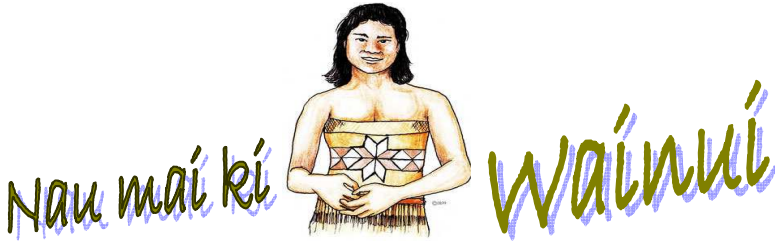
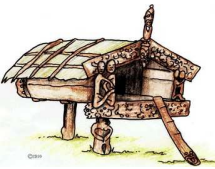



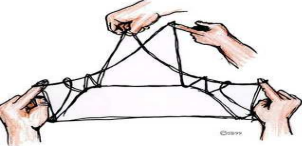
Kaipānuī	Natana
Kia ora mai.	Kia ora.
Ko wai tō ingoa e tama?	Ko Natana.
Noho ai koe ki hea?	Noho ai au i Amerika, engari e noho ana au ki tō mātou tuakana-taina i Tāmaki-makau-rau i tēnei wā.
Nē ra! He tama Amerikana e mōhio ana ki te kōrero Māori? Ka mau te wehi! He aha koe i mōhio ai ki te kōrero Māori?	Kōrero Māori anō ai taku tuahine. Nā tō māua māmā māua i whakaako. He Māori ia, ā, ki a ia me mōhio anō māua mō tāna ahurea tae atu anō ki tō māua pāpā.
E aha ana koe i a koe i Aotearoa nei?	Te haere tahi me ōku tuakana – taina, ko te haere ki tō māua kuia marae ... me te kai i te nui o te aihikirīmi. Te tino pai hoki o ngā aihikirīmi o Aotearoa.
Kikino! Nā, he aha tō whakautu ki tēnei pātai?	Ka taea e koe te pānuī mai anō i taua pātai?
Nā wai i tuhi te “Kaieke Tohorā?”	Nā Witi Ihimaera?
Āe! Ka tika rā hoki koe! Tēnā koe! Kua wini i a koe e whā ngā tīkiti ki te pikitia mō tēnei wiki e haere mai nei.	Aue! Kia ora rawa atu. Pārekareka hoki!
Ko wai te mea ka mauria e koe ki te pikitia i tō taha?	Ko taku tuakana-taina a Merepeka, ko taku tuahine a Pānia, me tērā o ō māua tuiakana-taina pea, a Hēmi.
Ka pai! Nā kia ngahau tō noho me te noho pai o tō hararei ki Aotearoa.	Kia ora! Hei kona.
Noho ora mai.	

Lesson sequence stage 5: Reading (scanning)

In this part of the lesson sequence, the narrative shifts to the small village on the coast where the children’s grandmother grew up and where she still has a small house. This visit has already been pre-shadowed in Natana’s original postcard to his cousin. Apart from grammatical revision and lexical revision, this aspect of the lesson sequence provides opportunities for students to predict (e.g., what the village will be like; what the children will do). It also provides opportunities for discussion about the differences between urban and rural Māori life. As in the case of the earlier tasks in this lesson sequence, the tasks here are set up in the context of the central narrative, as follows:

Tata atu ki Kāwhia i te Tai Hauāuru, he whare pakupaku tō te Kuia o Merepeka i te pā o Wainui, te wāhi i tipu mai ai ia. Ko ngā tuākana-taina nei e haere atu ana ki te whakaako whānau i Wainui, ā, ko Nātana rāua ko Pānia kāore anō kia tae atu ki reira, ā, e kaingākau ana ki te mōhio mō taua wāhi. Inā tata nei i oti mai i a Pānia he mahi ā-tuhinga kura mō reira, i whakaritētia mai e ia, he tūmomo pukapuka e pā ana ki Wainui. Whakaatungia e ia ki a Nātana rāua ko Pānia.¹²

