




MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Guidelines for Niuean Language Programmes

Planning Guidelines to Accompany
*Developing Programmes for
Teaching Pacific Islands Languages*



The photographs on pages 12, 18, 25, 26, 30, 36, 43, and 44 are by Glenn Jowitt.
The line drawings on pages 15, 16, 17, 21, 57, 58, 59, 60 and 61 are by Liz Tui.

Published 2000 for the Ministry of Education by
Learning Media Limited, Box 3293, Wellington, New Zealand.
Website: www.learningmedia.co.nz

Text and drawings copyright © Crown 2000
Photographs copyright © Glenn Jowitt 1999
All rights reserved. Enquiries should be made to the publisher.

Dewey number 499
ISBN 0 478 23851 7
Item number 23851

◁ Contents

4 ▷ Introduction

5 How to Use These Guidelines

6 ▷ Teaching Niuean in New Zealand

8 ▷ Long-term and Short-term Planning

14 ▷ Units of Work and Activities

15 Early Childhood

18 School Curriculum

18 Vahega 1

27 Vahega 2

33 Vahega 3

35 Vahega 4

39 Vahega 5

44 Vahega 6

46 Vahega 7

47 Vahega 8

49 Teaching Several Levels at the Same Time

55 ▷ Bilingual Niuean Students in Mainstream Classrooms

56 ▷ Blackline Master Sheets

62 ▷ Resources for Teaching and Learning Niuean

62 Grammars, Dictionaries, Coursebooks, and Related Material

63 Learning Materials Published in Niuean by the Ministry of Education

73 Other Sources of Learning Materials in Niuean

74 References

◀ Introduction

There are close ties between Niue and New Zealand. Both are South Pacific countries. Niue is an internally self-governing state in free association with New Zealand. All Niueans have New Zealand citizenship.

Niuean has been an important language in the New Zealand educational system for fifty years. The New Zealand Department of Education began publishing learning materials in Niuean in 1950 in the pages of *Tohi Tala ma e Tau Aoga Niue*, a journal published for the schools in Niue.

In 1955, the tradition established by thirty-five issues of *Tohi Tala ma e Tau Aoga Niue* was continued through two new Niuean journals, *Tohi Tala ma e Fānau Ikiiki Niue* and *Tohi Tala ma e Fānau Lalahi Niue*. Together, these two journals added twenty-five issues to the total of learning materials in Niuean by 1966. The New Zealand Department of Education also arranged for some novels that were popular with teenagers in the early 1960s to be translated into Niuean and published a primary school reading series. But this part of the Department's Niuean publishing programme – publishing resources in Niuean for schools in Niue – ceased in 1973. Niue became an internally self-governing country in 1974. Ten years later, in 1983, the Department began publishing in Niuean again – but now for schools in New Zealand. From 1990 onwards, this target audience also included New Zealand early childhood centres.

For every Niuean living in Niue, there are now over ten Niueans living in New Zealand. There are two schools in Niue (one primary and one secondary school). In New Zealand, many early childhood centres and schools have Niuean-speaking students on their rolls, and a growing number of these schools and early childhood centres offer Niuean language programmes. These include Niuean-language immersion programmes in early childhood centres, bilingual classes in primary schools, mainstream classroom support for bilingual children who are Niuean, and classes in secondary schools for students who want to learn Niuean as a language option.

Niuean, then, has a unique place in the New Zealand Curriculum. *Guidelines for Niuean Language Programmes* will help teachers to develop Niuean language programmes, whether they are working with students who speak Niuean as their first language or students who are learning it. The Niuean language programmes in our early childhood centres and schools contribute to our sense of national identity.

These *Guidelines* were developed at the request of New Zealand's Niuean community and in consultation with it. Many individuals and groups assisted with this development. To all those who contributed, fakaaue lahi. Without your support, the development of this resource would not have been possible. That co-operative effort is acknowledged in the use of the word “we” throughout these *Guidelines*.

◀ How to Use These Guidelines

These *Guidelines* have been produced for staff in early childhood centres, primary and intermediate schools, and secondary schools. They are designed to be used in conjunction with the handbook *Developing Programmes for Teaching Pacific Islands Languages*.

Guidelines for Niuean Language Programmes is intended to form the basis for the material that teachers of Niuean develop for their own Niuean language programmes. The material in these pages provides a starting-point for our teaching folders. For example, we could save copies of our own one-term and one-week plans and add them to the Long-term and Short-term Planning section with comments on how successful the plans were and ideas for improving them. We could also exchange written plans with other teachers. The plans for the most successful units of work and activities that we develop could be filed at appropriate levels in the Units of Work and Activities section.

As we learn more about teaching the Niuean language (and about the language itself), we can take notes and add them to the appropriate section. The References section on pages 74–80 lists a wide variety of books and articles that are suitable for further professional reading. We might wish to set a personal goal of reading a book or article that relates to our Niuean language programme, perhaps once a month.

Other items that we could add to the folder include:

- photocopies of selected pages from *Developing Programmes for Teaching Pacific Islands Languages* (for example, pages relating to the achievement objectives that our students are currently working towards);
- copies of notes for teachers that accompany Niuean-language resources published by the Ministry of Education;
- photocopies of activities described in the *Tupu Handbook*;
- copies of learning activities described in *Many Voices* (for articles relating to teaching Niuean that have appeared in *Many Voices* up to 1996, see page 54 in *A Guide to the Pacific Learning Materials 1976–1996*);
- exemplars and examples of students' work;
- relevant material from courses and conferences.

Not everything need be kept in our planning folders. The plan for a particular learning activity might be kept taped to an activity box. But master copies of such plans could be kept in the folder.

◀ Teaching Niuean in New Zealand

This section introduces some features of the Niuean language that teachers of the language in New Zealand early childhood centres and schools need to be aware of. Some of these features are unique to Niuean.

The Niuean Alphabet

The Niuean alphabet consists of sixteen letters: a, e, f, g, h, i, k, l, m, n, o, p, s, t, u, and v.

The five vowels (a, e, i, o, and u) may be either short or long. *Tohi Vagahau Niue*, by Wolfgang Sperlich et al., notes (on page 3) that, while “popular spelling” previously “did not pay much attention to distinguishing between short and long vowels”, consistent use of macrons over long vowels is now recommended (written as ā, ē, ī, ō, and ū). Niuean also has a double vowel (for example, in the third-person-singular possessive pronoun haana).

Niuean alphabetical order as set out in *Tohi Vagahau Niue* is a, ā, e, ē, f, g, h, i, ī, k, l, m, n, o, ō, p, s, t, u, ū, and v.

The Niuean alphabet has sometimes been taught as ā, ē, ī, ō, ū, fā, gā, hā, kā, lā, mō, nū, pī, tī, vī, rō, sā (these sounds have been written in this way to show how they are pronounced). The letters “r” and “s” were introduced into Niuean by the missionaries in order to write Biblical names that included consonant sounds not found in Niuean. An example is Samisoni (Samson).

Tohi Vagahau Niue recommends that the consonants be renamed fā, gā, hā, kā, lā, mā, nā, pā, tā, vā, rā, and sā. It will help our students if they learn the alphabet in the way proposed in *Tohi Vagahau Niue*. This dictionary is not only the most recent and authoritative, but it is also the one students are most likely to use at school.

“G” is pronounced as “ng” (as in “singing”). An example is gahua (work), which is pronounced “ngahua”.

The letter “t” can be pronounced either as “t”, for example, in fitu (seven), or as “s”, for example, in mate (dead). When “t” is followed by the vowels “e” or “i”, it is pronounced as “s”. When it is followed by any of the other three vowels, it is pronounced as “t”.

For more about the Niuean alphabet, alphabetical order, and writing long and short vowels, see pages 2–4 in *Tohi Vagahau Niue*. Pronunciation exercises can be found in Aiao Kaulima and Clive Beaumont’s *A First Book for Learning Niuean*.

Dialects in Niuean

Until the late 1950s, there were two distinct Niuean dialects, partly because of Niue’s relative isolation up to then. The Motu dialect was used in the north, and the Tafiti dialect was used in the south.

There has been a gradual loss of dialect distinctness, first because the missionaries insisted that church ministers work in villages other than their own and more recently because travel and communications have become easier. The opening of a single national secondary school and, later, the consolidation of Niue’s primary schools into just one, in Alofi, have accelerated the change.

Nevertheless, traces of the two dialects can still be heard in the pronunciation of some words. Speakers from different villages may occasionally be distinguished by their accent. It is sometimes said that speakers from Mutalau, Hakupu, and Tuapa can

be recognised by the mild-soft tone they use; that speakers from Hikutavake, Liku, and Alofi South have a fast-heavy tone; and that people from Tamakautoga tend to have a strong-deep tone. We need to be careful when discussing Niuean dialects in our language programmes because linguists use different terms to describe such variations – the words tone and tonal have a particular meaning for linguists.

For more about the two dialects, see page ix in J. M. McEwen's *Niue Dictionary*.

Formal and Informal Niuean

Formal language is used at fono (official meetings), during sermons at church, on special occasions, and during cultural festivities. Informal language (including colloquial slang) is used in everyday conversation. Learners need to gradually master both formal and informal language.

Code-switching

Depending on the kind of conversation or the topic being discussed, speakers of Niuean often switch back and forth between Niuean and English and between formal and informal Niuean. However, people learning Niuean as a second language will discover only gradually how and when to switch codes appropriately.

Transliterated and New Words

The Niuean language is using an increasing number of words transliterated from English. Examples include motokā (motorcar) and taimi (time).

When words from another language are taken into Niuean, they are transliterated to conform to the way words are used in Niuean. This alters the way the words are pronounced, spelled, and used grammatically. (The same process takes place when Niuean words are transliterated into other languages. For example, “Niuean” is a grammatically correct word in English but does not occur in Niuean. Depending on the context, we would say something like “vagahau Niue” in Niuean.)

Sometimes teachers or students need to find the Niuean version of words that are not listed in any existing dictionaries of Niuean. When this is so, the Niue Language Commission may be able to help. The Commission can be contacted at PO Box 32, Alofi, Niue, facsimile 00683 4301.

◀ Long-term and Short-term Planning

Before planning units of work in detail, we need to identify the needs of our students so that we can decide which of the achievement objectives in *Developing Programmes for Teaching Pacific Islands Languages* the students will work towards this year.

This section focuses on planning for a particular length of time. A long-term plan here means a plan for a period of months, and a short-term plan is a plan for about one week's work. In the next section (on pages 14–54), the focus is on planning activities for particular units of work (which may last for a longer or shorter time than one week). A year's work in a Niuean language programme is typically organised as a series of units of work, each one based on a topic such as those suggested in *Developing Programmes for Teaching Pacific Islands Languages*.

A plan for one term, like those in the examples shown below, can indicate how specific topics will be related to particular achievement objectives. It may also show some of the key learning activities, resources, and assessment activities that will be included in the final, more detailed unit plan.

Planning for an Early Childhood Programme

Here is an example of a plan for one term in a Niuean-language early childhood centre. Each “Focus for the Unit of Work” lasts about two weeks. Many other activities in early childhood centres are ongoing.

Publication details for resource materials named in the plans, together with item numbers to use when ordering them if they are Ministry of Education resources, can be found in the References section of these *Guidelines* (on pages 74–80).

Focus for the Unit of Work	Weeks	Main Achievement Objectives	Main Learning Activities	Main Resources	Main Assessment Activities
Fakaaogaage he Vagahau (functional language)	1–2	<ul style="list-style-type: none"> listen and respond to others in appropriate ways engage in imaginary conversations during play 	<ul style="list-style-type: none"> listening games exploratory play with toys role-playing (acting out everyday events) 	<ul style="list-style-type: none"> action songs toys 	<ul style="list-style-type: none"> observation-based assessment
Tino (the body)	3–4	<ul style="list-style-type: none"> listen and respond to others in appropriate ways 	<ul style="list-style-type: none"> songs with actions 	<ul style="list-style-type: none"> songs with actions 	<ul style="list-style-type: none"> observation-based assessment

Tau Mena Kai (food)	5–6	<ul style="list-style-type: none"> • pay attention to actions and words (e.g., when blessing food) • display ... verbal and non-verbal behaviours that are culturally valued ... • ask for a cultural practice to be observed appropriately (e.g., a blessing for the food) 	<ul style="list-style-type: none"> • prayers at the start of each day and before eating (liogi kai) 	<ul style="list-style-type: none"> • liogi (blessings for food) 	<ul style="list-style-type: none"> • observation-based assessment
Tau Lanu (colours)	7–8	<ul style="list-style-type: none"> • use visual language during imaginative play with visual materials 	<ul style="list-style-type: none"> • song games (see page 16) • talking about colours in all kinds of contexts 	<ul style="list-style-type: none"> • objects and colour cards • colour labels 	<ul style="list-style-type: none"> • observation-based assessment
Tau Nūmela (numbers)	9–10	<ul style="list-style-type: none"> • listen and respond to others in appropriate ways • use a ... range of speech functions to communicate ... 	<ul style="list-style-type: none"> • song games (see pages 15–16) 	<ul style="list-style-type: none"> • action songs • <i>Tau Nūmela Faka-Niue</i> by R. Mautama 	<ul style="list-style-type: none"> • observation-based assessment

Planning for a Bilingual Programme in a Primary School

The following is an example of a plan for a term's work in Niuean for a bilingual primary school class where students are working towards vahega (level) 4 achievement objectives. This plan shows only the main achievement objectives.

Focus for the Unit of Work	Weeks	Main Achievement Objectives	Main Learning Activities	Main Resources
Tau Aga, Tufuga Fakamotu (heritage)	1–3	<ul style="list-style-type: none"> • make comparisons • experiment with traditional art and craft forms • participate in age-appropriate ways at cultural events 	<ul style="list-style-type: none"> • interviewing family members • discussing and practising Niuean crafts 	<ul style="list-style-type: none"> • Niuean community members
Ko e Tahi (the sea)	4–6	<ul style="list-style-type: none"> • express logical relationships (noting causes and effects ...) • use more complex expressions to indicate time, place, and frequency • produce explanations • produce more detailed stories 	<ul style="list-style-type: none"> • see page 35 in these <i>Guidelines</i> 	<ul style="list-style-type: none"> • see page 35 in these <i>Guidelines</i>
Paea (migration)	7–9	<ul style="list-style-type: none"> • present ideas through visual and verbal features, using ... drama ... • use more complex expressions to indicate time, place, and frequency 	<ul style="list-style-type: none"> • individual research culminating in dramatic presentations 	<ul style="list-style-type: none"> • library, Internet • Tupu series books about migration experiences
Fakakiteaga he Loto (communicating feelings)	10–12	<ul style="list-style-type: none"> • express satisfaction, fear, and concern • express wishes and intentions 	<ul style="list-style-type: none"> • see page 36 of these <i>Guidelines</i> 	<ul style="list-style-type: none"> • see page 36 of these <i>Guidelines</i>

Planning to Support Niuean in a Mainstream Junior Classroom

When supporting Niuean as a mother tongue in a mainstream junior school class, we might plan a term's work in the following way to provide young bilingual students with plenty of opportunities to use Niuean during their classroom learning. This kind of planning assumes that, as mainstream teachers, we are learning how to communicate (to some extent) with our bilingual students in Niuean, if we cannot already do so, in order to help them meet vahega 1 achievement objectives.

Achievement Objectives (for Niuean)	Introduce the learning in week number:	Essential Learning Area	Resources
<ul style="list-style-type: none"> • use everyday [Niuean] expressions to greet, farewell, or thank people 	1	<ul style="list-style-type: none"> • language and languages 	<ul style="list-style-type: none"> • Niuean parent, student, or other visitor
<ul style="list-style-type: none"> • use [Niuean] words and expressions for numbers (1–10) 	2	<ul style="list-style-type: none"> • maths 	<ul style="list-style-type: none"> • <i>Tau Nūmela Faka-Niue</i> by R. Mautama
<ul style="list-style-type: none"> • use [basic Niuean] expressions to indicate time (tau magaaho) 	4	<ul style="list-style-type: none"> • maths 	<ul style="list-style-type: none"> • Niuean parent, student, or other visitor
<ul style="list-style-type: none"> • use [basic Niuean] expressions for shapes (tau pakapaka kehekehe) 	6	<ul style="list-style-type: none"> • maths 	<ul style="list-style-type: none"> • <i>Tohi Vagahau Niue</i> by Wolfgang Sperlich et al.
<ul style="list-style-type: none"> • use [basic Niuean] expressions for ... colours 	3	<ul style="list-style-type: none"> • language and languages, the arts, maths 	<ul style="list-style-type: none"> • page 59 in these <i>Guidelines</i>
<ul style="list-style-type: none"> • follow simple instructions (given in Niuean) 	1	<ul style="list-style-type: none"> • health and physical well-being (physical education) 	<ul style="list-style-type: none"> • Niuean parent-helper
<ul style="list-style-type: none"> • exchange basic factual information (pronouncing Niuean names correctly) 	1	<ul style="list-style-type: none"> • social studies (getting to know one another) 	<ul style="list-style-type: none"> • Niuean students and their parents
<ul style="list-style-type: none"> • ask for ... help (in Niuean) 	1	<ul style="list-style-type: none"> • all curriculum areas 	<ul style="list-style-type: none"> • Niuean parent-helper or a Niuean police officer
<ul style="list-style-type: none"> • take a simple part in a [Niuean] cultural performance 	7	<ul style="list-style-type: none"> • the arts (music; dance; drama) 	<ul style="list-style-type: none"> • Education Advisory Service or School Support Services and/or experts from the local community

In addition to the above, we could include bilingual resources in our reading programme, for example, the Tupu books *Mau ke Fano he Aoga* by Emma Kruse Va'ai, *Ko e Kuli* by Leon and Fran Hunia, *Haia!* by Sereima Lumelume, and *Ko e Kaina Mau Mitaki*, by Sue Moorar. The English versions of these are (in the same order) *Ready for School*, *Dog*, *Aue!*, and *The Safe Place*.

Some of these stories could be placed in the reading corner for bilingual students to read or take home whenever they wish. At least one could be introduced to the whole class together with the English version, for example, *Ko e Kaina Mau Mitaki* could be read together with the big book version of the Ready to Read title *The Safe Place* by Sue Moorar.

Use the guide at the back of the *Tupu Handbook* to access English versions of other level 1 Niuean resources. These resources could be introduced to the whole class, together with their English versions, and then placed in the reading corner for students to read or take home whenever they wish.

Planning for a Niuean Secondary School Programme

Here is an example of how the second term's work might be planned in an introductory, secondary school, Niuean-language class working towards achievement objectives at vahega 1. This long-term plan shows only the main topics for units of work and some key achievement objectives and activities. Other achievement objectives and learning and assessment activities would be identified later in more detailed unit planning.

