



MINISTRY OF EDUCATION

*Te Tāhuhu o te Mātauranga*

# ◁ Guidelines for Tokelauan Language Programmes

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

The photographs on pages 10, 16 (top left), 17, 20 (below text), 31, 43, 58, 61, and 62 are by Adrian Heke.

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## ◀ Introduction

There are close ties between Tokelau and New Zealand. All Tokelauans are New Zealand citizens.

The Tokelauan language has had a place in the New Zealand education system for nearly fifty years. The New Zealand Department of Education (since 1989, the Ministry of Education) became the first publisher of learning materials in Tokelauan in 1954 when *Tala mo Ā'oga i Tokelau* began to include material in Tokelauan.

Resource materials in Tokelauan have been published by the New Zealand Ministry of Education ever since 1954. (In recent years, this has complemented Mataeke o Akoga Tokelau's own publishing programme.) At first, the New Zealand Ministry's Tokelauan publications were only for schools in Tokelau, but they began to be distributed to New Zealand schools with Tokelauan students from 1976 and to New Zealand early childhood centres from 1988. The New Zealand Ministry of Education currently publishes five books and an audio cassette in Tokelauan every year.

The New Zealand Ministry of Education remains the most active publisher of learning materials for students in Tokelauan. Why is this so? With the 1948 Tokelau Act, Tokelau became part of New Zealand.<sup>1</sup>

About sixteen hundred people continue to live on the four atolls that make up Tokelau, but most Tokelauans – about four thousand people – now live in the Hutt Valley, Porirua, Auckland, Rotorua, and Taupo. In the 1960s, when population levels on three atolls reached a point where they were putting too much pressure on limited resources, the New Zealand Government resettled some of the population of Atafu, Nukunonu, and Fakaofu to Taupo and Rotorua. Many of these people subsequently moved to Wellington and Auckland, where other family members joined them. Tokelauans can, therefore, be regarded as New Zealanders who have moved to another part of their own country rather than as immigrants to New Zealand.

In 1962, Tokelau was added to the schedule of territories under the supervision of the United Nations Special Committee on the Granting of Independence to Colonial Countries and Peoples. Tokelau is currently developing a form of self-government through a process of constitutional change.<sup>2</sup>

With more Tokelauan-speaking children in schools in New Zealand cities than at school on Atafu, Nukunonu, and Fakaofu, the fate of the language depends, at least to some extent, on the success of Tokelauan language programmes in those cities.

By world standards – even by New Zealand standards – the number of speakers of Tokelauan is not great. Since the 1960s, Tokelauan has been exposed to the process of language shift described by Janet Holmes in “Community Languages”. The research she describes suggests that language shift in New Zealand “occurs over at most four generations and is sometimes completed in as few as two” (page 19). Richard Benton (in *The Flight of the Amokura*) saw, as early as 1981, that Tokelauans were “finding it difficult to maintain their mother tongue in the face of competition from other languages” (page 105).

<sup>1</sup> This Act covers three atolls – Atafu, Nukunonu, and Fakaofu. Olohega is administered from American Samoa.

<sup>2</sup> This process is summarised on pages 5–6 in *Nonu: Notes for Teachers* by Epi Swan and in “Tokelau” by Kelihiano Kalolo.

Many New Zealand early childhood centres and schools have Tokelauan-speaking students on their rolls, particularly those in the urban centres mentioned on page 4. A growing number offer Tokelauan language programmes.

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

These *Guidelines* were developed in close consultation with the Tokelauan community in New Zealand. Their publication is in no way meant to intrude on the separate curriculum that applies in Tokelau.

Many individuals and groups have assisted with the development of this resource. To all those who contributed, e fakafetai lahi atu kimātou ona ko toutou fehoahoani. 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 Tokelauan Language Programmes* is intended to form the basis for the material that teachers of Tokelauan develop for their own Tokelauan language programmes. The material provided in these pages provides a starting point for our planning 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 Tokelauan language (and about the language itself), we can take notes and add them to the appropriate section. The References section on pages 84–90 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 Tokelauan language programme, perhaps once a month.

Other items we could add to the folder include:

- photocopies of selected pages from *Developing Programmes for Teaching Pacific Islands Languages* (for example, of pages that relate to the achievement objectives that our students are currently working towards);
- copies of the notes for teachers that accompany Tokelauan-language books and audio cassettes published in the Tupu series;
- photocopies of activities described in the *Tupu Handbook*;
- copies of learning activities described in *Many Voices* (for articles relating to teaching Tokelauan 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 the planning folder. 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.

# ◀ Features of the Tokelauan Language

The language of Tokelau is spoken by people on the atolls of Atafu, Nukunonu, Fakaofu, and Olohega and by the Tokelauan community in New Zealand and elsewhere. It is important that learners be taught correct pronunciation. This is not difficult because Tokelauan is phonetically quite regular.

Tokelauan is written using an alphabet of fifteen letters. This was confirmed at a combined fono in 1974. The letters of the alphabet are: a, e, i, o, u, f, g, k, l, m, n, p, h, t, and v. There are five vowels (a, e, i, o, and u). The other letters represent consonants. The Tokelauan alphabetical order used in Ropati Simona, Judith Huntsman, and Antony Hooper's *Tokelau Dictionary* (1986) is: a, ā, e, ē, i, ī, o, ō, u, ū, f, g, k, l, m, n, p, h, t, and v. This alphabet is similar to that of other Samoic Polynesian languages, especially Pukapukan, Tuvaluan, and Samoan.<sup>3</sup> It is also similar in many respects to the alphabet of New Zealand Māori. Students who are already familiar with the New Zealand Māori alphabet may find this helps them to learn the Tokelauan alphabet.

Language issues to consider when teaching Tokelauan include:

- the spelling of the sound “f”;
- the influence the churches have had on the spelling of Tokelauan words;
- differences (from atoll to atoll) in accent and dialect;
- the use of macrons in written Tokelauan;
- the differences between formal and informal Tokelauan.

## *Spelling Issues*

Before 1974, the letter *f* was sometimes written as *wh* (and *s* as *h*). At a 1974 fono, it was decided that *f* rather than *wh* should be used. The *Tokelau Dictionary*, which was sanctioned by the faipule, uses *f*.

## *Accents and Dialects*

Tokelauan people on each of the atolls have a slightly different accent, and there is some dialect variation. Some words are used on one atoll and not on the others. These differences can confuse new learners, so teachers may need to explain them.

## *Using Macrons in Written Language*

Writers in Tokelauan have begun to use macrons more and more in recent years. At one point, the use of macrons was discouraged in the schools on the atolls. However, without macrons, new learners of Tokelauan often find it difficult to distinguish between words otherwise spelled the same, for example, between tāua (precious) and taua (warfare). This kind of confusion can be a problem for learners who are from homes in which English is the dominant language. Fluent speakers can usually identify which word is intended from the written context, but we need to provide appropriate support for students who are not already fluent speakers of Tokelauan.

<sup>3</sup> The influence of Samoan, by means of the Bible and other printed religious material, is evident in Tokelauan. Tuvaluan and I-Kiribati have also left their mark. Contact between Samoa, Tuvalu, Kiribati, and Tokelau over recent generations has strengthened these influences. The relationship between Pukapukan and Tokelauan is not so well known. It may surprise students to discover that Tokelauan is in the same language family as Pukapukan, a language spoken in the northern Cook Islands. There is also a shared history of Peruvian slavery in the nineteenth century.

In any good language-learning situation, the needs of the students should come first. It makes sense to present written Tokelauan to new learners of the language in its most supportive form – with macrons to help students pronounce and understand them correctly. Many computer fonts offer a way to key in macrons.

### *Formal and Informal Situations*

The way in which the Tokelauan language is used differs according to how formal the occasion is and who the people in the audience are.

Students need to learn that certain titles are reserved for people of status, such as church ministers, teachers, and heads of families. They need opportunities to take part in formal gatherings, where they can observe the traditional protocol of the speech-making by elders with which formal occasions begin. In welcoming or farewelling another school group, for example, the school principal could take the role of elder. Teachers should seek the advice of someone in the Tokelauan community if they are unsure of correct protocol.

While students do not have the status to take part in speech-making when real events are taking place, they can be given opportunities to role-play formal occasions in order to practise formal language.



## ◁ Long-term and Short-term Planning

Before planning units of work in detail, we need to decide which of the achievement objectives in *Developing Programmes for Teaching Pacific Islands Languages* our students will be working 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 16–62), 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 Tokelauan 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 an akoga kamata. Each “Focus for the Unit of Work” lasts about two weeks. Many other activities in akoga kamata are ongoing (see the section on early childhood activities and units of work on pages 17–20 below for ideas about ongoing activities).

Publication details for resource materials named in the plans, together with *Ægtem* 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 84–90).

| Focus for the Unit of Work       | Weeks | Main Achievement Objectives  | Main Learning Activities  | Main Resources   | Main Assessment Activities  |
|----------------------------------|-------|--|---|--|---|
| Pehe, Kakai, Tauloto, and Fātele | 1–2   | <ul style="list-style-type: none"> <li>listens and responds to others in appropriate ways</li> <li>initiates talk about a cultural practice</li> <li>uses appropriate actions and language during cultural events</li> </ul> | <ul style="list-style-type: none"> <li>experiences with Tokelauan music, traditional stories, and poetry</li> </ul> | <ul style="list-style-type: none"> <li>Epi Swan's <i>Paheka i Nukunonu</i></li> <li>Temukisa Ielemia's <i>Ko te Kimoa ma te Feke</i></li> <li><i>Pehe i te Gagana Tokelau</i> (edited by Ioane Iosua)</li> </ul> | <ul style="list-style-type: none"> <li>observation-based assessment</li> </ul>                            |
| Tōnati                           | 3–4   | <ul style="list-style-type: none"> <li>listens and responds to others in appropriate ways</li> </ul>   | <ul style="list-style-type: none"> <li>exploratory play with a wide range of objects and materials</li> </ul>       | <ul style="list-style-type: none"> <li>cooking utensils and ingredients</li> </ul>   | <ul style="list-style-type: none"> <li>systematic observation of children's language behaviour</li> </ul> |

|  |      |   |   |  |   |
|--|------|---|---|--|---|
| Alelapeta                                    | 5–6  | <ul style="list-style-type: none"> <li>• attends to print</li> <li>• asks for things to be written down</li> <li>• recognises and responds to print in the environment</li> </ul> | <ul style="list-style-type: none"> <li>• social play (with literacy materials)</li> <li>• real-life literacy tasks (working with adults)</li> </ul>   | <ul style="list-style-type: none"> <li>• an alphabet poster</li> <li>• an alphabet song</li> </ul>               | <ul style="list-style-type: none"> <li>• developing portfolios that include samples of children’s oral and written language and storytelling as well as descriptions of their reading readiness skills</li> </ul> |
| Educational Outings (for example, to a park) | 7    | <ul style="list-style-type: none"> <li>• uses a wide range of speech functions [within supportive exchanges]</li> <li>• initiates talk that extends a story</li> </ul>            | <ul style="list-style-type: none"> <li>• informal talk with other children and adults</li> <li>• outings that explore the local environment</li> </ul>  | <ul style="list-style-type: none"> <li>• Otila Tefono’s <i>Heai ni Pato</i> – book and audio cassette</li> </ul> | <ul style="list-style-type: none"> <li>• observation-based assessment</li> </ul>  |
| Leoleo                                       | 8–10 | <ul style="list-style-type: none"> <li>• listens and responds to others in appropriate ways</li> </ul>  | <ul style="list-style-type: none"> <li>• a visit from a police officer</li> <li>• learning the leoleo song on the audio cassette by listening to it, viewing the words on a chart, and singing along</li> </ul> | <ul style="list-style-type: none"> <li>• Epi Swan’s <i>Ko Au Na Galo</i> – book and audio cassette</li> </ul>    | <ul style="list-style-type: none"> <li>• using a checklist to record individual students’ developing language behaviour</li> </ul>  |

For an example of one week’s planning for reading and writing in an early childhood centre, see *Developing Programmes for Teaching Pacific Islands Languages*, pages 26–27.

## ***Planning for a Bilingual Programme in a Primary School***

The following is an example of a plan for a term's work in Tokelauan for a bilingual primary school class where students are working towards level 3 achievement objectives. This plan shows the main achievement objectives for Tokelauan with some of the key resources and learning activities.

| <b>Focus for the Unit of Work</b>             | <b>Weeks</b> | <b>Main Achievement Objectives</b>  | <b>Main Learning Activities</b>  | <b>Main Resources</b>   |
|---|--------------|---|--|---|
| <b>Ko Au Na Galo (Keeping Ourselves Safe)</b> | 1–3          | <ul style="list-style-type: none"> <li>• report events [using some of the Tokelauan vocabulary in the story]</li> <li>• express and clarify their emotions</li> </ul> | <ul style="list-style-type: none"> <li>• produce a written description of what it feels like to be lost</li> </ul> | <ul style="list-style-type: none"> <li>• Epi Swan's <i>Ko Au Na Galo</i> – book and audio cassette</li> </ul>   |
| <b>Matematega (Guessing)</b>                  | 4–6          | <ul style="list-style-type: none"> <li>• express detailed ideas of place and quality</li> <li>• (when appropriate) express surprise or disappointment</li> </ul>      | <ul style="list-style-type: none"> <li>• see page 39 in these <i>Guidelines</i></li> </ul>                         | <ul style="list-style-type: none"> <li>• large pictures</li> </ul>  |
| <b>Fau</b>                                    | 7–9          | <ul style="list-style-type: none"> <li>• give and follow instructions and directions</li> </ul>   | <ul style="list-style-type: none"> <li>• students follow instructions in Tokelauan</li> </ul>                      | <ul style="list-style-type: none"> <li>• Ester Temukisa Laban Alama's <i>Huiga o he Fau mo Mama</i></li> </ul>  |
| <b>Tala Fōu</b>                               | 10–12        | <ul style="list-style-type: none"> <li>• report events</li> </ul>   | <ul style="list-style-type: none"> <li>• give information about a news item, answering questions</li> </ul>        | <ul style="list-style-type: none"> <li>• Tokelauan community newsletter and copies of photographs from newspapers and magazines with items about Tokelau</li> </ul> |

A plan for one week's work allows teachers to relate particular aspects of a Tokelauan language programme to objectives and learning activities in a more detailed way than in plans like those above. On page 28 of *Developing Programmes for Teaching Pacific Islands Languages*, there is an example of short-term planning, in a language programme for an intermediate class working within levels 1 and 2, which could be adapted and used with any Pacific Islands language.

## ***Planning to Support Tokelauan in a Mainstream Junior Classroom***

When supporting Tokelauan 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 in our class with plenty of opportunities to use Tokelauan 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 Tokelauan, if we cannot already do so, in order to help them meet level 1 achievement objectives.

| <b>Achievement Objectives<br/>(for Tokelauan)</b>                            | <b>Introduce the learning in week number:</b> | <b>Essential Learning Area</b>                        | <b>Resources</b>                                     |
|--|---|---|--|
| • use everyday [Tokelauan] expressions to greet, farewell, or thank people   | 1   | • language and languages                              | • Tokelauan parent                                   |
| • use [Tokelauan] words and expressions for numbers (1–10)                   | 2   | • maths   | • <i>Tokelau Dictionary</i> by Ropati Simona et al.  |
| • use [basic Tokelauan] expressions to indicate time                         | 4   | • maths   | • Tokelauan parent                                   |
| • use [basic Tokelauan] expressions for shapes                               | 6   | • maths   | • <i>Tokelau Dictionary</i>                          |
| • use [basic Tokelauan] expressions ... for colours                          | 3   | • maths, visual arts                                  | • Tokelauan parent                                   |
| • follow simple instructions (given in Tokelauan)                            | 1   | • health and physical well-being (physical education) | • Tokelauan parent                                   |
| • exchange basic factual information (pronouncing Tokelauan names correctly) | 1   | • social studies (getting to know one another)        | • Tokelauan students and their parents               |
| • ask for ... help (in Tokelauan)  | 1   | • across the curriculum                               | • Tokelauan parent                                   |
| • take a simple part in a [Tokelauan] cultural performance                   | 7   | • the arts (music)                                    | • Education Advisory Service/School Support Services |

We could also include bilingual resources in our reading programme, for example:

- *Hauni mo te Akoga* by Emma Kruse Va'ai (Tupu series) and the English version, *Ready for School* (Tupu series);
- *Nofoaga Haogalemu* by Sue Moorar (Tupu series) and the English version, *The Safe Place* (Ready to Read series);
- *Ko Toku Paopao* by Tenise Atoni (Tupu series) and the English version, *My Canoe* (Tupu series);
- *Oiaueke!* by Sereima Lumelume (Tupu series) and the English version, *Aue!* (Tupu series);
- *He Maile* by Leon and Fran Hunia (Tupu series) and the English version, *Dog* (Ready to Read series).

