



INTERNATIONAL MOTHER LANGUAGE DAY

February

Teaching Resource - Primary

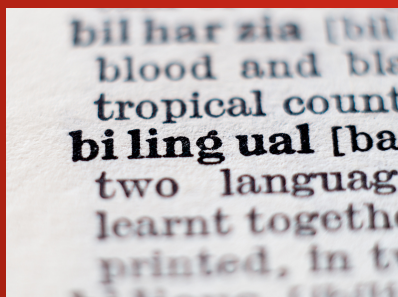


Save the Children

Save the Children New Zealand; Child, Youth and Schools Programme

The United Nations Convention on the Rights of the Child is an agreement by countries who have promised to protect children's rights. It is the most widely ratified human rights treaty in the world. Aotearoa New Zealand has ratified this convention, which means the government has an obligation to ensure these rights are fulfilled. Save the Children New Zealand's new programme aims to empower tamariki, kaiako and whānau to learn about, respect and uphold children's rights.

Article 30 of the UN Convention on the Rights of the Child states that children have a right to learn about and use their own language, and that minority groups may need special protection to ensure this right. International Mother Language Day recognises the importance of different languages, and the increasing threat that minority languages face.



In Aotearoa, we have seen recent success in the revival of our indigenous mother tongue, Te Reo Māori, but we still have a long way to go. In addition, New Zealand is home to large communities of speakers of endangered languages; languages such as Tokelauan – of which less than 4000 speak the language and the majority of which live in New Zealand, not Tokelau itself; or the former refugee community of people from Myanmar, who speak a diverse range of languages and dialects such as Sgaw Karen, Chin and Eastern Kayah. We all have a responsibility to create an inclusive society in which we embrace, promote and treasure all linguistic diversity to ensure these languages are not lost.

INTERNATIONAL MOTHER LANGUAGE DAY

KAIAKO FACT SHEET



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Due to globalisation, language diversity is increasingly under threat. When languages fade, cultural **diversity** also fades - which means a loss of culture, tradition, opportunities, ways of thinking and creativity - essential elements to a better future. 41% of languages are endangered, and at current rates, 90% of languages will be extinct within the next 100 years.

Including and celebrating diverse languages enriches the classroom environment, and is a way of fostering a children's rights approach in a learning environment. As kaiako, we are in a position of **responsibility** to support children in their **right** to preserve their mother tongue, model a culture of respect for the linguistic diversity of our students, and to encourage whanau to keep speaking their mother languages.

APPRECIATING LINGUISTIC DIVERSITY

EARLY CHILDHOOD

Objective: Students will understand that there are **different** languages to be **celebrated** and **respected** in our kura and community.

Te Whāriki Curriculum Links: Language, identity and culture; Family and community; Belonging; Communication

Record: Take a video of students sharing a greeting in their mother tongue.

Share the videos with us and we will compile them into a video of tamariki from all over NZ sharing their languages - email, we-transfer, drop box the files to education@scnz.or.nz



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Involve parents:

At drop off, ask parents to write "hello" in their mother languages on the board. At mat time, practise saying these as a class. Write them on a poster for reference for morning greetings in the future.

Invite bilingual whānau to read a picture book in their language.

Sing and dance: Happy and you know it

Open this link and join in the different greetings at the end of the song. Have children and staff share their own greetings at the end of the song.

[Barefoot Books - Happy and you know it](#)

Read: Say Hello by Rachel Isadora

Or watch it [here](#)

Reenact the icecream truck scene with materials from your role-play area. Practise greeting the icecream seller in different languages.



INTERNATIONAL MOTHER LANGUAGE DAY

LOWER - MIDDLE PRIMARY

Objective: At the end of this lesson, students will understand that there is **diversity** of languages in their class, community and world. They will recognise that it is their **right** and the **right** of other children to speak their mother language.

Curriculum Links: Healthy communities and families, identity, sensitivity and respect (health and PE), social and cultural rights and responsibilities (social sciences).