The students should read the brochure (see below) and answer a general question (e.g., *He aha ngā mea pai ki ngā tamariki o te kura o Wainui te mahi?*).¹³ Teachers should check the answers. The second part of this task involves the students in reading the brochure again and underlining the adjectives. Once again, the teacher should check the responses.¹⁴

	
	<p><i>Ko te pā taiwhenua pakupaku o Wainui (nui tangata 326) e whā kiromita ki te taha tonga hauāuru o Kāwhia i te Tai hauāuru o Te Ika o Māui. Kei reira tonu te maha o ngā whare tawhito o ngā rā o neherā, pēnei me tēnei pātaka whakairo.</i></p>
<p><i>He maha anō ngā tāngata koroua, kuia e whai tonu ana i ngā tikanga o mua kia tunu kai rātou me ngā tikanga kia kai te tangata. He rahi ā rātou māra huawhenua. Whakatipu kānga reka ai rātou me te kūmara roa, kūmara reka, kūmara pouriuri. Kainga ai ēnei taha i te kaimoana hou, kohikohia ai mai i te whanga roa.</i></p>	
	<p><i>Kia tae mai ngā manuwihiri ki Wainui, ka whakahaerengia te pōwhiri i te marae iti, i te marae āio hoki.</i></p>
<p><i>He tino pai ki ngā tamariki o te Kura o Wainui ki te waiata me te mahi waiata ā-ringa, ā, he matatau rātou ki te kōrero Māori.</i></p>	
	<p><i>Noho ai ngā koroua, kuia taha i a rātou e kōrero ana i ngā kōrero pūrākau me te whakaako i a rātou ki ngā kēmu pai i purei rātou i te wā e tamariki ana rātou. Ko te oranga i Wainui, he tino koa, he tino oranga whakatā.</i></p>

Lesson sequence stage 6: adjective revision

When the students have underlined the adjectives in the brochure and have had feedback and correction, they work in groups on an adjective revision sheet (see below). Teachers can either work with the whole class (with students doing one

section at a time and confirming their answers progressively), or have students work in pairs or groups at their own pace (checking each group as it finishes).

Ngā tūāhua¹⁵

Mōhio anō ai koe mō te hanga o ngā tūāhua Māori?

Āta whakamahia ngā mahi o raro iho nei.

1. Pāinuitia ngā rerenga e whai ake nei me te ruri i ngā kupu tūāhua.¹⁶

He kainga tino oreore a Rotorua.

He marae tawhito, iti, ātaahua a Wainui.

He tino pai ki ngā tamariki te mahi i ngā waiata ā-ringa.

Ko te tāone o Ākarana he mea nui, he mea hou.

Kai ai ngā koroua, kuia i ngā kai pai.

Whakatipu ai rātou i ngā kūmara reka, kūmara pōuriuri.

He ātaahua te marae iti nei.

Ko ngā kūmara roa, kūmara pōuriuri he reka.

Ko ngā tamariki o te marae, kōrero Māori ai.

2 a) Nā, whakarārangitia ngā tūāhua.¹⁷

Te rōpū	Tūāhua
<i>he whakaaro / whakawātanga</i>	
<i>rahi</i>	
<i>pakeke</i>	
<i>waihanga</i>	
<i>kano</i>	
<i>iwi / pūtaketanga</i>	
<i>i te nuinga o te wā/ ētahi atu</i>	

2 b) Kei te mōhio anō koe ki ētahi atu tūāhua? Whakaarohia mai tētahi atu tūāhua kotahi hei whakauru atu ki ia rōpū.¹⁸




