



# Kia pai tō haere

## Overview

### Kaupapa

Keeping whānau safe on a journey is everyone's work. Safe – spiritually, physically and mentally.

### Horopaki (context)

We are all part of the transport system. Our people travel all over the place in a variety of different modes of transport. Often they are all together a-whānau at the busiest times of the year and it is for this reason that we need to understand our role in the wider transport system.

### Wāhanga

Te Aho Matua:

*Te Ira Tangata* 1.6, 1.7

*Ahuatanga Ako* 5.5, 5.10

*Te Tino Uaratanga* 6.2, 6.8, 6.9

### Ngā wiki

*Ngā Uaratanga*

Tino Rangatiratanga – Self Determination

Te hiranga – Excellence

Aroha – Empathy

Maia – Confidence

Whakaute – Respect

Kaitiakitanga – Trust

### Taumata 1-4

*Ngā patai matua*

Safe travel tikanga / practice - is it important?

or

He taonga nui te tupato - he aha ai?

or

Safe travel practices - what would Maui think?

#### *Subsidiary questions*

1. Define safe journey/ travel practices (when going to and from an event) - (What is a safe journey/ What is safe travel?) Multistructural Task

2. Explain how and why we are all responsible for safe travel/ how we can keep our people safe on a journey within the wider transport system. (How can we keep our people safe on a journey?) Relational Task

3. Create an action (or a resource) that will help keep our people safe on a journey within the wider transport system. Extended abstract Task

## Te Ao Māori - the Māori world view

### **Te tuapapa – setting the scene**

Haerenga and travel have always been a major part of life for our tipuna. Beginning with the Great Migration and their arrival in Aotearoa to everyday trading with other people.

The role of Karakia in safe travel practice: safety of all while travelling - spiritually, physically and mentally.

For Māori, spiritual safety is as important as physical safety. Hence karakia plays a major role in all they do. It signifies the beginning of each journey in whichever form and also acknowledges the safe arrival of all those involved at the end.

Each rohe, iwi, kura has their own karakia to draw on pertinent to given situations of travel.

- Pose the question, what are the different tikanga we use to prepare ourselves for a journey? Collate and use to record what learners already know about safe travel practices. Add to this throughout the unit of learning. (Unistructural, multistructural)
- Explore different examples of karakia – different situations, different rohe, different iwi.
- Identify different types of kupu, kiwaha, kianga and language features used (Unistructural)
- Describe different types of kupu, kiwaha, kianga and language features used (Multistructural) Use a HOT SOLO Describe Map and self-assessment rubric to help draft your ideas for speaking and writing.
- Explain the use/purpose of each karakia: Who? What? Where? Why? How? (Relational). Use a HOT SOLO Explain causes Map and self-assessment rubric to help draft your ideas for speaking and writing.
- Describe the tikanga or practice of karakia in the past. (Multistructural) Use a HOT SOLO Describe Map and self-assessment rubric to help draft your your ideas for speaking and writing.
- Describe the tikanga or practice of karakia in in the present. (Multistructural). Use a HOT SOLO Describe Map and self-assessment rubric to help draft your ideas for speaking and writing.
- Compare and contrast the [use of karakia, the types of karakia, and or the language features of karakia] from the past and the present time. (Relational) For example, first select an area of karakia to compare and contrast. For example, compare and contrast the similarities and differences between an aspect of language such as kiwaha, or language features used across different rohe or iwi. Then use a HOT SOLO compare and contrast map and self-assessment rubric to help draft your ideas for speaking and writing. Identify, describe and explain any differences between past and present – for example changes in use, type or language features of

karakia. Make a generalisation about the changes. E.g. Overall I think [make a claim about the use, type and language features] because [give a reason] because [insert your evidence].