Use the guide at the back of the *Tupu Handbook* to access English versions of other level 1 Tokelauan resources. The Tokelauan 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. *Nofoaga Haogalemu* could be introduced beside the big book version of *The Safe Place*, a story set in Fenuafala. We could also find stories with a Tokelauan setting that are written in English, such as Sue Moorar's story "Fish and Chips in Tokelau" in *Junior Journal* 6.

As part of the social studies programme, Marti Friedlander's *Atoll Community* picture pack could be explored with the whole class.

### ***Planning for a Tokelauan Secondary School Programme***

Page 14 shows an example of how the second term's work might be planned in a secondary school Tokelauan-language class working towards achievement objectives at levels 5 and 6. This long-term plan shows only the main topics for units of work and some key achievement objectives. Other achievement objectives and activities would be identified later, in more detailed unit planning.

Not all the resources we will use are listed on page 14 – just those key materials that have to be gathered in advance so that we have enough copies for class sets or those that need to be borrowed from other departments (for example, *Reading Siapo* might be held in the school's art department).

| Week | Focus for the Week  | Key Achievement Objectives  | Learning Activities   | Resources  | Assessment Activities  |
|------|---|---|---|--|--|
|      |   | Students will be able to:   |   | Key resources are:   |  |
| 1–3  | <ul style="list-style-type: none"> <li><i>Malamalama i na Mamanu Hiapo</i></li> </ul>   | <ul style="list-style-type: none"> <li>interpret and respond to meanings conveyed by non-verbal signs and actions (level 6)</li> </ul>  | <ul style="list-style-type: none"> <li>designing and discussing hiapo patterns</li> </ul>   | <ul style="list-style-type: none"> <li>Caroline Lolegi Vercoe's <i>Malamalama i na Mamanu Hiapo</i> beside the English version <i>Reading Siapo</i> (listed at level 5)</li> </ul>   | <ul style="list-style-type: none"> <li>teacher observation of students' discussion</li> </ul>  |
| 4–6  | <ul style="list-style-type: none"> <li>Inati video</li> </ul>   | <ul style="list-style-type: none"> <li>interpret and respond to meanings conveyed by non-verbal signs and actions ... at cultural events [like inati] (level 6)</li> <li>present information using a specific medium (level 6)</li> <li>present alternatives (level 5)</li> <li>respond to suggestions about plans (level 6)</li> </ul> | <ul style="list-style-type: none"> <li>attending a cultural event and discussing what happened</li> <li>writing a video script based on a cultural event (working in small groups)</li> </ul> | <ul style="list-style-type: none"> <li>Samson Samasoni's <i>Tuhituhiga</i> beside the English version, <i>Script-writing</i> (listed at level 5)</li> <li>chapter 15 in <i>Matagi Tokelau</i></li> <li>Jennifer Wendt's <i>Food Distribution in Tokelau</i></li> <li>Epi Swan's <i>Ko te Nonu</i></li> </ul> | <ul style="list-style-type: none"> <li>peer and self-assessment of how well the completed video scripts present information</li> </ul> |
| 7    | <ul style="list-style-type: none"> <li>Litara Lua (well-known Tokelauan firefighter)</li> </ul>                                     | <ul style="list-style-type: none"> <li>produce a well-structured research report (level 6)</li> <li>structure a text (level 5)</li> </ul>   | <ul style="list-style-type: none"> <li>see page 50 in these <i>Guidelines</i></li> </ul>  | <ul style="list-style-type: none"> <li>"Fire-fighter from Tokelau" by David Somerset</li> </ul>  | <ul style="list-style-type: none"> <li>teacher assessment of students' reports</li> </ul>  |
| 8    | <ul style="list-style-type: none"> <li>Faraimo Paulo Kitiona – FaraPikiti (well-known Tokelauan painter and illustrator)</li> </ul> | <ul style="list-style-type: none"> <li>produce a well-structured research report (level 6)</li> <li>ask for, express, and react to opinions (level 5)</li> </ul>  | <ul style="list-style-type: none"> <li>discussing the artist's work and writing a review of it</li> </ul>   | <ul style="list-style-type: none"> <li>books and Tokelauan postage stamps illustrated by FaraPikiti</li> </ul>   | <ul style="list-style-type: none"> <li>teacher assessment of students' reports</li> </ul>  |
| 9    | <ul style="list-style-type: none"> <li><i>Ko te Koloa a Tokelau</i></li> </ul>  | <ul style="list-style-type: none"> <li>present information, using several media (level 6)</li> <li>giving instructions for a procedure (level 5)</li> </ul>   | <ul style="list-style-type: none"> <li>planning and giving a presentation using pictures and other visual aids</li> </ul>   | <ul style="list-style-type: none"> <li>Peato Tutu Perez's <i>Ko te Koloa a Tokelau</i></li> <li>Epi Swan's <i>Ko te Nonu</i> (pages 4–5)</li> </ul>  | <ul style="list-style-type: none"> <li>peer assessment of presentations</li> </ul>   |

Long-term plans like those on pages 9–14 will form the basis of short-term plans (for example, one-week plans) or plans for individual units of work (see pages 21–62). A plan for one week’s work (for an example, see page 50) allows teachers to relate particular aspects of a Tokelauan language programme to objectives and learning activities in a more detailed way than in plans like those above.

## ◁ 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 need to identify appropriate activities for learning and assessment and develop them to meet the needs of our students. We should also consider what resources our students will need when they are doing the activities.

The following activities and units of work are arranged in order of vāega (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 in the guidelines for Cook Islands Māori, Samoan, Niuean, and Tongan programmes could be adapted and added to the following section. Learning activities can also be found in *Nonu: Notes for Teachers*, in the *Tupu Handbook*, and in the notes for teachers that accompany Tupu books and audio cassettes. More ideas for activities and units of work can be found in *Developing Programmes for Teaching Pacific Islands Languages*.



## ◀ Early Childhood

This section includes examples of units of work and 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 the early childhood sections 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.

### ***Fakatakitakiga (Example) 1: A Reading Corner***

A reading corner is a place where we can give children opportunities to handle and look through books – some of which have been read to them many times. They will turn the pages and look at the pictures while recalling the story for themselves or discussing it with others.

A reading corner needs comfortable cushions and mats, good lighting, and lots and lots of well-illustrated, interesting books published in Tokelauan. Most of the Tokelauan books published by the Ministry of Education, Mataeke o Akoga Tokelau, and Anau Ako Pasifika would be suitable, but there are a few, at advanced levels, that cover topics more suitable for teenagers. Some early childhood centres with Tokelauan children attending do not have Tokelauan language programmes. Where this is the case, we can ensure that there are lots of books available in Tokelauan and that they are displayed just as prominently as books in other languages.

### ***Fakatakitakiga 2: Block Play***

Exploratory play with blocks gives children learning experiences involving shapes, patterns, colours, positions, and sizes. Block play can reflect what is going on in a child's imagination. With our help, children can learn how to talk about what their constructions represent to them. This negotiation of meaning is an important step in literacy development.

Blocks also give us opportunities to help children learn the vocabulary and techniques to handle the disputes that arise when two people both want possession of the same object or space.

### ***Fakatakitakiga 3: Social Play – Communicating***

Adults communicate by letter and telephone; they use computers and tape recorders. Children like to play at doing these things. They can use an old typewriter with the ribbon removed, a tape recorder that does not work any more, or a telephone that is no longer connected to pretend to write letters, record stories, and hold conversations. The language they use can be completely fantastic – or very realistic. For example, a child might use phrases in Tokelauan, when “talking on the telephone”, to ask questions like:

“Mami, tā olo lā ki te falekoloa?”

(“Mummy, can we go to the supermarket after you pick me up?”)

“Fanatu au lā?”

(“Shall I come too?”)

Two children might spend a busy twenty minutes or so “typing” their letters and then posting them to Tokelau, putting the letters in the akoga kamata’s play postbox. Snippets of their conversation in Tokelauan might be like these comments:

“He tuhi kiā Nena.”

(“This letter’s to Grandma.”)

“Ko toku nena e i Nukunonu. Ko au e tuhi ki ei.”

(“My grandma lives in Nukunonu. I’m writing to her.”)

After the children have finished their letter-writing game, we could draw a mural with them to show how a letter gets from New Zealand to Tokelau. This would provide children with simple language that they might like to use the next time they play the game. They might pretend to buy a stamp, stick it on an envelope, sort the mail, fly a plane to Samoa, drive a mail van to the wharf in Apia, load their letters on the ship to Tokelau, and so on. (Tokelauan postage stamps can be soaked off letters from home and used by children pretending to send letters from Tokelau to New Zealand.)

### ***Fakatakitakiga 4: Social Play with Boxes***

Large cardboard boxes can be a wonderful setting for a play activity. Cardboard boxes can be painted and decorated to look like fale. Holes can be cut in the sides, and curtains can be made from old lāvalava. Pages from Tokelauan community newsletters could be used for wallpaper.

Children playing in such a fale might, for example, pretend that there is a terrible storm coming. This could be a good time to read the children Emma Kruse Va’ai’s story *Ko te Afā*, if the reading is likely to add to (and not interrupt) their creative play. Vaioleti Uili’s illustrations suggest what it is like to be in the middle of a terrible storm, safe in the arms of one’s grandma. Children may want to draw a picture of a stormy day at their house, and we could discuss the picture with them in Tokelauan.

### ***Fakatakitakiga 5: Tōnati (Doughnuts)***

The early childhood centre environments we provide for young children should be as stimulating as we can safely make them, with lots of open-ended experiences that engage children in focused play. For example, we could involve children in making doughnuts out of play-dough and pretending to cook them. Real doughnuts, made by

adults, could be cooked and eaten for morning tea. We might provide illustrated recipe cards with the recipe written out in Tokelauan and read them to the children.

This could be a large-group or a small-group activity. Children could choose to take part or do something else. Before the activity starts, we would set everything out, ensuring that there isn't anything that could hurt the children if they use it.

While the children are engaged in the activity, our role is to observe, assist, talk and ask questions in Tokelauan, and monitor the social behaviour of each child.

Children should have opportunities to move on to other activities when they have helped to tidy up.

### ***Fakatakitakiga 6: An Imaginative-play Area***

An area set up for dramatic, imaginative play contains realistic items for children to play with. Soft toys, for example, can be used in make-believe play and for acting out everyday events and conversations.

Children develop social and conversational skills as they play in areas that contain such resources. *Developing Programmes for Teaching Pacific Islands Languages* includes achievement objectives for imaginative play. It states that children might:

- engage in imaginary conversations during play;
- use visual language during imaginative play with visual materials.

### ***Fakatakitakiga 7: Portfolio Checklists***

Portfolios are a useful assessment tool at this level. Records of children's achievements and behaviour can show what they have already learned to do independently and what they might still 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 Tokelauan.) This example records the behaviour of a child working with a wooden Pacific jigsaw puzzle.

| Portfolio Checklist   |                             |                                     |                              |
|---|-----------------------------|-------------------------------------|------------------------------|
| Child's name:   | <u>Sena</u>                 | Date:                               | <u>10/4/2000</u>             |
|   |                             | Activity:                           | <u>Jigsaw puzzle</u>         |
| <input type="checkbox"/>  | Child initiated the task    | <input checked="" type="checkbox"/> | Teacher initiated the task   |
| <input checked="" type="checkbox"/>   | Child met task requirements |                                     |                              |
| <input checked="" type="checkbox"/>   | New task for this child     | <input type="checkbox"/>            | Familiar task for this child |
| <input type="checkbox"/>  | Involved great effort       | <input 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:<br><i>Sena 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:<br><i>Sena named the shapes in Tokelauan as she fitted them into the spaces. The names were a blend of fruit names and her own descriptions: fai (banana), moli (orange), fuālākau hehega (orange fruit).</i> |                             |                                     |                              |

Early childhood staff can copy and use the empty form on page 64 to make their own records of children’s behaviour during specific learning activities.

### ***Fakatakitakiga 8: Outings***

Children love going on outings. Properly supervised, they are an excellent stimulus for language growth.

In Otila Tefono’s *Heai ni Pato*, Mrs Hakeo takes her akoga kamata group to the park to feed the ducks. When they find that there are no ducks in the pond, the children pretend to be ducks. Then they notice some hungry seagulls watching.

We could read *Heai ni Pato* to an akoga kamata group before taking them to a park to feed the ducks. They may want to pretend to be ducks like the children in the story. Afterwards, they could learn to sing the song “Little White Duck” in Tokelauan.

### ***Resource Materials for Early Childhood Activities***

For information about early childhood resource materials published in Tokelauan, go to page 72 in 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 Tokelauan 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 Tokelauan in our classroom programmes. At each level, too, there are language level indicators and suggested learning and assessment activities. The examples of units of work and activities that follow 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 Tokelauan 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.

### ◀ VĀEGA (LEVEL) I

Students working to meet level 1 achievement objectives include older students as well as children in junior classes. Examples 1, 2, and 3 below are intended mainly for primary school students, but example 4 on pages 26–31 shows a unit of work that might meet the needs of students beginning to learn Tokelauan at secondary school. Refer to pages 54 and 118–121 in *Developing Programmes for Teaching Pacific Islands Languages* for information about students of various ages and the different levels they may be working within.

#### ***Fakatakikiga 1: Ko Au Na Galo (Lost)***

Here is a plan for a unit of work for students working towards level 1 achievement objectives in all strands. The unit is based on Epi Swan's *Ko Au Na Galo*.

#### *Objectives*

Students should be able to:

- recognise and use letters of the alphabet in words;
- briefly recount personal experiences and imaginary events;
- exchange basic factual information;
- simply express wants and needs;
- begin to use the language of respect;
- view and discuss simple verbal and non-verbal signs, symbols, and movements;
- give their names, ages, and addresses.

### *Language Level Indicators*

Students demonstrate that they are meeting the objectives for this level when they can:

- give basic information about themselves and ask for similar information from others;
- 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;
- write their own name and address and the names of some other class members;
- read and write about a series of events in a time sequence, using fairly brief sentences;
- use some formal and informal forms of address;
- talk about the meaning of some signs and symbols;
- participate to some extent in singing and dancing.

### *Learning Activities*

Learning activities could include the following.

#### Oral Language – Listening and Speaking

Students could:

- listen to and discuss Epi Swan's story *Ko Au Na Galo*;
- listen to the song "Ko Au Na Galo" on the audio cassette and learn it well enough to be able to perform it at assembly;
- discuss what they ought to do if they got lost;
- role-play a scene in pairs, in which one of them is lost and has to ask a police officer for help, telling him or her their name, address, phone number, and parents' names;
- play a game in which one person describes an object that appears in the book and the rest of the class guesses what it is.

#### Written Language – Reading and Writing

Students could:

- read books, poems, and stories on the theme of being lost;
- brainstorm words on the topic of being lost, which we could write on a wall chart;
- use these words to write about a time (real or imaginary) when they were lost, describing what happened and how they felt;
- fill in a brief personal information form with their name, address, and phone number;
- as a class, make a map of their neighbourhood, showing important landmarks and where each student lives.

## Visual Language and Cultural Learning

Students could:

- discuss how respect should be shown when addressing a police officer;
- discuss the family relationships depicted in the stories they have read, comparing them to those in their own family;
- draw a diagram showing members of their family, naming them, and writing the Tokelauan term for the relationship they have with each person (for example, uho, tuagāne, mātua, tamana);
- make a classroom display of signs and symbols that it would be helpful to know if they were lost.

### *Assessment Opportunities in the Unit of Work*

Assessment could include:

- the teacher's observation and informal notes about students' use of language during class discussions;
- students assessing each other on how well they communicated during their role-plays;
- students selecting samples of their own written work for their portfolios (noting how far each sample meets their language objectives).

## ***Fakatakitakiga 2: Greetings and Farewells***

This is a plan for a unit of work that might meet the needs of students working to meet level 1 achievement objectives at primary school.

### *Achievement Objectives*

Students should be able to:

- use everyday expressions to greet, farewell, or thank people (for example, mālō);
- begin to use the language of respect.

### *Language Level Indicators*

Students demonstrate that they are meeting these achievement objectives when they can:

- recognise and respond to commonly used forms of greetings and farewells;
- use some formal and informal forms of address.

### *Learning Activities*

Learning activities might include:

- practising greetings and farewells in pairs;
- performing greetings and farewells as part of a puppet show;
- greeting and farewellling real visitors;
- making greetings cards to send to family members.