Discuss:

Children have **rights**. One of these is the right to speak your own **language**. Why do you think it is important to speak your mother language, and for the children around you to speak theirs?

You've heard of endangered animals, did you know that there are also **endangered languages**? Why do you think that some languages are disappearing?

Some people only speak English. How can we **support** others to speak their mother language?

Read: Hello World by Manya Stojic or watch it [here](#).

Select 5-10 languages from the book. Find out which countries they are spoken in and mark these languages on a world map.



What languages are missing from the book? As a class create your own version of the book with your own community of languages.

Play: Kahoot

This Kahoot by Save the Children NZ introduces children to the concept of languages as a right, some different ways to say hello, and endangered languages.

[International Mother Language Day Kahoot - lower primary](#)

Record: Take a video of students sharing a greeting in their mother tongue.

Share the videos with us and we will compile them into a video of tamariki from all over NZ sharing their languages. Email, we-transfer or drop box the files to education@scnz.or.nz



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APPRECIATING LINGUISTIC DIVERSITY

MIDDLE - UPPER PRIMARY

Objective: Students will understand that there is extensive **diversity** of languages in the world and that some languages are under threat. They will recognise that it is their **right** and the **right** of others to speak their mother language.

Curriculum Links: Healthy communities and families, identity, sensitivity and respect (health and PE), social and cultural rights and responsibilities (social sciences).

Discuss:

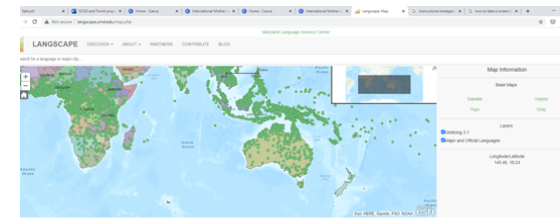
Children have special **rights**. These are protected under the **UN Convention on the Rights of the Child**, and New Zealand has signed this treaty. One of these rights is to speak your own language. Why do you think this is a protected right for children?

Some languages around the world are **endangered**. Why are some languages under threat?

Why do you think it is important that we protect **endangered** languages?

Some people only speak English. How can we **support** others to preserve their mother language?

Explore: Discover languages around the world using **Langscape**, an interactive language map. See activity sheets provided.



<http://langscape.umd.edu/map.php>

KWL (know, want, learn), as individuals or a class. Students explore Langscape on their own devices and answer their questions.

Complete an ABC of languages - students have fifteen minutes to find languages for each letter of the alphabet. As a class they then team up and collaborate to complete the full ABC.

Research the languages of a country of interest and answer the question sheet provided.

Record: Take a video of students sharing a greeting in their mother tongue.

Share the videos with us and we will compile them into a video of tamariki from all over NZ sharing their languages - email, we-transfer, drop box the files to education@scnz.or.nz

TĒNĀ KOE WAIATA

Te reo Māori is New Zealand's mother tongue. Practise the waiata with your class and cut and paste the missing words.

Tēnā , hello to one.

Tēnā , hello to two.

Tēnā , hello to all.

Haere mai everyone.

Welcome everyone.

Tapahia ka whakapiri. Cut and paste.

koutou

koe

kōrua

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CLASSROOM LANGUAGES WORD FIND

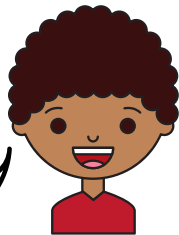


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Survey the tamariki in your class and create a list of the different languages and ways to say hello in your class. Put these words in the word find and fill the rest of the word find up to hide the words. Swap with a friend or take home to your parents to complete.

māori.....

kia ora.....

[illegible]

*It is your **right** to speak
your own language.*

KWL - International Mother Language Day



Children have **rights**, including the **right** to speak their own language. Use Langscape, <http://langscape.umd.edu/map.php>, to learn about diverse and endangered languages around the world. Learn about the languages of your family and friends.

Know

What do you already know about languages around the world?

