

Secondary Learning Languages Newsletter

Information and resources for leaders of Learning Languages in secondary schools | Term 3 | August 2012

Tēnā ra tātou ngā kaiako e kawē ana i ngā reo, mauriora mauritau.

Aotearoa, New Zealand has been celebrating **International Languages Week** since 2003. Its significance as an opportunity to showcase, promote, and encourage *Learning Languages* within our schools and communities is as applicable today as it has ever been.

International Languages Week is an opportunity for all New Zealanders to celebrate cultural and linguistic diversity. Language teachers around the country will be busy planning and organising both school and community-based activities to raise the profile of *Learning Languages* in their schools and of course our language students will have many opportunities to showcase their skills.

If you are seeking inspiration for what to do, Lesley, Siliva and I have collated ideas that could be incorporated into your **International Languages Week** events. Here are also some links to YouTube clips made by students in the USA for their equivalent week held earlier in the year.

<http://www.youtube.com/watch?v=B6Aloy6fnZI>

http://www.youtube.com/watch?v=4EbFhG_IeOI&feature=related

<http://www.youtube.com/watch?v=aSrDqI3mg5c&feature=related>

<http://www.youtube.com/watch?v=iN5RwjPPwyY&feature=related>

http://www.youtube.com/watch?v=b_FM3uznJJo&feature=related

These could be used in assemblies each day when you are promoting the week's events, added to your school's or department's home page on the intranet, or could provide models for your student to make their own clips for **International Languages Week**.

As well as the traditional international languages, activities have been included for Pasifika programmes even though these languages have their own week of celebration during the year, and I would also encourage you all to include Te reo Māori as one of the languages used for activities as well.

It would be great to hear how **International Languages Week** went at your school, so please feel encouraged to share your highlights with us, especially if you tried something new from the activities in this newsletter. Thank you to the languages teachers who have so willingly shared their ideas, suggestions, and experiences through listservs, forums, blogs, and elsewhere allowing them to be included here - please accept this as acknowledgement of the wonderful collegiality that is such a feature of the *Learning Languages* teaching community.

Enjoy your celebrations!

Mauritau ki a tātou. Naku ihi nei, nā

Dee Edwards

National Co-ordinator Learning Languages, Secondary Student Achievement Contract – Northern and Central North Regions

Ko tōu reo, ko tōku
reo,
te tuakiri tangata.
Tihei uriuri, tihei
nakoako.

International
Languages Week
19 – 25 August
2012



<http://ilw-nzalt.wikispaces.com/>
<http://www.nzalt.org.nz/events/ilw.shtml>

Ni hao! 你好!
Kia orana!
Bonjour!
Guten tag!
Konnichiwa こんにちは
は。
Faka'alofa lahi atu!
Talofa lava!
¡Buenos días!
Malo e lelei!
Taloha ni!
Dia dhuit!

The following activities could involve any language or a variety of languages to suit the setting. Some of the activities here as well as those included in the specific language categories, would also provide effective opportunities throughout the year for fund-raising for trips. Remember to include language activities for other languages that are widely spoken in your school community.

Consider using **International Languages Week** dollars as prizes and then have an auction to end the week where students can bid for rewards. These can be designed by your students. The idea being that students earn these dollars for attending, participating and winning at the events throughout the week (a bonus for students who learn languages is that they can earn them in their classes!) Have something that is a main prize, for example, a couple of tickets to the movies (and of course encourage them to see a movie in an international language), as well as little trinkets - NZALT merchandise (badges/pens), bookmarks, pencils, stickers, posters, fridge magnets, key-rings, bags of confectionary/treats etc., from the target language countries. Don't forget to include some items with a NZ flavour, these are very popular with our international students.