As a concluding activity, students could perform a scene in which two families greet and farewell each other. First, the students divide into small “family” groups. In their groups, the students practise the greetings, using cards on which are written different farewells and greetings. The students must name a member of the other family as part of the greeting or farewell and use the appropriate greeting. They could repeat the activity, swapping roles. Finally, the groups could perform the scene for the class, with one group taking the role of the visitors and the other that of the hosts.

Here are some examples of what could be written on the cards:

Tālofa nī toku mātua, tamana, uho, tuafafine, ...

Tōfā nī taku tama, oku mātua, toku mātua, ...

Kua ō mai koutou? Kua pā mai koutou?

Mālō nī, fakafetai kua manuia mai te malaga.

Ko te alofa o te Atua kua mafai ai ke fetau kitatou.

O mamai kō nā mātua.

### *Resources*

Resources could include:

- cards with greetings to different target groups (for example, fathers, mothers, grandmothers, grandfathers, aunts, uncles, and cousins);
- stick puppets that the students make by drawing pictures of people, cutting them out, and gluing them to ice cream sticks.

### *Assessment Opportunities*

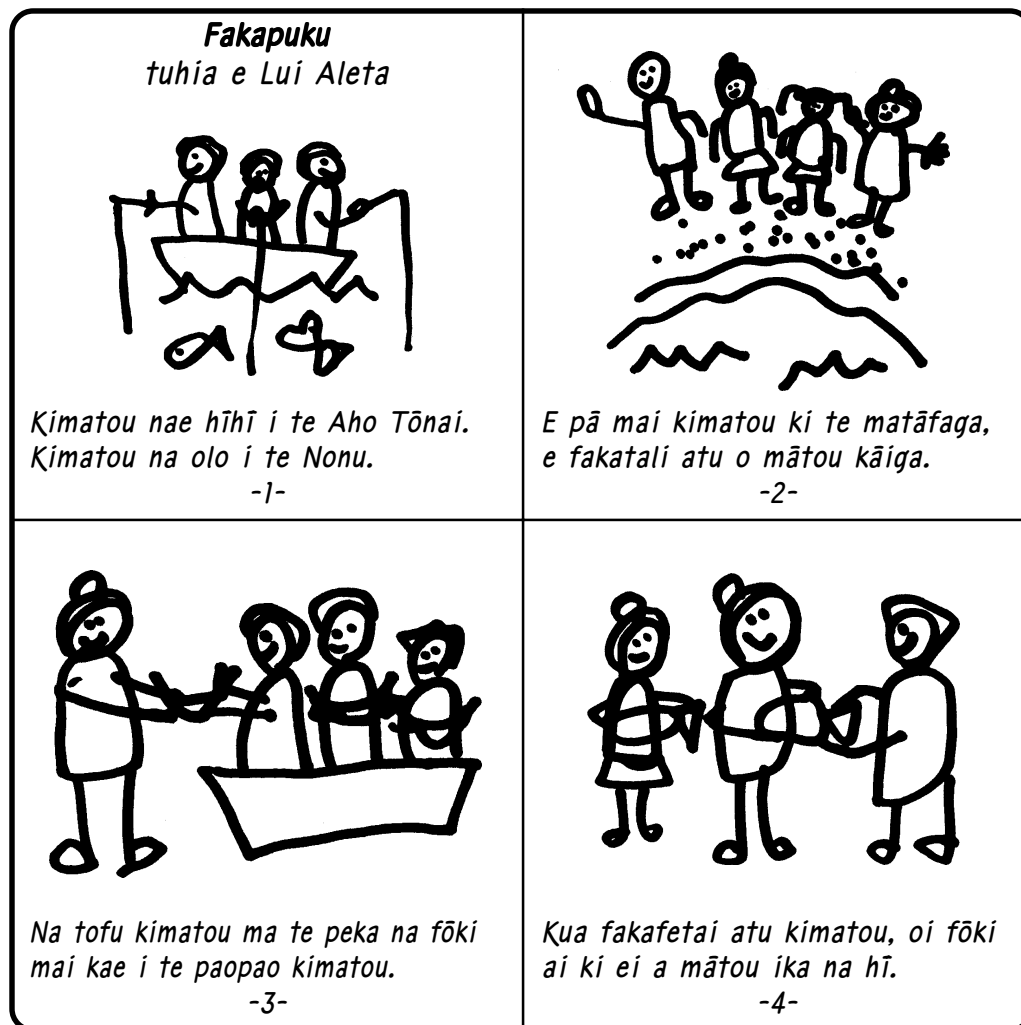
Assessment could include:

- the teacher’s observation of and informal notes about students’ use of expressions to greet and farewell people, and their use of the language of respect, during their performances;
- comments by the students about how far they met their objectives in their performance.

### ***Fakatakitakiga 3: Language Experience Stories***

One way in which we can help our students learn to read in Tokelauan is by writing down their spoken words about their own experiences and producing these stories as hand-made books that can be used at school. *Hand-made Books for Your Classroom* explains how to develop the experiences of our students into books that they can read and reread. The students’ own spoken language provides the text, and the students can draw the illustrations. Sometimes, photocopies of family photographs can be used. Photographs taken of students during a school-based activity also make excellent illustrations – John Hart’s *Polynesian Dance Festival* is illustrated with such photographs.





Students want to read these books because the words have come from them and are about their own experiences. The example above shows the text and drawings for a four-page hand-made book produced when a teacher wrote down the words of a student who had just been fishing on Wellington Harbour in *Nonu*, the traditional sailing canoe built by the community.

Read the story with a group of students. They may like to role-play the events in it. If a student recounted a story of their own about going out in a boat, like the story in the example above, we might share parts of Epi Swan's book *Ko te Nonu* with the student or the class.

Older students working at this achievement level could write their own stories and make them into books to share with younger students.

At level 1, we might use language experience books with students working towards the following achievement objectives. (Relevant language level indicators and assessment opportunities are also identified below.)

|   |  |
|---|--|
| <p><b>Achievement Objectives</b></p>    | <p>Students will:</p> <ul style="list-style-type: none"> <li>• briefly recount personal experiences;</li> <li>• briefly state likes and dislikes;</li> <li>• use expressions for ... colours;</li> <li>• view and discuss simple verbal and non-verbal signs [and] symbols.</li> </ul>   |
| <p><b>Language Level Indicators</b></p> | <p>Students meet the objectives when they:</p> <ul style="list-style-type: none"> <li>• make statements about their likes and dislikes and ask about those of their friends;</li> <li>• understand and express the main idea of a written text, using familiar language;</li> <li>• understand and use familiar expressions to seek and convey basic information;</li> <li>• start reading, independently, books intended for emergent readers;</li> <li>• use both upper and lower case letters of the alphabet in their writing;</li> <li>• read and write about a series of events in a time sequence, using fairly brief sentences;</li> <li>• talk about basic colours when describing objects (in the illustrations).</li> </ul> |
| <p><b>Assessment Activities</b></p>     | <p>Teachers could assess students' progress through informal observation when the students are:</p> <ul style="list-style-type: none"> <li>• telling or writing a simple narrative to share experiences or information (<b>speaking, writing</b>);</li> <li>• matching pictures with words (<b>listening, reading</b>).</li> </ul> <p>Samples of students' writing could be added to their portfolios.</p>   |

### ***Fakatakitakiga 4: Getting to Know Each Other***

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

#### ***Focus Ideas***

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 Tokelauan expressions;
- get to know one another and their teacher.

#### ***Objectives***

Students should be able to:

- use everyday expressions to greet, farewell, or thank people;
- 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*

#### **Listening and Speaking**

By the end of this unit, students will demonstrate that they are meeting the objectives for this level when they:

- 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.

#### **Reading and Writing**

By the end of this unit, students will demonstrate that they are meeting the objectives for this level when they:

- express the main idea of a written text, using familiar language;
- understand and express simple details about themselves and their families in written language;
- 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**

By the end of this unit, students will demonstrate that they are meeting the objectives for this level when they:

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

## *Learning Activities*

Here are four subtopics through which we could approach this topic with our students. Learning activities are suggested below for each subtopic.

- My Family and I
- My Friends, My Street, and Our Neighbours
- My Community and Our School
- Our City and Our Country

### **My Family and I**

Through communicative learning activities, students could explore ways of describing, in Tokelauan:

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

Learning activities might involve teacher and students in:

- talking to each other about their feelings;
- listening to Tokelauan 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 Tokelauan words for emotions;
- completing a piece of writing that describes a situation and then asks the reader, “He ā tā koe kā fai?”;
- drawing faces that show moods and talking about them;
- writing a 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;
- 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 taku miti mo toku lumanaki”;
- interviews where students work in pairs to find out what activities their partners can do;
- making books about their lives (for example where they were born, what they have done, their friends, where they have lived);
- miming 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 (see page 68);

- writing a timetable for a day or a 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 toku mātua he fafine pukupuku”);
- listing the responsibilities that each member of their family has;
- drawing a cartoon of their parents, with speech balloons showing what they might be saying in Tokelauan.

### My Friends, My Street, and Our Neighbours

Learning activities might include:

- listing and discussing the qualities students 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, “He ā te fiafia ai koe ki tau uō?” and then explaining that student’s point of view to a third student;
- planning streets and facilities for a new “ideal” neighbourhood;
- writing a poem or story called “Ko Oku Tuākoi”;
- planning and illustrating schemes for making their neighbourhoods more attractive – listing ideas, discussing them in groups, illustrating their ideas, and describing their neighbourhoods “before” and “after”;
- as a group, writing a short play called “Fehoahoani i Toku Kogāfenua” and then producing it for an audience.

### My Community and Our School

Learning activities might include:

- as a group, 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 “ko toku aho muamua i te kolihī”;
- finding out the Tokelauan words for some agencies and people in the community that they go to for assistance, for example, leoleo (police officer);
- talking about how they solve problems that arise in their community.

### Our City and Our Country

Learning activities might include:

- comparing maps of places like Porirua and Fenuafala;
- using an atlas to locate Tokelau;
- writing (in Tokelauan) answers to questions like:
  - Ko ai te fenua ē pili ki Fakaofu?
  - Ko ai te igoa o te moana e i ei ia Tokelau?
  - Ko Atafu e i mātū, pe ko haute o te ekueta?
  - Ko ai nā igoa o nā motu e fā o Tokelau?

## *Assessment Opportunities*

Assessment could include:

- the teacher's observation and informal notes about students' use of language to communicate with each other;
- peer assessment using starter sentences, such as "Ko au e fiafia i te tala ā Lole auā \_\_\_\_\_";
- 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 within this unit. Except for the first four (the atlas and the three maps), they are all published in Tokelauan by Learning Media for the Ministry of Education.

### ***Atlas and maps***

*Atlas of the South Pacific*

*Nukunonu* [map]

*Atafu* [map]

*Fakaofu* [map]

For more details of these, refer to pages 83–84.

### ***Tupu series materials that are fairly easy for students at this level to use***

*He Tamaiti Mohimohi*

*Hauni mo te Akoga*

*Heai ni Pato*

*Heai ni Pato/No Ducks* (Tokelauan/English audio cassette)

*Toku Mātua*

*Ko Tenei Toku Tamana*

*Ko te Kofu o Ane*

*Ko te Afā*

*Ko te Maumaga Talo a Tono*

*Fano ki te Kāiga*

*Going Home/Alu i le 'Āiga/Fano ki te Kāiga* (English/Samoan/Tokelauan audio cassette)

### ***Tupu series materials that are a little harder for students at this level to use***

*Havali Fakaua ki te Fale*

*Ko Fahi e Pehe ma Te Ika a Fahi*

*Ko To Matou Fale e Lata ki te Hu*

*Fakahoahoaga o To Matou Faiva*

*Huiga o he Fau mo Mama*

*Ko na Fakamalu ma na Aitu*

*Paheka i Nukunonu*

*Paheka i Nukunonu* (audio cassette)

*He Hoa Lava*

*Hua Ika Hahave*

*Ko te Taulofoa o Nena*

*Ko Au Na Galo*  
*Ko Au Na Galo* (audio cassette)

***Tupu series materials that are more difficult for students at this level to use  
(support will be needed)***

*Venihe ma te Tamā Leitiō Kukula*

*Ko he Po Tāligoligoa*

*Taimi o te Palolo*

*Ko te Polo Kilikiti Na Galo*

*Ko te Polo Kilikiti Na Galo/The Missing Kilikiti Ball* (Tokelauan/English audio cassette)

For more details about these resource materials (and information on how to order them), see the section on resources, pages 69–90.

## ◀ VĀEGA 2

### ***Fakatakitakiga 1: Paheka i Nukunonu***

Here is an example of how we might build a unit of work around Epi Swan's story *Paheka i Nukunonu*, using the book and the same story on an audio cassette, together with a wide selection of Easter hymns sung in Tokelauan.

#### *Achievement Objectives*

By the end of the unit, students should be able (in Tokelauan) to:

- record information;
- express interest and enjoyment;
- identify some of the different social roles people have in [the Tokelauan] culture (as described in *Paheka i Nukunonu*);
- express meaning in [a story] ... through visual images.

#### *Language Level Indicators*

Students demonstrate that they are meeting the achievement objectives for this unit when they can:

- listen, understand, and respond in simple social exchanges;
- understand significant information in familiar contexts;
- initiate talk and respond appropriately in brief conversations, using learned structures;
- understand a simple message and convey one accurately;
- understand and explain the main idea in [this text], using familiar language;
- record information ... in a range of ways;
- use both verbal and visual language to communicate some of their ideas.

#### *Learning Activities*

Students could:

- listen to the readalong version of *Paheka i Nukunonu* on the audio cassette;
- read and discuss *Paheka i Nukunonu*;
- learn and sing Easter songs from the audio cassette;
- in small groups, talk about their own experiences of Easter;
- (if they are in the Wellington region) invite the author to come and talk to the class in Tokelauan about her book;
- interview the author, either by recording an interview during her visit or through letters sent to the author (care of the editor of the Tupu series at Learning Media, Box 3293, Wellington);
- invite someone from Nukunonu to come and describe their Easter experiences;
- prepare a welcome for a visitor, during which they could sing the songs they have learned;
- in sequence, list the different things that happen on Nukunonu at Easter;
- draw individual pictures, each showing a different stage in the celebrations, to form a *Paheka i Nukunonu* sequence mural;



- label the different things shown in their mural;
- interview their parents or another adult about their experiences of Easter;
- present their findings to the class as an oral report;
- research how Easter is celebrated in other communities.

### *Assessment Opportunities*

Assessment could include:

- the teacher’s assessment of how effectively students labelled their murals;
- peer assessment of students’ oral presentations against criteria set by the teacher;
- students monitoring their own progress by keeping a daily journal describing what they have learned.

### ***Fakatakikiga 2: Talking about Art***

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 two that follow illustrate how we can plan to teach specialised Tokelauan vocabulary in the context of work planned in other curriculum areas.

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

|  |   |  |   |   |
|--|---|--|---|---|
| <ul style="list-style-type: none"> <li>• express relevant concepts in Tokelauan, making and using appropriate labels</li> </ul>  | <ul style="list-style-type: none"> <li>• brainstorm ideas with the students and provide opportunities to carry them out</li> </ul>  | <ul style="list-style-type: none"> <li>• explore the uses of crayon, pencil, and paint and later mount and assess a library display of their finished work</li> </ul>  | <ul style="list-style-type: none"> <li>• pencils, paper, crayons, paint</li> <li>• sheet on page 67</li> </ul>      | <ul style="list-style-type: none"> <li>• display space in library</li> </ul>  |
| <ul style="list-style-type: none"> <li>• demonstrate that they have developed their ability to talk about colour, shades of colour, size, shape, and pattern in Tokelauan</li> </ul> | <ul style="list-style-type: none"> <li>• display objects of different shapes, sizes, and shades for discussion</li> <li>• discuss colours by encouraging students to talk about the colours in the crayon pictures</li> </ul> | <ul style="list-style-type: none"> <li>• construct a graph to show a growing use of Tokelauan vocabulary to describe art work</li> </ul>   | <ul style="list-style-type: none"> <li>• their own art works</li> </ul>   | <ul style="list-style-type: none"> <li>• objects of different shapes, sizes, and shades</li> <li>• vocabulary from <i>Tokelau Dictionary</i> by Ropati Simona et al.</li> </ul> |
| <ul style="list-style-type: none"> <li>• use Tokelauan terms for dark and light shades appropriately</li> </ul>  | <ul style="list-style-type: none"> <li>• write relevant vocabulary in Tokelauan and discuss specific meanings</li> </ul>  | <ul style="list-style-type: none"> <li>• list a variety of colour and shade terms in Tokelauan</li> </ul>  |   | <ul style="list-style-type: none"> <li>• vocabulary list assembled from <i>Tokelau Dictionary</i></li> </ul>  |
| <ul style="list-style-type: none"> <li>• use Tokelauan terms relating to the concept of proportion</li> </ul>  | <ul style="list-style-type: none"> <li>• discuss everyday experiences involving the use of proportion.</li> </ul>   | <ul style="list-style-type: none"> <li>• use Tokelauan terms for proportion while drawing</li> </ul>   |   | <ul style="list-style-type: none"> <li>• art books, such as Caroline Vercoe's <i>Malamalama i na Mamanu Hiapo</i>.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• discuss their pictures in Tokelauan, identifying things and expressing interest and enjoyment, as appropriate.</li> </ul>                   |   | <ul style="list-style-type: none"> <li>• use three to four media in a single piece of art work</li> <li>• create cards and invitations to a special occasion</li> <li>• display completed work and evaluate it.</li> </ul> | <ul style="list-style-type: none"> <li>• pencils, paper, crayons, paint, dye, chalk, scissors, and glue.</li> </ul> |   |

By the end of this unit, students should be able to describe different shades of colours covering the whole spectrum from dark to light. They should be able to talk, in Tokelauan, 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, fale (houses). Students could go on to do observational drawings of different kinds of houses. Speaking in Tokelauan, 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 “E pāleni tau ata?”