Want

What do you want to know about languages around the world?

Learn

What did you learn about languages after exploring langscape.

A-Z OF LANGUAGES

Go to the Langscape website, <http://langscape.umd.edu/map.php>, and find a language for each letter of the alphabet. If you run out of time, collaborate and share answers with a friend or your class until you have the alphabet completed. We've done the first one for you.



**Save the
Children**

A Amharic

B _____

C _____

D _____

E _____

F _____

G _____

H _____

J _____

K _____

L _____

M _____

N _____

O _____

P _____

Q _____

R _____

S _____

T _____

U _____

V _____

W _____

X _____

Y _____

Z _____

Take a guess, how many languages
do you think there are in the world?

Use your research skills to find out
how many languages there are.

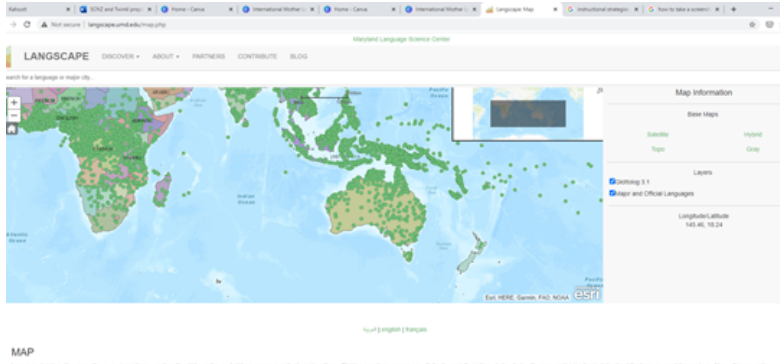
Was this more or less than your
prediction?

Let's work together to protect
mother languages! Encourage your
friends and whanau to speak their
mother language with you.

LANGSCAPE

Exploring languages around the world

<http://langscape.umd.edu/map.php>



Take some time to explore Langscape.

What do the languages in capital letters represent?

What do the green dots represent?

Write down some languages that have less than 100 speakers.

Choose a country that you are interested in researching and write it below.

Country name: _____

Official Languages: _____

Are there other languages from this country? How many?

Name some of these other languages:

What are some ways to say hello in this country?

How do you think different languages come to exist in the same place? _____

Why do you think it is important for countries to protect all languages? _____

#MYMIHI

**Te reo Māori is New Zealand's mother tongue.
Help it thrive by learning your mihi.
Join the #MyMihi challenge.**

[Watch](#)

Practise

[Share](#)

Please print and share with whanau to support and encourage the use of mother-languages at home and in the community.

INTERNATIONAL MOTHER LANGUAGE DAY



Save the Children

On Sunday the 21st of February it is International Mother Language Day. Children and adults alike have human **rights that ensure they are allowed to speak their own language.**



Why should your mother language be nurtured?

- It is every child's right to speak, learn and use their mother language.
- Many parents worry that speaking their mother language at home will slow down their child's English development at school. This isn't true!
- Research shows that children whose parents speak a language other than English at home, do better at school if they continue speaking their mother tongue at home.
- Children who speak their mother language have a stronger sense of self-worth, identify and belonging from feeling connected with their family and culture.
- Children who speak more than one language will have a range of career and travel opportunities available to them in the future that will not be available to a monolingual speaker.

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This resource was prepared by Save the Children New Zealand for the child, youth and schools programme.

education@scnz.org.nz

Our Organisation: Save the Children was founded in 1919 and is the world's leading independent organisation for children. We work in 120 countries to save and improve the lives of children around the world. Save the Children New Zealand was established in 1947 in Christchurch. We work to ensure the rights and wellbeing of children in Aotearoa New Zealand are understood, respected and upheld for all children up to 18 years of age. A new schools programme is the initial set up phase – creating resources, running events and supporting children, teachers and whanau to learn about children's rights and advocacy under the UN Convention on the Rights of the Child.

REFERENCES

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