

Overview

This story carries an important message about how laws are made in New Zealand. It is set in Wellington.

The plot follows Hinekura's first day at her new school. It doesn't go according to plan when she encounters a bully named Bronx, who makes his own rules during a lunchtime football game. Bronx owns the only football at the school and wields absolute authority over the players and rules of the game as a result. Bronx decides to reset the score of his football match after Hinekura scores two goals against him. Bronx then gives Hinekura an ultimatum; she can only continue playing if she joins his team. Hinekura upset at Bronx's proposition refuses and storms off the field.

After school, Hinekura confides in her father about the unfairness of Bronx's actions. Following a discussion about the importance of rules and the law, Hinekura is taken to Parliament by her father, where she witnesses the passing of a new law by vote. After returning home from Parliament, Hinekura is greeted by her mother and given a new football.

Armed with a new football and a newfound knowledge of democracy, Hinekura starts her own football game at school the following day with more democratic processes for team selection than Bronx. Before Hinekura can start her football match, Bronx interrupts asking if he can join her game as his game no longer has any players. There is disagreement amongst the players about whether Bronx should be able to play and Hinekura calls a vote. With the vote tied, Hinekura casts the deciding vote allowing Bronx to play in her football match. The ending is left open-ended for readers to infer Bronx's new standing with his peers and how Hinekura will run her football match differently in comparison to Bronx.

You may wish to read this story in a broader social studies context, looking at how laws are made in New Zealand and different systems of government, in particular a dictatorship vs democracy. This story could also be used to explore the concept of a monopoly (Bronx hosting the only football game) vs a duopoly (Hinekura and Bronx hosting competing football games).

Themes

- Justice
- Participation
- Power
- Change

Possible Reading and Writing Purposes

- Compare and contrast Hinekura's and Bronx's management styles of their football games.
- Look at similarities between MPs in the debating chamber and the children playing football.
- Climate change.
- How laws are made in New Zealand.

Key competencies

- Using language, symbols & texts
- Relating to others
- Thinking

Possible Curriculum Contexts

English Level 3:

- Students will integrate sources of information, processes, and strategies with developing confidence to identify, form and express ideas.
- Show a developing understanding of how texts are shaped for different purposes and audiences.
- Show a developing understanding of ideas within, across, and beyond texts.

Social Sciences Level 3:

- Understand how groups make and implement rules and laws.
- Understand how people make decisions about access to and use of resources.

Text Characteristics from the year 6 reading standard

watched nervously as she swung through and made the kick.

"NO!" Bronx roared as he desperately tried to reach Hinekura, but it was too late. Hinekura's kick sent the ball past the goalkeeper to score another goal.

"Yes! We might actually win!" Louie exclaimed as Hinekura ran around hi-fiving her teammates.



Some ideas and information are conveyed indirectly and require students to infer by drawing on several related pieces of information in the text.

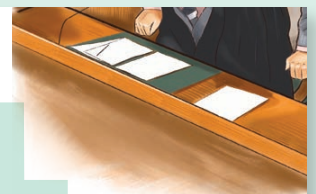
declared.

"No they don't!" a woman interjected, "I call for a party vote!"

"A party vote has been called. I will ask the Clerk to perform a party vote," the Speaker announced.

"What are they doing?" Hinekura asked.

"They are voting now. Aye means yes, just like āe in Te Reo. The people down there all belong to different parties, or groups who say yes or no together. Parties are like different teams," Hinekura's dad whispered. "Now they are going to record what each party thinks about this law. Should we get rid of single-use plastic wrap, yes or no?"



A significant amount of vocabulary that is unfamiliar to the students (including academic and content-specific words and phrases), which is generally explained in the text by words or illustrations.

Text Characteristics from the year 6 reading standard: Continued

The teams spread out across the field. Bronx threw the ball into the air. Hinekura quickly gained possession and kicked the ball with a powerful thud. To Louie's surprise, the ball went straight past the goalkeeper and into the goal.

"Yes!" Louie screamed. "That was amazing Hinekura!"

"What are you guys doing?" Bronx shouted. "She's running circles around us! Get your heads in the game!"

Bronx's team started the next play. Bronx tried to pass the ball but Hinekura intercepted and dribbled it down the field. The goalkeeper watched nervously as she swung through and made the kick.

"NO!" Bronx roared as he desperately tried to reach Hinekura, but it was too late. Hinekura's kick sent the ball past the goalkeeper to score another goal.



Figurative and/or ambiguous language that the context helps students to understand.

