

MANA – The Spirit of Polynesia

Requirements

Set-up time: 45 minutes

Pack-up time: 30 minutes

Duration: 1 hour (includes questions)

Age Groupings: For primary audiences – mixed age groupings (i.e. Prep – 6/7) in each session are best

Performing Area: 5 by 5 metres. Wooden floor is best

Best seating: Directly in front of performing area. Junior primary students on floor, older students on chairs. If over 200 students a stage is good if available

Other requirements: Power Outlet

Cultural Background Overview

American Indian

The Pueblo Indians made the *Hoop Dance* popular. There are a lot of variations of the hoop dance depending on what area or tribe you were from. For example, the South Western Indians use larger hoops and their style is fast whereas the Lake Indians use smaller hoops and do not pick up the hoop with their hands. Everything that is performed with the hoops is symbolic. Although the hoop dance seems just a contest dance, it still holds this symbolism even today. The figures the dancer executes in manipulating the hoops over and about his body symbolizes the difficulties that must be overcome in life and the competent dancer overcomes them successfully.

New Zealand (Geography and History)

“We came from the East and we came from the West and the ocean became our common highway.” Polynesia is an immense triangle bounded by Hawaii in the north, New Zealand in the south and Easter Island in the east.

New Zealand, Australia’s closest neighbour, was first discovered in 1624 by Abel Tasman who reported that the land was peopled by dangerous “savages” and was therefore best left alone. 127 years later, Captain James Cook placed New Zealand on the map in 1769. But the island had been discovered and settled a thousand years earlier by people from eastern Polynesia, perhaps the Cook Islands or Tahiti. Descendants of these people adopted the name **Maori**. The Maori called their country **Aotearoa**, meaning the land of the long white cloud, which some Maori said was the first name used by *Kupe*, the legendary discoverer of the land.

Samoa (Geography and History)

Western Samoa is an independent island country in the Pacific Ocean. It lies about 2 740km northeast of New Zealand. American Samoa, which is a US territory, lies east of Western Samoa. One of the smallest countries in the world, Western Samoa consists of two main islands, **Upolu** and **Savai'i** as well as several other smaller islands. The first Europeans landed there in the 1700s and Germany took control in 1900. During the first world war, New Zealand occupied the islands and ruled them until Western Samoa gained independence in 1962.

Samoans live simply – much as their ancestors did. Samoan life centres around the family. The people live with their relatives in extended family groups called **aiga**. They also live in open-sided houses (**fale**) that have a thatched roof supported by poles. Most Samoan men wear only a **lava-lava** though some also wear a shirt. Most women wear a lava-lava and an upper garment called a **pule'asi**. Samoans greatly enjoy dancing, playing volleyball and Samoan Cricket with 10 – 300 players!

Hawaii (Geography and History)

Hawaii consists of a chain of 132 islands near the middle of the North Pacific Ocean. About 80% of the people live on the island *Oahu* where Honolulu, the capital and largest city, is located. Hawaii is world famous for its beauty and pleasant climate, its deep-blue seas, brilliantly coloured flowers, graceful palm trees and magnificent waterfalls. Many of the native plants are found nowhere else on earth. It has little wildlife but most of its animals are rare and can be found only on the islands. The islands were formed by volcanoes built up from the ocean floor. The eight main islands are (from east to west) Hawaii, Maui, Kahoolawe, Molokai, Lanai, Oahu, Kauai and Niihau. Some of Hawaii's colourful customs come from the Polynesians who were the original settlers of the islands while other customs have been introduced from Japanese, Filipino, Chinese, Korean and Samoan ancestry.

Local chiefs ruled the islands during the period of Captain Cook's visits. One chief, *Kamehameha*, gained control of Hawaii Island in a harsh ten year war that began in 1782. He later captured and united the other main islands. *King Kalakaua*, called the "Merry monarch", came to the throne in 1874 and it was during his reign that Hawaiian music, the Hula and many other old Hawaiian customs became popular again, having been prohibited by earlier rulers at the demand of Christian missionaries. Sugar cane used to be the islands' main industry but now it is tourism.