- Daily student quiz in notices about all cultures – Announce winners in next day's notices.
- Make numbered badges with greetings in different languages for staff to wear. Spot prizes (number draw) at morning tea.
- During the week, staff wear flags of the different languages they speak
- All staff reward students who greet them in another language.
- International students greet the school in their language at assembly – dressed in their national costume if appropriate. Invite the local press.
- Play international music as students enter and leave assembly.
- Second language students wear mufti in the colours of their target country on one day.
- Invite the local Intermediate second language learners to a festival where they participate in groups at various 'workshops' organised by your students e.g. counting to 20 in Spanish, eating jellybeans with chopsticks, putting a Black Forest cherry cake together (sponge cake, bottled cherries, whipped cream and chocolate chips).
- Sell international food at foodstalls.
- Ask the school canteen to feature international foods
- Students (and staff) wear coloured stickers/badges which say "I am learning TL" or "I speak TL"
- Decorate the classroom in the colours of the target language.
- Show foreign language movies during lunch breaks.
- Play rowdy games e.g. Duck, Duck, Goose with students in a circle. You start with one student walking around the outer edge saying Hello, Hello, then Goodbye or Please, Please then Thank you (in the chosen language). Whoever the student taps on the head and says 'Goodbye' or 'Thank you' to has to get up and chase them around the circle. The winner is the student who sits down first or the student who tags the other.

Secondary Student Achievement Contract

National Co-ordinator Learning Languages



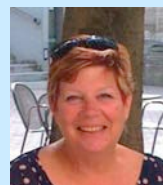
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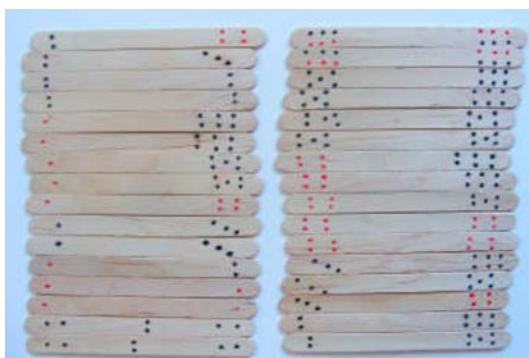
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Chinese

- **Lantern**-making competition (see tutorial <http://familycrafts.about.com/od/chinesenewyears/ss/eplantern.htm%23http://familycrafts.about.com/od/chinesenewyears/ss/eplantern.htm>)
- Martial arts including Tai Chi demonstrations/classes.
- Paper cut-out demonstrations/classes/competitions.
- **Calligraphy**.
- **Mah-jong** workshops.
- Chopstick relays. This clip shows how to use chopsticks and explains Chinese etiquette at the table http://www.ehow.com/video_4938871_chinese-dining-etiquette-using-chop.html
- Dumpling making demonstrations/tasting.
- **Pan Chang knot tying** demonstrations/classes (see tutorial <http://salamanderart.wordpress.com/2008/12/28/chinese-knot-tying/>)
- Play **Catching Seven Pieces**. Originally played with small inch-square rice bags, this traditional Chinese game is similar to Jacks and Knucklebones and can be played with either, or even a collection of pebbles, if you don't want to make your own "pieces".
- **Tiu-u** (Fishing) is a game of Chinese dominoes which is very simple to play. The name 'fishing' comes from the idea that players 'fish' for matching dominoes. The game was originally played with bone or wood dominoes. You can either print out our dominoes or, for a more authentic set, use popsicle sticks and draw on the dots with black and red pens. Instructions, the printed template, the rules of play and how to score can be located at <http://www.activityvillage.co.uk/tiu-u.htm>

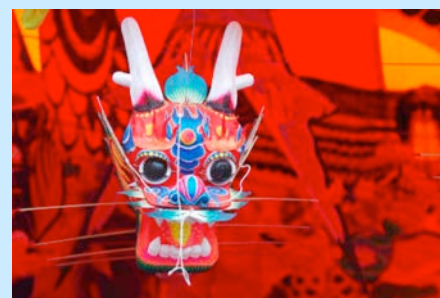


- Play **Throw Coins** which is a traditional Chinese boy's game, similar to marbles. Students "win" coins in this game. Each student holds a coin up against a wall, with its edge touching the wall, and lets it drop. The student who's coin rolls furthest away from the wall then gets the first turn. They pick up their coin, marking its place with their foot (which they must not move). They then pitch the coin at the other coins lying around. If the tossed coin touches another coin, the student wins it and has another go. If they miss, everybody picks up their coins (or, if they have lost their coin, brings out another one or drops out) and starts again.
- Create traditional-styled kites and fly on a kite-day. **Kites** have been popular in China for hundreds of years, and Chinese kites are very colourful. Traditional shapes include butterflies, fish and dragons.

