

Tōku Whānau Rerehua

My Beautiful Family

Rauhina Cooper

Illustrated by Isobel Joy Te Aho-White



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Teacher Resource



‘How was school today, Huia?’

‘It was okay, Mum, but our new topic is our family. I have to take a photo of my family,’ Huia whispered in her small voice.

Huia has to show a photo of her family to her classmates as part of a class project. However, she’s a bit nervous because she thinks her family is different from everyone else’s. Why is she feeling like this? What will she do? What does she find out about her friends?

Matapaki kōrero • Discussion

Use the following questions as discussion prompts:

Hauora | Health and Well-being

- Why is whānau so important to your well-being?
- What does whānau mean to you?
- Who can be part of a family or whānau?

Tikanga ā-Iwi | Social Sciences

- What is diversity and why is it important to society?
- Why do you think the author has written this story about diverse whānau?
- Where else do we see 'diversity' in Aotearoa?



He ngohe • Activities

1. Draw a family tree

Draw a family tree showing your family links or whakapapa. Include photos if you can. Present your whakapapa to your classmates. Think of an exciting way to display it, for example, a mobile or a slideshow.

2. Write an acrostic poem

Write an acrostic poem using the words WHĀNAU or FAMILY. Think of words that relate to or describe your whānau.

3. Choose a family photo

Choose a family photo or draw an image of your whānau to present to your class. Talk about and describe each member of your whānau.

4. Choose two emotions and create an emoji

With a friend, choose two emotions either from the story or from your feelings table (see Activity 5). Design and create an emoji for each feeling. Use recycled and natural materials to create a sculpture of new emojis. Share with your class.

He ngohe • Activities continued

5. Create a Feelings Table

What emotions or feelings are displayed in the story? You may have to be a detective and use your inferencing skills and the illustrations to help you discover the emotions in the story. Copy and fill in the Feelings Table below, track your own feelings at different times of the day for one week. Either draw an image or write the word for the emotion/s you feel, then write a brief explanation of why you feel that way.

He Papa Kare Ā-Roto | Feelings Table

	Mane <i>Monday</i>	Tūrei <i>Tuesday</i>	Wenerei <i>Wednesday</i>	Tāite <i>Thursday</i>	Paraire <i>Friday</i>	Hatarei <i>Saturday</i>	Hanarei <i>Sunday</i>
I te ata <i>Morning</i>							
I te ahiahi <i>Afternoon</i>							
I te pō <i>Evening</i>							

6. Write a letter to one of the characters in the book

Choose one of the characters from the story and write them a letter or an email telling them about your whānau. Include a photo of your whānau. Some other information you could tell them might be:

- where you live
- where you go to school
- your pepeha
- what subjects you enjoy learning at school
- what your whānau likes to do together
- an interesting story about your whānau.

7. Role play an interview

In pairs, role play an interview with the author — one is the author and one is the interviewer. If you are the interviewer, prepare a set of questions to ask your friend as if they are the author. Record your interview as an audio piece or video.

Possible questions to include:

- Why did you write this story?
- Did your own whānau influence the story?
- Are the characters in the story based on real people?
- Why did you want to write your story in te reo Māori?



8. Alpha Ladder

An Alpha Ladder is an activity that helps us learn new words by listing them in alphabetical order. Follow the example below and create your own Alpha Ladder using whānau words. You do not have to use every letter of the alphabet/arapū.

Letter	Kupu Word	Translation	Example
A	aunty	whaea kēkē	We went to see my aunty . <i>I haere mātau ki te kite i taku whaea kēkē.</i>
B	baby	pēpi	Mere is the baby of the family. <i>Ko Mere te pēpi o te whānau.</i>
C			

Learn some Māori words about whānau

Use some of the kupu Māori when talking about or with your own whānau.

Kupu Māori	Kupu Pākehā
kaumātua	elderly person
koroua/koro	grandfather/grandad
kuikui/kuia	grandmother/nanny
māmā	mum
māmā whakaangi	stepmum
matua kēkē	uncle
pāpā/matua	dad
pāpā whakaangi	stepdad
pēpi	baby
teina	younger brother of a boy younger sister of a girl
tuakana	older brother of a boy older sister of a girl
whaea kēkē	aunty
whānau	family

Guide to pronouncing Maori words

Vowels

A	Say as the a in aloud
E	Say as the e in egg
I	Say as the e in eat
O	Say as the oor in door
U	Say as the oo in zoo

Long vowels are shown with a macron above them (ā ē ī ō ū). The macron means that the sound of that vowel should last longer as it is said. If several vowels appear together, try to sound every vowel in turn, for example, 'whaea'.

Consonants

H K M N P W Pronounce as in English.

R The true Māori pronunciation of **r** is somewhere between the English **r**, **d** and **l**.

T Pronunciation depends on the vowel that follows the t. The **t** in **ta**, **te** and **to** is pronounced dully as a cross between the English **t** and **d**. The **t** in **ti** and **tu** is sharper and is not softened by a 'd' sound.

Ng Say as the **ng** in **sing**.

Wh Say as the **f** in **family**.

He Whakamahinga • Curriculum Links

Tōku Whānau Rerehua is a bilingual book, and has been written to support the teaching and learning of te reo Māori.

It is a resource linked to the Hauora, and Health and Physical Education learning areas from both Te Marautanga o Aotearoa and the New Zealand Curriculum.

Concepts explored in this story range from the acceptance of diverse relationships, identity and emotions, to whanaungatanga and manaakitanga. It invites educators to delve into the notion of respecting oneself, and others' differences.

Key competencies highlighted throughout the story include Thinking, Using Language, Symbols and Texts, Participating and Contributing, and Relating to Others.