Week	Focus for the Week	Key Achievement Objectives	Learning Activities	Resources	Assessment Activities
1	<ul style="list-style-type: none"> pronunciation, the Niuean alphabet, the macron, and alphabetical order in Niuean 	<ul style="list-style-type: none"> use everyday expressions use letters of the alphabet in words 	<ul style="list-style-type: none"> alphabet song introduction to using <i>Tohi Vagahau Niue</i> 	<ul style="list-style-type: none"> <i>Tohi Vagahau Niue</i> by Wolfgang Sperlich et al. 	<ul style="list-style-type: none"> self-assessment (able to find words in the dictionary)
2	<ul style="list-style-type: none"> greetings and farewells 	<ul style="list-style-type: none"> use everyday expressions to greet [and] farewell people exchange basic factual information 	<ul style="list-style-type: none"> role-play meeting members of the community, using formal and informal greetings 	<ul style="list-style-type: none"> visitors 	<ul style="list-style-type: none"> assessment by members of the community keeping an "expressions" notebook
3	<ul style="list-style-type: none"> families and terms for relatives 	<ul style="list-style-type: none"> ... briefly describe things exchange basic factual information 	<ul style="list-style-type: none"> listening to short texts giving personal details describing family members, using correct terms 	<ul style="list-style-type: none"> <i>Galo</i> by Epi Swan and <i>Ko e Tapulu ha Ane</i> by Ester Temukisa Laban Alama photographs from home 	<ul style="list-style-type: none"> matching pictures with terms drawing and labelling a simple family tree

4	<ul style="list-style-type: none"> demonstratives (ha ē, hanā, ko e heigoa) 	<ul style="list-style-type: none"> exchange basic factual information 	<ul style="list-style-type: none"> requesting that objects be handed to them 	<ul style="list-style-type: none"> classroom objects 	<ul style="list-style-type: none"> teacher observation
5	<ul style="list-style-type: none"> some negatives 	<ul style="list-style-type: none"> exchange basic factual information follow simple instructions 	<ul style="list-style-type: none"> taking part in short, contextualised conversations 	<ul style="list-style-type: none"> Niuean-speaking visitors or more advanced students 	<ul style="list-style-type: none"> checklist with headings like “Iloa mitaki e au ke taute e tau mena nai/nakai la iloa mitaki”
6	<ul style="list-style-type: none"> consolidation of first five weeks 	<ul style="list-style-type: none"> take a simple part in a cultural performance 	<ul style="list-style-type: none"> learning and presenting a Niuean dance, chant, or poem 	<ul style="list-style-type: none"> video camera 	<ul style="list-style-type: none"> watching a video of their performances feedback from parents
7	<ul style="list-style-type: none"> adjectives 	<ul style="list-style-type: none"> label, observe, and briefly describe things 	<ul style="list-style-type: none"> completing short descriptions of familiar objects and people 		<ul style="list-style-type: none"> correct placement of labels around classroom
8	<ul style="list-style-type: none"> simple commands 	<ul style="list-style-type: none"> follow simple instructions 	<ul style="list-style-type: none"> responding to simple classroom instructions 	<ul style="list-style-type: none"> labels on classroom objects (see pages 18 and 57) 	<ul style="list-style-type: none"> teacher observation
9	<ul style="list-style-type: none"> agreeing and disagreeing 	<ul style="list-style-type: none"> express agreement and disagreement 	<ul style="list-style-type: none"> debating an issue taking part in a brief, one-act play 	<ul style="list-style-type: none"> short plays based on Lino Nelisi’s <i>School Journal</i> stories 	<ul style="list-style-type: none"> peer reviewing (in Niuean)
10	<ul style="list-style-type: none"> cultural crafts of Niue 	<ul style="list-style-type: none"> view and discuss simple ... non-verbal ... symbols 	<ul style="list-style-type: none"> designing a hiapo pattern 	<ul style="list-style-type: none"> <i>Niue</i> by Ailsa Robertson examples of hiapo 	<ul style="list-style-type: none"> peer and self-assessment of contributions to a mural

Long-term plans like those on pages 8–13 will form the basis of short-term plans (for example, one-week plans) or plans for individual units of work (see pages 22–54). A plan for one week’s work allows us to relate particular aspects of our Niuean language programme to objectives and learning activities in a more detailed way than in long-term plans, which can really only capture the key overall achievement objectives.

◁ Units of Work and Activities

Before planning units of work in detail, we need to decide what our students are to learn in the longer term and which achievement objectives in *Developing Programmes for Teaching Pacific Islands Languages* they will be working towards. Then we can identify appropriate activities for learning and assessment (perhaps choosing some from those suggested in *Developing Programmes for Teaching Pacific Islands Languages*) and develop them to meet the needs of our students. For these activities, we should also consider what resources our students will need.

The following examples of activities and units of work are arranged in order of vahega (level). Many of the activities and some of the units could be adapted to meet the needs of students working at different levels.

Some of the activities suggested in the guidelines for Cook Islands Māori, Samoan, Tokelauan, and Tongan programmes could be adapted for Niuean programmes and added to the following section. Further ideas for activities and units of work can be found on pages 55–117 of *Developing Programmes for Teaching Pacific Islands Languages*.

◀ Early Childhood

This section includes examples of developmentally appropriate activities for Oral Language, Written Language, Visual Language, and Cultural Learning at the early childhood level. For further suggestions, see pages 26–27 in *Developing Programmes for Teaching Pacific Islands Languages* and pages 22–25 in the *Tupu Handbook*.

For the early childhood curriculum in general, see *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum*.

Quality in Action/Te Mahi Whai Hua: Implementing the Revised Statement of Desirable Objectives and Practices in New Zealand Early Childhood Services gives further guidance on issues such as assessment, consulting with local communities, and learning and development in early childhood education.

Fakafifitakiaga (Example) 1: An Activity for Introducing Nūmela (Numbers)

One way we might introduce the Niuean number names would be to teach children to sing “Fanogonogo” to the tune of the well-known Māori song “Whakarongo”. See page 61 for a copymaster with the words.

Fanogonogo

Fanogonogo, fanogonogo

Fanogonogo ke he tagi, fanogonogo ke he tagi

Taha, taha

Ua, ua

Tolu, tolu

Fā, fā

Lima, lima

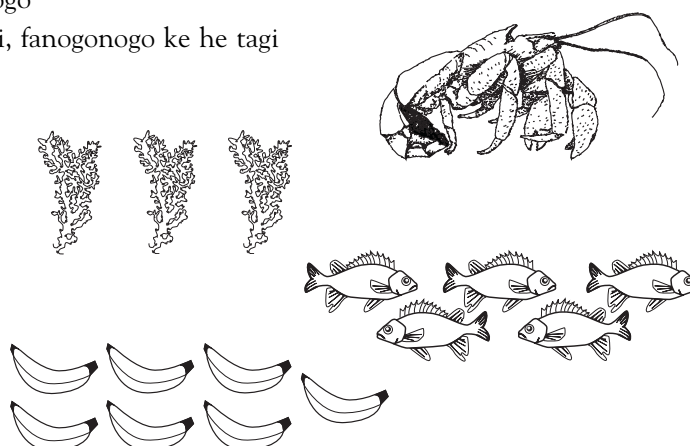
Ono, ono

Fitu, fitu

Valu, valu

Hiva, hiva

Hogofulu, hogofulu



There are many ways to vary this activity. Here are some of them.

- The children clap to keep the beat while changing the words.
- The teacher sings each word first and the children repeat it.
- The girls sing each word first and the boys repeat it.
- The boys sing each word first and the girls repeat it.
- The children sit in a circle. One child chants the first number (taha, taha), the next child chants the next (ua, ua) and so on until they get to hogofulu (ten), when they start again at taha (one) until all the children have had a turn.
- The numbers eleven to twenty could be added to the song:
hogofulu ma taha (eleven), hogofulu ma ua (twelve), hogofulu ma tolu (thirteen), hogofulu ma fā (fourteen), hogofulu ma lima (fifteen), hogofulu ma ono (sixteen), hogofulu ma fitu (seventeen), hogofulu ma valu (eighteen), hogofulu ma hiva (nineteen), and uafulu (twenty).

Fakafifitakiaga 2: A Second Number Activity

We can teach the children how to sing “Taha e Tama” (which can also be sung as “Taha e Talo”) to the tune of “Ten Little Indians”. See page 61 for a copymaster with the words.

Taha e Tama

Taha e tama

Ua e tama

Tolu e tama Niue

Fā e tama

Lima e tama

Ono e tama Niue

Fitu e tama

Valu e tama

Hiva e tama Niue

Hogofulu e tama Niue

Hogofulu, hiva, valu, fitu, ono, lima, fā, tolu, ua, taha

When the children can sing the song, we could play this singing game with them. First we give each child a different number, taha, ua, tolu, and so on. Then the children sit in a line and, when their number is sung, they stand up. When the numbers are counted backwards in the last line of the song, they sit down again as their number is sung.

Fakafifitakiaga 3: Activities for Teaching Tau Lanu Kehekehe (Colour Words)

There are many ways to introduce colour words: by introducing them into the conversation when talking to a child, by labelling objects of particular colours, by singing songs about colours, by reading books, by making displays, and by playing “colour games”.

We could help the children make a colour collage for each colour they know the name of. The children can use pictures cut out of magazines to make the collage. Colour collages make great wall displays. Children could also make individual books for each colour, or books that show lots of different colours, to take home.

We can put colour name labels around the room, for example, kaupā ago (yellow wall), and talk about them. (See page 57 for some Niuean terms for classroom objects.)

“Tea is White” is a song (in Niuean and English) that we can teach to children during a unit of work on colours. Here is how it goes:

Tea is White

Tea is white

Kula is red

Lanu laukou is green

Uli is black

Efuefu is grey

A, e, i, o, u



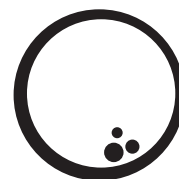
Ago is yellow

Kāki brown

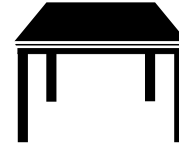
Lanu moana is blue

Lanu fua moli is orange

A, e, i, o, u



Singing this song is a good way to introduce colour names to small children. The children could learn the song in small groups. They could point to classroom objects of each colour as they sing its name. This gives us opportunities to introduce the words for different objects as well as colours – for example, miti tea (white jumper) or pene kula (red pen). Refer to page 59 for a copymaster with some Niuean colour words.



Fakafifitakiaga 4: Portfolio Checklists

Portfolios are a useful assessment tool at this level. Records of children’s achievements and behaviour can show what they do independently and what they might need help with.

Here is the kind of checklist we might use to record, for their portfolio, a child’s behaviour during a specific learning activity. (The checklist could be written in Niuean.) This example records the behaviour of a child working with a wooden Pacific jigsaw puzzle.

Portfolio Checklist	
Child’s name: <u> Sifa </u>	Date: <u> 10/4/2000 </u> Activity: <u> Jigsaw puzzle </u>
<input checked="" type="checkbox"/> Child initiated the task	<input type="checkbox"/> Teacher initiated the task
<input checked="" type="checkbox"/> Child met task requirements	
<input type="checkbox"/> New task for this child	<input checked="" type="checkbox"/> Familiar task for this child
<input type="checkbox"/> Involved great effort	<input checked="" type="checkbox"/> Involved little effort
<input type="checkbox"/> Much time invested	<input type="checkbox"/> Little time invested
<input checked="" type="checkbox"/> Done independently	<input type="checkbox"/> Done with peers
<input type="checkbox"/> Done with adult guidance	
Comments about the circumstances in which the work was created or produced: <i>Sifa recognised the shapes as belonging to their spaces without using trial and error.</i>	
Comments about how the work reveals the child’s approach to learning: <i>Sifa named the shapes in Niuean as she fitted them into the spaces. The names were a blend of fruit names and her own descriptions: futi (banana), moli (orange), moli kai (orange fruit).</i>	

Resource Materials for Early Childhood Activities

For information about early childhood resource materials published in Niuean, go to pages 64–65 of these *Guidelines*. Many such resources published by the Ministry of Education form part of the Tupu series. The early childhood sections in the *Tupu Handbook* are on pages 8–9 and 22–25.

◁ School Curriculum

Developing Programmes for Teaching Pacific Islands Languages sets out a curriculum model that teachers can use to structure their Niuean language programmes. At each level, achievement objectives are described within each strand. The achievement objectives provide the basis for our expectations about how students will learn to use Niuean in our classroom programmes. At each level, too, there are language level indicators and suggested learning and assessment activities. The following examples have been developed using that model.

As they progress to meet higher levels of achievement, students show increasing sophistication in their language skills and use the Niuean language that they are learning with increasing accuracy in a growing range of contexts.

In the examples given at each level in this book, communicative activities through which students can work towards the objectives in a variety of situations are suggested. Some of the examples give details of learning activities, while others show a complete unit plan.

◁ VAHEGA (LEVEL) 1

Fakafifitakiaga 1: Tau Fakamailoga he Poko Aoga

Students working within vahega 1 learn to “label, observe, and briefly describe things”. Here are some terms for tau higoa he tau koloa i loto he poko aoga (some of the things commonly found in our classrooms). These written words can be enlarged, photocopied onto coloured card, and put up around our classrooms (see also page 57).

tulā (clock)
fata tohi (bookshelf)
puha tohi (book box)
gutuhala (door)
nofoa (chair)
laulau (table)
lapa tohitohi (blackboard)
laulau he faiaoga (teacher’s table)
komopiuta (computer)
tau nifo (scissors)
hio (window) – tau hio (windows)
pā holoholo lima (sink)
mepe (map)
tini veve (rubbish bin)
pene (pen)
tau fakatino (pictures)
lula (ruler)
penetala (pencil)
tau moa (crayons)

Fakafifitakiaga 2: Making Alphabet Friezes

Students working within vahega 1 learn to “recognise and use letters of the alphabet in words”. The students can make an alphabet frieze for the classroom to help them learn the letters of the Niuean alphabet in order: a, ā, e, ē, f, g, h, i, ī, k, l, m, n, o, ō, p, s, t, u, ū, v. Each student can be given the task of making the card for one particular letter. After writing the letter so that it is big enough to take up most of the card and colouring it in, they can look for words beginning with that letter in Niuean-language books and write those words (perhaps with matching pictures) on the card, around their large letter.

Secondary school students who are just starting to learn Niuean may enjoy the challenge of making two friezes: one using more traditional Niuean concepts such as *epo* (to lick or to taste) and *ata* (the bark of which is used to make *hiapo*) and the other using words transliterated from English to cover introduced ideas, such as *apala* (apple) and *elefane* (elephant).

Tohi Vagahau Niue by Wolfgang Sperlich et al. is a basic resource for classes involved in work that relates to the Niuean alphabet. Other useful resources are *Tau Matatohi he Vagahau Niue* (a Niuean alphabet book published by the Niuean Department of Education) and *Vagahau Niue ma e Tau Fānau Ikiiki* (an alphabet book published by PIERC Education).

Fakafifitakiaga 3: Manamanatu (Concentration)

Students working within vahega 1 learn to “use expressions for ... colours”. When they play the game *Manamanatu*, students name a picture card and match it with a colour card. For this game, we need to make two sets of cards (or ask a parent-helper to make them). One set has pictures of things, while the other set has the words for all the colours of those things. (Give the students lots of opportunities to learn how to match them up correctly.)

When students can name the picture card and match it with a colour card they get that picture card to keep: “*motokā ... ago – motokā ago*” (yellow car). Students try to get as many cards as they can. They can play this game alone or in pairs or groups; in either case, a fluent reader of Niuean will need to be present.

Fakafifitakiaga 4: Ko e Tino (The Body)

This activity introduces students to some words for the parts of our bodies.

Say to the students, “I’ll point to part of my body and say the name of that part, and then you point to the same place on your body and say the name.”

We might teach them to say:

ulu (head)	kauvehe (cheek)
lauulu (hair)	gutū (mouth)
mata (eye)	laugutu (lip)
teliga (ear)	nifo (tooth) – tau nifo (teeth)
laumata (eyelid)	alelo (tongue)
matalē (forehead)	kumukumu (chin)
ihu (nose)	

There is no need to introduce all these words at once, but there are sound reasons (based on our knowledge of how children develop) for starting with words for parts of the face.

A game of Aamo e ... (which is similar to the game Simon Says) can be introduced to support this learning. Tell the students, “When I say, ‘Aamo e ...’ (touch your ...), you do what I tell you. When I just say the body part, for example, if I just say ‘lauulu’, then you don’t touch that part of your body.”

All students who do touch the body part named when we have not said “Aamo e ...” step out of the game. A good time for starting over again is when only five students are left in the game. Keep it fun.

Once the students know how to play it, we can use this game to introduce words for other parts of the body, like those listed below.

Matapatu Luga (upper torso)	Matapatu Lalo (lower torso)
tukeua (shoulder)	hui (leg)
fatafata (chest)	matatuli (knee)
lima (arm)	matahui (toe)
tulilima (elbow)	polohui (ankle)
lima (hand)	
matalima (finger)	
manava (stomach)	
pito (belly button)	
kupu manava (waist)	
tua (back)	
pula (hip)	
tega (thigh)	

The copymaster on page 60 can also be used for teaching and learning these words. When the students have learned the right words, we can introduce another song, “Ulu Tukeua”, sung to the tune of “Head, Shoulders, Knees, and Toes”. As we teach the song, we can introduce the actions. When they have learned the song, groups of students can take turns singing it and doing the actions.

Ulu Tukeua

Ulu

Tukeua

Matatuli

Matahui

Mata

Teliga

Ihu

Gutu

The students might like to sing the words for the body parts in a different order, one that they have chosen themselves. Working with small groups, we could help the students to create their own version of the song, with words and actions. They can then perform their song for the other students.

They could add other verses, like the two below.

Ulu, tukeua

Matatuli

Matahui

Matatuli, matahui

Matatuli, matahui

Ulu, tukeua

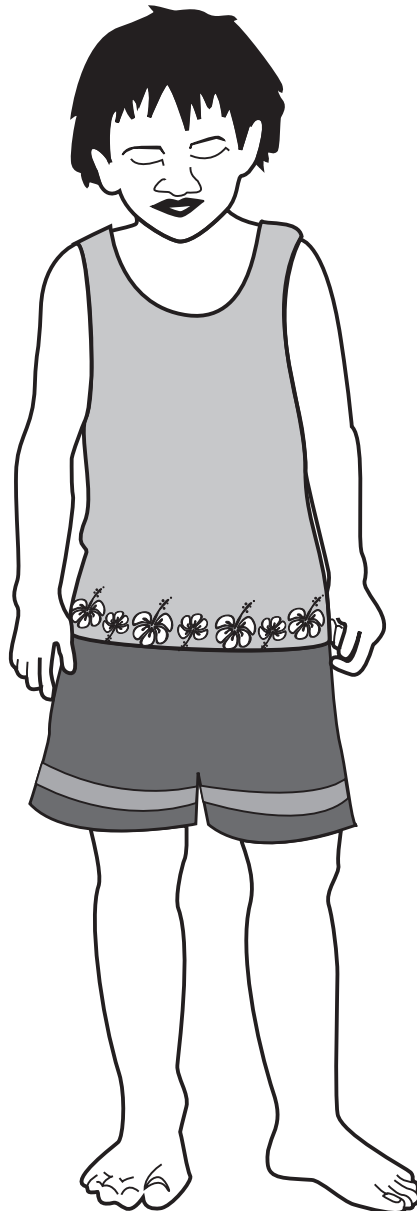
Matatuli

Matahui

Mata

Teliga

Ihu mo e gutu



Fakafifitakiaga 5: Feiloaaki (Getting to Know Each Other)

Here is a plan for a unit of work that might meet the needs of students beginning to learn Niuean at secondary school.

Tau Amaamanakiaga (General Aims)

This unit of work will provide opportunities for students to:

- become more aware of their environment and of themselves as individuals through discussion and extension of their background knowledge and experiences;
- discuss their ideas and opinions as they start to gain confidence in using basic Niuean expressions;
- get to know one another and their teacher.

Tau Hagoaoaga (Achievement Objectives)

Students should be able to:

- use everyday expressions to greet, farewell, or thank people;
- use words and expressions for numbers;
- use expressions to indicate time and place;
- use expressions for shapes, sizes, weights, and colours;
- label, observe, and briefly describe things;
- briefly recount personal experiences;
- exchange basic factual information;
- ask for repetition, clarification, or help;
- briefly state likes and dislikes;
- view and discuss simple verbal and non-verbal signs [and] symbols (on maps).

Language Level Indicators

Fanogonogo mo e Vagahau (Listening and Speaking)

Students demonstrate that they are meeting achievement objectives at this level when they can:

- recognise and respond to commonly used forms of greetings, farewells, introductions, and expressions of gratitude;
- understand and contribute to brief social exchanges, using learned phrases;
- give basic information about themselves and ask for similar information from others;
- recognise and respond to simple classroom instructions and frequently used expressions;
- in structured conversations, make statements about their likes and dislikes and ask about those of their friends;
- recognise what a conversation is about (when it is about a familiar topic);
- talk about a series of events, giving the correct time sequence.

Totou mo e Tohi (Reading and Writing)

Students demonstrate that they are meeting achievement objectives at this level when they can:

- understand and express the main idea of a written text, using familiar language;
- understand and express simple details about themselves and their families in written language;
- understand and use familiar expressions to seek and convey basic information (in writing);
- write their own name and address and the names of some other class members;
- write other familiar words;
- label classroom objects (and places on a map);
- read and write about a series of events in a time sequence, using fairly brief sentences.