Dates for your diary:



- Tongan Language Week 02 – 06 Sept
http://cst.org.nz/groups/whats_on_where/messages/topic/2TzT2nxszcz8LOt6ty9KWL
- Cook Islands Maori Language Week 23 – 29 Sept
<https://www.facebook.com/pages/Cook-Islands-Maori-Language-Week/159333744175491>
- Niuean Language Week 07 – 12 Oct
- Tokelau Language Week 29 Oct – 02 Nov
<http://www.learntokelau.co.nz/>



French

- Competition to create an **Eiffel Tower** from recycled materials – ask Technology teacher to be the judge.
- **Fête de Fromage** - French cheese tasting with baguette.
- **Fondue** making demonstration/making tasting.
- **Pétanque** competition – include staff teams.
- **Pagne Races** - Students experience a facet of traditional French-African culture (Some women wear long skirts because they must cover their ankles at all times; people routinely carry items on their heads). Each student racing needs approximately three yards of fabric and items to balance on the student's head, such as baskets with real or artificial fruit and vegetables or books. Rules for wrapping the fabric need to be stated because there is a tendency to simply carry the cloth and not really wear it. Students wrap the fabric tightly around them to make a skirt, tying the two ends at the waist. They put baskets or books on their head and race the pre-determined course. This can also be done as a relay race. The student who reaches the finish line first with basket or book still on the head, or the team that completes the race first is the winner.
- **French Waiters Race** - Each student racing in a heat needs a tray, plastic soda bottle, and two cups. A nearby water source is needed. Arrange prizes for winners and runners up and have a whistle, megaphone, and a "recorder" for race day. Finally, set the race course. Students choose a partner and wear aprons, berets, or chef hats on Race Day. Waiters each get a tray with two empty cups and a full "wine" bottle. They carry the tray with one hand and pass off to teammate at a half-way point. Winners are those who return to the finish line first with their cups and full bottle intact (put a small weight in the bottom of plastic cups so they do not blow away). Run as many heats as necessary to determine a winning team.
- **Profiteroles** - Use home brand frozen eclairs from supermarket (use a set of tongs to carry these to the serving plate at other end), a bottle of dessert sauce, and a spray can of cream to finish off, everybody gets to eat afterwards!!!
- **Les Crêpes** - For a mini crepe race you would need small frying pans and some pre-made crepes. The students would have to toss them in the air (5 – 10 times) and hopefully catch them again whilst counting in French.
- **La chasse au trésor** - List of objects/locations around the school, teams of students race around school collecting digital evidence with a camera. Dictionaries can be made available to the students. Team with most photos at end of time limit wins.
- **Cancan demonstrations/classes/performances**
- Look for more ideas on the NZAFT website
<http://www.french.ac.nz/other-including-relief-activities-71>

ERO Report: Improving Education Outcomes for Pacific Learners

The report is also available on line here:

<http://www.ero.govt.nz/National-Reports/Improving-Education-Outcomes-for-Pacific-Learners-May-2012>

The report includes findings on :

- the quality of assessment practices
- the awareness and use of the *Pasifika Education Plan: 2009-2012*. (Note that the new plan is at the community consultation phase.)
- initiatives to promote Pasifika student engagement
- boards' knowledge of Pasifika student achievement
- schools and Pasifika communities.

If you are looking for examples of good practice in action (including film clips with teachers' notes), relevant research and other good quality resources the Pasifika kete on Te kete Ipurangi is a good 'one stop shop' (this ERO report will be added shortly)
<http://pasifika.tki.org.nz/> for everyone.