When their art works for this unit are complete, the students can use them to create a display so that everyone can see all the drawings. The teacher or a student could make a positive comment in Tokelauan 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. “Kikila ki te ata i te hiapo. He ā te kē kitea? He manulele? he tapuvae e ō he manulele?” 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 how their chalk lines must be at least 3 to 5 millimetres thick. Then students can crayon between the chalked lines.

Speaking to them in Tokelauan, we can encourage students to think about the colours they will use. “Ni ā nā lanu e kē fia fakaaogā?” 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 dye their larger pictures. Choosing a dye to complement the colours in their pictures provides another chance to talk in Tokelauan, using the specialised words needed for this activity. The students will need to cover the whole picture with dye for the best effect. They can use a wide brush to remove excess dye.

### ***Fakatakitakiga 3: Writing Mathematical Problems in Tokelauan***

At level 2, students can start writing their own mathematical problems using Tokelauan 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.

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 Tokelauan.

Activities for this unit could include reading Teresa Manea Pasilio’s book *Ko te Polo Kilikiti Na Galo*, listening to the story on audio cassette, and then playing a game of kilikiti, keeping the score in Tokelauan.

| <b>Curriculum Area</b>                  | <b>Mathematics</b>   | <b>Tokelauan</b>   |
|---|--|--|
| <b>Strands</b>                          | Number   | accomplish everyday tasks using [Tokelauan] to communicate   |
| <b>Achievement Objectives (level 2)</b> | writing and solving story problems which involve whole numbers, using addition, subtraction, multiplication, or division     | <ul style="list-style-type: none"> <li>• identify people, places, and things</li> <li>• express concepts of amount, ownership, quality, and state</li> </ul>   |
| <b>Language Level Indicators</b>        |  | Students meet the objectives when they can: <ul style="list-style-type: none"> <li>• describe (and recognise descriptions of) themselves, other people, and familiar places and objects</li> <li>• count people and things</li> <li>• listen and show understanding when ordinal numbers ... are used</li> <li>• write using familiar language structures</li> <li>• record information reasonably accurately in a range of ways</li> <li>• understand and use learned structures to convey simple information in messages.</li> </ul> |
| <b>Assessment</b>                       | The teacher notes whether the students are able to make up, tell, and record appropriate number stories and talk about them. | The teacher and students discuss how successfully the students conveyed their maths stories to each other in Tokelauan, expressing ownership appropriately.  |

### ***Fakatakitakiga 4: Exploring Physical Properties Using Tokelauan***

Here is an example of a unit through which students could work towards achievement objectives in both *Science in the New Zealand Curriculum* and *Developing Programmes for Teaching Pacific Islands Languages*.

| <b>Curriculum Area</b>                     | <b>Science</b>  | <b>Tokelauan</b>   |
|--|---|--|
| <b>Strands</b>                             | Making Sense of the Material World  | accomplish everyday tasks using [Tokelauan] to communicate   |
| <b>Achievement Objectives</b><br>(level 2) | group familiar objects, using observable physical properties  | <ul style="list-style-type: none"> <li>• express concepts of amount and quality</li> <li>• make signs, labels, and lists</li> </ul>  |
| <b>Language Level Indicators</b>           |   | Students meet the objectives when they can: <ul style="list-style-type: none"> <li>• describe (and recognise descriptions of) ... objects</li> <li>• understand and use key words and phrases in signs, labels, and lists</li> <li>• record information reasonably accurately in a range of ways.</li> </ul> |
| <b>Assessment</b>                          | Teacher and students consider the students' ability to categorise objects and justify the categories they choose. | Teacher and students discuss the ways in which the students described the properties of objects and consider how far they communicated information to one another effectively.   |

#### ***Learning Activity***

The students could read Epi Swan's *Ko Au Na Galo*. Then they could draw up a chart in which they could list objects from the book under headings for different shapes, textures, colours, sizes, and smells. They could select one item from under each heading and write a sentence, in Tokelauan, explaining why it was put under that heading.

### ◀ VĀEGA 3

There will probably never be as many resource materials available in Tokelauan as there are in English. Because of this, we need to use the print resources we do have in many different ways. The following is an example of a unit built around a resource we may have used at another level.

#### ***Fakatakitakiga 1: Ko Au Na Galo***

This example of a many-faceted unit of work is built around just one resource – Epi Swan’s *Ko Au Na Galo*. Epi Swan is a writer who uses Tokelauan, Samoan, and English. She lives in Petone, where this story is set. It is about a young girl who has only just come to New Zealand.

#### *Achievement Objectives*

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

- report events (using some of the Tokelauan 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 *Ko Au Na Galo*, 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 a 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 Tokelauan to visit the classroom and talk briefly in Tokelauan about some of these topics; for example, a Tokelauan-speaking police officer could talk to the students about “Ko tō ola puipuia i loto o te kakai”.

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

#### *Assessment Activities*

**For primary school students working at level 3**

The students could use some of the 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.

**For secondary school students working at level 3**

With secondary school students, we might take the approach of sharing the plan for the unit with students by handing out an overview paper. In this way, older students could be encouraged to take more responsibility for their own learning. Before they begin work on the unit, we could go through the plan with the students:

- to check that they understand everything;
- to ensure that there are not too many pronunciation difficulties;

- to ask students for their input, discussing suggested changes with the class and negotiating the final form of the plan.

Students would then be able to take an active part in assessing their own work by considering how far it meets the learning objectives of the unit and by writing down their conclusions about what they have learned and what they need to work on next.

### ***Fakatakitakiga 2: Matematega (Guessing)***

Here is a simple activity for teaching students to say in Tokelauan, “Ko taku pahi, he ...”. We put large pictures up around the classroom, with most of each picture covered up. From what little they can see of the pictures, the students guess what each one shows. Using a complete sentence in Tokelauan 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 level 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.

### ***Fakatakitakiga 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 or 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 the other students and we provide.

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

### ***Fakatakitakiga 4: Expressing Surprise or Disappointment***

There is an example of an expression of surprise and disappointment at the end of *Ko te Polo Kilikiti Na Galo*. Telima is searching for his missing ball. Telima’s little brother is washing something. “‘Aha!’ kua lea atu ia Telima. ‘Fakaali mai ake au kie nae ufi.’”

After reading the story and listening to it on audio cassette, students could explore how Telima expressed surprise and disappointment in this book. What else might Telima have said and done? As a class, they could brainstorm possible expressions of surprise and disappointment, which we could write on the blackboard for them to use. Then they could each write their own alternative ending for the story, in Tokelauan, which they could read out to the rest of the class.

### ***Fakatakitakiga 5: Oiauēkē!***

For students to play a game of Oiauēkē!, we first need to make a set of Oiauēkē! cards. We need to use a photocopier to make two copies of each of ten photographs or drawings taken from books and articles about Tokelau. The pictures could feature, for example, ugauga (coconut crabs), hamufua (white pandanus mats without any pattern on them), and paopao (canoes). (An alternative is to substitute used Tokelauan stamps, so long as we have two of each.) Each picture (or stamp) is glued onto one of twenty cards. The cards should be the same size and 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, 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, “Oiauēkē!” The student then turns both cards face down again, leaving them exactly where they were, and the next student has a turn. When all the pairs have been taken, the student with the most pairs is the winner.

To make this activity easier, we can discuss all the pictures and name them together before playing the game. It is more challenging when the students have to use their own vocabulary and general knowledge. When a student makes a mistake by misnaming a picture, the others commiserate with them in Tokelauan, and that student forfeits a turn.

This game is great for building students' vocabulary. Different packs of Oiauēkē! cards can be made to cover different specialist areas of language, such as the names for parts of a boat, tropical fruits, and things associated with making togo (dyes).



## ◀ VĀEGA 4

### ***Fakatakitakiga 1: A Unit on the Sea***

In this unit of work for a Tokelauan 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 level 4 and another almost ready to start working towards level 5 objectives. Relevant level 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.

#### **The Sea**

##### ***Introduction***

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

##### ***Reading Activities***

- Group One will work from June Tangaere’s *Meakai mai te Tai*. The students will draw a picture from the story, labelling interesting things in their pictures with captions.
- Guided reading: The teacher will introduce a story like Johnny Frisbie’s *I Mua atu o te Tafatafākilagi*. Group Two will read it silently, and then the class will discuss it with the teacher.
- Expressive and Poetic Writing: Group Two will write stories based on the experiences discussed in Tokelauan in 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 inquiry cards, written out in Tokelauan that suits their level. The inquiry cards will ask questions like:

- He ā nei tē kona ai te tai?
- He ā te māfua ai nā galu i te tai?
- He ā te mamaha ma hua ai te tai?
- He ā te galulolo?

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

The tasks will require students to interview adults for traditional accounts and to consult 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 Tokelauan at our school.

##### ***Other Activities***

Students will find and share Tokelauan songs about the sea. They will write poems or their own songs on the theme of the sea. Resources will include *Songs and Stories of Tokelau* by Allan Thomas et al., Teresa Manea Pasilio’s *Nuanua of Tokelau*, Faraimo Paulo Kitiona’s *Na Faiva o Tautai Tokelau*, Matiti School’s *E Ke Iloa Au?*, Luhiano Perez’s *Ko Toku Faiva ko te Tulituli*, and *Tuiaki i te Kaumahina* by Kelihiano Kalolo. The display and presentation activities will give everyone a chance to enjoy one another’s creative work and to talk about it in Tokelauan.

## Fakatakitakiga 2: Sustaining Culture

This example suggests activities through which students could work towards the objectives of *Social Studies in the New Zealand Curriculum*. However, we can identify Tokelauan-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.

|  |  |  |   |
|--|--|--|---|
| <b>Unit Plan for Tokelauan and Social Studies – Culture and Heritage</b>   | <b>Topic:</b> Sustaining culture and heritage following migration  | <b>Level:</b> 4  |   |
| <b>Settings:</b> The Pacific and New Zealand   | <b>Curriculum Links:</b> The Arts – Music (dance and music), Technology (cooking)  | <b>Perspective:</b> Multicultural  |   |
| <p><b>Achievement Objectives</b><br/>           Students will demonstrate knowledge and understandings of:</p> <ul style="list-style-type: none"> <li>• why and how individuals and groups pass on and sustain their culture and heritage (social studies).</li> </ul> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• make comparisons;</li> <li>• participate in age-appropriate ways at cultural events;</li> <li>• experiment with traditional art and craft forms (for example, when weaving mats and fans);</li> <li>• understand the imagery in songs that use familiar language;</li> <li>• describe the traditional distribution of family resources (in the Tokelauan culture).</li> </ul> |  |  |   |
| <b>Indicators (social studies) and Language Level Indicators (Tokelauan)</b>   | <b>Learning and Assessment Activities</b>  | <b>Resources</b>   |   |
| <p>Students could demonstrate such knowledge and understandings when they:</p> <ul style="list-style-type: none"> <li>• describe various ways in which cultural practices and heritage are recorded and passed on to others;</li> <li>• give examples of ways in which people can retain their culture and heritage when they move to a new community.</li> </ul>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>• listen to visitors (native speakers) talking about their own experiences;</li> <li>• identify the emotional state of a participant in a conversation they are listening to from things like tone, intonation, and body language;</li> <li>• read Tokelauan texts about migration experiences;</li> <li>• construct a database showing special occasions celebrated in Tokelau and within the Tokelauan community in New Zealand;</li> <li>• construct a database showing some celebrations of other Pacific cultures;</li> <li>• interview parents and friends about their favourite celebrations;</li> <li>• draw a map showing celebrations shared between different Pacific countries;</li> <li>• read relevant material at appropriate reading levels;</li> <li>• read information presented on a map;</li> <li>• gather examples of illustrations, drawings, photographs, and other visual material related to the migration of Pacific communities to New Zealand.</li> </ul> | <p><u>Students</u></p> <ul style="list-style-type: none"> <li>• <i>Ceremonies and Celebrations</i> picture pack (Ministry of Education)</li> <li>• <i>Nukunonu</i> (map)</li> <li>• <i>Fakaofu</i> (map)</li> <li>• <i>Atafu</i> (map)</li> <li>• <i>Ko te Taulofofa o Nena</i> by Kaliopeta Hu'akau</li> <li>• <i>He Palakuta Tukehe Tenei!</i> by L. W. Ranfurly</li> <li>• <i>Ko Ai nei te Fia Nofo i te Fale?</i> by Pepe Robertson</li> <li>• their own families</li> <li>• the <i>School Journal Catalogue</i> or <i>Journal Search</i></li> <li>• invited guests</li> </ul> | <p><u>Teacher</u></p> <ul style="list-style-type: none"> <li>• <i>A Guide to the Pacific Learning Materials 1976–1996</i></li> <li>• <i>Tupu Handbook</i></li> <li>• <i>Social Studies in the New Zealand Curriculum</i></li> <li>• <i>Social Studies in the New Zealand Curriculum: Getting Started</i></li> <li>• maps of the Pacific and of Tokelau</li> </ul> |

|   |  |  |  |
|---|--|--|--|
| <p>Students demonstrate that they are meeting achievement objectives at this level when they can:</p> <ul style="list-style-type: none"> <li>• explain the imagery in simple songs, giving examples.</li> </ul>   | <ul style="list-style-type: none"> <li>• discuss, with a visitor, the purpose of a song and the message it conveys;</li> <li>• listen to a short talk about a Tokelauan song and then present the information in a different form;</li> <li>• find, on a map of Tokelau, the names of villages mentioned in songs;</li> <li>• write a brief report about the lyrics of a specific Tokelauan song;</li> <li>• give a brief presentation on a familiar topic that relates to a Tokelauan song.</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Songs and Stories of Tokelau</i> by Allan Thomas et al.</li> </ul>   | <ul style="list-style-type: none"> <li>• invited guest</li> </ul>  |
| <p>Students demonstrate that they are meeting achievement objectives at this level when they can:</p> <ul style="list-style-type: none"> <li>• explain the meaning of movements (that relate to the words of a song) in performing Tokelauan dances (extended from level 2 indicator).</li> </ul>             | <ul style="list-style-type: none"> <li>• perform a traditional action song in front of an audience;</li> <li>• describe the verbal and non-verbal aspects of a dance;</li> <li>• sing in Tokelauan, demonstrate understanding of a song's meaning, and perform it with appropriate movements.</li> </ul>   | <ul style="list-style-type: none"> <li>• materials for costumes they will help make</li> </ul>   | <ul style="list-style-type: none"> <li>• a tutor for dance movements</li> </ul>  |
| <p>Students demonstrate that they are meeting the objectives for this level when they can:</p> <ul style="list-style-type: none"> <li>• explain, in some detail, the process involved in a traditional way of cooking;</li> <li>• explain some techniques involved in traditional arts and crafts.</li> </ul> | <ul style="list-style-type: none"> <li>• research how food used to be gathered in Tokelau and stored for periods of drought and famine;</li> <li>• discuss a traditional method of food preparation and compare it to the modern way of preparing that food;</li> <li>• discuss and plan a menu for a special occasion;</li> <li>• participate in a traditional way of cooking;</li> <li>• listen to and then carry out a set of four to five instructions;</li> <li>• research a traditional craft;</li> <li>• make a craft object (dance costumes);</li> <li>• display and label work they have made in a craft they have researched.</li> </ul> | <ul style="list-style-type: none"> <li>• Lino Nelisi's <i>Aiani ma te Aitu o na Māhoā</i></li> <li>• Ester Temukisa Laban Alama's <i>Huiga o he Fau mo Mama</i></li> <li>• Caroline Lolegi Vercoe's <i>Malamalama i na Mamanu Hiapo</i></li> </ul> | <ul style="list-style-type: none"> <li>• invited guests who can help with craft work (making dance costumes) and cooking (giving advice in Tokelauan)</li> </ul> |

### ***Fakatakitakiga 3: Ha Hahave Tenei***

Two of the achievement objectives students should be working towards at level 4 are that they should be able to “make comparisons” and “produce explanations” in Tokelauan.