- Explore different examples of safe and hazardous travel.
- Identify different travel hazards. (Unistructural)
- Describe different types of travel hazards. (Multistructural) Use a HOT SOLO Describe Map and self-assessment rubric to help draft your ideas for speaking and writing.
- Explain the causes of the travel hazards. (Relational). Use a HOT SOLO Explain causes Map and self-assessment rubric to help draft your ideas for speaking and writing.
- Describe the tikanga or practice of karakia in undertaking and completing a journey in the past. (Multistructural). Use a HOT SOLO Describe Map and self-assessment rubric to help draft your ideas for speaking and writing.
- Describe the tikanga or practice of karakia in undertaking and completing a journey in the present. (Multistructural). Use a HOT SOLO Describe Map and self-assessment rubric to help draft your ideas for speaking and writing.
- Compare and contrast the use of karakia in undertaking and completing a journey in the past with the use of karakia in the present time. (Relational). See above.
- Evaluate the impact the [changes in use of karakia/ changes in types of karakia/ changes in the language features of karakia] has had on the role and use of karakia in preparing for and undertaking safe travel. (Extended abstract). Use HOT SOLO Evaluate Map and self-assessment rubric to help draft your ideas for speaking and writing.
- Write/ Create karakia for the purpose of safe travel using identified language features and vocabulary for a targeted audience e.g., young people travelling within the wider transport system. (Extended abstract)

## Moteatea

A recognised vehicle of teaching in many kura. Although only seen as a waiata or chant by some, these are rich receptacles of knowledge, history, language and learning for our tamariki of today.

- Choose a moteatea from your iwi that focuses on a journey that our tipuna undertook. Identify the types of kupu, and language features used. Identify any new words and reference for student's future writing or as a puna kupu for the wall in your akomanga.
- Identify the journey that took place.
- Describe any trials and tribulations that might have occurred (Unistructural, multistructural). Use HOT SOLO Describe map and self assessment rubric to draft your ideas for speaking and writing.
- Explain the causes for the trials and tribulations you describe. (Relational) Use HookED SOLO Explain causes map and self assessment rubric to draft your ideas for speaking and writing.
- Make a generalisation about how could these have been averted. (Extended Abstract) Use a HOT SOLO Generalisation Map to draft your ideas for speaking and writing.
- Record the journey on a map.
- Describe any patterns. (Multistructural)
- Explain what our moteatea and maps tells us about our ancestors and how and why places were of significance to them over different periods of time. (Relational)
- Investigate and identify the modes of travel.
- Describe a mode/s of travel used in the past. (Multistructural)
- Describe a mode/s of travel used in the present. (Multistructural)
- Compare and contrast modes of travel used in the past with modes of travel used today. (Relational)
- Make generalisations about the difference between the modes of travel used in the past with what would we use today. (Extended abstract).
- Discuss measures you think they put in place back then to keep themselves safe. What differences would we experience today to complete the same journey? What safety measures would we have to be aware of/ need to put in place as individuals/ whanau/ hapu and iwi today to make this journey safely? (Extended abstract)

- Predict what mode of travel will be used to undertake these same journeys in the future. Suggest possible advantages and disadvantages and points of difference. (Extended Abstract) Use a PMI Chart.

### Te ao hurihuri

A number of major hui 'Māori' take place each year where large numbers of Māori travel from all over the country to take part in some type of celebration or competition:

- Matatini
- Nga Manu Korero: a-rohe, a-motu
- Te Koroneihana – Coronation Waikato
- Te Hui Ahurei a Tuhoe
- Pa Wars a-rohe

Often these occur at very busy times of the year when greater numbers of people are on the road and whanau realise that it is important that everyone involved is aware of good and safe practices when out and about moving from one place to another.

Puna kupu – kupu hou – word bank	Ki waha - sayings	Timatanga rerenga – sentence beginnings	Nga kianga - expressions	Whakatauki
Haumarū, whakawheturangi, tawhai, mahere, tohutohu, kaieke, whakariterite, morearea, tohu, ngenge, huhe, tikanga, ture	I muri mai o tera .....  Pena ka .....  Heoi ano .....  Tera pea, he take ke noa atu .....  Patua kia mate .....  No na tata tonu nei ...	Katahi .....  No reira .....  Waihoki.....  Mehemea .....  Ahakoa .....  Otira .....	Ki oku whakaaro .....  Katahi ano .... ka ....  E kore e taea e .....  Ma kona tatou e .....  Kaore ano ..... kia...  Kia hoki nga mahara ...	Ki te kahore he whakakitenga ka ngaro te iwi  He taonga nui te tupato  Whao te kete matauranga  Te toia, te haumatia

Safe travel tikanga / practice - is it important? or He taonga nui te tupato - he aha ai? or Safe travel practices - what would Maui think?