German

- **Topfschlagen** - a blindfolded student tries to find a hidden cooking pot hidden in the room. They may use a woodens poon to determine if an object is the pot. Other students assist the student by calling out 'Heiß' or 'Kalt' to indicate proximity to the pot. The student is rewarded for finding the pot with a chocolate treat hidden under the pot.
- **Tongue Twister** competition.
*Wenn Hessen in Essen Essen essen,
essen Hessen in Essen Essen.*

Der Packer packt Papp-Pakete.

Kaplane kleben kleine Pappkaplanplakate.

*Gute Glut grilly Grillgut gut,
Grillgut grillt gute Glut.*

*Gudruns Trutuhn tut gut ruhn,
gut ruhn tut Gudruns Trutuhn.*

*Gluckende Gockel glotzen
auf gackernde Glucken.*

Bierbrauer bauer braut braunes Bier.

- **Würstenschnappen** - students race to eat the sausage suspended on a string.
- **Alphorn** karaoke competition - using long tubes of PVC piping with a curved pipe attachment on the end which student paint brown to look like wood and decorate traditionally, and attempt to play with audience attempting to guess the tune.
- **Pretzel** making demonstrations/classes/tasting. Have dough already prepared and provide a variety of toppings. Award prizes for the funniest, biggest, smallest, worst, etc.
- **Giant Chess** run a tournament school-wide throughout the week.
- **Yodelling** competition.
- **Legoland** - classes construct a German scenic or historic attraction and a mini Legoland is displayed throughout the week. Award prizes.



Our new website
focuses
on professional
learning
and development for
secondary middle
leaders



We have been working with the Ministry of Education to establish a website within TKI that outlines the professional development available to secondary middle leaders in English-medium schools:

<http://nzcurriculum.tki.org.nz/Minis-try-curriculum-guides/Secondarymiddle-leaders/Professionallearning-and-development>

Here, middle leaders can:

- get details of free workshops
- join regional clusters
- download e-newsletters
- request future e-newsletters
- network with National Coordinators

The details for all planned PLD opportunities are available on this site as well as through the Learning Languages PLD wiki www.learninglanguagespld.wikispaces.com

Professional Tool

Success for All – Every School, Every Child



Success for All is a plan for everyone – the Ministry of Education, school boards and principals, classroom teachers, specialists, children and their families.

Success for All – Every School, Every Child is the Government's vision and work programme to achieve a fully inclusive education system. It builds on the views of more than 2,000 people from across New Zealand who made submissions to the Government's Review of Special Education 2010.

Success for All will make it even better by building on what is working well and improving what is not.

Success for All has a vision to create a fully inclusive education system of confident schools, confident children and confident

The Government has set a target of 100% of schools demonstrating inclusive practices by 2014 and has a programme of activities to achieve this. These activities look at improving inclusive practices and improving special education systems and support.

Success for All initiatives Measuring schools' performance

An [Education Review Office \(ERO\) report](#) [External website] in 2010 found that only fifty per cent of schools surveyed were fully inclusive, 30 percent were partially inclusive and 20 per cent were not inclusive.

ERO will now measure and report on schools' performance in achieving a fully inclusive school. They have useful information on their website for schools and parents:

- the [indicators](#) [External website] of an inclusive school
- [questions](#) [External website] parents and caregivers may ask schools when enrolling their child
- self-review questionnaire for [schools](#) [External website].

The [Success for All](#) factsheet can be downloaded from <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/SuccessForAll.aspx>

Have you seen ... ? Brown brother



If you haven't seen this inspirational speech made by Mt Roskill Grammar School prefect Joshua Iosefo yet, check it out on youtube. The speech, which found its way onto youtube and then onto television via TV3's Campbell Live is inspirational and challenging.

Joshua offers a personal perspective about what it means to be a 'brown brother' at secondary school in New Zealand, and he speaks with vigour, intelligence and sincerity.