Visual Language and Cultural Learning

Students demonstrate that they are meeting achievement objectives at this level when they can:

- use some polite (formal) and informal forms of address;
- talk about the meaning of some signs and symbols (on a map).

Tau Fakaakoaga Taute (Learning Activities)

Here are four subtopics through which we could approach this topic (Getting to Know Each Other) with our students. Learning activities for each subtopic are suggested below.

- Ko Au mo e Magafaoa Haaku
- Ko e Maaga Haaku mo e Tau Tutuuta Kaina
- Ko e Maaga Haaku mo e Aoga
- Ko e Taone Haaku mo e Motu

Ko Au mo e Magafaoa Haaku (My Family and I)

Through communicative learning activities, students could explore ways of describing or explaining in Niuean:

- who they are;
- their feelings;
- the members in their family;
- responsibilities in their family;
- their family tree.

The students might be involved in:

- talking to each other about their feelings;
- listening to Niuean poems and discussing them;
- making a list of things that bother them;
- tracing silhouettes of themselves;
- drawing a picture about being lonely and talking about it;
- learning and using Niuean words for emotions;

- completing a piece of writing that describes a situation and then asks the reader, “Ko e heigoa kia haau ka taute?”;
- drawing faces that show moods and talking about them;
- writing a brief story called “Ko Au”;
- making a chart showing activities they are good at, activities they are learning to do, and activities they find hard to do;
- writing or talking about the question “Kaeke ke moua e koe e tau mena oti kua manako ki ai, ko e heigoa la haau ka fia lotu ki ai?”;
- drawing self-portraits (using a mirror) and talking about the portraits;
- bringing photographs of themselves as babies, mixing up the photos, and guessing which baby is who;
- discussing “ko e tau miti haaku he magaaho ne kamata gahua ai au”;
- interviews where students work in pairs to find out what activities their partners can do;
- making books about their lives (where they were born, what they have done, their friends, where they have lived ...);
- mime activities to show how they react in specific circumstances, for example, when they are frightened by a mysterious noise or when their parents won’t let them watch television;
- brainstorming and listing words for parts of the face and expressions associated with those words (refer to page 60);
- brainstorming words that relate to the phrase “Ko au ni tokotaha”;
- writing a timetable for one day or week;
- keeping a diary for a week;
- discussing appropriate vocabulary (introduced by the teacher) and going on to draw individual family trees;
- describing their families (for example, “Ko e fifine loa mo e mata kakī e matua fifine haaku ...”);
- listing the responsibilities that each person in their family has;
- drawing a picture of their parents, with speech balloons showing what each parent might be saying (in Niuean).

Ko e Maaga Haaku mo e Tau Tutuuta Kaina (My Friends, My Street, and Our Neighbours)

The students might be involved in:

- listing and discussing the qualities they would like their friends to have;
- describing their neighbours;
- describing (to the class, a group, or a partner) the sort of house they live in;
- asking another student, “Ko e heigoa e tau mitaki he kapitiga mahofi?” and then explaining that student’s views to a third student;
- planning streets and facilities for a new “ideal” neighbourhood;
- writing a poem or story called “Tau Tutuuta Kaina”;
- discussing the question “Ko e heigoa haau a tau talahauaga ke he tau tutuuta kaina?”;

- planning and carrying out schemes for making their neighbourhood more attractive
 - listing ideas, discussing them in groups, illustrating the ideas, and describing their neighbourhoods “before” and “after”;
- as a group, writing a short play called “Tau Lagomatai he Tau Tutuuta Kaina he Tautolu” and then producing it for an audience.

Ko e Maaga Haaku mo e Aoga (My Community and Our School)

The students might be involved in:

- drawing a plan of the school and labelling it;
- writing descriptions of classmates and asking the rest of the class to guess who they are;
- listening to a simple story (told by an adult) about feelings between friends;
- describing “what happened on my first day at high school”;
- talking about how people solve problems that arise in their communities;
- finding out and using Niuean terms for some agencies and people in the community that we go to for assistance (for example, leoleo – police).

Ko e Taone Haaku mo e Motu (Our City and Our Country)

The students might be involved in:

- comparing maps of urban centres like Alofi and Māngere;
- using a globe to locate New Zealand and Niue;
- writing (in Niuean) answers to questions like:
 - Ko hai e tau motu tata mai ki Niue?
 - Ko e heigoa e tahi ne viko takai ai a Niu Silani mo Niue?
 - Toka a Niue ki uta po ko lalo he uho tonu he lalolagi?
 - Fiha e motu i Niue? Fiha i Niu Silani?
- reading maps and making their own maps and models to discuss.

Assessment Opportunities in the Unit of Work

Assessment could include:

- teacher observation and informal notes about students' use of Niuean to communicate with each other;
- peer assessment using starter sentences, such as “Mailoga lahi e au e fulufuluola he magaaho ne fakamatafeiga ai he hoa haaku ... hā kua ... ”;
- gathering samples of students' written work for their portfolios (noting how far each sample meets the relevant achievement objectives).

Resource Materials

The following resource materials could be used in this unit. All of them except the atlas and the map are published by Learning Media for the Ministry of Education.

Ko e Tapulu ha Ane by Ester Temukisa Laban Alama

Ko e Maala Talo ha Tono by Tiva Toeono

Ko e Maala Talo ha Tono/Tono's Talo Garden (audio cassette) by Tiva Toeono

Ō ki Kaina he Uha by Feaua'i Amosa Burgess and Mere Tapaeru Tereora

Tata e Fale ha Mautolu ke he Pa he Tau Manu by Feaua'i Amosa Burgess

Kua Tufa e Oa ha Maua by Tia Aluni Taylor

Tauteaga he Kahoa ma Mami by Ester Temukisa Laban Alama

Tau Piu mo e Tau Aitu by Ma'ara Taia Scheel

Aho Matulei i Nukunonu by Epi Swan

Ko e Mena Fakaalofa ha Nena by Kaliopeta Hu'akau

Galo by Epi Swan

Aiani mo e Pia Aitu by Lino Nelisi

Aiani mo e Pia Aitu/Aiani and the Pia Ghost (audio cassette) by Lino Nelisi

Ko e Polo Kilikiki Ne Galo by Teresa Manea Pasilio,

Magaaho Palolo by Emma Kruse Va'ai (note that “palolo” is a term Niuean has borrowed from Samoan for the species of seaworm *Eunice viridis*)

Atlas of the South Pacific

Niue (map)

◀ VAHEGA 2

Communicative competence in any language improves dramatically when learners know plenty of words so that they can say what they want to say. Shared reading and the discussion that follows (see *Fakafifitakiaga 1*) can enable students to develop their vocabulary in the context of a story and of their own related experiences. Examples 2–4 below illustrate how we can plan to teach specialised Niuean vocabulary in the context of work planned in other curriculum areas.

Fakafifitakiaga 1: Ko e Kaina Mau Mitaki (The Safe Place)

Here is how we might share the reading of a bilingual book with primary school students working towards *vahega 2* achievement objectives, for instance:

- express interest and enjoyment;
- identify people, places, and things;
- record information;
- produce short narrative stories.

We start by reading to our students – first the big book version of Sue Mooar’s English-language story *The Safe Place* and then the Tupu version of the same story in Niuean, *Ko e Kaina Mau Mitaki*.

After a second, shared reading of the story, we talk to the students, exploring aspects of the story. If class members have visited Niue recently, we might ask questions like these.

- Ko hai kua fano ki Niue? Fano a koe ne fē ki ai?
- Fēfē e tau maaga? Tatai nakai mo e maaga nai i Fenuafala?
- Tau manu fēfē haau ne kitia? Fai moa nakai ne kitia e koe? Po ke tau puaka? Heigoa foki?
- Kua kitekite fakamitaki nakai a koe ke he moa mo e haana a tau punua? Talahau la ki a mautolu.

The students could move into small groups, and a leader, a recorder, and a presenter could be chosen within each group. Each group then brainstorms, listing everything they know about hens and chickens. When the class reassembles, each group reports back. As they do, we record key words on the board, as they come up, for everyone to see.

The students suggest some Niuean words that describe how hens behave, and we list these words on the board. Then we ask the students (working independently or in pairs or groups) to match some of these descriptive words to pictures of the hen in *Ko e Kaina Mau Mitaki*. These words and ideas can be put together to create a wall story, which may be the same basic story as *Ko e Kaina Mau Mitaki* or a different story about a hen, based on the students’ own ideas.

In a later session, we give groups of students a simple phrase that they can use to begin making up a story in Niuean: *Ko e taha vahā ...* (Once upon a time ...).

Fakafifitakiaga 2: Tau Kupu mo e Tau Lalahi, Tau Lanu Kehekehe, Tau Pakapaka Kehekehe, mo e Tau Petene (Colour, Size, Shape, and Pattern Words)

Communicative competence in any language improves dramatically when learners know plenty of words so that they can say what they want to say. This example and the one that follows illustrate how we can plan to teach specialised Niuean vocabulary in the context of work planned in other curriculum areas.

Unit Plan: Talking about Art	Essential Learning Area: Niuean (developing vocabulary relating to shape, size, pattern, and colour)		Vahega: 2	
	Curriculum Links: From the arts curriculum, a visual art topic – Exploring the Use of Crayons with Other Media			
Achievement Objectives: Students will: <ul style="list-style-type: none"> • express concepts of amount [and] quality (in relation to patterns, colours, media, shapes, and details in art works); • make signs, labels, and lists (extending their vocabulary by using Niuean words related to the art focus). 				
Learning Outcomes Students will:	Learning and Assessment Activities The teacher will: Students will:		Resources Student Teacher	
<ul style="list-style-type: none"> • express relevant concepts in Niuean 	<ul style="list-style-type: none"> • explain to students what is expected of them and model the process 	<ul style="list-style-type: none"> • make portraits of themselves, using crayon and other media, and talk about them, expressing relevant concepts in Niuean 	<ul style="list-style-type: none"> • pencils, paper, crayons, paint, dye, chalk, scissors, and glue 	<ul style="list-style-type: none"> • pencils, paper, crayons, paint, dye, chalk, scissors, and glue
<ul style="list-style-type: none"> • describe, in Niuean, a range of techniques for using crayons 	<ul style="list-style-type: none"> • demonstrate different techniques 	<ul style="list-style-type: none"> • keep a written record (with illustrations) of their own descriptions of how they used the crayons 	<ul style="list-style-type: none"> • crayons and paper 	<ul style="list-style-type: none"> • crayons and paper
<ul style="list-style-type: none"> • discuss, in Niuean, ways of caring for art materials 	<ul style="list-style-type: none"> • demonstrate and explain to students what is expected of them 	<ul style="list-style-type: none"> • discuss what they have learned about caring for art materials 	<ul style="list-style-type: none"> • pencils, paper, crayons, paint, dye, chalk, scissors, and glue 	<ul style="list-style-type: none"> • pencils, paper, crayons, paint, dye, chalk, scissors, and glue
<ul style="list-style-type: none"> • express relevant concepts in Niuean, making and using appropriate labels 	<ul style="list-style-type: none"> • brainstorm ideas with the students and provide opportunities to carry them through 	<ul style="list-style-type: none"> • explore the uses of crayon, pencil, and paint and later mount and assess a display of their finished work 	<ul style="list-style-type: none"> • pencils, paper, crayons, paint 	

<ul style="list-style-type: none"> demonstrate that they have developed their ability to talk about colour, shades of colour, size, shape, and pattern in Niuean 	<ul style="list-style-type: none"> display objects of different shapes, sizes, and shades for discussion discuss colours by encouraging students to talk about the colours in the pictures 	<ul style="list-style-type: none"> construct a graph to show a growing use of Niuean vocabulary to describe art works 	<ul style="list-style-type: none"> a variety of objects to discuss 	<ul style="list-style-type: none"> vocabulary from <i>Tohi Vagahau Niue</i> by Wolfgang Sperlich et al.
<ul style="list-style-type: none"> use Niuean terms for dark and light shades appropriately 	<ul style="list-style-type: none"> write relevant vocabulary in Niuean and discuss specific meanings 	<ul style="list-style-type: none"> list a variety of colour and shade terms in Niuean 		<ul style="list-style-type: none"> vocabulary list assembled from <i>Tohi Vagahau Niue</i> (see also page 59)
<ul style="list-style-type: none"> use Niuean terms relating to the concept of proportion 	<ul style="list-style-type: none"> discuss everyday experiences involving the use of proportion. 	<ul style="list-style-type: none"> use Niuean terms that relate to proportion while drawing 		<ul style="list-style-type: none"> art books, such as Caroline Lolegi Vercoe's <i>Totou Hiaʻopo</i> and Ailsa Robertson's <i>Niue</i>
<ul style="list-style-type: none"> discuss their pictures in Niuean, listening, understanding significant information, and responding appropriately. 		<ul style="list-style-type: none"> use three to four media in a single piece of art work, for example, crayon, chalk, dye, and Indian ink create cards or invitations to a special occasion. display the completed work and evaluate it. 	<ul style="list-style-type: none"> pencils, paper, crayons, paint, dye, chalk, scissors, and glue 	

By the end of this unit, students should be able to describe different shades of colours from dark to light. They should be able to talk, in Niuean, about the art works they are creating.

The topic for this unit could also link to a theme being studied in another area of the curriculum, for example, houses. Students could go on to draw different kinds of houses, including a traditional Niuean house. Speaking in Niuean, we could encourage students to think about the lines and shapes found in house construction, commenting on what we can see in their drawings. We could ask such questions as “Hako nakai e tau valavala nā he fakatino?”

When their art work for this unit is complete, the students can use it to create a display. The teacher or a student could make a positive comment in Niuean about each one. Encouraging students to discuss one another’s work constructively by modelling how to do so is a very useful approach.

Follow-up ideas

In another session, we could get the students to experiment with different ways of describing the patterns they see. “Onoono la ke he petene hiapo nai. Ko e fakamailoga hā a ia? Ko e fakamailoga kia he tau tūaga hui he manulele po ke lau he fā?” we might ask.

Another activity: for a stronger visual effect, the students could transfer their drawings onto larger pieces of paper, maintaining the proportions of the drawings, and go on to add colour, using dyes. First, they might draw an outline with chalk. We could discuss what we want them to do, explaining in Niuean how their chalk lines must be at least 3–5 millimetres thick. Then students can crayon between the chalked lines.

Still speaking to them in Niuean, we can encourage students to think about the colours they will use. “To fakakelea nakai e petene ka loga e tau lanu? Kua lata ke fakakaupā nī ke he ua po ke tolu e tau lanu. Ha e fē e moa kua tata lahi ke he o’a?” we might say. Their crayoning must cover all the paper (except the chalk lines) or the dye will later show through where it was not intended to.

Finally, students can colour their larger pictures with dye. Choosing a dye to complement the colours in their pictures provides another chance to talk in Niuean, using the specialised words needed for this activity. The students should cover the whole picture with dye for the best effect. They can use a wide brush to remove excess dye.

Students could go on to create larger murals.

Fakafifitakiaga 3: Tau Fakaakoaga Kakau (Swimming Instructions)

This example illustrates how we can plan to teach specialised Niuean vocabulary when our students are learning to swim (so that the students can, at the same time, work towards Niuean-language achievement objectives and achievement objectives in *Health and Physical Education in the New Zealand Curriculum*).

Unit Plan: Tau Fakaakoaga Kakau Vahega: 2		Essential Learning Areas: Language and languages (Niuean); Health and Physical Education
Achievement objectives: Students should be able to: <ul style="list-style-type: none"> • ask others to do something • offer, accept, and refuse things • express interest and enjoyment. (Language and languages – Niuean) Students will practise movement skills and demonstrate the ability to link them in order to perform movement sequences. e.g., ... swimming strokes. (Health and Physical Education)		
Language Level Indicators	Learning and Assessment Activities	Resources
Students show they are meeting the achievement objectives when they: <ul style="list-style-type: none"> • understand significant information in familiar contexts • make requests, offers, acceptances and refusals • initiate talk and respond appropriately ... using learned structures 	Students will: <ul style="list-style-type: none"> • talk about how to enter and exit the water and practise doing this safely • take part in aquatic games, moving freely in the water and giving/receiving instructions in Niuean • use buoyant objects effectively for safety and talk about these objects in Niuean, for example, when offering to exchange them • submerge themselves completely and exhale under water • express their feelings, in Niuean, about aquatic activities (These and other activities are suggested in <i>The Curriculum in Action: Bubbles to Buoyancy</i>)	The teacher will need: <ul style="list-style-type: none"> • <i>The Curriculum in Action: Bubbles to Buoyancy</i> (Ministry of Education) The students will need: <ul style="list-style-type: none"> • a swimming pool • swimming gear • buoyant objects

Fakafifitakiaga 4: Fuafuaaga (Estimates)

At vahega 2, students can start writing their own mathematical problems using Niuean words to meet the achievement objectives “identify people, places, and things” and “express concepts of amount, ownership, quality, and state”. Such work provides bilingual students with opportunities to express mathematical ideas in real-life contexts, using everyday language.

Our lesson planning for this activity should reflect the achievement objectives our students are working towards in both *Mathematics in the New Zealand Curriculum* and *Developing Programmes for Teaching Pacific Islands Languages*, as shown below.

Curriculum Area	Mathematics	Niuean
Strands	Number	accomplish everyday tasks using Niuean
Achievement Objectives (vahega 2)	<ul style="list-style-type: none"> • make sensible estimates and check the reasonableness of answers 	<ul style="list-style-type: none"> • identify people, places, and things • express concepts of amount, ownership, and quality • record information
Language Level Indicators		Students meet the objectives when they can: <ul style="list-style-type: none"> • describe (and recognise descriptions of) themselves, other people, and familiar places and objects • count people and things • listen and show understanding when ordinal numbers ... are used • write using familiar language structures • record information reasonably accurately in a range of ways • understand and use learned structures to convey simple information in messages
Activities	Speaking in Niuean, the teacher will pose a simple number problem in the school context, for example, “Tokofihe e fānau he tau vahega 1–4 he aoga ha tautolu?” The students will estimate the answer and share their estimations in small groups. Each group will then discuss how reasonable each answer is, find a way to establish the correct answer, and go on to get that answer.	
Assessment	The group will write a paragraph saying what their estimations were, how they found out the correct answer, and how this compared with their estimations. The teacher notes whether the students can make up, tell, and record appropriate number stories and talk about them. The teacher and students discuss how successfully the students conveyed their ideas to one another in Niuean.	

The ideas that students express in the problems they write may give us insights into their mathematical understanding in everyday situations when they are thinking in Niuean.

◀ VAHEGA 3

Fakafifitakiaga 1: Galo (Lost)

This example of a many-faceted unit of work is built around just one resource – Epi Swan’s book *Galo*).

Achievement Objectives

By the end of this unit, students will be able to:

- report events (using some of the Niuean vocabulary in the story);
- produce a longer story (with a written description of what it feels like to be lost).

Learning Activities

Following a shared reading of the story, we could list the vocabulary that the students need to learn. They could cut pictures that illustrate those words out of magazines (for example, a picture of a shop), or they could bring objects from their own environment and photographs of actual people (family members) that illustrate the words they are learning.

Exploring this story with our students could link into their work in social studies and health. As a class, we could list the people involved in the search for Ana. This could lead to discussion on a number of topics – the police, people we depend on, safety in a city, feelings, and people’s different responsibilities within families. We could invite native speakers of Niuean to visit the classroom and talk briefly in Niuean about some of these topics; for example, a Niuean-speaking police officer could talk to the students about “keeping ourselves safe in the city”.

The story could also be used as a basis for estimating time and discussing different shapes (for example, the shapes of road signs), the emergency phone number, and how to use the phone correctly.

Assessment Activity

The students could use vocabulary they have learned during the unit of work to describe a time (real or imaginary) when they were lost. These could go into the students’ portfolios to be taken home at the end of the term and shown to parents.

Fakafifitakiaga 2: Fakafili (Guessing)

Here is a simple activity for teaching students how to say, “Liga ko e ...”. We put large pictures up around the classroom, with most of each picture covered up. From what little they can see of the picture, the students guess what each one shows. Using a complete sentence in Niuean for each guess, the students write their guesses on pieces of paper and pin each one up beside the picture it goes with. All can be revealed once everyone has put up their guesses.