Students could compare Sister Juliana Perez’s Tokelauan book *He Hahave Tenei* with *Hua Ika Hahave*, the Tokelauan translation of Aue Sabina Fakanaiki’s Niuean book, which describes how flying fish are caught and cooked in Niue.

They could find out more about this topic by interviewing people who grew up in Tokelau or Niue, by reading Chapter 17 of *Matagi Tokelau*, or by using the Children’s Subject Index at the back of the *Tokelau National Bibliography/ Fakamaumauga o na Tuhituhiga o Tokelau*, which is available from the National Library of New Zealand.

Students could write a report in Tokelauan, explaining what they have learned about the similarities and differences in the way flying fish are caught and cooked in Tokelau and Niue.

## ◀ VĀEGA 5

### ***Fakatakitakiga 1: Social Structure in a Nuku***

This unit gives students the opportunity to meet objectives at both level 5 and level 6.

#### *Focus Ideas*

This unit of work will provide opportunities for students to:

- learn about the social structure of the villages on the three main atolls in Tokelau;
- learn about how the social structure on these three atolls is reflected in the way Tokelauan communities in Taupo, Rotorua, Auckland, Porirua, and the Hutt Valley structure themselves.

#### *Achievement Objectives*

Students should be able to:

- suggest a course of action, giving reasons for it;
- structure a text to meet the needs of a specific audience;
- ask for ... and react to opinions;
- participate in cultural [kāiga and puikāiga] events, showing an understanding of appropriate behaviour (with respect to toeaina, lōmatua, members of taupulega, faipule, and so forth);
- describe the social structure of a [Tokelauan] village (considering kakai and nuku);
- recognise the features of different types of songs (for example, pehelotu [hymns]).

#### *Learning Activities*

Learning activities might include:

- discussing the best way to build a scale model of a village in Tokelau and then building it and labelling the different parts, such as the gātai (lagoon side) and the tua (ocean side);
- making a diagram of the social structure of an extended family, showing the relationships between the members, to present to their peers within the school or class;
- participating in a community event;
- as a class, recording an audiotape demonstrating the different types of pehe;
- interviewing senior members of the local Tokelauan community about their opinions on differences between the social structure of the Tokelauan community in New Zealand and that in Tokelau.

#### *Resources*

Resource materials might include:

- Kelihiano Kalolo's article "Tokelau" ;
- Grahame Keen's book *Atoll*;
- Marti Friedlander's picture pack showing Falē village on Fakaofu;
- chapters 15 and 16 in *Matagi Tokelau*;
- Neville Peat's photographs in his book *Tokelau: Atoll Associate of New Zealand*;
- Glenn Jowitt's photographs in Jennifer Wendt's book *Food Distribution in Tokelau*;
- Arno Gasteiger's photographs in Mark Scott's article "Tokelau: Islands of the Wind".

## ***Fakatakitakiga 2: Giving Instructions***

One of the achievement objectives for level 5 is that students should be able to “give instructions for a procedure”. Here is an activity we can use to teach students how to give (and follow) instructions in Tokelauan.

Behind a screen, make an arrangement with coloured blocks or small objects. Each member of a small group of students has similar blocks or objects. Their task is to copy your arrangement without seeing it, by listening to what you say. Describe the arrangement you have made, saying things in Tokelauan like, “Tuku te loli ki tua o te tāvale.” Tell the students (in Tokelauan) if they get something wrong – but don’t touch their arrangements. The students are allowed to ask you questions and help each other as long as they speak only in Tokelauan. Once everyone has got their arrangement right, take away the screen and show them they have got it.

Working in small groups, the students can take turns making and describing the pattern behind the screen.

## ***Fakatakitakiga 3: Pehe***

By level 5, students should be learning to “recognise the features of different types of songs”. They should look at a wide range of pehe (Tokelauan songs), discussing their features and developing performance skills that bring out those features. A unit of work on pehe will usually culminate in an authentic performance for a real audience. Resource materials could include the following.

### *Resource materials that provide information about pehe*

- Ingjerd Hoëm’s “Songs and Cultural Identity” in *Kupu mai te Tūtolu: Tokelau Oral Literature*
- Allan Thomas, Ineleo Tuia, and Judith Huntsman’s *Songs and Stories of Tokelau: An Introduction to the Cultural Heritage*
- Chapter 18 in *Matagi Tokelau*, especially the section on page 219 on ancient Tokelauan songs

### *Audio cassettes*

- The audio cassette that accompanies *Songs and Stories of Tokelau: An Introduction to the Cultural Heritage* by Allan Thomas et al.
- Tagi’s *Lagi a Tokelau*
- The pehelotu on Epi Swan’s *Paheka i Nukunonu* audio cassette
- The fishing songs on Epi Swan’s *Pehe i na Faiva Faka-Tokelau* audio cassette

### *Sources of activities for teaching songs and teaching about songs*

- *Music Education Standard Two to Form Two: A Handbook for Teachers* (teaching within the context of taking a Pacific Islands cultural group is covered on pages 218–220)
- *Music Education in Secondary Schools: A Handbook for Teachers* (teaching Pacific Islands music is covered on pages 63–73)

## ◀ VĀEGA 6

### ***Fakatakitakiga 1: Tokelauan Fishing Technologies – Making Hikaki***

Fishing is very important to Tokelauan people, whether they live on one of the four atolls or in coastal urban centres like Porirua and the Hutt Valley. For Tokelauan communities in New Zealand urban centres, passing on knowledge about how to make and use fishing gear to young, New Zealand-born Tokelauans (who may never have been to Fakaofu, Nukunonu, or Atafu) is an important part of preserving Tokelauan culture. In Wellington, the Tokelauan community has built a traditional sailing canoe called *Nonu*. From time to time, students are taken out onto Wellington Harbour to learn how to sail and fish in traditional ways.

This unit of work helps students meet the language objectives of *Developing Programmes for Teaching Pacific Islands Languages*.

#### *Focus Ideas*

This unit will give students opportunities to:

- learn about and compare some of the ways in which Tokelauan people in New Zealand cities and on the four atolls use different types of gear for different types of fishing;
- make and use hikaki (light bamboo fishing rods).

#### *Achievement Objectives*

Students should be able to:

- handle many social situations with increasing confidence;
- discuss the likely consequences of their actions;
- present information, using several media;
- produce well-structured research reports;
- respond to suggestions about plans;
- pay compliments and accept them appropriately.

#### *Learning Activities*

Learning activities might include:

- comparing the fishing gear used in different parts of the Pacific;
- interviewing a Tokelauan visitor about their fishing gear and methods;
- examining and comparing examples of home-made and manufactured fishing gear;
- identifying the kind of gear needed to do a particular kind of fishing and describing it in Tokelauan, combining words with diagrams;
- working in small groups and talking in Tokelauan in order to develop a plan, identify all the components they will need, allocate tasks, and develop a timeline to meet the deadline of a fishing trip;
- conducting “trial runs” to test their equipment and make any necessary modifications;
- assembling hikaki, working to the instructions given in Tokelauan in Epi Swan’s *Hikaki*;

- discussing the central role that fishing plays in preserving Tokelauan culture within the Tokelauan community in New Zealand;
- each student choosing to research another example of a Pacific fishing technology, using the learning materials introduced to them at the beginning of this unit;
- discussing how fishing technologies affect the choices available to Pacific people who wish to fish in traditional ways in New Zealand.

### *Resource Materials*

The following Ministry of Education Tupu series resource materials could be used in this unit. Refer to pages 73–76 for item numbers for these. The main topic that each covers is given in brackets after the title.

*Fakahoahoaga o To Matou Faiva* (fishing with rods off a wharf);

*Taimi o te Palolo* (using lights and a scoop to catch palolo);

*I Mua atu o te Tafatafākilagi* (fishing with a glass box);

*Ko te Nonu* (fishing from a traditional Tokelauan canoe in Wellington Harbour);

*Hihī Kaukau* (using the equipment associated with a method of “boatless” fishing);

*Ko te Koloa a Tokelau* (making fishing lures with mother-of-pearl shell);

*Hikaki* (making and using a light bamboo fishing rod);

*Hua Ika Hahave* (catching flying fish with a light and a net).

Resources about different aspects of Tokelauan fishing technology published by Mataeke o Akoga Tokelau for students (and listed on pages 81–82) include:

- Kelihiano Kalolo’s *Tuiaki i te Kaumahina* (fishing from a boat in the lagoon and from a reef at night);
- Luhiano Perez’s *Ko Toku Faiva ko te Tulituli* (chasing fish with a spear in shallow water);
- Faraimo Paulo Kitiona’s *Na Faiva o Tautai Tokelau* (a general look at a number of different fishing methods and the fishing gear used).

### *Assessment*

The teacher could keep a log describing group progress towards the relevant achievement objectives for the duration of the unit of work, noting the contributions of members to group work and assessing the developing language skills of individual students. Each group of students could keep a group portfolio containing a record of their group’s progress and achievements.

### *Extensions*

The technology section in *Nonu: Notes for Teachers* (pages 17–32) contains further suggestions for studying aspects of Tokelauan fishing technologies in the classroom. Pages 45–52 provide further ideas for using the topic to teach Tokelauan.

The topic could be interwoven with the science activity called Gone Fishing, described in the Ministry of Education book *Developing Science Programmes*. This activity makes use of Tokelauan learning materials about fish and fishing to enable “students from non-English speaking backgrounds to be fully involved in the [science] programme” (page 43). In mainstream classrooms, bilingual students could take



Tokelauan books about fishing home to explore with their parents. They could then report back in English to the rest of the class. For ideas for this science extension of the topic, see pages 43–50 of *Developing Science Programmes*.

### ***Fakatakitakiga 2: Expressing Empathy***

Students working within level 6 are learning how to express empathy. Students could work in pairs and share memories of occasions when they experienced feelings of 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 Tokelauan, they could make editing suggestions to their partners to help them improve a first draft.

We can help students take part in this kind of activity by teaching them how to say, in Tokelauan, things like:

- “E kō hāfia te mea e kē lagona.”
- “Na pā au foki ki he tūlaga vēnā.”
- “E i lā vēnā foki hoku lagona.”
- “He ā e hē hui ai tau tala kae ke ...”
- “Ko te mea e fiafia ai au i tau tala ...”
- “Kā nei ko au te ōku te tala, ko au e ...”

### ***Fakatakitakiga 3: Tokelauan Patterns***

By level 6, students are coming to understand the meaning of some traditional images and patterns found in Tokelau and other Pacific Islands cultures. Students could study, discuss, and present the patterns and designs used in Tokelauan tattooing, and in Tokelauan mats and fans,<sup>4</sup> to meet the objectives:

- present information, using several media;
- produce well-structured research reports;
- explain traditional imagery ...;
- explain Pacific perceptions of tattooing and describe some of the traditions associated with it.

Students could study the passages in Tokelauan about weaving in chapter 3 of *Kupu mai te Tūtolu* by Ingjerd Hoëm et al. (pages 59–72) and in the section on weaving in *Songs and Stories of Tokelau* by Allan Thomas et al. (pages 38–53).

Both these sources include photographs and diagrams showing many of the patterns used and how they are formed, including fete, kafa, kopa, pale, and tupono, and provide an explanation in Tokelauan with an English translation. *Kupu mai te Tūtolu* adds a section on mat-weaving terms (on pages 66–69). Fatai Tumua is the lōmatua who is quoted in *Songs and Stories of Tokelau*, and Uga Peni is the lōmatua quoted in *Kupu mai te Tūtolu*.

<sup>4</sup> The Tokelauan artist and illustrator Faraimo Paulo Kitiona (FaraPikiti) first became interested in art as he attempted to copy with a stick in wet sand the patterns and designs his mother wove into fans.

### ***Fakatakitakiga 4: “Fire-fighter from Tokelau”***

The example below shows a plan for the first week’s work of a level 6 unit built around David Somerset’s interview with Litara Lua, “Fire-fighter from Tokelau”. (Litara Lua was New Zealand’s first Tokelauan woman fire-fighter. She died in 1998, diving in Owhiro Bay, while she was a member of the Blue Watch at Kilbirnie Fire Station.) Before the unit starts, we would need to translate the interview into Tokelauan at a reading level appropriate for our students.

| <b>Aho o te Vaiaho</b> | <b>Achievement Objectives</b>  | <b>Activities for This Week</b>  | <b>Key Resources</b>   |
|------------------------|--|--|--|
| <b>Aho Gafua</b>       | <ul style="list-style-type: none"> <li>• express empathy with another person</li> </ul>  | <ul style="list-style-type: none"> <li>• read and discuss interview with Litara Lua in English and Tokelauan</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>111 – Emergency!</i> (Choices series) or <i>School Journal</i>, Part 3 Number 3, 1993</li> </ul>   |
| <b>Aho Lua</b>         | <ul style="list-style-type: none"> <li>• give [and follow] detailed instructions</li> </ul>  | <ul style="list-style-type: none"> <li>• begin to recast “Fire-fighter from Tokelau” as a series of questions and answers in Tokelauan</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>111 – Emergency!</i> (Choices series) or <i>School Journal</i>, Part 3 Number 3, 1993</li> </ul>   |
| <b>Aho Lulu</b>        | <ul style="list-style-type: none"> <li>• give [and follow] detailed instructions</li> </ul>  | <ul style="list-style-type: none"> <li>• continue work on recasting interview</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>111 – Emergency!</i> (Choices series) or <i>School Journal</i>, Part 3 Number 3, 1993</li> </ul>   |
| <b>Aho Tofi</b>        | <ul style="list-style-type: none"> <li>• present information, using several media</li> </ul>   | <ul style="list-style-type: none"> <li>• video of students role-playing the interview</li> </ul>   | <ul style="list-style-type: none"> <li>• Samson Samasoni’s <i>Tuhituhiga</i></li> </ul>  |
| <b>Aho Falaile</b>     | <ul style="list-style-type: none"> <li>• discuss the evidence both for and against a point of view [acting appropriately with regard to Tokelauan cultural values]</li> <li>• produce a well-structured research report</li> </ul> | <ul style="list-style-type: none"> <li>• discuss the advantages and disadvantages of fire-fighting as a career</li> <li>• discuss traditional Tokelauan perceptions of the roles of women and how these are changing</li> <li>• research the changing roles of women in Tokelauan society</li> </ul> | <ul style="list-style-type: none"> <li>• Even Hovdhaugen’s “The Work of Tokelauan Women” (pages 59–72 in <i>Kupu Mai te Tūtolu</i> by Ingjerd Hoëm et al.)</li> <li>• Tokelauan visitor (a woman in a non-traditional occupation)</li> </ul> |

## ◀ VĀEGA 7

### ***Fakatakitakiga 1: Autobiography***

At this level, students' reading should include Tokelauan texts that provide good models of autobiographical writing and interesting material to reflect on and discuss. In reading and writing about autobiographies, students are able to work towards the following level 7 achievement objectives:

- report points of view;
- justify an interpretation;
- argue for a particular course of action;
- express feelings, showing tact and sensitivity towards others;
- express obligation;
- decide whether a conclusion is reasonable and logical.

Autobiographical writing suitable for students working within level 7 includes:

- Johnny Frisbie Hebenstreit's *Ko he Po Tāligoligoa* (published in English in the Tupu series as *A Quiet Night*);
- Johnny Frisbie's *Ko to Matou Paopao Fou* (published in English in the *School Journal* as "Pānikiniki");
- Ropati Simona's *Kua Tukua Tautahi Au* (told in both Tokelauan and English by the author on the Tupu audio cassette *Kua Tukua Tautahi Au/Left on My Own*);
- 'Elenga Mailangi's *Hihī Kaukau* (published in English in the *School Journal* as "Fakalukuluku").

Students could use these texts as models for their own autobiographical material, looking critically at and describing incidents from their own lives. Or they could use *Ko te Taulofo o Nena* by Kaliopeta Hu'akau as a model for describing an important incident from their own lives and present it as a school project.