3 a) Mōhio anō koe ki ēnei tūāhua? Whakataurititia ki ngā tūāhua Pākehā.¹⁹

- | | |
|-----------------|------------------|
| 1. reka | a. multicoloured |
| 2. tikanga | b. regional |
| 3. raruraru | c. interesting |
| 4. o mua | d. national |
| 5. tahito | e. historic |
| 6. taenga maha | f. sweet |
| 7. pārekareka | g. ancient |
| 8. kakato | h. rural |
| 9. whakamere | i. busy |
| 10. taiwhenua | j. peaceful |
| 11. weriweri | k. traditional |
| 12. puri mahara | l. old |
| 13. ā rohe | m. disgusting |
| 14. hūmārie | n. delicious |
| 15. ā iwi | o. fantastic |

3 b) Tuhia ia o ēnei tūāhua ki raro i tētahi o ēnei wāhanga o (2) i runga ake nei.²⁰

Lesson sequence stage 7: Writing practice

The final activity of the lesson sequence is writing practice which combines aspects of the context, discourse, vocabulary and language that have been the focus of the lesson sequence so far. Once again, the task is presented within the central narrative. Each of the children will write a postcard to Auntie Marama in Australia who couldn't make the family reunion in Wainui. The students should each be given a name (Pānia, Nātana or Merepeka) and should write the postcard, following the prompts below, as if they are the person whose name they have been given.²¹

	<p>Pānia</p> <p><i>He pai ki a ia a Aotearoa, engari ki a ia he āhua takeō a Akarana. Tino aroha ana ki Wainui – he iti, tahito, ātaahua.</i></p> <p><i>He kaingākau ki te ako i ngā waiata me ngā waiata ā-ringa me ngā tākarō mōhio ai ngā tamariki o Wainui.</i></p>
	<p>Nātana</p> <p><i>He pai a Akarana, engari he pai ake ki a ia a Rotorua.</i></p> <p><i>He pai ki a ia ngā pōharu koropūpū me te waiariki whakahirahira.</i></p> <p><i>He pai ki a ia a Wainui ā, kei te hiahia kia rite tōna pai ki te haka pērā me ōna tuakana-taina kia hoki ia ki Amerika.</i></p>
	<p>Merepeka</p> <p><i>Tino aroha ana ki Wainui – he ātaahua, āio, ā he rangi mārie.</i></p> <p><i>Tino pai ki Rotorua, arā koa, ko Te Pūrepō Toi me te Whare Taonga o Wharehoroi. Ko te hitori o Rotorua he mea whakamere ki a ia.</i></p>

When the students have written their postcards, they can 'send' them to another person in the class to read.

Suggested assessment activity

There are many potential assessment tasks for a lesson sequence of this type. These could involve a single skill (listening, speaking, reading, writing, viewing or presenting) or a combination of a number of different skills. Importantly, the assessment should be within the same context as the lesson sequence and mimic the tasks and activities modelled in class. Some suggested assessment activities are:

- a) Students write a short entry for a guidebook about a favourite visitor attraction;
- b) Students prepare a tourist brochure (similar to Merepeka's brochure) for a town or village they know or create;
- c) Students listen to a commentary about a small village in rural New Zealand and complete an answer sheet;
- d) Students role play being a guide at a tourist spot and give information about its address, its opening times and the prices.

Endnotes

1. Pania and Natana live in the USA. Their father is American but their mother is Māori. Their mother has taught them to speak Māori. They have never visited New Zealand before, but this year they will travel with their mother who is doing business in Hawaii en route to visit family in Auckland. In Auckland, they will see their cousin Merepeka. Merepeka has visited them twice in the USA. The cousins know each other well and correspond regularly. They always try to use Māori when they communicate.

2. Pania and Natana are in Hawaii with their mother en route to New Zealand. Read Natana's postcard to Pania. Are Pania and Natana enjoying their time in Hawaii?

3. *Natana's postcard from Hawaii*

Hawaii 2 November.

Hi Merepeka,

We're in Hawaii at the beginning of our big adventure. We will spend 2 weeks here because Mum is attending a boring conference. Our hotel is near the beach. It's flash.