Topic: The Polynesian People

<p>Unit Overview This unit is twofold in its approach: Firstly, it places its focus on gaining an appreciation for the Polynesian culture and activities should lead children towards learning about and gaining a greater appreciation for the values portrayed by Polynesian dance, song and stories. Secondly, it is thematic in its approach with a range of activities that can be used pre and/or post Bernard's visit. These are found in a Bloom's/Gardner's Taxonomy of activities and each activity is linked with the essential learnings and the key competencies.</p>	<p style="text-align: center;">SACSA FRAMEWORK</p> <p>Learning Area: SOSE Strand: Societies & Cultures Key Idea: Students identify, clarify and analyse the values embedded in their and others' actions and in the media reports on contemporary events [Id] [T] [C] [KC1]</p> <p>Outcomes and Standards 2.9 Participates in and shares cultural experiences and events in the wider community, and analyses values embedded in them. [Id] [T] [C] [KC1] [KC2]</p>	<p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. Watch videos, read books and search the internet on Key words such as <i>Maori, Polynesia, Tonga, Hawaii, American Indian</i> etc. 2. Watch Bernard Mangakahia's performance. KWL activity on Polynesian Culture. 3. Do an A-Z Thinkers Key on what students know about Polynesian people, then brainstorm what they would like to know. 4. Watch a number of television adverts/ parts of programs that portray a sense of "Australianism". Debate whether these are a true reflection of being Australian. 5. Ask students to brainstorm in groups what symbols of music, food, words, pictures, sounds etc make them feel Australian. 6. Students survey parents/caregivers at home: "What makes you..." 7. Bernard talks about his cultural customs and traditions: What are some of the customs/cultures in your family? (eg Birthdays, Holy Days etc) 8. Using the question matrix, research a Polynesian culture including food, traditional stories, entertainment, dance family, language, history, sport etc. 9. <i>Sayings.</i> What are some of the sayings or pieces of advice for living a successful life that are heard in your culture? Eg "Life is what you make it", "Take the good with the bad", "If at first you don't succeed" etc. Research, publish and display these around the classroom. 10. Read traditional legends/stories and listen to songs from other cultures with specific moral endings. What are the stories/songs trying to teach? Research sayings and pieces of advice from other cultures and record/publish these as well. 												
<p>Essential Learnings Futures Identity Interdependence Thinking Communication</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Assessment</th> </tr> <tr> <th>What</th> <th>How</th> <th>Who</th> </tr> </thead> <tbody> <tr> <td>1. Knowledge of one type of Polynesian culture</td> <td>Mind Map</td> <td>Students</td> </tr> <tr> <td>2. Knowledge of values portrayed by one Polynesian culture</td> <td>Poster of "Helpful Tips" from other cultures</td> <td>Students</td> </tr> </tbody> </table>	Assessment			What	How	Who	1. Knowledge of one type of Polynesian culture	Mind Map	Students	2. Knowledge of values portrayed by one Polynesian culture	Poster of "Helpful Tips" from other cultures	Students	
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<p>Key Competencies KC1 Collecting & Organising Information KC2 Communicating Ideas & Information KC3 Planning & Organising Activities KC4 Working with others in teams KC5 Using Mathematical ideas and Techniques KC6 Solving Problems KC7 Using Technology</p>	<p>Resources/ People Microsoft Encarta The Indo-Pacific Library, Houghton & Wakefield, Macmillan Heinemann S&E for WA, Bk 2, Heimann, 2001 Asia & The Pacific, Jacobs, Randolph, LeVesseur, 1998 Other Multicultural Resources: No Guns for Asmir by Christobel Mattingley Onion Tears by Diana Kidd Five Times Dizzy by Nadia Wheatley Guess What by Mem Fox Greetings from Sandy Beach by Bob Graham Mr Plunkett's Pool by Gillian Rubenstein Grandpa and Ah Gong by Morag Loh Internet sites: (go to Countries and Cultures) www.polynesia.com www.kidlink.org</p>													