Illustrations, photographs, text boxes, diagrams, maps, charts, and graphs that clarify or extend the text and may require some interpretation.

Text and language challenge

Vocabulary

Possible unfamiliar words and phrases include:

- "glared"
- "Intercepted"
- "fuming"
- "storming off the field"
- "croaky"
- "She's running circles around us! get your head in the game!"
- "awe"
- "mass production"
- "non-renewable energy sources"
- "Hear, hear!"
- "get rich quick scheme"
- "Outrageous"
- "ORDER!"
- "AYE!"
- "Governor-General"
- "smirked"
- "sheepishly"
- "adamant"

Language features:

Alliteration

- "little Louie"

Onomatopoeia

- "thud"

Idiom

- "She's running circles around us! get your head in the game!"

Possible Supporting Strategies : Unfamiliar Vocabulary

Identify vocabulary that may be difficult for your students, and choose which words or expressions need to be familiarised before reading. Remind students to use strategies for working out unknown words, such as:

- Reading on to see if the meaning becomes clear.
- Looking for known base words, chunks, or word families.
- Using a dictionary.

Give small groups of students selected illustrations from the story. Have them talk about what they can see and what ideas they have about the plot and setting. Have the groups share their ideas and collate a summary of all the group's ideas how you see fit.

Before and after reading, discuss any words and expressions that have colloquial, figurative, or connotative meanings. Make sure the students understand these words and how they change in different contexts. English language learners may benefit from exploring and comparing examples of similar words in their first language.

Text and language challenge: Continued

Technical words related to Parliament

- “bill”
- “Third and final reading”
- “party vote”
- “clerk”
- “motion”
- “Prime Minister”

Supporting Strategies: Technical words

For technical words relating to Parliament, please look at the glossary below to find out more about the terms and positions. These terms will likely need to be discussed further with your students, so they understand their definitions.

Glossary of Parliament terms

“bill” – A bill is a proposed law that hasn’t gone through the necessary stages to become law yet. The third reading which the bill goes through in the story is the second to last stage a bill goes through to become law. The final stage is royal assent. In the royal assent, the Sovereign or the Governor-General on the Sovereign’s behalf signs the bill into law.

“Third and final reading” – A reading is a debate and vote at Parliament, all bills go through three readings at Parliament, and for the bill to pass each reading it needs a majority of MPs to vote in favour of it.

“party vote” – A party vote is a collective vote cast on behalf of up to all the members of a political party.

“clerk” – The Clerk provides procedural advice to The Speaker and MPs and offers administrative support to Parliament.

“motion” – A motion is any proposal made for the purpose of getting agreement from MPs, agreement is decided in a vote.

“Prime Minister” – Is the head of an elected government.

Māori words that are not translated but explained in context (English translations in brackets)

- “Te Pōti” (The Vote)
- “Aue” (heck! – an expression of surprise)
- “kāo” (no)
- “Āe” (yes)
- “pāpā” (dad)
- “mahi” (work)
- “māmā” (mum)
- “Tēna koe i tēnei ahiahi Hine” (good afternoon Hine)
- “tino pai” (very good)

Supporting Strategies: Words in Te Reo

Spend time familiarising yourself with any unfamiliar te reo words. Depending on your students’ confidence and prior experience, provide support for pronunciation and meanings. Use the Māori Dictionary (www.maoridictionary.co.nz) which has an audio playback function to help with the pronunciation of unfamiliar words. Many common te reo terms have been used and some of these may be familiar to students. For terms they are unfamiliar with, remind them to look for clues in the text to work out the meaning.

Specific Knowledge Required

- Some awareness of Parliament and the law.
- Basic understanding of football or sports matches.
- Basic understanding of rules.
- Understanding of different ways to make decisions.

Supporting Strategies: Knowledge

- Discuss Parliament and provide opportunities for students to share their existing knowledge of Parliament and current events they might have seen in the news involving the Prime Minister or MPs.
- Talk about the importance of rules at school, in games and sports matches. Link rules to the Law. Question: what would happen if we didn’t have any rules or laws?
- Discuss different ways that decisions can be made. You can compare how you decide things for students in the classroom vs how students decide what they will do with their free time at lunchtime as an example.

Text Features and Structures

- Told in the present tense.
- Third person narrative.
- Real-life setting for elements of the story (Parliament)
- open ending allowing readers to infer what happens next.
- Interpretation of the illustrations required to get the full meaning of the story. (working out that Hinekura has the deciding vote, how characters are feeling).
- Story comes full circle, starting and ending in the same setting with different results.