Soon we'll be in New Zealand. It's really exciting! We arrive in Auckland on 15 November. Pania doesn't like travelling by plane so she's a bit worried, but I'm really happy. I'm finally going to visit New Zealand! I want to see the Sky Tower when we're in Auckland. I want to visit Rotorua too. We're also going to visit the little village on the coast where Nanny grew up. That will be great.

Yesterday we went for a trip by boat to another tropical island. There was a cultural festival there. We actually understood some of the Hawaiian language! Pania and I thought the day was great, but Mum didn't because she was seasick. On Saturday afternoon Pania is going to learn how to do Hawaiian dancing, but I'm going to the beach. I'm going to try surfing for the first time.

See you soon.

Lots of love,

Natana



Merepeka Brown
10 Maddison Avenue
Manukau City
Auckland

4. Questions: Postcard from Hawaii

Read the post card and decide if the sentences below are true or false. Put (T) if the sentence is True and (F) if the sentence is False.

1. Pania and Natana like Hawaii.
2. The hotel is not very nice.
3. Pania and Natana's mother is on holiday.
4. The family will arrive in New Zealand on 15 November.
5. Merepeka is in Hawaii.
6. Pania and Natana have already visited New Zealand.
7. Natana doesn't want to visit the village where her Nana grew up.
8. Pania and Natana's mother liked the journey to the island.
9. Pania and Natana speak Hawaiian.
10. Natana is a good surfer.

5. When they arrive in New Zealand, the children begin to explore the country with their cousin. They are planning a trip to Rotorua and try to get some information about things to see and do. The first thing they do is find out about some of the famous landmarks.

6. Tourism in Rotorua: Tourist attractions

Part a) Match the names to the pictures. This task should be done in pairs or groups.

The Buried Village; Lake Rotorua; The Bathhouse Museum; Pohutu Geyser; The Agrodome; The Luge; The Arts & Crafts Institute; The Polynesian Pools

7. Tourist spots in Rotorua: Information sheet A

The Bathhouse Museum; Lake Rotorua; The Agrodome; The Luge (addresses; phone; fax; email; opening times; costs)

8. Tourist spots in Rotorua: Question sheet A

The Arts and Crafts Institute; The Buried Village; Pohutu Geyser; The Polynesian Pools (addresses; opening times; costs)

9. Tourist spots in Rotorua: Information sheet B

The Arts and Crafts Institute; The Buried Village; Pohutu Geyser; The Polynesian Pools (addresses; phone; fax; email; opening times; costs)

10. Tourist spots in Rotorua: Question sheet B

The Bathhouse Museum; Lake Rotorua; The Agrodome; The Luge (addresses; opening times; costs)

11. The children really enjoy listening to iwi radio and they decide to telephone one day to enter a competition to win some movie passes. Natana is on the phone. In this script, a shaded line means you should be quiet and listen to your classmate before speaking.

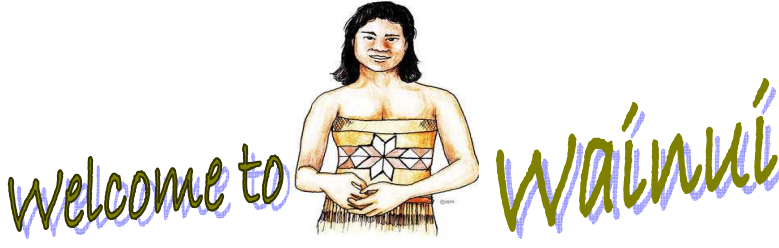
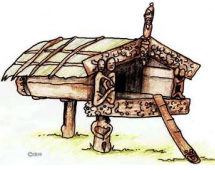



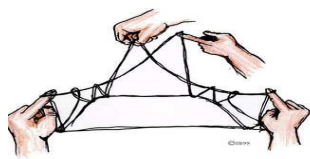
A competition entry
(Guided conversation)

