# OVERVIEW

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| **KAUPAPA:** Keeping whanau safe\* on a journey is everyone’s work. \*safe - spiritually, physically and mentally  | **WĀHANGA** | **NGĀ WIKI**  | Taumata 1 to 4  |
| **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-whanau 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.* | **Te Aho Matua***Te Ira Tangata* *1.6**1.7**Ahuatanga Ako* 5.5 5.10*Te Tino Uaratanga* 6.26.86.9 | **Ngā Uaratanga***Tino Rangatiratanga* – Self Determination*Te hiran*ga – Excellence*Aroha* – Empathy*Maia* – Confidence*Whakaute* – Respect*Kaitiakitanga* – Trust | **Ngā Patai Matua**Safe travel tikanga / practice - is it important?orHe taonga nui te tupato - he aha ai?or Safe travel practices - what would Maui think?**Subsidary 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* |

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| **Te Ao Māori - The Maori 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 Maori 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 ’Maori’ take place each year where large numbers of Maori 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. |

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| **Puna Kupu – Kupu Hou – Word Bank** | **Ki****waha - Sayings** | **Timatanga Rerenga – Sentence Beginnings** | **Nga Kianga - Expressions** | **Whakatauki** |
| Haumaru, 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 iwiHe taonga nui te tupatoWhao te kete mataurangaTe toia, te haumatia |

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| 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 AbstractLI: **Evaluate** the importance of a safe travel tikanga /practice [Extended Abstract]  |

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| **Nga 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**Putaiao: 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, navman in Maori, road signs**Tikanga-a-Iwi:** How and why places are important to people **Nga Toi: Te Mahi-a-Rehia:** Dance and Drama **Hauora/Hakinakina: Waiora:** Personal Health and Development (safety)  |

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| **Self assessment rubrics for Nga Patai Matua/ subsidiary questions**  |

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

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| *EA* | *… and I can make a generalisation about safe journeys.*  |
| *R* | *… and I can explain the relevance of these ideas about a safe journey.* |
| *MS* | *My definition has several relevant ideas about a safe journey.* |
| *US* | *My definition has one relevant idea about a safe journey.* |
| *PS* | *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*

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| *EA* | *… and I can make a generalisation about the ways we can use to keep our people safe on a journey.* |
| *R* | *… and I give reasons why these ways will keep people safe.* |
| *MS* | *My explanation gives several ways of keeping our people safe on a journey.* |
| *US* | *My explanation gives one way of keeping our people safe on a journey.* |
| *PS* | *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*

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| EA | *… and I seek and act on feedback from others on how to improve the resource.*  |
| R | *... and I know what to do and why I am doing it.*  |
| MS | *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.* |
| US | *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.* |
| PS | *I need help to create a resource that will help keep our people safe on a journey.* |

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## POSSIBLE INTEGRATED TEACHING SEQUENCE

Select learning experiences from the planning links below - exploring safe travel in different learning area contexts.

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| Insert hyperlink to planning for Te Reo Maori  | **Insert hyperlink to planning for Pangarau**  | **Insert hyperlink to planning for Hauora Hakinakina**  | **Insert hyperlink to planning for Putaiao planning** | **Insert hyperlink to Nga Toi planning** | **Insert hyperlink to planning for Tikanga-a-Iwi** | **Insert hyperlink to planning for Hangarau** |

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| **Week**  | **Integrated Learning Experiences** | **Puna Kupu – Kupu Hou**  | **Kiwaha, Whakatauki, Timatanga Rerenga , Nga Kianga** |
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