	Word	Logic & Maths	Space & Vision	Body/ Kinaesthetic
Remember	Write a recount of the performance [T] [C] Write a letter to Bernard thanking him for the performance [T] [C]	Make a time-line of the history of Maori/ Polynesian people. [T] [KCs 1,2 & 5]	Mapping: Draw/ trace a map of a selected Polynesian country. Show coastal and land features, climate and surrounding countries.	Make a poi following the instructions attached. Practice swinging it like Bernard did in the performance. [T] [KCs3,6&7]
Understand	Poetry: Write an acrostic poem using the words "Polynesian Culture" [T] [C] [KC2] Create a class dictionary of words and phrases from Polynesian cultures. [T] [C] [KCs 1&2]	Examine statistics about immigration into your local area. Use www.abs.gov.au to help [T] [C] [KCs 1&5]	Trace routes to show how these countries were discovered and by whom.	Make hoops out of pipecleaners and make the different animals that Bernard made. Label each animal. Use a clay model to represent a person.
Apply	Narrative: Read a number of traditional legends of Polynesian and American Indian People. Write your own story about a... [T] [C] [KC3]	Survey the school on something about the American Indians, Maori, Hawaiian, Tongan, Samoan people and so forth. (Record in tally form) [T] [C] [In] [KCs 1,2,3,4&5]	Draw a map of Australia and indicate areas of different cultures.	Make a <i>Piu Piu</i> or Grass skirt out of newspaper. [T] [KCs3,6&7]
Analyse	Report: a) using the question matrix, make up 20 questions to research about a culture of your choice. Find answers to these in books, encarta, internet etc. b) Publish this work in a Power Point presentation or in booklet form [T] [C] [KC's 1,2,3,6&7]	Record the above tally results on a spreadsheet or in a graph in your maths book. Which cultures were most well known, least well known, not known at all? [T] [C] [KCs2,3,5&6]	View a variety of Moko designs. Then experiment with different types of line including thin, thick, straight, curved, dotted, broken and squiggly.	Brainstorm a list of emotions. Select three and practice facial and non-verbal expressions of these. Which ones would be used in Maori War Dances?
Evaluate	Using deBono's six thinking hats, evaluate Bernard's performance. Use the white hat (information), red hat (feelings) and yellow hat (positives). Use the green hat to come up with some new ideas to add to the performance [T] [C] Complete and evaluation form for the performance [T] [C] [KC2]			Design, make and appraise a mask made of paper maché and paint a traditional Moko design on it
Create			Using what you know about lines, sketch your own Moko design.	Design and make a new backdrop/set for Bernard's show. Include a logo using the words " <i>Mana: The Spirit of Polynesia</i> " Use line, vibrant colours and pictures. The set must be easily set up and packed up.

	Music	People	Self	Naturalist
Remember	Listen to music from a variety of Polynesian cultures. Match the music with the correct culture.	Recite/ Sing in a group the words of the American chief to his people (Including the sign language)		List some natural foods of a Polynesian country.
Understand	Listen to a traditional Haka	Make up flash cards of the sign language for the above song and use it to teach another class.		Research why some native animals are endangered in a Polynesian country of your choice
Apply	Make up new words for a haka song for your favourite sports team and perform it	In Pairs, make dioramas depicting a Hawaiian/ Maori, Samoan/ American Indian scene.	Make you own family tree showing your lineage.	Build a working model of a volcano.
Analyse	Sort examples of music from other cultures into those that have similar harmonies and melodies and those don't.		You have just arrived in a new country and don't know anyone. From a list of feelings/ emotions write a journal entry about how you feel and what you will do.	Draw a cutaway of a volcano and label the main parts.
Evaluate		In groups, decide: You are about to go to a new country. You can only bring 10 items. Which ones would you pack in your suitcase? Why?		Which Polynesian islands are being exploited for natural resources? What is the effect on the local environment/ native flora and fauna?
Create	Record a beat and rhythm as heard in Bernard's break dance music, then write and perform a rap song			Create a model of your own Pacific Island/ Include appropriate vegetation, animal life, topography etc. Include information about the population.

The Maori Poi

The word “poi” means “ball” in Maori. A poi is a ball attached to flax strings that is swung rhythmically to music. The poi was used by the indigenous Maori people of Aotearoa New Zealand many years ago and can still be seen in New Zealand today. Traditionally, the Maori women used poi in their dances, helping to keep their hands flexible so they were able to do weaving. The Maori men used the poi to help them improve their strength and co-ordination which was required in battle.

Try making your own poi following the simple instructions below.

You will need:

- Newspaper or Tennis Ball
- Wool (or string) in lengths of 80 – 100 cm
- Coloured paper
- Pieces of plastic (eg shopping bags)
- Scissors

What to do:

- Squash newspaper into a ball shape (or use tennis ball).
- Plait three lengths of the wool together and knot at each end.
- Tie one end of the wool around the newspaper ball.
- Cut the coloured paper and plastic into squares approx. 40cm x 40cm.
- Place the paper square on top of the plastic square and put the newspaper ball in the middle of the squares
- Wrap the paper and plastic around the newspaper ball and tie the opening together with the smaller length of wool
- Trim the gathered paper and plastic with the scissors
- Repeat the above steps and you will have your first set of Poi!

Once you have made a set of poi, you can learn how to swing them:

Wrap the plaited cord around three fingers and drop out the middle finger on each hand. Start swinging your poi in a circle either forward, keeping your palms facing downwards, or backwards, keeping your palms facing up. (If your palms are facing each other when you are swinging poi they will come together and tangle or may hit you on the head!)

Next step is to try swinging one poi forward and the other one backwards (remember those palms!) As you get better at these swings, put on some Maori music and try swinging the poi in other directions.

Have fun!

You can also purchase pre-made pois via Bernard’s website: www.manaspirit.com.au