Students will find it more interesting if the pictures, taken in sequence, tell a story.

Two of the achievement objectives for vahega 3 require students to “express detailed ideas of place and quality” and to “express surprise or disappointment”. This activity gives students opportunities to do both.

Fakafifitakiaga 3: Giving Details

Like the example above, this activity helps students learn to express detailed ideas of place and quality, and also provides them with opportunities to express surprise and disappointment.

One student leaves the room. The rest of the class chooses an object in the room (one that is not too hard to guess). The student comes back into the room and tries to guess the object from the clues that we and the other students provide.

This activity allows us to model giving a description with some details.

Fakafifitakiaga 4: Palea! (Sorry!)

Students can work towards the achievement objective “give and follow instructions [and] directions” when they play games with rules, like Palea! They will also have opportunities to “express surprise or disappointment”.

To play a game of Palea!, we first need to make a set of Palea! cards. We use a photocopier to make two copies of ten photographs or drawings taken from books and articles about Niue. The pictures could feature, for example, photographs or drawings of places and things like uga (coconut crabs), Avaiki Cave, the Togo Chasm, and the Niuean flag. (An alternative is to substitute used Niuean stamps, so long as we have two of each.) Each picture (or stamp) is glued on to one of twenty cards. The cards should be the same size and should look exactly the same when turned over.

Up to four students can play the game. The students turn all the cards over and shuffle them around.

One student starts by turning one card over, saying what the picture shows (“ko e uga”), and then turning over another. If the two cards are the same, the student takes that pair. But if they are different, the other students say, “Palea!”. The student then turns both cards face down again, leaving them exactly where they were, and the next student has a turn, choosing two different cards. When all the pairs have been taken, the student with the most pairs is the winner.

◁ VAHEGA 4

Fakafifitakiaga 1: Ko e Moana (A Unit on the Sea)

In this unit of work for a Niuean bilingual class, the sea is the theme. This planning shows how we might work with two groups of students, one group just beginning to work within vahega 4 and another almost ready to start working towards vahega 5 objectives. Relevant vahega 4 objectives for both groups could include: “express logical relationships (noting causes and effects, reasons, and conditions)”; “use more complex expressions to indicate time, place, and frequency”; “produce explanations”; and “produce more detailed stories”. Our planning for students’ activities could look like this.

Ko e Moana

Introduction

Students recount their experiences with the sea: fishing, swimming, in boats and canoes, class trips, and so on.

Reading Activities

- Group One will read (independently) June Tangaere’s *Tau Kai Tahī*. The students will draw a picture about the text, labelling interesting things in their pictures with captions.
- Group Two: Guided reading. The teacher will introduce a “sea story” that has more challenges for readers at this level, like Johnny Frisbie’s *Ko e Taha Faahi Atu i Tutavaha*. Group Two will read the story (with support from the teacher as required) and then discuss it with the teacher and one another.
- Group Two: Expressive and Poetic Writing. The students will write stories based on the experiences discussed in Niuean at the introduction to the unit. They will make their stories into books for students in Group One to read later on in the unit. Group Two may also work (individually and in pairs) on other activities, using their stories.

Inquiry Work

The students will work from enquiry cards, written out in Niuean, that suit their level. The enquiry cards will ask questions like:

- Ko e ha ne kona matima ai e tahi?
- Ko e heigoa ne moua mai ai e tau peau?
- Ko e ha he hokolahi mo e pakupaku ai e tahi?
- Ko e heigoa e peau lahi?

The students will be expected to explore these questions from a scientific point of view as well as in terms of how traditional Niuean stories explain them.

The tasks will require students to interview adults for traditional accounts and to refer to science reference books in order to prepare a display and give a presentation to the whole class. Class books will be produced to add to the reading resources in Niuean at our school.

Other Activities

Students will find and share Niuean songs about the sea. They will write poems or their own songs on the theme of the sea. The display and presentation activities will give everyone a chance to enjoy each other’s creative work.

Fakafifitakiaga 2: Communicating Feelings and Attitudes

At all levels, students should have opportunities for “communicating their feelings and attitudes”, which is one of the strands of *Developing Programmes for Teaching Pacific Islands Languages*. This unit of work helps students to meet vahega 4 achievement objectives in this strand and also in the strand “expressing personal identity”.

Tau Hagaaoaga (Achievement Objectives)

Students should be able to:

- express satisfaction, fear, and concern;
- express wishes and intentions;
- express future plans.

Tau Faga Feo Kehekehe (Language Level Indicators)

Students demonstrate that they are meeting achievement objectives at this level when they can

- express their own satisfaction, fear, and concerns and respond appropriately to other people’s expressions of these;
- talk about their plans and goals for the future.

Tau Fakaakoaga Taute (Learning Activities)

Students could meet the objectives when they:

- plan to make presentations to an audience of Niuean speakers, in which the students will communicate their hopes and dreams for the future, expressing their approval or concerns about particular proposals;
- discuss Niuean body language and how it can be used to express particular feelings;
- discuss their experience of communicating feelings in Niuean;
- present their work to an audience of Niuean speakers.

Tau Kumikumiaga ke he Mata Gahua (Assessment Opportunities)

Assessment activities could include:

- students gathering feedback about their presentations from members of their audience (including the teacher);
- students and teacher discussing the feedback and deciding how far they have done what they intended to;
- students commenting, in oral or written form, on how their plans have been confirmed or have changed in the course of the unit of work.

Examples of items in the *School Journal* by Lino Nelisi that involve exchanging points of view, expressing feelings, giving and receiving criticism, and arguing include “My First Pay Packet”, “My Stolen Pay Packet”, “The Birthday Pillow”, and “What’s for Breakfast?”. (While these are not in Niuean, they do relate to the Niuean culture and could be translated into Niuean for students to read.)

Fakafitakiaga 3: Sustaining Culture

We can identify Niuean-language achievement objectives when planning for units of work in other curriculum areas, particularly in relation to cultural learning. Here is one way we might do this in a unit plan for Niuean and social studies.

Unit Plan for Niuean and Social Studies – Culture and Heritage	Topic: Sustaining culture and heritage following migration	Vahega: 4	
Settings: The Pacific and New Zealand	Curriculum Links: The Arts (music), Technology (cooking)	Perspective: Multicultural	
<p>Achievement Objectives: Students will demonstrate knowledge and understandings of:</p> <ul style="list-style-type: none"> • why and how individuals and groups pass on and sustain their culture and heritage (social studies). <p>Students should be able to:</p> <ul style="list-style-type: none"> • make comparisons; • participate in age-appropriate ways at cultural events; • experiment with traditional art and craft forms (for example, when weaving mats and fans); • understand the imagery in songs that use familiar language; • describe the traditional distribution of family resources (Niuean). 			
Indicators (social studies) and Language Level Indicators (Niuean)	Learning and Assessment Activities	Resources	
<p>Students could demonstrate such knowledge and understandings when they:</p> <ul style="list-style-type: none"> • describe various ways in which cultural practices and heritage are recorded and passed on to others; • give examples of ways in which people can retain their culture and heritage when they move to a new community. 	<p>Students will:</p> <ul style="list-style-type: none"> • listen to visitors (native speakers) talking about their own experiences • identify the emotional state of a participant in a conversation they are listening to from things like intonation and body language • read Niuean texts about migration experiences • construct a database showing special occasions celebrated in Niue and within the Niuean community in New Zealand • construct a database about celebrations in other Pacific cultures • interview parents and friends about their favourite celebrations • draw a map showing celebrations shared between different Pacific countries • read relevant material at appropriate reading levels • read information presented on a map • gather examples of illustrations, drawings, photographs, and other visual material related to the migration of Pacific communities to New Zealand 	<p><u>Student</u></p> <ul style="list-style-type: none"> • Lomeli Wally Ranfurly's <i>Ko e Barracouta po ke Long John?</i> • <i>Ceremonies and Celebrations</i> (picture pack) • Epi Swan's <i>Aho Matulei i Nukunonu</i>, about Easter • Momoe von Reiche's <i>Aho Tapu Fanau</i>, about White Sunday • Lino Nelisi's <i>Ko e Letio Kula ha Venise</i>, which includes a birthday • Johnny Frisbie's <i>Ko e Tama Fifine Fitilakau a Kulani</i>, about a wedding • their own families • <i>School Journal Catalogue</i> 	<p><u>Teacher</u></p> <ul style="list-style-type: none"> • <i>A Guide to the Pacific Learning Materials</i> • <i>Tupu Handbook</i> • <i>Social Studies in the New Zealand Curriculum</i>; • <i>Social Studies in the New Zealand Curriculum: Getting Started</i> • maps of the Pacific and of Niue

<p>Students demonstrate that they are meeting achievement objectives at this level when they can:</p> <ul style="list-style-type: none"> • explain the imagery in simple songs, giving examples. 	<ul style="list-style-type: none"> • talk to a visitor about a song • listen to a short talk about a song and then present the information in a different form • discuss the purpose of a song and the message it portrays • write a brief report about some lyrics • give a brief presentation on Niuean songs 	<ul style="list-style-type: none"> • map of Niue 	<ul style="list-style-type: none"> • invited guest
<p>Students demonstrate that they are meeting achievement objectives at this level when they can:</p> <ul style="list-style-type: none"> • perform dance movements that relate to the words of a song. 	<ul style="list-style-type: none"> • perform and sing a traditional action song in front of an audience • describe the verbal and non-verbal aspects of a dance • sing in Niuean, demonstrate understanding of a song's meaning, and perform it with appropriate movements 	<ul style="list-style-type: none"> • costumes they will help make • Lino Nelisi's <i>Tane Steals the Show</i> 	<ul style="list-style-type: none"> • tutor for dance movements
<p>Students demonstrate that they are meeting achievement objectives at this level when they can:</p> <ul style="list-style-type: none"> • explain some techniques involved in traditional arts and crafts; • explain, in some detail, the process involved in a traditional way of cooking. 	<ul style="list-style-type: none"> • discuss a traditional method of food preparation and compare it to a modern one • discuss and plan a menu for a special occasion • participate in a traditional form of cooking • research how food was gathered in Niue and stored for periods of drought and famine • listen to and then carry out a set of four to five instructions • research a traditional craft • make a craft object (dance costumes) • display and label work they have made in a craft they have researched. 	<ul style="list-style-type: none"> • Lino Nelisi's <i>Aiani mo e Pia Aitu</i> (book and audio cassette), about a traditional food used on special occasions • Ester Temukisa Laban Alama's <i>Tauteaga he Kahoa ma Mami</i> • Aue Sabina Fakanaiki's <i>Ko e Su'po Hahave</i> (book and audio cassette) 	<ul style="list-style-type: none"> • invited guests who can help with craftwork (dance costumes) and cooking (using pia) • dance costumes for display

◀ VAHEGA 5

Fakafitakiaga 1: Ko e Hifiulu (The Hair-cutting Ceremony)

Hair-cutting ceremonies in New Zealand tend to be different from those held in Niue, so comparing them can be the basis of an interesting language-learning activity. The details of the ceremony vary from family to family.

Tau Hagoaoaga (Achievement Objectives)

Students should be able to:

- give instructions for a procedure;
- present alternatives;
- ask for, express, and react to opinions;
- express wishes and intentions, giving reasons;
- participate in cultural events, showing an understanding of appropriate behaviour;
- discuss personal aspirations.

Tau Fakaakoaga Taute (Learning Activities)

Students might:

- explain a traditional custom, exchanging information about the hair-cutting ceremony;
- retell personal experiences of hair-cutting ceremonies and other cultural occasions, describing how certain things are done, for example, greeting and welcoming visitors to an important occasion;
- interview family and friends about this custom or another one;
- take part in a formal occasion, such as a hair-cutting ceremony;
- discuss photographs related to their own experiences, for example, prize-givings, hair-cuttings, and church ceremonies;
- role-play another formal occasion, such as a blessing ceremony.

Three extension activities are suggested on pages 40–42.

Assessment Opportunities

How can we tell when students have met their objectives? Assessment opportunities could occur when the students are:

- role-playing a situation;
- taking part in a formal situation;
- making wall displays or presenting information in another way.

Resource Materials

Photographs and drawings of Niuean hair-cutting ceremonies can be found in Lisa Fuemana-Foa'i's article "First Haircut" (in the *School Journal*, Part 4 Number 3, 1998), *Camera on Niue* and *Niue in Focus* by Shari and Don Cole, and Peter de Ath's *Pelu's Special Day*. For comparison with a similar custom in another Pacific Islands culture, see Jennifer Wendt's *The Haircutting Ceremony of the Cook Islands* and the photographs in the Ministry of Education picture pack *Te Kōpū Tangata o Jojo*.

Extension Activity 1

Interviewing a boy who has had his hair-cutting ceremony could enable students to meet the vahega 5 objectives “seek permission”, “interrupt without causing offence”, and “ask for ... opinions”. Students could use the following interview as a model for their own interviews with friends and relatives.

Interview

Stewart, a Niuean boy living in Auckland, talks about his hair-cutting.

Hūhū (question): Fiha e tau haau to hifiulu a koe?

Tali (answer): Hiva e tau.

Hūhū: Fiha e tupe ne moua?

Tali: \$18,000.

Hūhū: Ko hai ne fili e ulu haau?

Tali: Ko Antī Betty, Fonga, mo Brenda.

Hūhū: Ko hai ne hifi mua e ulu haau?

Tali: Ko e Faifeau Pehalo Talagi.

Hūhū: Fēfē a koe he aho ia?

Tali: Fiafia lahi au he iloa e au to hifi hauhau e ulu haaku ka oti e fekau ia.

Hūhū: Fēfē he loloa e ulu haau?

Tali: Ko e gahua lahi ke uku, hetu mo e fili he tau aho oti. Vaiga he falu tagata au, ka e ai tupetupe au. Ko e fakahikuaga, fai tupe he fale tupe.

Hūhū: Taute i fē e tauteaga ia?

Tali: He fale tolo he aoga Papatoetoe North.

Hūhū: Fai uiina pauaki nakai a koe?

Tali: Ē, tau kapitaga lakapī mo e falu faiaoga haaku.

Hūhū: Fēfē a koe he kūkū e ulu?

Tali: Cool ... mo e kehe.

Hūhū: Ko e heigoa haau kua taute aki e tupe?

Tali: Fakahū he tau mamatua haaku.

Extension Activity 2 – Structuring a Text

Students at this level are learning to “structure a text to meet the needs of a specific audience”. The following is an example of the kind of writing that students at this level might produce if they were asked to outline the main steps in the hair-cutting ceremony, so that a play or video including a hair-cutting ceremony may be planned.

Fā mahani e tau matua tupuna mo e tau matua fanau ke fakatūtala e magaaho ke hifi ai e ulu he tama taane. Nā kai hifi e ulu haana tali mai he fanau ato hoko e aho lahi nai. Fakatoka ai e tauteaga nai ma e tama taane he ha magaaho nī ka lima ke hoko atu ke he hogofulumaua haana a tau tau. Fakatoka e tauteaga hifiulu i Niu Silani kaeke kua fai tupe e tau matua ke taute aki e fekau nai Uliina he tama taane haana a tau kapitiga mo e tau magafaoa ke hifi haana a ulu he aho hifiulu.

- Fakamonuina he akoako e tama taane mo e aho lahi aki e liogi.*
- Hifi he akoako e lauulu fakamua.*
- Mumui mai e tau tupuna mo e tau mamatua he tama taane ke hifi.*
- Foaki ai he tau magafaoa e tau mena fakaalofa he magaaho ka hifi ai e lauulu.*
- Hifi fakahiku e tau kapitiga pauaki he magafaoa.*
- Fakatoka ai e galue mo e fai fakafiafia.*
- Fakailoa e tau tupe ne moua.*
- Tufa e galue ke he tau uiina ke uta ke he tau kaina.*
- Liogi fakaoti he akoako.*

Igatia e tau tagata mo e tau lauulu. Fai tupe ke foaki ma e tau lauulu ka hifi. Fā mahani e tau matua ke fakahū e tupe ke lagomatai aki haana a tau fakaakoaga. Falu a gahua ke taute ma e hifiulu:

- fakatoka e aho;*
- fakatoka e matakavi;*
- mātutaki mo e akoako;*
- taute e tau uiina;*
- fakatokatoka e tau kai;*
- fakahū e tau tupe ma e totoigiaga he tau koloa;*
- fakatokatoka e fakaholoaga;*
- fakatokatoka e tau gahua oti kua lata ke taute.*

Extension Activity 3 – Research task

Students could be asked to complete a research task on cultural customs in general, such as the following.

Customs and Cultures: A two-week research project

Due on: _____

1. Make up a questionnaire, in Niuean, with ten questions to ask a person about the customs of their culture, for example, “Ha e fē e aga fakamotu kua mahuiga lahi he motu haau? Ko e hā ne mahuiga ai e aga fakamotu nai?”
2. Draw a simple picture of something that is given on a special occasion in Niue, for example, an ilili. Draw a frame around your picture, using a traditional design as part of the frame. Discuss the visual images with someone else and write a sentence in Niuean about the imagery of the design.
3. Describe, in Niuean, five customs that are observed at our school.
4. Describe, in Niuean, five customs that are observed by your family.
5. Write a paragraph in Niuean about traditional customs that are part of Niuean community life in New Zealand.

Fakafitakiaga 2: Giving Instructions

An achievement objective for level 5 in *Developing Programmes for Teaching Pacific Islands Languages* is that students should “give instructions for a procedure”. We can use this activity to model giving instructions in Niuean.

Behind a screen, make an arrangement with coloured blocks or other small objects. A small group of students each have similar blocks or objects. Their task is to copy our arrangement without seeing it, by listening to what we say.

We describe the arrangement we have made, saying things in Niuean like, “Tuku e tulaki i tua he motokā.” We then tell the students (in Niuean) when they get something wrong – but we don’t touch their arrangements. The students are allowed to ask questions and to help each other as long as they speak only in Niuean. Once everyone has got their arrangement right, we take away the screen and show them they have got it.

This activity can be led by students when we have native speakers of Niuean and students learning Niuean in the same class. The native speakers can take turns with the learner students to give instructions about the pattern.

Fakafifitakiaga 3: Catching Crabs

Here is an example of a plan for a week's work (taken from a vahega 5 unit on the topic of coconut crabs):

Aho	Achievement Objectives	Activities for This Week	Key Resources
Aho Gafua	<ul style="list-style-type: none"> • present alternatives • ... express ... opinions 	<ul style="list-style-type: none"> • assess a writer's point of view 	<ul style="list-style-type: none"> • "Catching Coconut Crabs" (<i>School Journal</i> story by Lino Nelisi)
Aho Ua	<ul style="list-style-type: none"> • ask for, express, and react to opinions • interrupt without causing offence 	<ul style="list-style-type: none"> • listen to several different opinions about an issue • role-play radio interviews 	<ul style="list-style-type: none"> • <i>Ko e Ama Uga</i> by Lino Nelisi (audio cassette)
Aho Lotu	<ul style="list-style-type: none"> • suggest a course of action ... 	<ul style="list-style-type: none"> • give a summary of the main points in a short text • identify the logic used in an argument in an article • give opinions about an issue 	<ul style="list-style-type: none"> • page 17 in <i>Niue in Focus</i> by Shari and Don Cole
Aho Toloto	<ul style="list-style-type: none"> • structure a text to meet the needs of a specific audience • present alternatives 	<ul style="list-style-type: none"> • research, using more than one source, to obtain specific information • develop an alternative way to present the same information to a different audience 	<ul style="list-style-type: none"> • <i>Uga (Coconut Crab) on Niue</i> (poster) by Craig Schiller
Aho Falaile	<ul style="list-style-type: none"> • ask for, express, and react to opinions 	<ul style="list-style-type: none"> • read a short story and give an opinion about it 	<ul style="list-style-type: none"> • <i>Ko e Ama Uga</i> by Lino Nelisi (book)

◁ VAHEGA 6

Fakafifitakiaga 1: Expressing Empathy

Students working within vahega 6 are learning how to “express empathy with another person”. Working in pairs, students could share memories of occasions when they experienced feelings of loss or regret. They could go on to help each other use one of these memories to write and illustrate a children’s book for a junior class in a primary school. In Niuean, they could make editing suggestions to their partners to help them improve a first draft.