How does autobiographical writing differ from fiction? In their own writing, students could explore this distinction, which is not as clear-cut as they might think. Lino Nelisi's stories about Aiani and Uncle Tuki are largely based on her relationship with her older brother in Niue. To what extent, then, are these stories really fiction?

### ***Fakatakitakiga 2: Presenting Viewpoints through Video***

This unit of work could help students meet the following level 7 achievement objectives (from *Developing Programmes for Teaching Pacific Islands Languages*):

- report points of view;
- interpret and analyse the visual and verbal features of ... presentations;
- use their analyses to help them make choices about their own presentations to different audiences.

Students could develop a script for a class video production using the Tokelauan language. A dramatic event, factual or imaginary, that relates to Tokelauan history or culture could be used as a starting point. For example, what if the descendant of a Peruvian slaver were to meet the descendant of one of the Tokelauan people taken to Peru? Such a meeting could form the basis for an extremely powerful script, with dramatic tension arising from the very different points of view that the characters

could present.<sup>5</sup> (Many New Zealand students think first of the American South in connection with slavery, not realising that there is an example much closer to home.)

Such a school video production could feature more than one language. Work on it will involve the four traditional language modes – listening, speaking, reading, and writing – as well as the visual language skills of viewing and presenting. Students could refer to *Tuhituhiga*, Samson Samasoni's book about how to write scripts for school video productions, which describes some ways of combining visual and verbal language features in a video script for different audiences. Students could use these as models for their own interpretations and analyses.

The classroom can be turned into a scriptwriting workshop for the duration of the unit. There could be camera gear with parts labelled in Tokelauan.

<sup>5</sup> Chapter 8, Na Vaka-kaihohoa-tino – The Slave Ships, in *Matagi Tokelau*, could provide students with the information for a script on this subject.

## ◀ VĀEGA 8

### ***Fakatakitakiga 1: Kua Tukua Tautahi Au (Left On My Own)***

#### *Achievement Objectives*

Students should be able to:

- compare the cultural practices of different Pacific cultures;
- put forward a hypothesis.

#### *Language Level Indicators*

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

- compare aspects of their own culture with aspects of other cultures;
- evaluate a ... short story critically.

#### *Specific Learning Outcomes for This Unit of Work*

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

- compare some aspects of Tokelauan culture with the corresponding aspects of the culture of Papua New Guinea;
- discuss similarities and differences between the two cultures, using appropriate language for an essay;
- form a hypothesis to use as the basis of their critical evaluation of a short story.

#### *Learning Activities*

The students begin by reading and listening to Ropati Simona's *Kua Tukua Tautahi Au*, a story about a Tokelauan missionary family in Papua New Guinea. Then, as a class, they discuss how the main character felt while he was lost in the bush and how the community felt. Encourage the students to discuss how the community supported the father and to work out what the main theme of the story is.

Talk about the values that are illustrated in *Kua Tukua Tautahi Au*. Encourage the students to discuss what values are and how they are expressed in the Tokelauan culture and in other cultures the students know, using examples from their own experience.

Students could compare Ropati Simona's feelings towards his father with how they imagine their own feelings would be in a similar situation. The class could discuss particular scenes, for example:

- the elders rubbing and kissing the boy's face;
- the same group taking turns to hold him when he returned;
- the searchers feasting by the river.

Ask the students to consider what these scenes tell us about Papua New Guinean culture. Would things have been done the same way in Tokelau? What would have happened differently?

Each student prepares an oral presentation for the class, comparing aspects of the Tokelauan culture with aspects of another culture (which may or may not be the culture of Papua New Guinea).

Each student forms a hypothesis about the main theme of the story they have studied and writes an essay in which they outline their hypothesis and go on to evaluate the story from this perspective.

### *Extension work*

Working towards the achievement objective “explain ways in which different combinations of visual and verbal language features can achieve different purposes”, students could look at how Ropati Simona and Jack Kirifi have combined their writing and illustrations in *Kua Tukua Tautahi Au*. Who is their intended audience? What culture do the border patterns suggest? Why have photographs been used on the front and back covers and not inside? Students could discuss the advantages and disadvantages of using drawings, photographs, and traditional patterns to illustrate this autobiographical story.

### ***Fakatakitakiga 2: Persuading***

In the strand “exchange experiences, information, and points of view”, students at this level learn to “put forward a hypothesis”, to “discuss advantages and disadvantages”, and to “experiment with literary genres”. Learning activities to meet these achievement objectives could focus on the theme of “persuasion”. The students could look for examples of someone persuading, influencing, or sweet-talking someone else into doing something – perhaps even something wrong – by researching a wide range of stories published in Tokelauan.

To find such stories, students could look in the books and audio cassettes published in the Tupu series, the four stories published in *He Kete Kakai* (edited by Aleki Silao), the four in *Ni Tala mai te Pahefika* (Department of Education), and among the many stories published by Mataeke o Akoga Tokelau.

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 *Hikaki*, Uncle Avito persuades the three children to help him make some home-made bamboo fishing rods and go fishing with him on the Petone wharf. 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 what kind of persuasion it is. As students find examples, they bring them to us for confirmation and decide how the episode fits the criteria for persuasion.

It doesn’t matter if students look through 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.

### ***Fakatakitakiga 3: Developing a Personal Writing Style for Stories***

One level 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 te Taulofa o 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 almost conceals his anger in *Kua Tukua Tautahi Au*.

Students could write in Tokelauan 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 also 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 Tokelauan about a second incident. They may like to offer their completed work to a community newspaper or class newsletter published in Tokelauan.

## ◀ Teaching Several Levels at the Same Time

### *Fakatakitakiga 1: Using the Theme of Special Occasions*

This example shows how we might plan to teach different groups of students (working towards Tokelauan-language achievement objectives at several different levels) at the same time. (The unit is intended for a bilingual class working in Tokelauan and English on a social studies topic.)

We begin by identifying the essential learning areas we want to cover, the levels the students will be working within, the strands and achievement objectives we intend to cover, and the duration of the theme. In this example, the essential learning areas are language and languages (Tokelauan and English) and social studies, the levels covered are 1 to 3, and the duration is five weeks.

#### *Strands*

- Language and languages (English) – Oral, Written, and Visual Language
- Language and languages (Tokelauan) – exchange experiences, information, and points of view; communicate feelings and attitudes; act appropriately with respect to Tokelauan 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 (Tokelauan 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 [Tokelauan] customs and traditions associated with participation in cultural activities (by describing a special family occasion and a traditional Tokelauan 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 Tokelauans and by people of other cultures, past and present, in New Zealand, on the four atolls of Tokelau, 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. In social studies, the focus could be on taking part in a special occasion. Concepts to be explored could include:

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

In learning about these concepts, students will have opportunities to meet such Tokelauan-language achievement objectives as “briefly recount personal experiences” (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.

In practising these skills, students could meet such Tokelauan-language achievement objectives as “exchange basic factual information” (level 1) and “identify some of the social roles people have in a Pacific culture” (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 Tokelauan to the extent that each group can cope).

- He ā te kē kitea i te ata?
- He ā nei te kua tupu?
- Ni ā tā nā tino i te ata tēnei e fai?
- E vēfea nei a latou kupu e fai?
- He fakatahiga ā tēnei?
- He ā he fakatahiga fakapitoa kua pā koe ki ei?
- Ni fakatahiga vēfea te fakapitoa e koe?

In this way, we can lead students to discover some of the things that photographs can tell us about special occasions. But we also need to encourage them to support their discoveries by linking them to their personal experience. Ask them what occasions are special to them. Have them write a description of some 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). Ask what each picture tells them about the special occasion.

At this point, we could discuss the students' responses to a question like "At Christmas, how do you feel?" 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: "He ā te kua kitatou maua mai i nā fakatahiga fakapitōa?" "E kitatou maua vefea nei niētahi fakamatalaga ki nā mea vēnā?" (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:

- Paheka (Easter);
- birthdays, including "twenty-firsts";
- New Year celebrations;
- the Indian Festival of Lights;
- a Niuean or Cook Islands hair-cutting ceremony;
- a Samoan 'ava ceremony;
- a 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;
- social and economic obligations;
- traditional skills.

Each of these subtopics could also be brainstormed by separate groups, who could come up with ideas like those listed on page 59.

|                                 |   |
|---------------------------------|---|
| Ceremonies and celebrations     | Aho Ha o Tamaiti (Samoan White Sunday)<br>Fakapuku<br>Birthdays<br>Birth celebrations<br>Faipoipoga (weddings)<br>Funerals and unveilings of headstones<br>Coming-of-age ceremonies<br>Fakamē (Tongan Children’s Day)<br>Paheka<br>Christmas and New Year celebrations<br>Yam blessings (in Niue)<br>Hair-cuttings<br>Ear-piercing celebrations   |
| Competitions                    | Faigā hiva (dance competitions)<br>Speechmaking competitions<br>Choir festivals<br>Tauvāgā kilikiti (kilikiti tournaments)<br>Tōhoga (tug-of-war competitions)<br>Stilt competitions<br>Sailing races and six-seater canoe competitions<br>Weaving competitions   |
| Social and economic obligations | Entertaining visiting groups (cultural groups and sports teams, for example)<br>Haogā tupe (raising funds for community functions)<br>Inati<br>Ni tino malaga (receiving visitors)<br>Exchanging gifts<br>Pange tivaevae (Cook Islands quilt-sewing circles)  |
| Traditional skills              | Dancing<br>Tapa printing (as in Samoa and Tonga)<br>Weaving with pandanus and sinnet<br>Kuka/tunugā meakai (cooking)<br>Faifaiva (fishing)<br>Sailing<br>Making canoes<br>Tunugā lolo popo (making coconut oil)<br>Making traditional items (such as fans)<br>Sewing tivaevae (quilts) in the Cook Islands and Tahiti<br>Embroidering special pillowcases<br>Preparing pandanus<br>Making māhoā (arrowroot flour)<br>Collecting shells and making necklaces with them<br>Filigā lama (torch-making) |

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

- What is the occasion called in the language of the culture concerned?
- What are some countries it is celebrated in?
- How is it celebrated – what happens?
- What are some traditions associated with the occasion?

- What are some special accessories used on the occasion?
- Who is involved?
- Why is the occasion celebrated?
- What are some rules or customary procedures that must be followed?
- What are the feelings of the people involved?

We could then identify and evaluate:

- the Tokelauan-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.

Finally, 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 Tokelauan, we could use the format for a unit plan on page 132 in *Developing Programmes for Teaching Pacific Islands Languages*.

### ***Fakatakitakiga 2: Tokelauan Music***

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

|  |  |   |   |
|--|--|---|---|
| Unit Plan  | Topic: Tokelauan Music   | Level: 1–3  |   |
|  | Curriculum Links: The Arts (music, dance )   |   |   |
| <b>Achievement Objectives:</b><br>Students should be able to: <ul style="list-style-type: none"> <li>• follow simple instructions (level 1);</li> <li>• briefly state likes and dislikes (level 1);</li> <li>• take a simple part in a cultural performance (level 1);</li> <li>• view and discuss simple verbal and non-verbal signs, symbols, and movements (level 1);</li> <li>• express interest and enjoyment (level 2);</li> <li>• make signs, labels, and lists (level 2);</li> <li>• understand and respond to the visual aspects of [a cultural performance] (level 2);</li> <li>• express meaning in [a performance] through visual images (level 2);</li> <li>• express more complex likes and dislikes (level 3);</li> <li>• take an active part in cultural activities (level 3);</li> <li>• make connections between cultural values and some visual features of a situation (level 3).</li> </ul> |  |   |   |
| <b>Learning Outcomes</b><br>Students will:   | <b>Learning and Assessment Activities</b><br>Students will:  | <b>Resources</b>  |   |
|  |  | <u>Students</u>   | <u>Teacher</u>  |
| <ul style="list-style-type: none"> <li>• talk in Tokelauan about their discoveries as they explore and experiment with Tokelauan music</li> </ul>  | <ul style="list-style-type: none"> <li>• explore sound, using musical instruments associated with Tokelauan music</li> <li>• use traditional Tokelauan musical instruments to make music as a class</li> </ul> | <ul style="list-style-type: none"> <li>• Tokelauan musical instruments</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Music Education for Young Children</i> (Ministry of Education)</li> </ul> |

| Learning Outcomes<br>Students will:  | Learning and Assessment Activities<br>Students will:   | Resources  |   |
|--|--|--|---|
|  |  | Students   | Teacher   |
| <ul style="list-style-type: none"> <li>• identify various forms of Tokelauan music, using the correct terms at an appropriate level</li> </ul> | <ul style="list-style-type: none"> <li>• listen to Tokelauan songs on audio cassettes</li> <li>• discuss the songs, saying which they enjoyed the most and want to hear again</li> <li>• discuss different forms of Tokelauan music, listing the songs they have heard under headings for these forms of music</li> </ul>  | <ul style="list-style-type: none"> <li>• Epi Swan's <i>Pehe i na Faiva Faka-Tokelau</i> (audio cassette)</li> <li>• Epi Swan's <i>Paheka i Nukunonu</i> (audio cassette)</li> <li>• Tagi's <i>Lagi a Tokelau</i> (audio cassette)</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Songs and Stories of Tokelau</i> by Allan Thomas et al. (book and audio cassette)</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• explain the imagery in simple songs, giving examples</li> </ul>                                       | <ul style="list-style-type: none"> <li>• view a Tokelauan cultural performance</li> <li>• talk to the dancers, after their performance, about the meanings of the words and gestures used</li> <li>• write a brief report about the lyrics of a specific Tokelauan song</li> <li>• demonstrate some of the movements in a dance to the rest of the class and explain the meaning of the movements</li> </ul> |  | <ul style="list-style-type: none"> <li>• <i>Songs and Stories of Tokelau</i> (book and audio cassette)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• express interest and enjoyment about performing in a small group before an audience</li> </ul>        | <ul style="list-style-type: none"> <li>• discuss songs and dances for different occasions</li> <li>• select and rehearse Tokelauan songs and dances for a performance</li> <li>• make their own costumes (with help)</li> <li>• perform a traditional action song before an audience of parents</li> </ul>   | <ul style="list-style-type: none"> <li>• materials for the costumes</li> </ul>   | <ul style="list-style-type: none"> <li>• members of the local Tokelauan community who can help make the costumes and tutor the dance movements</li> </ul> |

### ***Fakatakitakiga 3: A Fakapuku Exchange***

Here is a plan for work towards Tokelauan-language achievement objectives at levels 3 and 4.

| Strands and Achievement Objectives   | Learning Activities  | Assessment Activities   |
|--|--|---|
| <p><b>Strand</b><br/>Students should have opportunities to exchange experiences, information, and points of view.</p> <p><b>Achievement Objectives</b><br/>Students should be able to:</p> <ul style="list-style-type: none"> <li>• report events (level 3);</li> <li>• produce explanations (level 4);</li> <li>• make comparisons (level 4).</li> </ul> <p><b>Strand</b><br/>Students should have opportunities to experience and respond to visual language.</p> <p><b>Achievement Objectives</b><br/>Students should be able to:</p> <ul style="list-style-type: none"> <li>• make connections between [the visual features of a fakapuku exchange of food and the cultural values involved] (level 3);</li> <li>• respond to and discuss the meanings and purposes of ... the non-verbal elements of a ceremony (level 4).</li> </ul> | <p><b>Before Viewing</b></p> <ul style="list-style-type: none"> <li>• Establish students' existing knowledge of the fakapuku ceremony, including their knowledge of the purpose of the exchange, the people likely to be involved, the procedures, and the significance of the ceremony.</li> <li>• List words that relate to the topic.</li> <li>• Listen to a story about the origins of the fakapuku ceremony (see page 27 in <i>Nonu</i> by Epi Swan).</li> </ul> <p><b>Viewing</b></p> <ul style="list-style-type: none"> <li>• Students view a fakapuku exchange on video (or watch a real-life fakapuku exchange).</li> </ul> <p><b>After Viewing</b><br/>After viewing or experiencing a fakapuku exchange, students could:</p> <ul style="list-style-type: none"> <li>• complete a diagram showing where people with particular roles stand or sit;</li> <li>• explain who speaks, the order in which they speak, and what they are likely to say;</li> <li>• complete a chart on the presentations for toeaina and the rest of a crew, showing the type of language used, the order of serving, and the delivery of peka and fish.</li> </ul> <p><b>Cultural Learning</b><br/>Students will be given an opportunity to learn appropriate behaviour for a fakapuku exchange and to discover the Tuvaluan origins of the ceremony and how it originally reached Fakaofu from Funafuti.</p> | <p><b>Teacher Assessment</b></p> <ul style="list-style-type: none"> <li>• observations of student performance during tasks</li> <li>• written assessment against performance criteria (to be developed with students at the start of the unit)</li> <li>• records of the various types of text students are dealing with and notes on how they are coping with them</li> </ul> <p><b>Peer Assessment</b></p> <ul style="list-style-type: none"> <li>• written reviews of one another's work against the performance criteria set by the teacher</li> </ul> <p><b>Self-assessment</b></p> <ul style="list-style-type: none"> <li>• students keep a journal of what they have experienced and learned, including comments on how far they met the performance criteria</li> </ul> |

## ◀ Bilingual Tokelauan Students in Mainstream Classrooms

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

- take care to pronounce the Tokelauan names of our students and Tokelauan place names correctly;
- learn (along with our non-Tokelauan students) common Tokelauan expressions, including farewells and greetings, such as “Mālo!”;
- learn how to count in Tokelauan and teach the whole class to do this (and occasionally use Tokelauan number names during mathematics lessons afterwards);
- ensure that our school has a standing order for the Ministry’s Tokelauan learning materials;
- add Tokelauan resource materials to our classroom reading corner and the school library as they arrive (rather than keeping them in a cupboard where students cannot find them easily);
- place copies of Tokelauan resource materials in appropriate topic areas (using the accompanying teachers’ notes as a guide to the topics each resource covers) in the school library – not just in a Tokelauan-language section;
- order extra copies of any teacher’s notes and of Tokelauan audio cassettes and use them to make English versions easily available (for example, we could put a Tokelauan book with an audio cassette featuring audio versions in both languages, and the students could choose when to listen to the Tokelauan and when to the English version);
- encourage students to access Tokelauan resource materials along with others for any curriculum subject;
- include Tokelauan music in our music programme;
- include a Tokelauan dictionary and maps of the atolls among our classroom’s reference materials.