Learning objective: Being able to understand/think critically about/evaluate the importance of safe travel tikanga.

## Possible learning intentions

- LI: Define safe travel tikanga /safe practice. [Unistructural]
- LI: Identify safe travel tikanga /safe practice. [Unistructural]
- LI: Name a safe travel tikanga /safe practice. [Unistructural]
- LI: Recall the use of a safe travel tikanga /safe practice. [Unistructural]
- LI: Describe a safe travel tikanga /safe practice. [Multistructural]
- LI: List safe travel tikanga /safe practices. [Multistructural]
- LI: Follow the procedure for safe travel tikanga /safe practice. [Multistructural]
- LI: Sequence the steps in a safe travel tikanga /safe practice. [Relational]
- LI: Classify safe travel tikanga /safe practices. [Relational]
- LI: Compare and contrast safe travel tikanga /safe practice. [Relational]
- LI: Explain the causes for a safe travel tikanga /safe practice. [Relational]
- LI: Explain the effects of following a safe travel tikanga /safe practice. [Relational]
- LI: Make an analogy or whakatauki for a safe travel tikanga /safe practice. [Relational]
- LI: Interview whanau about the use of safe travel tikanga /practice. [Relational]
- LI: Apply safe travel tikanga /safe practice in your everyday life. [Relational]
- LI: Compose a moteatea for safe travel tikanga /safe practice. [Extended Abstract]
- LI: Invent/create a safe travel tikanga /practice. [Extended Abstract]
- LI: Evaluate the importance of a safe travel tikanga /practice. [Extended Abstract]

## Ngā marau – main learning areas for integration

Highlight the learning areas chosen for integration.

**Te Reo Maori:** Ta: Procedural writing

**Pangarau:** Ahuatanga: position and orientation - direction and coordinates

**Putaiiao:** O Ahupungao - The Physical world: Light Sources: How light reflects, refracts.....be seen be safe.....light sources

**Hangarau:** Technological practice: Design and plan safety devices for whanau: high visibility clothing.

**Tikanga-a-Iwi:** How and why places are important to people.

**Nga Toi:** Te Mahi-a-Rehia: Dance and Drama.

**Hauora:** Waiora: Personal Health and Development (safety)

## Self assessment rubrics for ngā patai matua

### 1. Define safe journey - (What is a safe journey?) Multistructural Task

Extended Abstract	... and I can make a generalisation about safe journeys.
Relational	... and I can explain the relevance of these ideas about a safe journey.
Multistructural	My definition has several relevant ideas about a safe journey.
Unistructural	My definition has one relevant idea about a safe journey.
Prestructural	I need help to define "safe journey".

### 2. Explain how and why we can keep our people safe on a journey. (How can we keep our people safe on a journey?) Relational Task

Extended Abstract	... and I can make a generalisation about the ways we can use to keep our people safe on a journey.
Relational	... and I give reasons why these ways will keep people safe.
Multistructural	My explanation gives several ways of keeping our people safe on a journey.
Unistructural	My explanation gives one way of keeping our people safe on a journey.
Prestructural	I need help to explain how and why we can keep our people safe on a journey.

### 3. Create an action (or a resource) that will help keep our people safe on a journey. Extended abstract Task

Extended Abstract	... and I seek and act on feedback from others on how to improve the resource.
Relational	... and I know what to do and why I am doing it.
Multistructural	I can create a resource that will help keep our people safe on a journey but I am not sure why or what to do so I make mistakes.
Unistructural	I can create a resource that will help keep our people safe on a journey if I follow instructions/ or am told what to do.
Prestructural	I need help to create a resource that will help keep our people safe on a journey.