Students can also share their feelings when role-playing telephone conversations. We can help students take part in this kind of activity by teaching them how to say things like:

- “Iloa e au e manamanatuaga haau.”
- “Pihia foki e mena ne tupu ki a au.”
- “Manamanatu ... kaeke ko au.”
- “Ko e hā ne ai hiki ai e tala ke ...”
- “Fia loto au ke he tala haau he ...”
- “Kaeke ko au e tagata he tala, to ...”

Fakafifitakiaga 2: Three Hiapo (Bark Cloth) Activities

Ailsa Robertson's book *Niue* explores Niuean hiapo patterns (on pages 9–29). The following three activities for students can all be used to meet vahega 6 achievement objectives. They are described in *Niue*:

- on page 11 – conducting an interview with someone who knows about hiapo, recording findings using words and sketches (an achievement objective at vahega 6 is for students to “present information using several media”);
- on page 21 – creating a hiapo pattern using newsprint, crayons, and dye (“explain traditional imagery associated with weddings and funerals” is an achievement objective at vahega 6, which can be extended to include understanding other kinds of traditional images);
- on page 22 – extending the activity on page 21 by creating a classroom hiapo frieze or mural (an achievement objective at vahega 6 is for students to “respond to suggestions about plans”). A plan for a mural is given on page 23 in *Niue*.

◁ VAHEGA 7

Fakafifitakiaga 1: Autobiography

Lomeli Wally Ranfurly is a Niuean author who has published several examples of autobiographical writing. His work includes:

- *Ko e Barracouta po ke Long John?* (a book in Niuean);
- *Ko e Barracouta po ke Long John?/A Barracouta or a Long John?* (a Niuean/English audio cassette);
- “A Barracouta or a Long John?” (an earlier version of the story in English);
- “My Birth Mark” (in English).

Other examples of autobiographical writing include:

- Emily Toimata’s “Return to Niue”;
- Johnny Frisbie Hebenstreit’s *Ko e Po Milino* (published in English as *A Quiet Night*);
- Johnny Frisbie’s *Ko e Vaka Foou ha Mautolu* (published in English as “Panikiniki”);
- Ropati Simona’s *Toka Tokotaha Au* (told in English by the author on the audio cassette *Kua Tukua Tautahi Au/Left on My Own*);
- ‘Elenga Mailangi’s *Ko e Takafaga Ika* (published in English as “Fakalukuluku”).

Students could use these texts as models for describing incidents from their own lives in their own autobiographical writing, for example, when they are working towards the achievement objectives “report points of view” and “justify an interpretation”.

How does autobiographical writing differ from fiction? Students could try writing both straight autobiography and fiction based on their real experiences, in both Niuean and English. The distinction is not always clear-cut. Lino Nelisi’s stories about Aiani and Uncle Tuki are largely based on her relationship with her older brother in Niue.

Older students could explore the difference between fakamooli (to tell the truth), fatuakiloto (true intentions), and tonutika (strict accuracy) in their writing. Which does autobiography try to achieve? What kind of truth do they think authors like Lomeli Wally Ranfurly, Emily Toimata, Johnny Frisbie, Ropati Simona, ‘Elenga Mailangi, and Lino Nelisi actually tell in their work?

Fakafifitakiaga 2: Reporting Points of View

Students working towards the vahega 7 achievement objective “report points of view” could hold debates in Niuean. As a class, the students could first discuss topics of interest in Niuean and develop appropriate vocabulary for debating. Each student could then prepare and present one side of a brief debate on a topic, giving a particular point of view. For example, students could debate the following propositions:

- that the Niuean alphabet should consist of only sixteen letters, a, e, f, g, h, i, k, l, m, n, o, p, s, t, u, and v, and should not include the letter r);
- that liliu (back slang) should be taught at school;
- that Niue should have a patuiki (king) as Tonga does;
- that Motu is an older dialect than Tafiti.

◁ VAHEGA 8

Fakafifitakiaga 1: Persuading

In the strand “exchange experiences, information, and points of view”, students at this level learn to “propose a course of action”, “put forward a hypothesis”, “discuss advantages and disadvantages”, and “experiment with literary genres”. Learning activities to meet these achievement objectives could focus on the theme of persuasion. The students could look for stories with examples of fakaooho (persuading, influencing), fakaloi (sweet-talking someone into doing something), and uhu (persuading someone to do something wrong) in a wide range of stories published in Niuean. To find such stories, students could look in the Niuean resource materials published in the Tupu series (both the books and the audio cassettes) and in the four stories published in *Tau Tala mai he Pasifika*.

To get students started, we could share with them a story that contains a persuasion scene. For example, right at the start of Epi Swan’s story *Kakikaki Hi Ika*, Uncle Avito persuades the three children to help him make some home-made bamboo fishing rods and go fishing with him. What does he do and say to persuade them?

When the students think they have found an example of persuasion in a story, they have to decide whether it is an example of fakaooho, fakaloi, or uhu. As students find examples, they can ask for confirmation and discuss how the episode fits the criteria for that kind of persuasion.

It doesn’t matter if students look through some stories that are, for them, at a very easy reading level. That is not the point. The more stories they can search through, the better.

The students can be divided into three teams. Each team’s object is to find four examples of persuasion among the Niuean stories they have access to and to write a description of the type of persuasion in each example, using the appropriate Niuean terms.

Fakafifitakiaga 2: Developing a Personal Writing Style

One vahega 8 achievement objective is for students to “develop personal styles in their formal and informal ... writing”. We can help them to do this by showing them examples of writers with particular styles. For example, we could introduce them to Kaliopeta Hu’akau’s “project book” *Ko e Mena Fakaalofa ha Nena* and talk about what distinguishes its style. The book is very personal. It builds up to a surprise ending that the reader may guess before the narrator in the story does. It is touched with a sense of loss. We might contrast that with how Ropati Simona conceals his anger in *Toka Tokotaha Au*.

Students could write in Niuean about an emotional incident from their own lives. First they could describe the incident in a completely dispassionate way. Then they could write about the same incident, letting their feelings show.

Which style do they prefer? There is no right or wrong answer to this. It is a matter of personal choice. We could encourage them to try using a first-person and a third-person voice in their writing and work out which they prefer for which purposes.

Finally, students could use one of the styles they have developed to write in Niuean about a second incident. They may like to offer their completed work to a community or class newspaper published in Niuean.

Fakafifitakiaga 3: Combining Visual and Verbal Language

A many-faceted unit of work could be based on Foufou Susana Hukui's translation of *Tohi Tala*, Samson Samasoni's book about how to write scripts for school video productions. The unit could help students meet the achievement objective "explain ways that different combinations of visual and verbal language features can achieve different purposes".

Working in groups, students could develop a script for a class video production using the Niuean language. For example, they could produce a video version of Lisa Fueamana-Foa'i's *Ko e Taoga Foou*, which tells about the forming of a band to support a school kilikiki team.

The classroom could be turned into a scriptwriting workshop for the duration of the unit. Samson Samasoni describes some ways of combining visual and verbal language features in a video script to achieve different purposes for different audiences. Students could work out other ways for themselves.

◁ Teaching Several Levels at the Same Time

Fakafifitakiaga 1: Using the Theme of Special Occasions

This example shows how we might plan to teach different groups of students (working towards Niuean-language achievement objectives at several different levels) at the same time. The unit was developed for a bilingual class working towards Niuean-language achievement objectives at levels 1–3.

We could begin by deciding on the essential learning areas to be included (in this example, language and languages – Niuean and English – and social studies), and the strands and achievement objectives through which students can best meet their current learning needs.

Strands

- Language and languages (English) – Oral, Written, and Visual Language.
- Language and languages (Niuean) – exchange experiences, information, and points of view; communicate feelings and attitudes; act appropriately with respect to [Niuean] culture; experience and respond to visual language.
- Social studies – Culture and Heritage (strand) through the Inquiry process.

This kind of multilevel planning for more than one curriculum area takes a lot of work initially but provides the basis for an extended period of class work (in this case, for half a term).

Our next step is to identify the achievement objectives at each level.

Achievement Objectives

Language and Languages (Niuean and English)

At each of the relevant levels, this theme enables students to work towards achievement objectives in all the strands of *Developing Programmes for Teaching Pacific Islands Languages and English in the New Zealand Curriculum*.

Social Studies

(Inquiry process)

Students will demonstrate skills as they collect, process, and communicate information about human society.

(Culture and Heritage strand)

Level 1: demonstrate knowledge and understandings of [Niuean] customs and traditions associated with participation in cultural activities (by describing a special family occasion and a traditional Niuean celebration)

Level 2: demonstrate knowledge and understandings of how people interact within their cultural groups and with other cultural groups (by researching and describing recreational activities enjoyed by Niueans and by people of other cultures, past and present, in New Zealand, in Niue, and elsewhere)

Level 3: demonstrate knowledge and understandings of how practices of cultural groups vary but reflect similar purposes (by comparing hospitality on significant occasions in several cultures, for example, the Niuean, Cook Islands Māori, Samoan, Tongan, and Tokelauan cultures)

Concepts, Skills, and Values

Next, we could plan our work in each area in more detail. The focus could be on participating in a special occasion. Concepts to be explored, as part of both language work and social studies, could include:

- special occasions;
- rituals, rites, and celebrations;
- participation and roles;
- religious beliefs;
- superstitions;
- traditions.

These skills could enable students to meet such Niuean-language achievement objectives as “exchange basic factual information” (level 1), “record information” (level 2), and “enquire about a topic” (level 3).

Skills to be developed could include:

- listening attentively and responding constructively during discussions;
- interpreting pictures to gain information about special occasions;
- researching to gather data relevant to a specific inquiry;
- creating charts to display information effectively;
- comparing and generalising from specific data;
- interviewing people to gain an appreciation of their various experiences.

These skills could enable students to meet such Niuean-language achievement objectives as “express interest and enjoyment” and “make signs, labels, and lists” (both at level 2).

Students might explore new values, for example, by:

- clarifying how they themselves feel about special occasions;
- considering how others feel about special occasions.

Such exploration would provide opportunities for them to “briefly state likes and dislikes” (level 1), “express interest and enjoyment” (level 2), and “express and clarify their emotions” (level 3). Considering concepts, skills, and values can make it easier to map out the learning activities for both language-learning and social studies activities for the unit.

Suggested Learning Activities

Picture Interpretation

We could select some photographs of special occasions from the Ministry of Education’s *Ceremonies and Celebrations* picture pack. Working in groups, the students could answer the following questions (in Niuean, to the extent that each group can cope).

- Ko e heigoa haau ne kitia he fakatino?
- Ko e hā ne pihia ai he manatu e koe?
- Ko e eke hā e tau tagata he fakatino?
- Ko e hā ne taute ai e lautolu e tau mena ia?
- Fēfē e tau manamanatuaga he tau tagata nai he manatu e koe?
- Fēfē e tau tala ha lautolu?

- Ko e tauteaga hā a nai?
- Fai tauteaga mahuiga nakai kua fano a koe ki ai?
- Ha e fē e tau tauteaga kua uho ki a koe?

In this way, we can lead students to discover some of the things that photographs can tell us about special occasions and to link these discoveries to their personal experiences. Those who are working towards level 2 or level 3 objectives could write about ceremonies that they have attended.

Labelling Pictures during a Group Discussion

Students could look carefully at photographs and group them (for example, into photographs of birthdays, Christmas, weddings, hair-cuttings, blessings, and so on). We can ask what each picture tells them about the special occasion. Even students not yet working within level 3 can be encouraged to “make connections between cultural values and some visual features of a situation”.

At this point, we could discuss the students’ responses to a question like “Liga to fēfē haau a tau manamanatuaga kaeke ko e huki teliga haau?” (or “Liga to fēfē lā e tama fifine Niue he haana a huki teliga?”) We could encourage them to “briefly state likes and dislikes”, to “express interest and enjoyment”, and to “express and clarify their emotions”.

Focus Questioning

We can ask the students:

“Ko e heigoa haau kua iloa ke he tau tauteaga mahuiga?”

“Ko e heigoa ha tautolu ke taute ke moua aki foki falu a maamaaga?”

The students might suggest writing letters, researching publications, interviewing someone, or using a questionnaire.) Special occasions that we could look at with the students might include:

- Christmas and Easter;
- birthdays and twenty-firsts;
- New Year celebrations;
- the Indian Festival of Lights;
- the Jewish festival of Sukkot;
- a hifiulu;
- a Samoan ‘ava ceremony;
- a Samoan White Sunday celebration;
- a Tongan Fakamē celebration.

The class could brainstorm to create lists of subtopics. Subtopics that relate to special occasions could include:

- ceremonies and celebrations;
- competitions;
- groups involved;
- social and economic obligations;
- traditional skills.

Each of these subtopics could also be brainstormed by separate groups, who could come up with ideas like the following for each.

Ceremonies and Celebrations	<p>Aho Tapu he Tau Fanau (Samoan White Sunday)</p> <p>Birthdays</p> <p>Birth celebrations</p> <p>Weddings</p> <p>Funerals and unveilings of headstones</p> <p>Title bestowals</p> <p>Coming-of-age ceremonies</p> <p>Completing-a-tattoo celebrations</p> <p>Fakamē (Tongan Children’s Day)</p> <p>Easter celebrations</p> <p>Year’s End and New Year celebrations</p> <p>Yam blessings</p> <p>Hifiulu (hair-cutting ceremonies)</p> <p>Huki teliga (ear-piercing celebrations)</p> <p>Galue Fakaulu Tau (Thanksgiving)</p> <p>Pule Fakamotu (Constitution Day)</p> <p>Peniamina’s day</p>
Competitions	<p>Sports competitions</p> <p>Dance competitions</p> <p>Speech-making competitions</p> <p>Choir festivals</p> <p>Kilikiki tournaments</p> <p>Tug-of-war competitions</p> <p>Stilt competitions</p> <p>Boat/canoe races</p> <p>Weaving competitions</p> <p>Talent quests</p>
Groups Involved	<p>Youth groups</p> <p>Sports teams</p> <p>Cultural clubs</p> <p>Village committees</p>
Social and Economic Obligations	<p>Entertaining visiting groups, such as cultural groups and sports teams</p> <p>Raising funds for community functions</p> <p>Receiving visitors</p> <p>Exchanging gifts</p> <p>Page tivaevae (Cook Islands sewing circles)</p> <p>Lalaga kato (weaving groups)</p>
Traditional Skills	<p>Dancing</p> <p>Hiapo (tapa printing)</p> <p>Weaving flax and sinnet</p> <p>Cooking</p> <p>Fishing</p> <p>Sailing</p> <p>Making canoes</p> <p>Making coconut oil</p> <p>Making traditional items (such as ‘ava bowls and orator’s whisks in Samoa)</p> <p>Sewing tivaevae (quilts) and embroidering pillowcases</p> <p>Preparing pandanus</p> <p>Making pia (arrowroot flour)</p> <p>Collecting shells and using them to make necklaces</p> <p>Ama tahi (collecting seafood)</p>

In groups based on the Niuean-language levels they are working within, students could research a particular “special occasion”, seeking answers to the following questions:

- Ko e heigoa e tauteaga ke he vagahau he motu kua tūtala ki ai?
- Ha e fē foki e tau motu kua taute e fiafiaaga nai?
- Heigoa kua fakafiafia ki ai – ko e heigoa ne tupu?
- Ko e heigoa foki e falu aga fakamotu kua matutaki ke he tauteaga nai?
- Ko e heigoa e falu koloa pauaki ke fakaaoga ke he tauteaga?
- Ko hai ke lauia ai?
- Ko e heigoa e tau fakatufono po ke tau tauteaga fakamotu ke munitua ki ai?
- Ko e heigoa la falu a manamanatuaga ha lautolu e tau tagata kua lauia ai?

We could then identify and evaluate:

- the Niuean-language skills students demonstrated as they co-operated and participated in their groups;
- the students’ research skills, information and communication skills, and presentation skills. (At level 1, students will be exchanging basic factual information; at level 2, they will be recording information; and at level 3, they will be enquiring about a topic and reporting events.)

We would also assess how far students working at each level had demonstrated the knowledge and understandings required by the social studies achievement objective(s) for that level.

We can develop a separate unit plan for each essential learning area, referring to the relevant handbooks. For social studies, we would refer to pages 92–93 of *Social Studies in the New Zealand Curriculum: Getting Started*. For Niuean, we could use the format for a unit plan on page 132 of *Developing Programmes for Teaching Pacific Islands Languages*.

Fakafifitakiaga 2: Tau Leo Lologo mo e Tau Leo Fakatagitagi (A Unit on Niuean Music)

Here is an example of planning for a levels 1 to 3 unit to develop the language associated with Niuean music.

Unit Plan	Topic: Niuean Music	Level: 1–3	
	Curriculum Links: The Arts (music, dance)		
Achievement Objectives Students should be able to: <ul style="list-style-type: none"> • follow simple instructions (level 1); • briefly state likes and dislikes (level 1); • take a simple part in a cultural performance (level 1); • view and discuss simple verbal and non-verbal signs, symbols, and movements (level 1); • express interest and enjoyment (level 2); • make signs, labels, and lists (level 2); • understand and respond to the visual aspects of [a cultural performance] (level 2); • express meaning in [a performance] through visual images (level 2); • express more complex likes and dislikes (level 3); • take an active part in cultural activities (level 3); • make connections between cultural values and some visual features of a situation (level 3). 			
Learning Outcomes Students will:	Learning and Assessment Activities Students will:	Resources	
		<u>Students</u>	<u>Teacher</u>
<ul style="list-style-type: none"> • talk in Niuean about their discoveries as they explore and experiment with Niuean music 	<ul style="list-style-type: none"> • explore sound, using musical instruments associated with Niuean music • use traditional Niuean musical instruments to make music as a class 	<ul style="list-style-type: none"> • musical instruments 	<ul style="list-style-type: none"> • <i>Music Education for Young Children</i> (Ministry of Education)
<ul style="list-style-type: none"> • identify various forms of Niuean music, using the correct terms at an appropriate level 	<ul style="list-style-type: none"> • listen to Niuean songs • discuss the songs, saying which they enjoyed the most and want to hear again • listen to and identify various types of Niuean music 	<ul style="list-style-type: none"> • audio cassettes and player 	<ul style="list-style-type: none"> • song charts
<ul style="list-style-type: none"> • explain the imagery in simple songs, giving examples 	<ul style="list-style-type: none"> • discuss the images used in the lyrics of a Niuean song • write a brief report about the lyrics of a specific Niuean song 		<ul style="list-style-type: none"> • Niuean songs in written form
<ul style="list-style-type: none"> • express interest and enjoyment about performing in a small group before an audience 	<ul style="list-style-type: none"> • discuss songs and dances for different occasions • select and rehearse Niuean songs and dances for a group performance • perform a traditional action song before an audience of parents • review and evaluate their performance 		

◀ Bilingual Niuean Students in Mainstream Classrooms

Many of the units of work and activities suggested in these *Guidelines* could meet the needs of students in Niuean early childhood programmes, bilingual classes in primary schools, and Niuean-language classes in secondary schools. But what about bilingual students in mainstream classrooms? Here are just a few things that mainstream classroom teachers can do to help Niuean students use their language as part of their schooling. As mainstream classroom teachers with some Niuean-speaking students, we can:

- take care to pronounce the Niuean names of our students and Niuean place names correctly;
- learn (along with our non-Niuean students) common Niuean expressions, including greetings, such as “fakaalofa lahi atu”;
- invite Niuean parents to come and tell stories;
- read books by Niuean authors and invite a Niuean author to visit and speak to the students;
- learn how to count in Niuean and teach the whole class to do this (occasionally using Niuean number names during mathematics lessons afterwards);
- ensure that our school has a standing order for the Ministry of Education’s Niuean learning materials;
- add Niuean resource materials to our classroom reading corner and the school library as they arrive (rather than putting them in a resource cupboard where students cannot find them easily);
- place copies of Niuean resource materials in appropriate topic areas (using the accompanying teachers’ notes as a guide to the topics the resource covers) in the school library – not just in a Niuean-language section;
- order extra copies of any teachers’ notes and of Niuean audio cassettes and use these to make English versions easily available (for example, we could put a Niuean book with audio cassette versions of the same title in Niuean and English, and the student could choose to listen in either language);
- encourage students to access Niuean resource materials for study in any curriculum subject;
- include Niuean music in our music programme;
- include a Niuean dictionary and a map of Niue among our classroom’s reference materials.