We can use resource materials published by the Ministry in English and Tokelauan (for example, in the *School Journal* and the *Tupu* series) to make the work of well-known Tokelauan writers like Epi Swan, Teresa Manea Pasilio, and Otila Tefono, of scriptwriters like Samson Samasoni, and of artists like Samuel Sakaria, Vaitoa Baker, and Faraimo Paulo Kitona (FaraPikiti) readily available to all students. Tokelauan children’s literature is a rich and growing resource in New Zealand and should be accessible to all children. Because New Zealand is a Pacific country with a special relationship with Tokelau, reading the work of Tokelauan 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*.

# ◀ Blackline Master Sheets

## *Early Childhood Portfolio Checklist*

### Akoga Kamata 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    |       |                              |

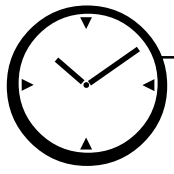
Comments about the circumstances in which the work was created or produced:

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

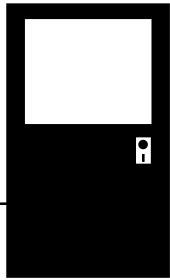
**Note:** This checklist could be translated into Tokelauan.



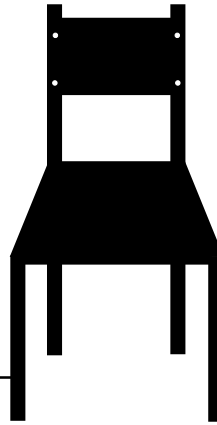
## Classroom Objects



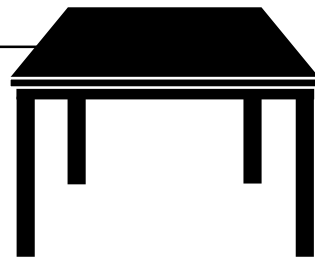
uati



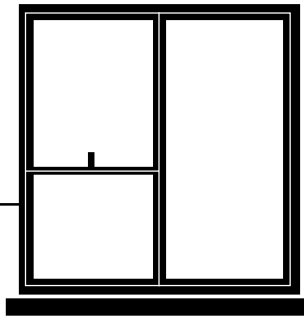
fāitotoka



nofoa



laulau



fāmalama

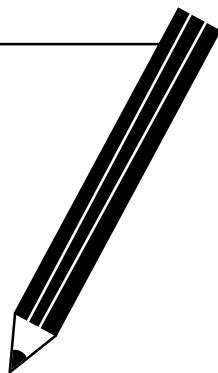
peni



vahe



penitala



### Niētahi Kupu

fakatānoa (sink), puha tuhi (book box), fāfanua (map), heleulu (scissors), kelū (glue), laupapa (blackboard), penihina (chalk), ata (picture), telefoni (telephone)

*Fuainumela 1-10*

1 tahi



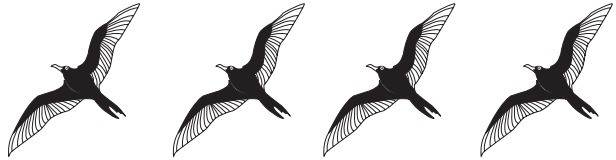
2 lua



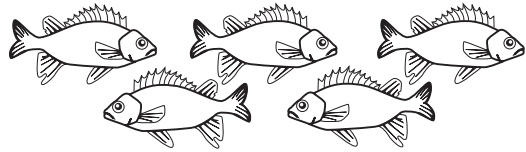
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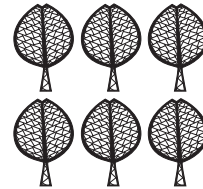
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5 lima



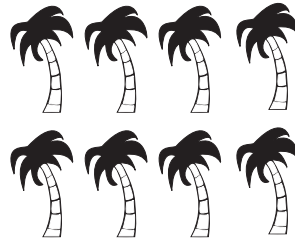
6 ono



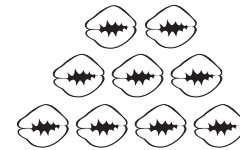
7 fitu



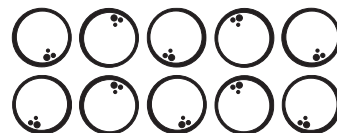
8 valu



9 iva

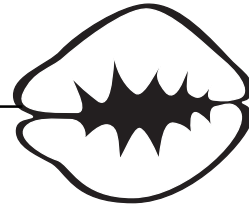


10 hefulu



**Lanu**

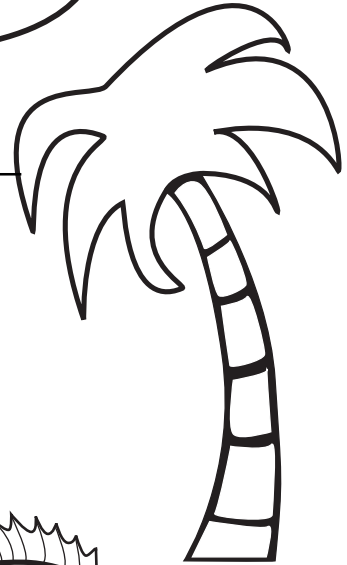
paepae



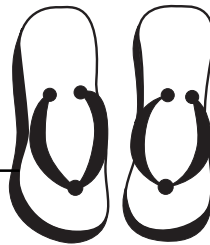
hehega



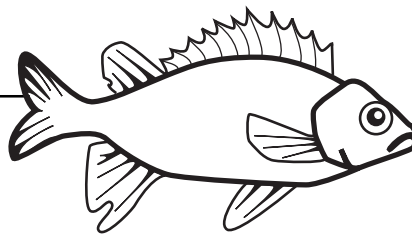
lanumeamata



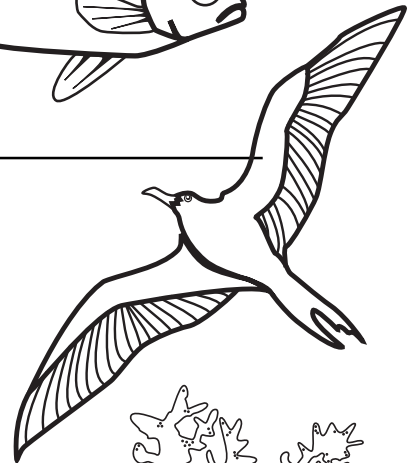
lanumoana



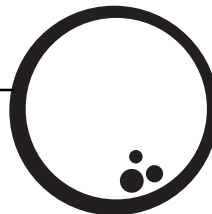
kukula



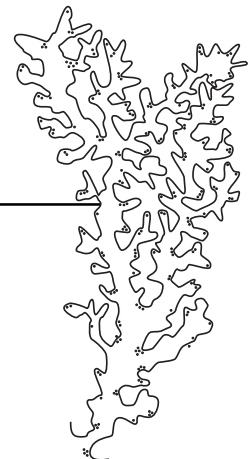
uliuli



kekena



piniki



Niētahi Kupu

lanumoli (orange), pāuli (grey), violē (purple)

## Vāega o te Tino

### Ulu

lāulu

lae

taliga

mata

pākōkō

ihu

gutu

kauvae

### Luga o te Tino

takuau

fatafata

tulilima

lima

manava

tapulima

muamuālima

### Lalo o te Tino

uluāлага

kauaga

vae

tulivae

tapuvae

muamuāvae

### Niētahi Kupu

laumata (eyelid), fulufulu mata (eyelash), laugutu (lip), nifo (tooth), laulaufaiva (tongue), huhu (breast), pute (navel), puimanava (waist), tua (back).

# ◀ Resources for Teaching and Learning Tokelauan

## Grammars, Dictionaries, Coursebooks, and Related Material

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

Boardman, D. W. *A Tokelau-English Vocabulary*. Wellington: Department of Education for the Department of Māori and Islands Affairs, 1969.

Dickie, Jim. *The Importance of Using the Tokelau Language: Discussion Sheets*. Wellington: English Language Institute, Victoria University, 1987.

Hooper, Anthony, Judith Huntsman, and Kelihiano Kalolo. "The Tokelauan Language 1841–1991". *The Journal of the Polynesian Society*, vol. 101 no. 4 (1992): pp. 343–372.

Hovdhaugen, Even, Ingjerd Hoëm, Consulata Mahina Iosefo, and Arnfinn Muruvik Vonen. *A Handbook of the Tokelau Language*. Oslo: Norwegian University Press, 1989. [For a companion volume in Tokelauan, see *Ko te Kalama Tokelau Muamua*.]

Hovdhaugen, Even, Ingjerd Hoëm, Consulata Mahina Iosefo, and Arnfinn Muruvik Vonen. *Ko te Kalama Tokelau Muamua*. Oslo: Norwegian University Press, 1989.

Hooper, Robin. *Tokelauan*. Munich: Lincom Europa, 1996.

Iosua, Ioane and Clive H. Beaumont. *An Introduction to the Tokelauan Language*. Auckland: Beaumont, 1997.

Sharples, Peter R. *An Orthography for the Language of the Tokelau Islands*. Auckland: Department of Anthropology, University of Auckland, 1970.

Sharples, Peter R. *Tokelau Syntax: Studies in the Sentence Structure of a Polynesian Language*. PhD thesis. University of Auckland, 1976.

Simona, Ropati, Judith Huntsman, and Antony Hooper. *Tokelau Dictionary*. Apia: Office of Tokelau Affairs, 1986. [includes an outline of Tokelauan grammar]

Vonen, Arnfinn Muruvik. *The Noun Phrase in Samoan and Tokelauan*. Oslo: Department of Linguistics, University of Oslo, 1988.

## ◁ Learning Materials Published in Tokelauan by the Ministry of Education

This section begins by listing the Ministry of Education's Tokelauan-language resource materials by Tokelauan authors and goes on to list all the Ministry's Tokelauan-language resource materials (including those translated into Tokelauan) 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 Tokelauan language resources are designed to be used in different ways at different levels. Children learning how to read in a Tokelauan bilingual class in a primary school might read a resource that could be read to children attending an akoga kamata. The same resource could be used in yet another way in an introductory Tokelauan-language class in a secondary school. It might also be borrowed from the school library and read by a student of any age 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 about writing scripts for a school video production, such as *Tuhituhiga*, will not be of interest to children in an early childhood programme. Secondary school students would rightly regard *Heai ni Pato* as a book for little children, if only because of the age of the children in the illustrations.

On pages 70–76, an item number is listed after the title of each Ministry of Education resource. Quote this number when ordering any of these resources from Learning Media. All of them are available, free on request, to any 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](http://www.learningmedia.co.nz)

All items except *Ko te Nonu*, *Ni Tala mai te Pahefika*, and more recent titles published in the Tupu series 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 comes out (or goes out of print).

### ***Learning Materials by Tokelauan Authors***

By early 2000, the Ministry of Education had published the following Tokelauan-language learning materials by Tokelauan 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 akoga kamata and schools or borrowed from public libraries.

*Ko Au Na Galo* 92276

*Ko Au Na Galo* (audio cassette) 92415

*Notes for Teachers* (includes an English version) 92268

*Lost* (published as part of a Keeping Ourselves Safe kit) 05913

*Hikaki* 20338

*Pehe i na Faiva Faka-Tokelau* (audio cassette) 97139

*Notes for Teachers* (includes an English version) 20339

*Heai ni Pato* 21249  
*Heai ni Pato/No Ducks* (audio cassette) 98113  
*Notes for Teachers* (includes an English version) 21254  
  
*Tuhituhiga* 21484  
*Scriptwriting* 21488  
*Notes for Teachers* 21285  
  
*Ko te Nonu* 05731  
*Nonu* (English version) 05700  
*Nonu: Notes for Teachers* 05732  
  
*He Kete Kakai* 91202  
*He Kete Kakai* (audio cassette) 94185  
*Notes for Teachers* 91139 (no English version was published)  
  
*Ko te Koloa a Tokelau* 92384  
*Notes for Teachers* 92385 (no English version was published)  
  
*Paheka i Nukunonu* 02958  
*Paheka i Nukunonu* (audio cassette) 96111  
*Notes for Teachers* (includes an English version) 02959  
  
*Kua Tukua Tautahi Au* 05748  
*Kua Tukua Tautahi Au/Left on My Own* (audio cassette) 95131  
*Notes for Teachers* (includes an English version) 05749  
  
*Atoll* (English) 02566  
*Atoll Community* (Fakaofu picture pack) 02566  
*Atoll* (Tokelauan/English audio cassette) 02566  
  
*Ko te Polo Kilikiti Na Galo* 23024  
*Ko te Polo Kilikiti Na Galo/The Missing Kilikiti Ball* (audio cassette) 99110  
*Notes for Teachers* (includes an English version) 23025  
  
*Fano ki te Kāiga* 23835  
*Going Home/Alu i le 'Āiga/Fano ki te Kāiga* (audio cassette) 10039  
*Notes for Teachers* (includes an English version) 23844  
  
 Tokelauan material in English can also be found in:  
  
*The Safe Place* (Ready to Read) 92297  
*The Safe Place* (Ready to Read big book version) 23052  
*Junior Journal* 6 05548  
*School Journal*, Part 2 Number 3, 1974  
*School Journal*, Part 4 Number 3, 1979  
*School Journal*, Part 3 Number 3, 1993  
*111 – Emergency!* (Choices series) 94137

## ***Early Childhood Resource Materials***

The following materials were developed for children at akoga kamata levels. Many resource materials published by the Ministry at other suggested curriculum levels could also be read to children in Tokelauan early childhood programmes.

*He Tamaiti Mohimohi* 92427

*Notes for Teachers* 92428

*Hauni mo te Akoga* 93284

*Notes for Teachers* 93279

*Venihe ma te Tamā Leitiō Kukula* 05797

*Notes for Teachers* 05780

*Heai ni Pato* 21249

*Heai ni Pato/No Ducks* (Tokelauan/English audio cassette) 98113

*Notes for Teachers* 21254

## ***Using Tokelauan Learning Materials to Resource Te Whāriki***

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

Eighteen pamphlets for parents about different aspects of play are available in Tokelauan from the Early Childhood Development Unit. The series is called *Faitafaoga ma Olo Akoako i te Kāiga*. It is also available in English. For copies, contact your local Early Childhood Development Unit district office. The titles of these pamphlets are:

- *Poloka Takalo ma ni Atigi Puha Pepa* (Building Blocks and Cartoons)
- *Muhika* (Music)
- *Tipitipiga Fakapipikiga Haega ma te Hohokoga* (Cutting, Pasting, Tearing, and Joining)
- *Olo Tafafao Matamata* (Going Out)
- *Ko te Numela e i na Mea Uma Lele* (Maths Everywhere)
- *Faitafaoga i Fafo* (Playing Outside)
- *Valivali ma te Tuhiata* (Painting and Drawing)
- *Faitafaoga Fakatahi* (Playing Together)
- *Ta Fakatagafai/Talafaitaki Ve ...* (Let's Pretend)
- *Tou Takalo ma te Ele* (Play Dough and Clay)
- *Na Kāiga Fetufaaki Haonioni Kakai Fakatahi* (Meals)
- *Oneone ma te Palapala* (Sand and Earth)
- *Agai atu ki te Faitau ma te Tuhituhi* (Towards Reading and Writing)
- *Hafia te Fakahaienihi ma te Natula o Mea* (Discovering Science and Nature)
- *Vai* (Water)
- *Tuhi Faitau ma na Faiga Tala* (Books and Stories)
- *Tafaoga Fai Filemū* (Peaceful Play)
- *Ko te Filifiliga o na Mea Takalo* (Choosing Toys).