Announcer	Natana
Hi there.	Hello.
What's your name young fellow?	Natana.
Where do you live, Natana?	I live in the USA, but I'm staying with my cousins in Auckland at the moment.
Wow. An American boy who speaks Māori! That's cool. How come you speak Māori?	My sister speaks Māori too. Our Mum taught us. She's Māori and she says we have to know about her culture as well as Dad's.
What are you going to do while you're in New Zealand?	Hang out with my cousins, visit my Nany's marae... and eat heaps of ice-cream. NZ ice-cream is so good.
Wicked! So, what's your answer to the question?	Can you tell me what the question is again?
Who wrote the story for the film Whale Rider?	Is it Witi Ihimaera?
Yes! You're right. Congratulations you've won four movie passes for next week.	Oh, thanks a lot. That's just awesome.
Who will you take to the movies with you?	My cousin Merepeka, my sister Pania and our other cousin Hemi probably.
Great. Well, have fun and enjoy your holiday in NZ.	Thanks. Bye.
Bye.	

12. Near Kawhia, on the west coast, Pania, Natana and Merepeka's Grandmother has a small house in the village of Wainui where she grew up. The cousins will be spending time at a family reunion in Wainui, and Natana and Pania who have never been there before, are keen to know a bit about it. Merepeka has recently done a school project where she prepared a kind of tourist brochure about Wainui. She shows it to Natana and Pania.

13. What do the children at the school in Wainui enjoy doing?

14.

	
	<p>The small rural village of Wainui (population 326) is 4 kilometres south-east of Kawhia on the west coast of New Zealand. The village still has many of the old buildings from the early days like this carved pataka.</p>
<p>Many old people in the village still follow ancient customs when they cook and eat. They have big vegetable gardens. They grow sweet corn and tasty long brown kumara. They eat these with fresh seafood they collect from the harbour.</p>	
	<p>When visitors come to Wainui, they get a traditional welcome at the small peaceful marae.</p>
<p>The children at Wainui school are really good at kapa haka. They love to sing and dance and they also speak fluent Māori.</p>	
	<p>The old people spend time with them, talking about tribal history and teaching them interesting games that they played when they were young.</p> <p>Life is very relaxed and happy in Wainui.</p>

15. Adjectives

*Do you know how adjectives are formed in Māori?
Work through the tasks below.*

16. 1. *Read the following sentences and underline the adjectives:*

- Rotorua is a busy place.*
- Wainui is a beautiful little old village.*
- The children love to do Māori dances.*
- Auckland is a big modern city.*
- The old people eat good food.*
- They grow tasty brown kumara.*
- The small marae is beautiful.*
- The long brown kumara are tasty.*
- The village children speak Māori.*

17. 2. a) *Now, classify the adjectives*




Category	Adjective/s
<i>opinion/ judgment</i>	
<i>size</i>	
<i>age</i>	
<i>shape</i>	
<i>colour</i>	
<i>nationality/origin</i>	
<i>general/ other</i>	

18. b) *Do you know any other adjectives? Try to think of at least one more adjective that you know to put in each category.*

19. 3. a) *Do you know these adjectives? Try to match the equivalent words in Māori and English.*

20. b) *Write each of the adjectives under one of the categories in (2) above.*

21.

	<p>Pania</p> <p>Loves New Zealand but finds Auckland big and a bit boring.</p> <p>Adores Wainui - small, old, beautiful.</p> <p>Keen to learn the songs and dances and games the children in Wainui know</p>
	<p>Natana</p> <p>Likes Auckland, but prefers Rotorua.</p> <p>Loves the boiling mud and the spectacular geyser.</p> <p>Likes Wainui and wants to be as good at the haka as his cousins when he goes back to the USA.</p>
	<p>Merepeka</p> <p>Adores Wainui - beautiful, relaxed and quiet.</p> <p>Loves Rotorua, especially the Arts and Crafts Centre and the Bathhouse Museum. History of Rotorua is interesting.</p>

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