We can use resource materials published by the Ministry of Education in English and Niuean (like the *School Journal* and the *Tupu* series) to make the work of Niuean writers like Lino Nelisi, Lagi Sipeli, Tiva Toeono, Lomeli Wally Ranfurly, Aue Sabina Fakanaiki, and Lisa Fuemana-Foa’i (and artists like Falcon Halo) readily available to all students. Niuean children’s literature is a growing resource in New Zealand and should be accessible to all children. Because New Zealand is a Pacific country with a special relationship with Niue, reading the work of Niuean writers forms part of every New Zealand student’s cultural heritage.

See also the section on Supporting and Maintaining First Languages on pages 51–4 of *Non-English-Speaking-Background Students: A Handbook for Schools* (Ministry of Education, 1999).

◀ Blackline Master Sheets

Early Childhood Portfolio Checklist

Portfolio Checklist

Child's name: _____ Date: _____ Activity: _____

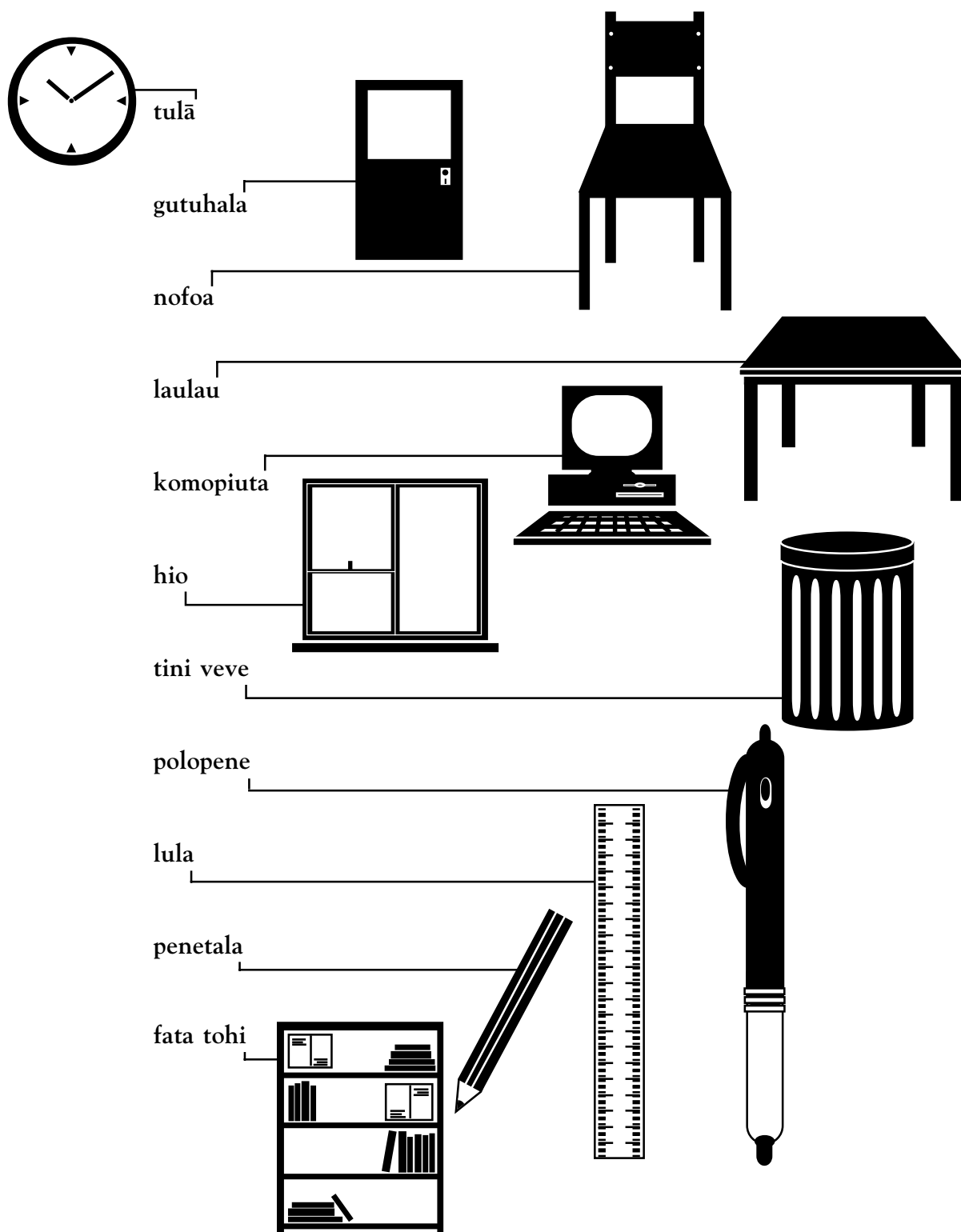
- | | | | |
|-------|-----------------------------|-------|------------------------------|
| _____ | Child initiated the task | _____ | Teacher initiated the task |
| _____ | Child met task requirements | _____ | Familiar task for this child |
| _____ | New task for this child | _____ | Involved little effort |
| _____ | Involved great effort | _____ | Little time invested |
| _____ | Much time invested | _____ | Done with peers |
| _____ | Done independently | _____ | Done with adult guidance |
| _____ | Done with adult guidance | | |

Comments about the circumstances in which the work was created or produced:

Comments about how the work reveals the child's approach to learning:

Note: This checklist could be translated into Niuean.

Tau Koloa he Poko Aoga

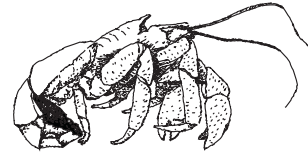


Additional words:

pa holoholo lima (sink), puha tohi (book box), lapa tohitohi (blackboard), laulau he faiaoga (teacher's table), nifo (scissors), mepe (map), pili (glue), telefoni (telephone), fakatino (picture), tau moa (crayons), sioka (chalk)

Tau Nūmela 1–10

1 taha



2 ua



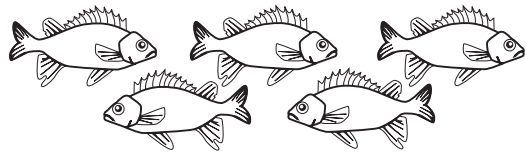
3 tolu



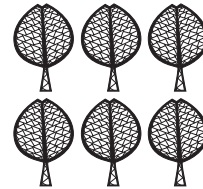
4 fā



5 lima



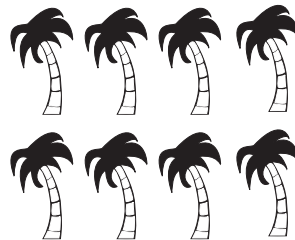
6 ono



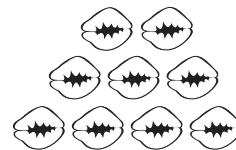
7 fitu



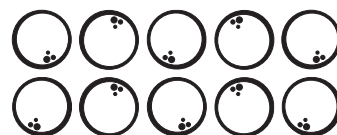
8 valu



9 hiva

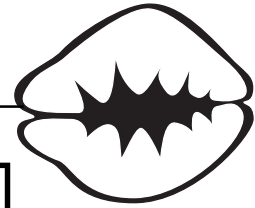


10 hogofulu

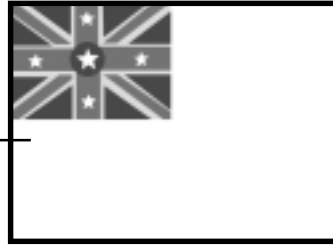


Tau Lanu Kehekehe

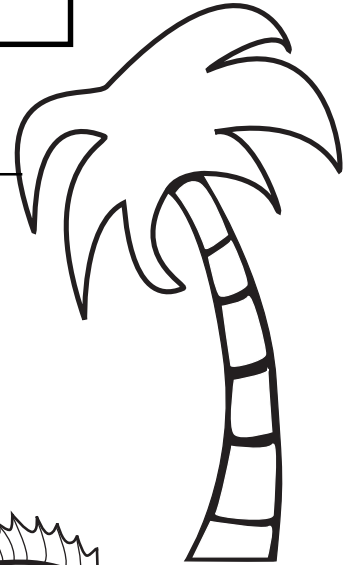
tea



ago

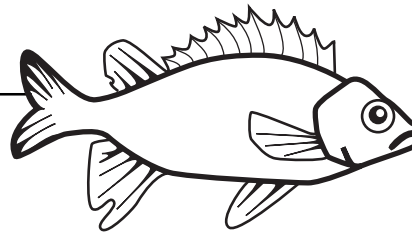


lanu laukou

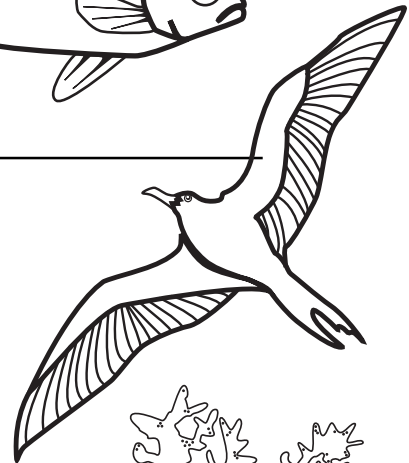


lanu moana

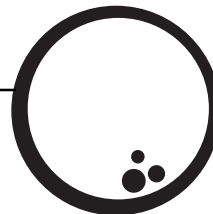
lanu kula



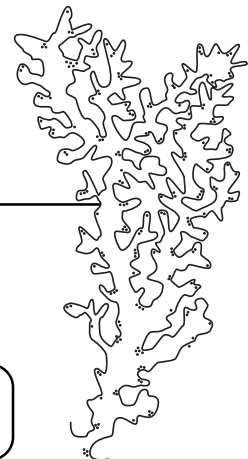
uli



kāki



lanu laumamē



Additional words:
lanu fua moli (orange), efuefu (grey), lanu fua hoi (purple)

Ko e Tau Vala he Tino

Ulu

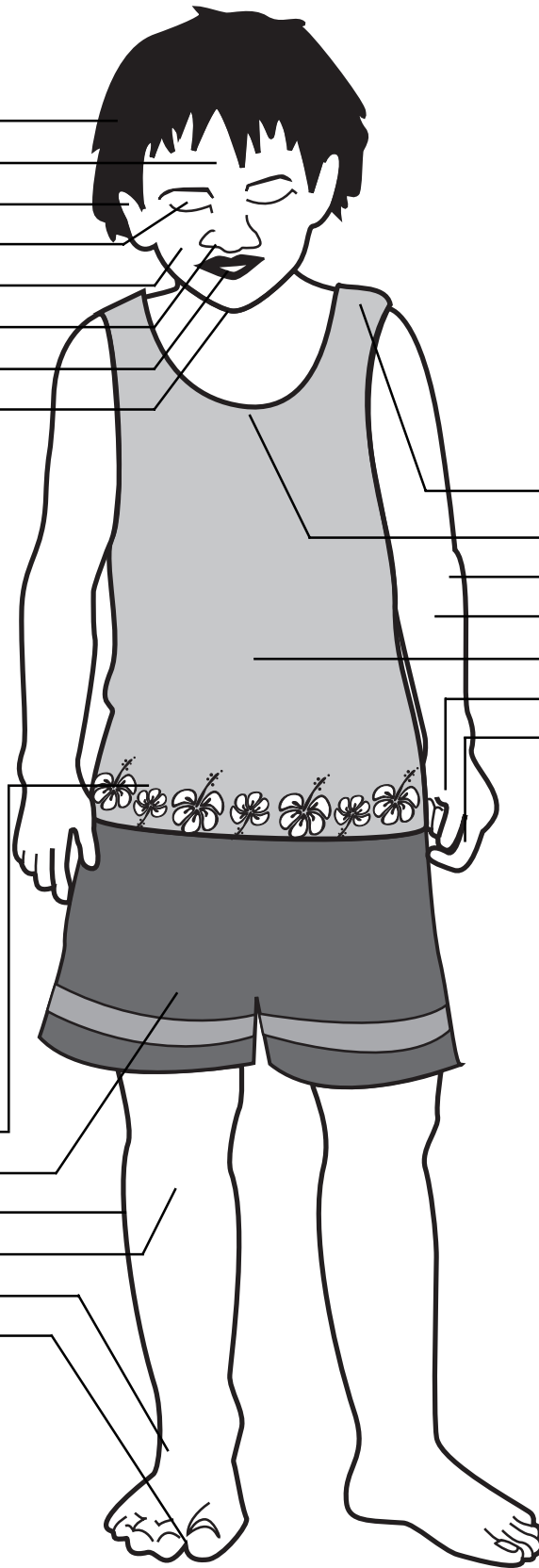
- lauulu _____
- matalē _____
- teliga _____
- mata _____
- kauvehe _____
- ihu _____
- gutu _____
- kumukumu _____

Matapatu Luga

- _____ tukeua
- _____ fatafata
- _____ tulilima
- _____ lima
- _____ manava
- _____ lima
- _____ matalima

Matapatu Lalo

- _____ pula
- _____ tega
- _____ hui
- _____ matatuli
- _____ polohui
- _____ matahui



Additional words:

laumata (eyelid), laugutu (lip), nifo (tooth), tau nifo (teeth), alelo (tongue), pito (belly button), kupu manava (waist), tua (back).

Fanogonogo

Fanogonogo, fanogonogo

Fanogonogo ke he tagi, fanogonogo ke he tagi

Taha, taha

Ua, ua

Tolu, tolu

Fā, fā

Lima, lima

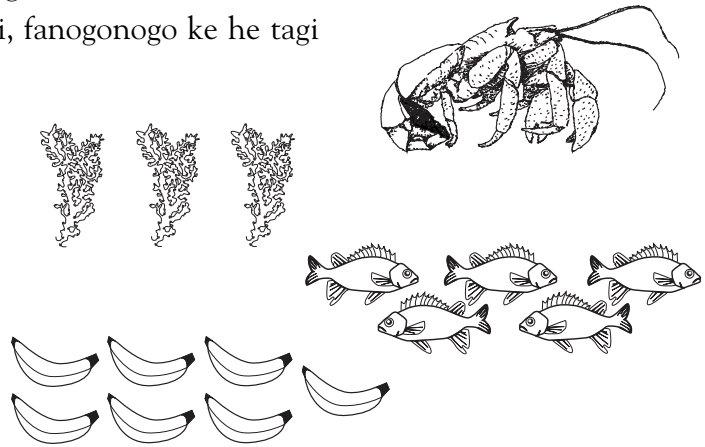
Ono, ono

Fitu, fitu

Valu, valu

Hiva, hiva

Hogofulu, hogofulu.



Taha e Tama

Taha e tama

Ua e tama

Tolu e tama Niue

Fā e tama

Lima e tama

Ono e tama Niue

Fitu e tama

Valu e tama

Hiva e tama Niue

Hogofulu e tama Niue

Hogofulu, hiva, valu, fitu, ono, lima, fā, tolu, ua, taha.

◁ Resources for Teaching and Learning Niuean

◁ Grammars, Dictionaries, Coursebooks, and Related Material

Two Niuean dictionaries are commonly found in schools, but the dictionary *Tohi Vagahau Niue* by Wolfgang Sperlich, Sifa Ioane, and Fakahula Funaki (published in 1997) has superseded J. M. McEwen's *Niue Dictionary* (published in 1970). Both books include introductions to Niuean grammar.

The following dictionaries, coursebooks, descriptions of grammar, and related material would be of assistance when developing Niuean language programmes.

Clark, R. *Aspects of Proto-Polynesian Syntax*. Auckland: Linguistic Society of New Zealand, 1976. [compares two Tongic languages: Niuean and Tongan]

Douglas, Rennie. "Feasting and Speech Making in Niue". *Essays on Pacific Literature*. Suva: Fiji Museum, 1978.

Kaulima, Aiao and Beaumont, Clive H. *A First Book for Learning Niuean*. Auckland: Beaumont, 1994.

Ko e Vagahau Niue. Auckland: Pacific Islanders' Educational Resource Centre, 1989.

Levin, J. and Massam, D. "Classification on Niuean Verbs". *FOCAL 1*. Pacific Linguistics. (1986): C-93.

Levin, J. and Massam, D. "Raising and Binding in Niuean". McGinn (ed.) *Studies in Austronesian Linguistics*. Athens: Ohio University, 1988.

Mautama, Ritchie. *Tau Nūmela Faka-Niue*. Alofi: Department of Education, 1988.

McEwen, J. M. *Niue Dictionary*. Wellington: Department of Māori and Island Affairs, 1970.

Seiter, William J. *Studies in Niuean Syntax*. New York: Garland, 1980.

Sperlich, Wolfgang B., Sifa Ioane, and Fakahula M. Funaki. *Tohi Vagahau Niue: Niue Language Dictionary*. Alofi: Government of Niue, 1997.

Tau Matatohi he Vagahau Niue. Alofi: Department of Education, 1988.

Tau Matatohi he Vagahau Niue. Auckland: Pacific Islanders' Educational Resource Centre, 1989.

Tregear, Edward and S. Percy Smith. *Vocabulary and Grammar of the Niuean Language*. Wellington: Government Printer, 1907.

Vagahau Niue ma e Tau Fanau Ikiiki. Auckland: Pacific Islanders' Educational Resource Centre, 1989.

Whittaker, G. *The Niuean Language: An Elementary Grammar and Basic Vocabulary*. Alofi: The University of the South Pacific Niue Centre, 1982.

Wilson, W. H. "A/O Possessive Neutralisation in Niuean". *Oceanic Language Papers from the Fifth International Conference on Austronesian Linguistics*. Auckland: Linguistic Society of New Zealand, 1989.

◁ Learning Materials Published in Niuean by the Ministry of Education

This section begins by listing the Ministry of Education's Niuean-language resource materials by Niuean authors and goes on to list all the Ministry's Niuean-language resource materials (including those translated into Niuean) under suggested curriculum levels. For general information about Ministry of Education resource materials in Pacific Islands languages, refer to pages 36–39 of *Developing Programmes for Teaching Pacific Islands Languages*.

Most of the Ministry of Education's Niuean-language resources are designed to be used in different ways at different levels. Children learning how to read in a Niuean bilingual class in a primary school might independently read a book that could be read to children in a Niuean-language early childhood programme. The same resource would be used in yet another way in an introductory Niuean-language class in a secondary school. It might also be borrowed from a school library and read by a student for pleasure or to research a topic they are studying.

The only limit on these options is the interest level of the material in each resource. A book like *Tohi Tala*, which is about writing scripts for a school video production, will not be of interest to children in an early childhood programme. And secondary school students would rightly regard *Nakai fai Pato* as a book for little children, if only because of the age of the children in the illustrations.

On pages 63–67, an item number is listed after the title of each Ministry of Education resource. Quote this number when ordering any of these Ministry of Education resources from Learning Media. If they are currently in print, they are available, free on request, to any New Zealand early childhood centre or school. For further details about each resource, refer to its listing in the *Ministry of Education 1998–99 Catalogue* or *A Guide to the Pacific Learning Materials 1976–1996*. Or access this information through the Internet at www.learningmedia.co.nz

All items in the lists below that were published up to 1996 (except *Tau Tala mai he Pasifika*) are supported by the *Tupu Handbook*.

To find out what is currently in print, contact Learning Media Customer Services at free facsimile 0800 800 570 and ask for a complete list of all the Ministry's Pacific Islands resources to date. This list is updated every time a new resource is produced (or goes out of print).

Learning Materials by Niuean Authors

By early 2000, the Ministry of Education had published the following Niuean-language learning materials by Niuean authors for early childhood centres and schools. Some of these items may now be out of print, but copies can still be found in many early childhood centres and schools or borrowed from libraries.