## ***Resource Materials for Schools***

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

### ***Level 1***

*He Maile* 05575

*Notes for Teachers* 91114

*Toku Mātua* 91228

*Notes for Teachers* 91229

*Ko Tenei Toku Tamana* 92413

*Notes for Teachers* 92412

*Ko te Kofu o Ane* 93248

*Notes for Teachers* 93250

*Oiaueke!* 93238

*Notes for Teachers* 93237

*Ko te Afā* 94110

*Notes for Teachers* 94108

*Ko te Maumaga Talo a Tono* 23056

*Notes for Teachers* 23028

*Fano ki te Kāiga* 23835

*Going Home/Alu i le 'Āiga/Fano ki te Kāiga* (English/Samoan/Tokelauan audio cassette)  
10039

*Notes for Teachers* 23844

### ***Level 2***

*Havali Fakaua ki te Fale* 05767

*Notes for Teachers* 05766

*Ko Fahi e Pehe ma Te Ika a Fahi* 02682

*Notes for Teachers* 90115

*Ko te Kimoa ma te Feke* 02776

*Notes for Teachers* 90152

*Fai Ugauga* 92357

*Notes for Teachers* 92243

*Meakai mai te Tai* 93226

*Notes for Teachers* 93229

*Ko To Matou Fale e Lata ki te Hu* 93263

*Notes for Teachers* 93264

*Fakahoahoaga o To Matou Faiva* 93254

*Notes for Teachers* 93270

*Huiga o he Fau mo Mama* 94262

*Notes for Teachers* 94254

*E Olo ki Fea na Punuā Fonu?* 05763  
*Notes for Teachers* 05757

*Ko na Fakamalu ma na Aitu* 02941  
*Notes for Teachers* 05783

*Paheka i Nukunonu* 02958  
*Paheka i Nukunonu (audio cassette)* 96111  
*Notes for Teachers* 02959

*He Hoa Lava* 20317  
*Notes for Teachers* 20319

*Hua Ika Hahave* 20348  
*Notes for Teachers* 20337

*Ko te Taulofa o Nena* 23635  
*Notes for Teachers* 23197

### ***Level 3***

*Puhi* 91224  
*Notes for Teachers* 91225

*Ko he Po Tāligoligoa* 92338  
*Notes for Teachers* 90118

*Ko Au Na Galo* 92276  
*Ko Au Na Galo (audio cassette)* 92415  
*Notes for Teachers* 92268

*Taimi o te Palolo* 94198  
*Notes for Teachers* 94194

*Aiani ma te Aitu o na Māhoā* 94271  
*Notes for Teachers* 94273

*Ko te Polo Kilikiti Na Galo* 23024  
*Ko te Polo Kilikiti Na Galo/The Missing Kilikiti Ball (Tokelauan/English audio cassette)*  
99110  
*Notes for Teachers* 23025

### ***Level 4***

*Ko he Pole Fakatēkia* 02973  
*Notes for Teachers* 02953

*Na Tuakoi o Malia* 94146  
*Notes for Teachers* 94148

*Aho Ha o Tamaiti* 05739  
*Notes for Teachers* 05740

*He Palakuta Tukehe Tēnei!* 21276  
*Notes for Teachers* 21273

### *Level 5*

*Ko to Matou Paopao Fou* 94175

*Notes for Teachers* 94176

*Ko te Kakai o Hina ma te Tuna* 05778

*Notes for Teachers* 05775

*Malamalama i na Mamanu Hiapo* 02942

*Reading Hiapo* (teachers' notes in a poster format) 02945

*Ko Ai nei te Fia Nofo i te Fale?* 20376

*Notes for Teachers* 20379

*Ko Tulivae Pupula i te Tauālaumua* 23045

*Notes for Teachers* 23026

*Ko te Pehe a Toku Nena* 23636

*Notes for Teachers* 23199

*Ko te Teine Kave Teu* 23733

*Notes for Teachers* (includes an English version) 23728

(An English version can also be heard on audio cassette 99185.)

*Atoll* (Tokelauan/English audio cassette) 02566

*Atoll Community* (Fakaofu, Tokelau) (picture pack) 02566

*Atoll* (English book) 02566

### *Level 6*

*He Kete Kakai* 91202

*He Kete Kakai* (audio cassette) 94185

*Notes for Teachers* 91139

*Hikaki* 20338

*Pehe i na Faiva Faka-Tokelau* (audio cassette) 97139

*Notes for Teachers* 20339

*Fagotaga i te Vao* 20575

*Notes for Teachers* 20362

*Ko te Nonu* 05731

*Nonu* (English) 05700

*Nonu: Notes for Teachers* 05732

### *Level 7*

*Ko te Koloa a Tokelau* 92384

*Notes for Teachers* 92385

*I Mua atu o te Tafatafākilagi* 05755

*Notes for Teachers* 05751

*Hihī Kaukau* 20328

*Notes for Teachers* 02986

*He Mūhika Tūkehe Tēnei* 23737  
*Notes for Teachers* (includes an English version) 23727  
(An English version can also be heard on audio cassette 99186.)  
*Ni Tala mai te Pahefika* 04191  
*Spirit of the Reefs* (English) 04197

### **Level 8**

*Kua Tukua Tautahi Au* 05748  
*Kua Tukua Tautahi Au/Left on My Own* (Tokelauan/English audio cassette) 95131  
*Notes for Teachers* 05749  
*Fakamomoli* 20574  
*Notes for Teachers* 20599  
*Tuhituhiga* 21484  
*Scriptwriting* (English) 21488  
*Notes for Teachers* 21285

### **Levelling Other Resource Materials**

The levels given above for Ministry of Education resources provide a framework for levelling other Tokelauan 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 Tokelauan idioms);
- the genre and the language structures the author uses;
- punctuation, possessives, and macrons;
- the overall length of the book;
- the nature of the topic and theme;
- whether the cultural perspective is familiar to the reader;
- the use of 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 type size;
- the extent to which illustrations support (or distort) the text and the type of illustrations used.

To work out the level of a new Tokelauan 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 which are described in John Smith and Warwick Elley's *How Children Learn to Read*).

There is no single way to arrange resources into a sequence of levels that will suit every student. What is a barrier to one student may be a welcome challenge to others. This is why a range of levels for a resource is often more useful than a single level. A level 3–5 resource might, in fact, be a level 3 resource for native speakers but a level 5 resource for second-language learners.

## ***Locating English Versions***

To locate English versions for many of the items in the resource list above, refer to pages 57–64 in the *Tupu Handbook*. For Tokelauan resources published in the Tupu series, English versions are almost always found in the teachers' notes and are often on side 2 of the audio cassettes (especially the most recent ones). 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 – their usefulness will depend on the students' interests and reading levels.

To find Tokelauan material in the *School Journal*, students should look under “Tokelau Islands” and “Tokelauans in New Zealand” in the *School Journal Catalogue* or in *Journal Search*. This will take students to “Fish and Chips in Tokelau” in *Junior Journal* 6 (1991), “Mr Puka – Machine-moulder” in Part 2 Number 3 (1974), and “Fire-fighter from Tokelau” in Part 3 Number 3 (1993).

A Tokelauan title in the Ready to Read series is *The Safe Place* (item 92297), which has a big book version (item 23052). These are adaptations of Sue Moor's *Nofoaga Haogalemu*.

## ***Using the Ministry's Tokelauan Resource Materials across the Curriculum***

*A Guide to the Pacific Learning Materials 1976–1996* gives information (on page 40) about the curriculum areas that these resource materials 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.

Further information can be found in Don Long's “Tokelauan Learning Materials for the New Zealand Curriculum” in *Many Voices* 13.

In an arts programme, students could explore the art work of Tokelauan illustrators like Zac Mateo, Moses Viliamu, Jack Karifi, Samuel Sakaria, Fuimanu Kirifi, Vaitoa Baker, and Faraimo Paulo Kitiona (FaraPikiti). Vaitoa Baker's artwork, for example, has appeared in the Tupu series, in *Fōlauga*, and in a number of the Ministry of Education's New Zealand Māori language publications.

## ***Ordering the Ministry of Education's Tokelauan-language Resources***

To order the Ministry of Education's existing Tokelauan-language learning materials, photocopy the order form on page 79 and send it to Learning Media Customer Services, Box 3293, Wellington, facsimile (04) 472 6444.

Early childhood centres and schools (including those on Fakaofu, Nukunonu, and Atafu) can establish or vary standing orders for the Ministry of Education's Tokelauan resources at any time. Use the form on page 80 of these *Guidelines*. A street address, where someone can accept packages during the day, is appreciated.

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

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

Additional copies of Tokelauan audio cassettes 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 Tokelauan resources automatically obtain resources published in the Tupu series. This list often forms the basis for the distribution of other Tokelauan resources, 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 Tokelauan students on their roll.

*Many Voices* is the Ministry of Education's professional journal for teachers of community languages, including Tokelauan. (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 80 may be used for this.



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

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## ◁ Other Sources of Learning Materials in Tokelauan

The easiest way to access Tokelauan language material published by publishers other than the New Zealand Ministry of Education and Mataeke o Akoga Tokelau is to contact South Pacific Books, a specialist mail order bookshop in Auckland, asking for a copy of their Tokelauan and children's book catalogues. These catalogues list resources in both Tokelauan and English. The address for South Pacific Books is: PO Box 3533, Auckland, facsimile (09) 376 2141.

### ***Resources Published by the Office for Tokelau Affairs***

Mataeke o Akoga Tokelau and/or the Office for Tokelau Affairs have published the following resources. Those marked \* were made available free on request to schools and early childhood centres through Learning Media. Although Learning Media no longer stocks these titles, some have subsequently been available through the Polynesian Bookshop (more recently called Books Pasefika and now replaced by South Pacific Books). Not all of them remain in print.

Enquiries can also be directed to Ofiha o Fehokotakiga Tokelau ma Apia (Tokelau Apia Liaison Office), PO Box 865, Apia, Samoa, facsimile 00685 21 761.

Aleta, Moe. *Ko te Tau*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]

Atoni, Tenise. *Ko Toku Mōli*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]

Atoni, Tenise. *Ko Toku Paopao*. Apia: Office of Tokelau Affairs, 1989. [in Tokelauan]\*

Elia, Sena. *Ko te Puha*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]

Etuati, Peleiupu. *Ko Au ma Toku Tamana*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]

Fa'amaoni, Eliu. *Ko Au he Mati*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]

Faleasiu, Meaalofa. *Tufafau*. Apia: Office of Tokelau Affairs, 1989. [in Tokelauan]\*

Gau, Fono. *Ko te Pua Kua Vili*. Apia: Office of Tokelau Affairs, 1986. [in Tokelauan]

Hakalia, Elekana. *Ko te Vaka Akoga o Tamaiti*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]

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Kalolo, Kelihiano. *Ko te Uo*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]

Kalolo, Kelihiano. *Ko Tinilau ma Hina*. Apia: Office of Tokelau Affairs, 1989. [in Tokelauan]\*

Kalolo, Kelihiano. *Lakia ma Tana Punua*. Apia: Office of Tokelau Affairs, 1989. [in Tokelauan]\*

Kalolo, Kelihiano. *Tuiaki i te Kaumahina*. Apia: Office of Tokelau Affairs, 1989. [in Tokelauan]\*

Kitiona, Faraimo Paulo (FaraPikiti). *Fatuga mai na Kakai Tokelau*. Apia: Office of Tokelau Affairs, 1989. [in Tokelauan]\*

- Kitiona, Faraimo Paulo (FaraPikiti). *Na Faiva o Tautai Tokelau*. Apia: Office of Tokelau Affairs, 1989. [in Tokelauan]\*
- Matagi Tokelau*. Apia: Office for Tokelau Affairs, 1990. [Separate English and Tokelauan versions, with the same title, are available.]
- Matiti School. *E Ke Iloa Au?* Apia: Office of Tokelau Affairs, 1989. [in Tokelauan]\*
- Mooar, Geoff. *Developing English Reading Skills with Tokelauan Children*. Apia: Office of Tokelau Affairs, 1984.
- Mooar, Sue. *Ko Au*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]
- Mooar, Sue. *Ko Pama*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]
- Mooar, Sue. *Nofoaga Haogalemu*. Apia: Office of Tokelau Affairs, 1989. [in Tokelauan]\*
- Ofisa, Timi. *Ko na Tamamanu e Tolu*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]
- Pasilio, Teresa Manea, ed. *Nuanua of Tokelau: A Collection of Poems by Young Writers from Tokelau*. Apia: Office of Tokelau Affairs, 1992.
- Perez, Sr Juliana. *He Hahave Tenei*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]
- Perez, Sr Juliana. *Na Figota Ienei i Luga o te Akau*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]
- Perez, Luhiano. *Gahelevao*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]
- Perez, Luhiano. *Ko Hio ma Tana Meakai*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]
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- Simona, Ropati, Judith Huntsman, and Antony Hooper. *Tokelau Dictionary*. Apia: Office of Tokelau Affairs, 1986.
- Suka, Sinapati. *Ko na Paka o te Laukelekele*. Apia: Office of Tokelau Affairs, 1989. [in Tokelauan]\*
- Tumua, Kalolo. *Kaihohoa Moa*. Apia: Office of Tokelau Affairs, 1990. [in Tokelauan]

### ***Useful Resources from Various Publishers***

- Coppell, 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.
- Galuega a te Mātua/Mother's Jobs*. Auckland: Pacific Islanders' Educational Resource Centre, 1984.
- Galuega i te Fale/Jobs at Home*. Auckland: Pacific Islanders' Educational Resource Centre, 1984.
- I te Kāiga/At Home*. Auckland: Pacific Islanders' Educational Resource Centre, 1984.
- Jennings, Ieti. "Be More Aware of Cultural Difference: A Tokelauan Perspective". *New Settlers and Multicultural Education Issues*, vol. 4 no. 3 (1987): pp. 41–44.

Koloi, Sefilina Isitolo. *He Ahiahiga ki te Falemai*. Wellington: Wellington Multicultural Educational Resource Centre, 1991.

Krauss, N. L. H. *Bibliography of the Tokelau or Union Islands, Central Pacific*. Honolulu: N. L. H. Krauss, 1969.

Long, Don. "Tokelauan Learning Materials for the New Zealand Curriculum". *Many Voices* 13 (1998): pp. 16–24.

*To Matou Fale/Our House*. Auckland: Pacific Islanders' Educational Resource Centre, 1984.

*To Tātou Kāiga/Our Family*. Auckland: Pacific Islanders' Educational Resource Centre, 1984.

*Toku Aso-fānua/My Birthday*. Auckland: Pacific Islanders' Educational Resource Centre, 1984.

Wall maps of Atafu, Fakaofu, and Nukunonu were published by the Department of Survey and Land Information in 1982, 1983, and 1984 respectively. The scale is 1:25000.

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- Alama, Ester Temukisa Laban. *Huiga o he Fau mo Mama*. Wellington: Learning Media, 1994. [in Tokelauan – item 94262]
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- Atafu. Wellington: Land Information New Zealand, 1982. [map]
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- Atoni, Tenise. *My Canoe*. Wellington: Learning Media, 1990. [item 02794]
- Baker, Vaitoa. *Fano ki te Kāiga*. Wellington: Learning Media, 2000. [in Tokelauan – item 23835]
- Baker, Vaitoa. *Going Home/Alu i le 'Āiga/Fano ki te Kāiga*. Wellington: Learning Media, 2000. [English/Samoan/Tokelauan audio cassette – item 10039]
- Benton, Richard A. *The Flight of the Amokura: Oceanic Languages and Formal Education in the South Pacific*. Wellington: New Zealand Council for Educational Research, 1981. [Tokelauan is discussed on pages 105–6.]
- Burgess, Feaua'i Aмоса. *Ko To Matou Fale e Lata ki te Hu*. Wellington: Learning Media, 1993. [in Tokelauan – item 93263]
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- Hebenstreit, Johnny Frisbie. *A Quiet Night*. Wellington: Learning Media, 1990. [item 02760] (see also Frisbie, Johnny)
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