Japanese

- **Kimono** - display different traditional styles of kimono and have a demonstration of how the kimono is worn, followed by a parade of kimono.
- **Sushi** - demonstration/classes/tasting.
- **Karaoke** competition at lunchtimes.
- **Kendo** demonstration/classes. Invite a local Kendo group into the school to do this.
- **Taiko** drumming performance.
- **Origami** demonstrations/classes/competitions.
- **Calligraphy** - students have opportunity to demonstrate their skills during lunchtimes and write the names of other students.
- **Haiku** - school-wide haiku writing competition.
- **Ohajiki** - Players take turns flicking small, coin-shaped pieces called *ohajiki* with their fingers. All players lay down the same number of *ohajiki* pieces on a flat surface, and then do *jan-ken-pon* to decide the order of play. The first player gathers everyone's pieces and using one hand, scatters them on the surface. The player then indicates two pieces, and then draws an imaginary line between them to show how they intend to hit one with the other. If the player hits the piece as indicated, they keep it, otherwise it is the next player's turn. The person with the most pieces wins.
- **Kendama** tournaments.
- **Takeuma** make stilts in class with support of Technology teachers and then hold races/relays.
- **Fukuwarai** - using a large drawing of a woman's face without features and a variety of facial features cut out of different coloured paper, blindfolded students attempt to place the eyes, nose, mouth correctly with the support of other students who call out directions/instructions. Take digital photos of the efforts for judging afterwards.
- **Shiritori** - play this word game in which each successive word must begin with the last *kana* of the previous word. The game ends when one person accidentally uses a word that ends with the *kana* 'n'. Find your school champion.
- **Karuta** - Cards are arranged face up on a surface. Each card has something on it - a vocabulary word, lines of a poem, pictures - and the goal of the game is to grab it before the other people playing do. The leader will call out clues for whatever card they want the players to choose and it's up to the players to find the right card.
- **Ayatori** string games.
- **Hanetsuki** - again with the support of the Technology teachers, students create rectangular wooden paddles or *hagoita* which they paint in traditional designs, often with pictures of *Kabuki* theatre performances. Using brightly coloured shuttlecocks, the game can be played in two ways - an individual who can keep the shuttlecock aloft as long as possible, or, two players who hit it back and forth for the longest number of hits. Award prizes for the best decorated *hagoita*.
- More ideas can be found on the following site
http://www.saskawa.co.nz/international_languages_week.htm

♪ On a musical note ♪

- 'International Showcase' - students perform a selection of songs and dances from a range of languages and cultures. Invite students to perform in traditional costumes.
- Music Video - students record their own music videos of popular songs in different languages or choreograph and record some actions to enhance the 'intended' meaning(s) of the songs.

Ideas to involve colleagues

- Host an international themed morning tea or lunch in the staff room. Invite the staff to bring something to share from their culture.
- Photo competition - ask staff to provide photos of themselves in different destinations around the world. Students need to work out where each staff member is and match the photo to the teacher as well as selecting the appropriate greeting for that country from a jumbled list that is provided. Alternatively, staff could provide 'treasures' from their travels that could be placed on display and students identify what they are, where they are from, and the appropriate greeting.
- Ask the library staff to create a display for International Languages Week.
- Get the tuckshop to offer an international speciality each day.