Ko e Letio Kula ha Venise 05779

Ko e Letio Kula ha Venise/Venise and the Little Red Radio (Niuean/English audio cassette) 95185

Ko e Maala Talo ha Tono 23029

Ko e Maala Talo ha Tonofono's Talo Garden (Niuean/English audio cassette) 99115

Ko e Ama Uga 92302
Ko e Ama Uga (audio cassette) 93383
Ko e Supo Hahave 20336
Ko e Supo Hahave (audio cassette) 97111
Aiani mo e Pia Aitu 94269
Aiani mo e Pia Aitu/Aiani and the Pia Ghost (Niuean/English audio cassette) 94293
Ko e Barracouta po ke Long John? 21272
Ko e Barracouta po ke Long John?/A Barracouta or a Long John? (Niuean/English audio cassette) 98130
Ko e Taogo Foou 23732
Ko e Taogo Foou/The New Way Beat (Niuean/English audio cassette) 99186
Notes for Teachers 23728

Early Childhood Resource Materials

The following resource materials were developed with children at early childhood levels in mind. Many resource materials published by the Ministry at other suggested curriculum levels could also be read to children in Niuean early childhood programmes. If they are currently in print, they are available free on request to any early childhood centre.

Mau ke Fano he Aoga 93283
Notes for Teachers 93279
Ko e Letio Kula ha Venise 05779
Ko e Letio Kula ha Venise/Venise and the Little Red Radio (Niuean/English audio cassette) 95185
Notes for Teachers 05780
Nakai fai Pato 21250
Notes for Teachers 21254

Using Niuean Learning Materials to Resource Te Whāriki

Almost all of the Ministry of Education's Niuean resources are published as part of the Tupu series. There is information about using Tupu materials to resource *Te Whāriki* in the *Tupu Handbook* on pages 8–9 and 22–25.

Learning Media has also published the Fefeua mo e Fakaako series of eighteen pamphlets in Niuean for the Early Childhood Development Unit. These have been designed to encourage parents to help their children learn through play and everyday activities. Their titles are:

- *Tau Poloka Akau mo e Tau Puha Pepa Talaga Mena* (Building Blocks and Cartons)
- *Leo-Fakatagi* (Music)
- *Helehele Pilipili Hehe mo e Tututaki* (Cutting, Pasting, Tearing, and Joining)
- *Fenoga Evaeva* (Going Out)
- *Tau Nūmela he Tau Mena Oti* (Maths Everywhere)
- *Fefeua i Fafo* (Playing Outside)
- *Vali Fakatino mo e Ta Fakatino* (Painting and Drawing)

- *Fefeua Auloa* (Playing Together)
- *Magaaho Fakatupua* (Let's Pretend)
- *Fefeua Falaoa-laku mo e Kelekele-laku* (Play Dough and Clay)
- *Tau Taumafaaga Fakafeheleaki Tauteuteaga Kaiaga Fakalataha* (Meals)
- *Oneone mo e Kelekele* (Sand and Earth)
- *Hagaao atu ke he Totou mo e Tohi* (Towards Reading and Writing)
- *Mouaaga he Lotomatala mo e Lalolagi* (Discovering Science and Nature)
- *Vai* (Water)
- *Tau Tohi mo e Tau Tala* (Books and Stories)
- *Fefeua Fakahautoka* (Peaceful Play)
- *Fililiaga he Tau Fakatino* (Choosing Toys)

For copies of the Fefeua mo e Fakaako series, contact your nearest Early Childhood Development Unit district office.

Resource Materials for Schools

The curriculum levels for the following learning materials are offered as general guides. They are intended only to indicate a range of reading and interest levels. Thus a resource listed under level 3 has a suggested range from at least level 2 to level 4.

Level 1

Ko e Vaka Haaku 02796

Notes for Teachers 90110

Ko e Kulī 05574

Notes for Teachers 91114

Ko e Kaina Mau Mitaki 92284

Notes for Teachers 92354

Ko e Tapulu ha Ane 93249

Notes for Teachers 93250

Haia! 93240

Notes for Teachers 93237

Ko e Afā 94112

Notes for Teachers 94108

Ko e Maala Talo ha Tono 23029

Ko e Maala Talo ha Tono/Tono's Talo Garden (Niuean/English audio cassette) 99115

Notes for Teachers 23028

Level 2

Ō ki Kaina he Uha 05769

Notes for Teachers 05766

Ko e Ama Uga 92302

Ko e Ama Uga (audio cassette) 93383

Notes for Teachers 92243

Tau Kai Tahi 93228

Notes for Teachers 93229

Tata e Fale ha Mautolu ke he Pa he Tau Manu 93268
Notes for Teachers 93264

Kua Tufa e Oa ha Maua 93253
Notes for Teachers 93270

Tauteaga he Kahoa ma Mami 94263
Notes for Teachers 94254

Ō ki Fē e Tau Punua Fonu? 05764
Notes for Teachers 05757

Tau Piu mo e Tau Aitu 02940
Notes for Teachers 05783

Aho Matulei i Nukunonu 02968
Notes for Teachers 02959

Mohe e Ata 20321
Notes for Teachers 20319

Ko e Supo Hahave 20336
Ko e Supo Hahave (audio cassette) 97111
Notes for Teachers 20337

Ko e Mena Fakaalofa ha Nena 23640
Notes for Teachers 23197

Level 3

Ko e Pusi 91222
Notes for Teachers 91225

Ko e Po Milino 92312
Notes for Teachers 90118

Galo 92279
Notes for Teachers 92268

Magaaho Palolo 94195
Notes for Teachers 94194

Aiani mo e Pia Aitu 94269
Aiani mo e Pia Aitu/Aiani and the Pia Ghost (Niuean/English audio cassette) 94293
Notes for Teachers 94273

Ko e Polo Kilikiki Ne Galo 23040
Notes for Teachers 23025

Level 4

Ko e Manako Fakaofa 02975
Notes for Teachers 02953

Ko e Tuuta Kaina ha Malia 94143
Notes for Teachers 94148

Aho Tapu Fanau 05741
Notes for Teachers 05740

Ko e Barracouta po ke Long John? 21272
Ko e Barracouta po ke Long John?/A Barracouta or a Long John?
(Niuean/English audio cassette) 98130
Notes for Teachers 21273

Level 5

Ko e Vaka Foou ha Mautolu 94177
Notes for Teachers 94176
Ko e Tala Tuai ki a Sina mo e Toke 05774
Notes for Teachers 05775
Totou Hiapo 02943
Reading Siapo (teachers' notes in a poster format) 02945
Ko Hai Kia ne Fia Nofo he Kaina? 20571
Notes for Teachers 20379
Ko e Vemepaea i 'Uapou 23023
Notes for Teachers 23026
Ko e Lologo ha Nena 23632
Notes for Teachers 23199
Ko e Tama Fifine Fitilakau a Kulani 23729
Notes for Teachers 23728

Level 6

Kakikaki Hi Ika 20372
Notes for Teachers 20339
Hi Ika i Loto he Katene 20576
Notes for Teachers 20362

Level 7

Ko e Taha Faahi atu i Tutavaha 05754
Notes for Teachers 05751
Ko e Takafaga Ika 20314
Notes for Teachers 02986
Ko e Taogo Foou 23732
Ko e Taogo Foou/The New Way Beat (Niuean/English audio cassette) 99186
Notes for Teachers 23727
Tau Tala mai he Pasifika 04193

Level 8

Toka Tokotaha Au 05758
Notes for Teachers 05749
Puha Mena Fakaalofa 21215
Notes for Teachers 20599
Tohi Tala 21483
Notes for Teachers 21285

Levelling Other Resource Materials

The levels given above for Ministry of Education resource materials provide us with a framework for levelling other Niuean resource materials.

A number of factors affect the level of a text for any particular student. The way that a book's theme, content, treatment, and underlying values and attitudes connect with a particular reader's experiences and expectations can be affected by:

- vocabulary and language use (for example, the presence of high-frequency words, technical terms, and Niuean idioms);
- the genre and the language structures the author uses;
- the visual language the book contains (for example, diagrams and graphs);
- punctuation and macrons;
- the overall length of the book;
- the nature of the topic and theme;
- whether the cultural perspective is familiar to the reader;
- abstract ideas and concepts and changes of time and place;
- the physical layout and design, the amount of text on each page, and the typeface and typesize;
- the extent to which the illustrations support the text and the type of illustrations used.

To work out the level of a new Niuean resource, we could:

- trial it with our students;
- seek informed advice (levels are often suggested in teachers' notes);
- use our own professional judgment;
- apply a readability formula (some of these are described in John Smith and Warwick Elley's *How Children Learn to Read*).

There is no single way to arrange resource materials into a sequence of levels that will suit every student. What is a barrier to one student may be a welcome challenge to another. A book listed under level 3 on page 66 might, in fact, be a level 2 resource for native speakers but a level 4 resource for second-language learners.

Locating English Versions

To locate English versions for all but the most recent of the Niuean resources listed above, refer to pages 57–64 in the *Tupu Handbook*. English versions are generally found in the teachers' notes and are often also on side 2 of the audio cassettes. *Tuhi Tala*, by Samson Samasoni, was translated into Niuean by the Niuean television presenter Foufou Susana Hukui. An English version is *Scriptwriting*. Occasionally, English versions can also be found in places like the *School Journal*, the Ready to Read series, or the early childhood series *My Feelings*. The usefulness of the English versions will depend on the students' reading and interest levels.

To find material about Niue and Niueans in the *School Journal*, students should look under Niue, Niueans in New Zealand, Lagi Sipeli, Lisa Fuemana-Foa'i, and Lino Nelisi in the *School Journal Catalogue 1982–97* or in *Journal Search*. Lino Nelisi's *School Journal* stories include: "The Birthday Pillow", "Catching Coconut Crabs", "My First Pay Packet", "My Stolen Pay Packet", and "What's for Breakfast?". "What Holds the Sky Up?" is a retelling (by Lagi Sipeli) of a traditional Niuean story. "First Haircut" is an article by Lisa Fuemana-Foa'i. Students could also read Jama'l Siluana Talagi's "Making an Umu" in the Journal of Young People's Writing title *The Wockagilla*.

A Niuean title in the Ready to Read series is Lino Nelisi's *That's the Way!*
A Niuean title in the My Feelings series is Lino Nelisi's *Venise and the Little Red Radio*.
(This story can also be heard on audio cassette.)

Using the Ministry's Niuean Resource Materials across the Curriculum

A *Guide to the Pacific Learning Materials 1976–1996* gives information (on page 40) about the curriculum areas that the Ministry's Niuean-language resource materials up to 1996 support. Many can be used to support more than one curriculum area, as described on pages 26–51 in the *Tupu Handbook*, where there are lists of titles that can be used for teaching:

- language and languages – pages 26–33;
- mathematics – page 33;
- science – pages 34–37;
- technology – pages 37–42;
- social studies – pages 42–45;
- the arts – pages 45–48;
- health and physical education – pages 49–51.

The following Ministry of Education texts by Niuean writers would be especially useful for programmes in the following curriculum areas:

- Niuean and social studies – virtually all the resources listed in these guidelines (see the lists on pages 63–67);
- health and physical well-being – *Ko e Letio Kula ha Venise*, *Ko e Maala Talo ha Tono*, *Ko e Suʻpo Hahave*, *Aiani mo e Pia Aitu*, *Ko e Barracouta po ke Long John?*;
- science – *Ko e Maala Talo ha Tono*, *Ko e Ama Uga*;
- technology – *Ko e Ama Uga*, *Ko e Suʻpo Hahave*, *Aiani mo e Pia Aitu*.

In an arts programme, students could explore the art work of the Niuean illustrator Falcon Halo, who illustrated *Ko e Barracouta po ke Long John?*, *Aiani mo e Pia Aitu*, *Ko e Ama Uga*, *Kua Tufa e Oa ha Maua*, *Mau ke Fano he Aoga*, *Tata e Fale ha Mautolu ke he Pa he Tau Manu*, and *Ko e Maala Talo ha Tono*. Falcon Halo's art work has also appeared in the *School Journal* and *Fōlauga*.

The Tupu series includes a wide range of resources for social studies programmes in bilingual classes – one of the settings in *Social Studies in the New Zealand Curriculum* is “The Pacific”. Of the five books in Niuean published each year by the Ministry of Education, one is usually by a Niuean author and the other four are Niuean translations of books by other Pacific Islands writers, set within other Pacific cultures. Don Long's “Niuean Learning Materials for the New Zealand Curriculum”, in *Many Voices* 14, includes a list of the Ministry's Niuean resources arranged according to the writer's original language or culture.

Ordering the Ministry of Education's Niuean Resources

To order the Ministry of Education's existing Niuean-language learning materials, photocopy the order form on page 71 of these *Guidelines* and send it to Learning Media Customer Services, Box 3293, Wellington, fax 04 472 6444.

New Zealand early childhood services and schools can establish standing orders for Niuean-language learning materials published by Learning Media for the Ministry of Education. A street address, where someone can accept packages during the day, is appreciated. A form for establishing a standing order for resources in five Pacific Islands languages can be found on page 128 of *Developing Programmes for Teaching Pacific Islands Languages*. For standing orders for Niuean resources only, a photocopy of the order form on page 72 of these *Guidelines* could be used.

Up to thirty copies of every new Tupu book in Niuean, together with copies of the notes for teachers and one preview copy of each audio cassette in Niuean, are available, free on request, to schools as a standing order.

Two copies of every new Tupu book in Niuean, together with copies of the notes for teachers and one preview copy of every audio cassette in Niuean, are also available, free on request, to early childhood centres as a standing order.

Additional copies of audio cassettes in Niuean are \$4.00 (including GST) to schools and early childhood centres.

Schools and early childhood centres with a standing order for the Ministry of Education's Niuean resources automatically obtain resources published in the Tupu series. This list often forms the basis for the distribution of other resources in Niuean, such as these *Guidelines*. Centres and schools without a standing order risk missing out, so schools and early childhood centres are advised to set up a standing order as soon as they have Niuean students on their roll.

Many Voices is the Ministry of Education's professional journal for teachers of community languages, including Niuean. (It is also for ESOL teachers.) Schools and early childhood centres can establish standing orders for additional copies of *Many Voices*; the order form on page 72 may be used for this.



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Faahi Gahua Fakaako

WAREHOUSING SERVICE
contracted to Learning Media Limited

Order Form



Learning Media

Te Pou Taki Kōrero

Leo Fakaako

SEND GOODS TO:

Attention _____

Institution _____

Address _____

Phone (0) _____

Signature _____

POST, FAX, OR EMAIL TO:

Resource Orders
Learning Media Customer Services
Box 3293
Wellington
Fax: (04) 472 6444
Email: orders@learningmedia.co.nz

Date _____

Institution order (goods to remain the property of a school or early childhood centre)

ITEM NO. TITLE QUANTITY

ITEM NO.	TITLE	QUANTITY
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

If individuals wish to purchase personal copies of materials, please contact Learning Media for pricing information.

To fax orders: freefax 0800 800 570 or fax (04) 472 6444
For information: freephone 0800 800 565 (0800 800 LML) or phone (04) 471 5549



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Faahi Gahua Fakaako

WAREHOUSING SERVICE
contracted to Learning Media Limited

Standing Order Form



Learning Media

Te Pou Taki Kōrero

Leo Fakaako

SEND GOODS TO:

Attention _____

Institution _____

Address _____

Phone (0) _____

Signature _____

POST, FAX, OR EMAIL TO:

Resource Orders
Learning Media Customer Services
Box 3293
Wellington
Fax: (04) 472 6444
Email: orders@learningmedia.co.nz

Date _____

Institution order (goods to remain the property of a school or early childhood centre)

RESOURCE STANDING ORDERS REQUESTED FOR

NO. OF COPIES

Many Voices _____

Tupu series in Niuean _____

To fax standing orders: freefax 0800 800 570 or fax (04) 472 6444
For information: freephone 0800 800 565 (0800 800 LML) or phone (04) 471 5549

◁ Other Sources of Learning Materials in Niuean

To access Niuean-language material published by other publishers, contact:

- Niue Consultancy and Advisory Service, PO Box 5470, Wellesley Street, Auckland, fax (09) 379 9938;
- the Niuean Department of Education, PO Box 32, Alofi, Niue, fax 00683 4301 (for example, for the Tohi Kamata Fakaako Totou series);
- PIERC Education, PO Box 22 654, Otahuhu, Auckland, fax 09 276 3656 (for example, for the six-book series *Ko e Magafaoa ha Mautolu/Our Family*, *Ko e Fale ha Mautolu/Our House*, *Ko e Aho Fanau Haaku/My Birthday*, *Ha i Kaina/At Home*, *Tau Gahua i Kaina/Jobs at Home*, and *Ko e Tau Gahua he Matua Fifine/Mother's Jobs*);
- Anau Ako Pasifika, 12 Turner Place, Tokoroa, fax 07 886 9062;
- South Pacific Books, PO Box 3533, Auckland, fax 09 376 2141.

South Pacific Books is a specialist, mail-order bookshop. Early childhood centres and schools can request free copies of their Niuean and general Pacific children's catalogues, both of which list children's books published in Niuean. This is one of the best ways to access Niuean learning materials published by publishers other than the Ministry of Education. But early childhood centres and schools need not order New Zealand Ministry of Education resources from South Pacific Books, because these can be obtained free on request directly from Learning Media.

Commercial publishers who produce resources in English that could be of interest to Niuean-language classes include:

- Longman Paul (for example, *Blessing Yams in Niue* by Jennifer Wendt and the Pacific Readers series by Peter De Ath – *The Accident*, *Across the Reef*, *Rain*, and *Pelu's Special Day* are all set in Niue);
- Scholastic (Scholastic's children's books by Lino Nelisi are *Fishing With Spider Webs*, *Sione's Talo*, and *Tane Steals the Show* – *Sione's Talo* is also available in Niuean as *Ko e Talo ha Sione*).

Information about other relevant resources can be found in:

- Coppel, W. G. *Bibliographies of the Kermadec Islands, Niue, Swains Island, and the Tokelau Islands*. Honolulu: Pacific Islands Studies Program, University of Hawai'i at Mānoa, 1975. [Items in Niuean are in Appendix A.]
- Ryan, F. T. *Narratives of Encounter: The Anthropology of History on Niue*. Hamilton: University of Waikato, 1994. [see the bibliography]
- Spooky, Paul. *Niue and Niueans: A Bibliography*. Auckland: Department of Sociology, University of Auckland, 1975.

◀ References

The following are cited in *Guidelines for Teaching Niuean* or could be useful for people planning Niuean language programmes. They are in English unless otherwise indicated.