Spanish

- **Piñata** - can be purchased, or alternatively, they can be made with a balloon, papier-mâché, and brightly coloured crepe paper or paint. Players are blindfolded one at a time, given a stick, and then take turns trying to hit the piñata. When the piñata breaks, everyone scrambles in and grabs a share of the goodies. Award a prize for the most original piñata.
- **Colorcito** - One player is chosen to be "It," either by the toss of a coin or general consensus of all the players. That player then calls out 'Color, colorcito', and adds the name of a colour at the end. The other players must all run to touch an object of that colour. If a player reaches that colour, they are 'safe'. If the person who is 't' is able to touch a player before they reach a safe object, that player becomes 'it'.
- **Flamenco/Salsa** - demonstrations/classes.
- **Spanish Guitar** - concert/classes.
- **La charca** - popular in Peñafiel, this is a variation of hopscotch and would work well as a tournament. Several circles are drawn in chalk on the ground and one number is drawn in each circle. Players take turns announcing a number then throwing a flat stone into the called circle. The player who gets their stone in the correct circle, must hop in the circles calling out the correct number until they reach the circle with the stone. They pick up the stone and hop back to the start again. If they successfully return to the start they get to write their name in the circle. No one can then hop in the claimed circle but that player. The players who claims the most circles wins.
- **Jugar a Las Canicas** - is a Latin American interpretation of marbles. There are various methods of playing, but in one version called *ahogado*, players place markers in the ground and then shoot their marbles from behind their marks. Each player has one marble to shoot while the rest are placed inside a ring. The point of the game is to knock out as many marbles as possible.
- **Canica** - variation. Using a shoebox with four doors of different sizes cut out on one side of the box, write a number above each door 1, 2, 3, or 4 with the largest door getting the smallest number and the smallest door getting the highest number. To play, one player is chosen as the owner and sits near the shoe box with a full bag of marbles. The other players sit about 2 metres from the shoebox and are given 5 marbles each. Players take turns shooting one marble at a time, aiming to get the marble into one of the doors. If the marble rolls into one of the doors, the owner must reward that player with as many marbles as are written on the door. If the marble does not roll through a door, the owner gets to keep the marble. The game finishes when the owner runs out of marbles and the winner is the player with the most marbles at the end.
- **Balonmano** - the Latin American equivalent of handball. Played with a small ball that can be easily gripped in the hand. Two teams aim to score by throwing the ball in to the opposing team's goal, similar to soccer, with the same scoring system.

Level 3 NCEA

Alignment Workshops: Learning Languages

Workshops to support the implementation of the newly aligned Level 3 NCEA internally assessed standards in Learning Languages will be offered to middle leaders throughout the Northern and Central regions on the following dates.

Workshops will run from 9am – 5pm.

We are currently changing the system for registrations for all workshops and you will receive an email outlining the new online registrations system and inviting registrations for the following workshops:

Northland	01 Oct
Auckland	02 Oct
Auckland	03 Oct
Pasifika	02 Oct
Tauranga	08 Oct
Hamilton	09 Oct
Napier	11 Oct
Taupo	15 Nov



Pasifika

Cook Islands Maori

- Invite an elder from the community to teach students about the art of *tivaevae* making, weaving of mats, basketware and hats.
- Demonstrations/classes of traditional dances and drumming, e.g. drum dance.

Niue

- Learn and perform a *Takalo*.
- Have a *Paleu* day where students wear their traditional sarongs and discuss patterns and designs.
- Enjoy a cooking demonstration of traditional food, e.g. *poke loku*, *lu*, *pitako kapia*.
- Watch a video to experience traditional canoe-making.

Tonga

- Learn and perform a traditional dance, e.g. *lakalaka*, *soke*.
- Watch videos of a traditional and a contemporary *tauolunga*.
- Learn about the art of making a favourite Tongan dish, e.g. *Kapisi pulu*, *Kaikakai topai*.

Samoa

- Organise a *kilikiti* tournament
- Learn a *mauluulu* dance.
- Make traditional foods like *sapasui*, *panipopo*, *fai*, and *salati* (this could be a good opportunity to fundraise for a trip).
- Demonstrations/classes of *faataupati* dance.



Language Associations



New Zealand Association of Language Teachers

NZALT is a professional organisation, which embraces and pro-actively promotes languages and languages education, to benefit New Zealanders.

<http://www.nzalt.org.nz/>

NZ Chinese Language Association

Laytee George, Immediate Past National President

Email: georgesotonga@xtra.co.nz



NZAJLT NZ Association of Japanese Language Teachers

Norihiro Yamada, President

Email: ya@hnhs.school.nz

<http://www.japanese.ac.nz/>



STANZA The Spanish Teachers' Association of New Zealand Aotearoa

Maria Lamberto, President

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m.lamberto@kingscollege.school.nz

<http://web.me.com/stanza/STANZA/Welcome.html>



GANZ German in Aotearoa New Zealand

Antonie Alm, President

Email: antonie.alm@otago.ac.nz

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NZAFT New Zealand Association of French Teachers

Sue Pommarède, President

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Tongan Language Teachers Association

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FAGASA, National Association of Samoan Language Teachers in NZ

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