- Aiono-Iosefa, Saronā. *Ko e Lologo ha Nena*. Wellington: Learning Media, 1999. [in Niuean – item 23632]
- Alama, Ester Temukisa Laban. *Tauteaga he Kahoa ma Mami*. Wellington: Learning Media, 1994. [in Niuean – item 94263]
- Alama, Ester Temukisa Laban. *Ko e Tala Tuai ki a Sina mo e Toke*. Wellington: Learning Media, 1995. [in Niuean – item 05774]
- Alama, Ester Temukisa Laban. *Ko e Tapulu ha Ane*. Wellington: Learning Media, 1993. [in Niuean – item 93249]
- ‘Ama, ‘Aka‘iti Tamarua. *Hi Ika i Loto he Katene*. Wellington: Learning Media, 1997. [in Niuean – item 20576]
- Atlas of the South Pacific*. Wellington: Government Printing Office for Department of Lands and Survey, 1986.
- Atoni, Tenise. *Ko e Vaka Haaku*. Wellington: Learning Media, 1990. [in Niuean – item 02796]
- Atoni, Tenise. *My Canoe*. Wellington: Learning Media, 1990. [in Niuean – item 02794]
- Burgess, Feaua‘i Amosa. *Tata e Fale ha Mautolu ke he Pa he Tau Manu*. Wellington: Learning Media, 1993. [in Niuean – item 93268]
- Burgess, Feaua‘i Amosa and Mere Tapaeru Tereora. *Ō ki Kaina he Uha*. Wellington: Learning Media, 1995. [in Niuean – item 05769]
- Cole, Shari and Don. *Camera on Niue*. Auckland: Orca Publications, 1985.
- Cole, Shari and Don. *Niue in Focus*. Rotorua: Pacific Projects, 1991.
- de Ath, Peter. *Across the Reef*. Auckland: Longman Paul, 1987.
- de Ath, Peter. *Pelu’s Special Day*. Auckland: Longman Paul, 1987.
- de Ath, Peter. *Rain*. Auckland: Longman Paul, 1987.
- de Ath, Peter. *The Accident*. Auckland: Longman Paul, 1987.
- Fakanaiki, Aue Sabina. *Ko e Supo Hahave*. Wellington: Learning Media, 1997. [in Niuean – item 20336]
- Fakanaiki, Aue Sabina. *Ko e Supo Hahave*. Wellington: Learning Media, 1997. [Niuean audio cassette – item 97111]
- Frisbie, Johnny. *Ko e Taha Faahi Atu i Tutavaha*. Wellington: Learning Media, 1995. [in Niuean – item 05754]
- Frisbie, Johnny. *Ko e Tama Fifine Fitilakau a Kulani*. Wellington: Learning Media, 1999. [in Niuean – item 23729]
- Frisbie, Johnny. *Ko e Vaka Fooou ha Mautolu*. Wellington: Learning Media, 1994. [in Niuean – item 94177]

- Frisbie, Johnny. "Pānikiniki". *School Journal*, part 3 no. 2 (1991): pp. 36–42.
- Fuemana-Foa'i, Lisa. "First Haircut". *School Journal*, part 4 no. 3 (1998): pp 44–48.
- Fuemana-Foa'i, Lisa. *Ko e Taogo Fooou*. Wellington: Learning Media, 1999. [in Niuean – item 23732]
- Fuemana-Foa'i, Lisa. *Ko e Taogo Fooou/The New Way Beat*. Wellington: Learning Media, 1999. [Niuean/English audio cassette – item 99186]
- Ha i Kaina/At Home*. Auckland: Pacific Islanders' Educational Resource Centre, 1984. [a bilingual resource]
- Hamiora, Angeline. *Ko e Pusi*. Wellington: Learning Media, 1991. [in Niuean – item 91222]
- Harper, Julie. "Lino Nelisi". *Talking about Books for Children* (New Zealand Supplement), no. 2 (May 1998): pp. 1–3.
- Hebenstreit, Johnny Frisbie. *A Quiet Night*. Wellington: Learning Media, 1990. [item 02760] (see also Frisbie, Johnny)
- Hebenstreit, Johnny Frisbie. *Ko e Po Milino*. Wellington: Learning Media, 1992. [in Niuean – item 92312] (see also Frisbie, Johnny)
- Hu'akau, Kaliopeta. *Ko e Mena Fakaalofa ha Nena*. Wellington: Learning Media, 1999. [in Niuean – item 23640]
- Hu'akau, Kaliopeta. *Ō ki Fē e Tau Punua Fonu?* Wellington: Learning Media, 1995. [in Niuean – item 05764]
- Hunia, Leon and Fran. *Dog*. Wellington: Learning Media, 1998. [item 05776; big book – item 21460]
- Hunia, Leon and Fran. *Ko e Kuli*. Wellington: Learning Media, 1991. [in Niuean – item 05574]
- Jackson, Janice Rida. *Ko e Heigoa a e?* Alofi: Department of Education, 1995. [in Niuean]
- Jackson, Janice Rida. *Ko Hai Au?* Alofi: Department of Education, 1995. [in Niuean]
- Journal Search*. Wellington: Learning Media Limited. [1998–]
- Kaulima, Aiao and Beaumont, Clive H. *A First Book for Learning Niuean*. Auckland: Beaumont, 1994.
- Kingstone, Tāria. *Ko e Vemepaea i 'Uapou*. Wellington: Learning Media, 1999. [in Niuean – item 23023]
- Ko e Aho Fanau Haaku/My Birthday*. Auckland: Pacific Islanders' Educational Resource Centre, 1984. [a bilingual resource]
- Ko e Fale ha Mautolu/Our House*. Auckland: Pacific Islanders' Educational Resource Centre, 1984. [a bilingual resource]
- Ko e Magafaoa ha Mautolu/Our Family*. Auckland: Pacific Islanders' Educational Resource Centre, 1984. [a bilingual resource]
- Ko e Tau Gahua he Matua Fifine/Mother's Jobs*. Auckland: Pacific Islanders' Educational Resource Centre, 1984. [a bilingual resource]

- Ko e Vagahau Niue*. Auckland: Pacific Islanders' Educational Resource Centre, 1989. [in Niuean]
- Loeb, Edwin. *History and Traditions of Niue*. New York: Kraus Reprint, 1971. [first published in 1926]
- Long, Don. "Niuean Learning Materials for the New Zealand Curriculum", *Many Voices* 14 (1999): pp. 24–32.
- Lui, Iris Bella. "Niuean as a Medium of Instruction in Primary School in Niue." Mugler, Frances and John Lynch (eds.). *Pacific Languages in Education*. Suva: Institute of Pacific Studies, 1996, pp. 111–119.
- Lumelume, Sereima. *Aue!* Wellington: Learning Media, 1993. [item 93236]
- Lumelume, Sereima. *Haia!* Wellington: Learning Media, 1993. [in Niuean – item 93240]
- MacIntyre, Lesieli Kupu. *Ko e Manako Fakaofu*. Wellington: Learning Media, 1996. [in Niuean – item 02975]
- McAlpine, Rachel. *Ko e Tuuta Kaina ha Malia*. Wellington: Learning Media, 1994. [in Niuean – item 94143]
- McEwen, J. M. *Niue Dictionary*. Wellington: Department of Māori and Island Affairs, 1970.
- Mailangi, 'Elenga. "Fakalukuluku". *School Journal*, part 3 no. 1 (1997): pp. 22–24.
- Mailangi, 'Elenga. *Ko e Takafaga Ika*. Wellington: Learning Media, 1996. [in Niuean – item 20314]
- Many Voices*. Wellington: Learning Media for the Ministry of Education, 1991–. [a professional journal for teachers of community languages, including Niuean; was *New Settlers and Multicultural Education Issues*, 1984–90]
- Markin, Laurie. "Supporting Children's Home Language in Mainstream Educational Programs". *Australian Review of Applied Linguistics* vol. 15 no. 1 (1992): pp. 71–84.
- Mautama, Ritchie. *Numbers*. Alofi: Department of Education, 1988.
- Mautama, Ritchie. *Tau Nūmela Faka-Niue*. Alofi: Department of Education, 1988.
- Mautama, Ritchie. *The English Alphabet*. Alofi: Department of Education, 1988.
- Ministry of Education. *1998–99 Catalogue*. Wellington: Learning Media, 1998. [item 21247 – Niuean resources listed on pages 67–71]
- Ministry of Education. *A Guide to the Pacific Learning Materials 1976–1996*. Wellington: Learning Media, 1997. [item 20345 – Niuean resources described on pages 25–30]
- Ministry of Education. *The Curriculum in Action: Bubbles to Buoyancy*. Wellington: Learning Media, 1999. [item 23034]
- Ministry of Education. *Ceremonies and Celebrations*. Wellington: Learning Media, 1994. [picture pack – item 94139]
- Ministry of Education. *Developing Programmes for Teaching Pacific Islands Languages*. Wellington: Learning Media, 2000. [item 23749]

- Ministry of Education. *English in the New Zealand Curriculum*. Wellington: Learning Media, 1994.
- Ministry of Education. *Hand-made Books for Your Classroom*. Wellington: Learning Media, 1993. [item 93213]
- Ministry of Education. *Ko e Fakafetuiaga he Haau a Magafaoa mo e Haau a Aoga Tokoluga*. Auckland: AIMHI Pacific Islands School-Parent-Community Liaison Project, 1998. [in Niuean – item 21231]
- Ministry of Education. *Lagomatai Fēfē e tau Fanau ke Gutu Vagahau mo e Teliga Fanogonogo?* Wellington: Learning Media, 2000. [item 10023]
- Ministry of Education. *Lagomatai Fēfē e Tautolu e tau Fanau ke Totou Ka Tamai e tau Pepa Totou he Aoga ki Kaina?* Wellington: Learning Media, 2000. [item 10015]
- Ministry of Education. *Lagomatai mo e Fakaako Fēfē e tau Fanau Ne Kua Lima e tau Tau he Moui ke Iloa e Mefematika?* Wellington: Learning Media, 2000. [item 10024]
- Ministry of Education. *Lagomatai mo e Fakaako Fēfē e Tautolu e tau Fanau ke Iloa ke Tohitohi?* Wellington: Learning Media, 2000. [item 10016]
- Ministry of Education. *Non-English-speaking-background Students: A Handbook for Schools*. Wellington: Learning Media, 1999. [item 21237]
- Ministry of Education. *Quality in Action/Te Mahi Whai Hua: Implementing the Revised Statement of Desirable Objectives and Practices in New Zealand Early Childhood Services*. Wellington: Learning Media, 1998. [item 21479]
- Ministry of Education. *School Journal Catalogue: 1982–97*. Wellington: Learning Media, 1998. [item 21257]
- Ministry of Education. *Social Studies in the New Zealand Curriculum*. Wellington: Learning Media, 1997. [item 21217]
- Ministry of Education. *Social Studies in the New Zealand Curriculum: Getting Started*. Wellington: Learning Media, 1998. [item 21236]
- Ministry of Education. *Tau Magafaoa Fakaako Fakalataha*. Auckland: Strengthening Education in Māngere and Ōtara, 1999. [in Niuean – item 23653; frieze – item 99143]
- Ministry of Education. *Te Kōpū Tangata ō Jojo*. Wellington: Learning Media, 1989. [picture pack – item 89117]
- Ministry of Education. *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa: Early Childhood Curriculum*. Wellington: Learning Media, 1993. [item 02980]
- Ministry of Education. *Tupu Handbook*. Wellington: Learning Media, 1997. [item 20381]
- Mooar, Sue. *Ko e Kaina Mau Mitaki*. Wellington: Learning Media, 1992. [in Niuean – item 92284]
- Mooar, Sue. *The Safe Place*. Wellington: Learning Media, 1991. [item 92297; big book version – item 23052]

- Nelisi, Lino. *Aiani mo e Pia Aitu*. Wellington: Learning Media, 1994. [in Niuean – item 94269]
- Nelisi, Lino. *Aiani mo e Pia Aitu/Aiani and the Pia Ghost*. Wellington: Learning Media, 1994. [Niuean/English audio cassette – item 94293]
- Nelisi, Lino. “Catching Coconut Crabs”. *School Journal* part 1 no. 5 (1992): pp 29–31.
- Nelisi, Lino. *Fishing with Spider Webs*. Auckland: Scholastic, 1994.
- Nelisi, Lino. *Ko e Ama Uga*. Wellington: Learning Media, 1992. [in Niuean – item 92302]
- Nelisi, Lino. *Ko e Ama Uga*. Wellington: Learning Media, 1992. [Niuean audio cassette – item 93383]
- Nelisi, Lino. *Ko e Letio Kula ha Venise*. Wellington: Learning Media, 1996. [in Niuean – item 05779]
- Nelisi, Lino. *Ko e Letio Kula ha Venise/Venise and the Little Red Radio*. Wellington: Learning Media, 1995. [Niuean/English audio cassette – item 95185]
- Nelisi, Lino. *Ko e Talo ha Sione*. Auckland: Scholastic, 1992. [in Niuean]
- Nelisi, Lino. “My First Pay Packet”. *School Journal* Part 4 No. 3 (1990): pp 35–39.
- Nelisi, Lino. “My Stolen Pay Packet”. *School Journal* Part 4 Number 2 (1992): pp 37-41.
- Nelisi, Lino. *Sione’s Talo*. Auckland: Scholastic, 1992.
- Nelisi, Lino. *That’s the Way!* Wellington: Learning Media, 1998. [item 22712]
- Nelisi, Lino. *Tane Steals the Show*. Auckland: Scholastic, 1997.
- Nelisi, Lino. “The Birthday Pillow”. *School Journal* Part 2 Number 4, (1997): pp 8–12.
- Nelisi, Lino. *Venise and the Little Red Radio*. Wellington: Learning Media, 1995. [item 02877]
- Niue*. Wellington: Land Information New Zealand, 1997. [map]
- Niue Resource Book for Teachers*. Alofi: Department of Education, 1974.
- Pasilio, Teresa Manea. *Ko e Polo Kilikiki Ne Galo*. Wellington: Learning Media, 1999. [in Niuean – item 23040]
- Ranfurly, Lomeli Wally. “A Barracuda or a Long John?” *Many Voices* 3 (September 1992): p. 13.
- Ranfurly, Lomeli Wally. *Ko e Barracouta po ke Long John?* Wellington: Learning Media, 1998. [in Niuean – item 21272]
- Ranfurly, Lomeli Wally. *Ko e Barracouta po ke Long John?/A Barracouta or a Long John?* Wellington: Learning Media, 1998. [Niuean/English audio cassette – item 98130]
- Ranfurly, Lomeli Wally. “My Birth Mark.” *Many Voices* 5 (May 1993): p. 26.
- Robertson, Ailsa. *Niue*. Auckland: Heinemann, 1989.

- Robertson, Pepe. *Ko Hai Kia Ne Fia Nofu he Kaina?* Wellington: Learning Media, 1997. [in Niuean – item 20571]
- Samasoni, Samson. *Scriptwriting*. Wellington: Learning Media, 1998. [item 21488 with *Notes for Teachers* item 21289]
- Samasoni, Samson. *Tohi Tala*. Wellington: Learning Media, 1998. [in Niuean – item 21483]
- Scheel, Ma'ara Taia. *Mohe e Ata*. Wellington: Learning Media, 1996. [in Niuean – item 20321]
- Scheel, Ma'ara Taia. *Tau Piu mo e Tau Aitu*. Wellington: Learning Media, 1995. [in Niuean – item 02940]
- Schiller, Craig. *Uga (Coconut Crab) on Niue: The Need for Conservation*. Alofi: Department of Agriculture, Forestry, and Fisheries, no date. [poster]
- Siakifilo, Taue. *Tau Numela Faka-Niue*. Alofi: Department of Education, 1988. [in Niuean]
- Simona, Ropati. *Toka Tokotaha Au*. Wellington: Learning Media, 1995. [in Niuean – item 05758]
- Simona, Ropati. *Kua Tukua Tautahi Au/Left on My Own*. Wellington: Learning Media, 1995. [audio cassette – item 95131]
- Sipeli, Lagi. “What Holds the Sky Up?”. *School Journal* Part 1 Number 4 (1993): pp 8–9.
- Smith, John and Warwick Elley. *How Children Learn to Read*. Auckland: Longman, 1997.
- Smith, S. Percy. *Niue: The Islands and Its People*. Suva: The Institute of Pacific Studies and the Niue Extension Centre of the University of the South Pacific, 1983.
- Sperlich, Wolfgang B., Sifa Ioane, and Fakahula M. Funaki. *Tohi Vagahau Niue: Niue Language Dictionary*. Alofi: Government of Niue, 1997.
- Swan, Epi. *Aho Matulei i Nukunonu*. Wellington: Learning Media, 1996. [in Niuean – item 02968]
- Swan, Epi. *Galo*. Wellington: Learning Media, 1992. [in Niuean – item 92279]
- Swan, Epi. *Kakikaki Hi Ika*. Wellington: Learning Media, 1997. [in Niuean – item 20372]
- Talagi, Jama'l Siluana. “Making an Umu”. *The Wockagilla*. Wellington: Learning Media, 1999. [item 23002]
- Tangaere, June. *Tau Kai Tahi*. Wellington: Learning Media, 1993. [in Niuean – item 93228]
- Tau Gahua i Kaina/Jobs at Home*. Auckland: Pacific Islanders' Educational Resource Centre, 1984. [a bilingual resource]
- Tau Matatohi he Vagahau Niue*. Alofi: Department of Education, 1988. [in Niuean]
- Tau Mata Tohi he Vagahau Niue*. Auckland: Pacific Islanders' Educational Resource Centre, 1989. [a bilingual resource]

- Tau Tala mai he Pasifika*. Wellington: Department of Education, 1983.
- Tauevihi, Joycelyn T. M. "Welcome to My Language, My Identity: Becoming Bilingual". *Many Voices* 15 (2000): pp. 7–9.
- Taylor, Tia Aluni. *Kua Tufa e Oa ha Maua*. Wellington: Learning Media, 1993. [in Niuean – item 93253]
- Tefono, Otila. *Nakai Fai Pato*. Wellington: Learning Media, 1998. [in Niuean – item 21250]
- Toeono, Tiva. *Ko e Maala Talo ha Tono*. Wellington: Learning Media, 1999. [in Niuean – item 23029]
- Toeono, Tiva. *Ko e Maala Talo ha Tono/Tono's Talo Garden*. Wellington: Learning Media, 1999. [Niuean/English audio cassette – item 99115]
- Tohi Tala ma e Fanau Ikiiki Niue*. Wellington: Department of Education, 1959–1964. [journal in Niuean]
- Tohi Tala ma e Fanau Lalahi Niue*. Wellington: Department of Education, 1959–1966. [journal in Niuean]
- Tohi Tala ma e Tau Aoga Niue*. Wellington: Department of Education, 1950–58. [journal in Niuean]
- Toimata, Emily. "Return to Niue". *New Settlers and Multicultural Education Issues*. vol. 6 no. 2 (1989): p. 24.
- Tu'inukuafe, Edgar and Wanda Cowley. *Puha Mena Fakaalofa*. Wellington: Learning Media, 1997. [in Niuean – item 21215]
- Va'ai, Emma Kruse. *Ko e Afā*. Wellington: Learning Media, 1994. [in Niuean – item 94112]
- Va'ai, Emma Kruse. *Magaaho Palolo*. Wellington: Learning Media, 1994. [in Niuean – item 94195]
- Va'ai, Emma Kruse. *Mau ke Fano he Aoga*. Wellington: Learning Media, 1993. [in Niuean – item 93283]
- Va'ai, Emma Kruse. *Ready for School*. Wellington: Learning Media, 1993. [item 93278]
- Vagahau Niue ma e Tau Fānau Ikiiki*. Auckland: Pacific Islanders' Educational Resource Centre, 1989. [a bilingual resource]
- Vercoe, Caroline Lolegi. *Totou Hiapo*. Wellington: Learning Media, 1996. [in Niuean – item 02943]
- von Reiche, Momoe Malietoa. *Aho Tapu Fanau*. Wellington: Learning Media, 1995. [in Niuean – item 05741]
- Wendt, Jennifer. *Blessing Yams in Niue*. Auckland: Longman Paul, 1987.
- Wendt, Jennifer. *The Haircutting Ceremony of the Cook Islands*. Auckland: Longman Paul, 1987.
- Yarwood, Vaughan. "Life on the Rock". *New Zealand Geographic*, no. 37 (1998): pp. 56–86.

Acknowledgments

The Ministry of Education would like to thank the AIMHI Pacific Islands School-Parent-Community Liaison Project, Anau Ako Pasifika, Dr Clive Beaumont, Rennie Douglas, the Early Childhood Development Unit, the Education Advisory Service at Auckland College of Education, Mafofoga Faalogo, Taonefoou Falesima, Sifa Ioane, Kainga Fanau Pasifika at the Auckland College of Education, Aiao Kalima, Tupu Kapaga, Kautaha Aoga Niue, Betty Lafu, Fusila Lafu, the Ministry of Pacific Islands Affairs, Lino Nelisi, Mele Nemaia, the Niue Language Committee, the Niue Language Commission, the Niuean Teachers' Association, NZEI Komiti Pasifika, the Pacific Island Early Childhood Council of Aotearoa (PIECCA), PIERC Education Inc., Feofanaki Pocock, John Pocock, John Junior Poumale, PPTA Komiti Pasifika, Atapanu Siakimotu, Granby R. Siakimotu, Hanalini Sila-Makahili, Dr Wolfgang Sperlich, Strengthening Education in Māngere and Ōtara (SEMO), Tutagakoā Tutose Tuhipa, and Lagitafuke H. Viliko for their assistance and advice during the development of *Guidelines for Niuean Language Programmes*.

The Ministry would like to thank Stewart Pocock for permission to use the interview on page 40.

Thanks to Māngere Central School, Auckland, and Hillary College, Auckland, where the photographs were taken.

Editors: Don Long and Margaret Smith

Designer: Liz Tui