Supporting Strategies: Text Features and Structures

- As students read the text, support those who require help identifying settings and characters. Compiling a list of relationships that different characters have with one another may help.
- Explain that the writer has deliberately chosen words and phrases so that it is important to think about hidden meanings. (for example, why Hinekura looks at Louie for a long moment before casting her deciding vote at the end of the story).

Instructional focuses – Reading

English – Level 3

- **Purposes and audiences:** Show a developing understanding of how texts are shaped for different purposes and audiences.
- **Ideas:** Show a developing understanding of ideas within, across, and beyond texts.

Social Sciences – Level 3

- Understand how people make decisions about access of and use of resources
- Understand how groups make and implement rules and laws.

Health and Physical Education – Level 3

- **Relationships:** Identify and compare ways of establishing relationships and managing changing relationships.

Before reading

The Teacher:

Introduce the title of the story, and explain that “te pōti” means “the vote” in te reo. *What situations do people vote in? Why do people vote? With a title like this, what do you expect this story to be about?*

The Students:

- Draw on past experiences of seeing Parliament in the news or in person and times they may have voted on topics or raised their hand for things in the past.

Subsequent readings

Supporting Strategies: Subsequent Readings

The Teacher:

Instruct students to read the first few pages up to just before Hinekura’s trip to Parliament. Then get students to complete the graphic organiser. To demonstrate you can co-construct the answers with the students by questioning them: *how is the character feeling at the start of the story? How do you know? Do the illustrations help us identify how the character is feeling?*

	What is the character like at the start of the story?	Text or pictures from the story to support your statement.
Hinekura		
Bronx		
Louie		

Get students to read until the end of the story and then complete the next graphic organiser:

	How has the character changed by the end of the story?	Text or pictures from the story to support your statement.
Hinekura		
Bronx		
Louie		

The Students

- Use the modelled answers to complete the rows for the other characters. Ask themselves the same questions that were used to create the modelled answer in the example.
- Compare and contrast what is different between the character’s at the start of the story vs at the end of the story focusing on characters expressions in the illustrations and imagery or language in the text.

The Teacher

Ask questions to help students compare differences between Hinekura and Bronx.

- Why does Bronx hold all the power and authority at the start of the story? Even though Bronx is unfair in the running of his football match, why do people still agree to play with him? *You can introduce the concept of a monopoly here. A monopoly is when a specific person is the only supplier of a good or service. Bronx owns the only football at the school so if people are wanting to play football, they have no alternative, but to play with Bronx.*
- *What causes the change to Bronx's power at the end of the story? Why does Bronx no longer have any players for his game at the end of the story?* You can introduce the concept of duopoly here; a duopoly is when there are only two different suppliers of the same good or service.
- At the end of the story with Hinekura now running a second game in competition with Bronx's game the children now have a choice between the two games. *What would motivate children to choose Hinekura's game over Bronx's?* In a duopoly, customers are likely to go with who is selling the service at a better price or providing a better-quality service.
- It could be inferred that Hinekura will run her football games more fairly than Bronx, *what evidence is there that could be for or against this statement?*
- *Would you rather play in Hinekura's football game or Bronx's? Why?*
- *What would motivate Hinekura to vote in favour of letting Bronx play at the end?*
- *Do you think Hinekura would ever try and reset the score of her game like Bronx did? What makes you think this?*
- *Are there any similarities between the MPs in the debating chamber and the students playing football?*

The Students

- Identify that the power is with the owner of the footballs and the number of players they have. The sharing of power is up to the football owners. Students agree to play football with Bronx even though he is unfair because he owns the only football at the school, if students want to play the game, they have no choice but to abide by Bronx's rules. When Hinekura receives her football and can run her own game, the children who wish to play football then have an alternative.
- Look at decision making and sharing of power in both Bronx and Hinekura's football games. Bronx makes all the rulings in his match and decides the teams on his own with the intention of giving himself the advantage. Hinekura plans to share the team choosing power with Louie and wants to make decisions fairly, she doesn't wish to have an unfair advantage by choice and opts to decide who gets the first pick of team members by playing paper-scissors-rock. She also calls a vote on whether to let Bronx play as opposed to deciding herself.
- Identify commonalities between settings, the green of the debating chamber mimics the green field of the football game. Both settings have opposing teams and a vote. Some MPs voice their concern about the law being passed in the debating chamber like some children voice their concern about Bronx being able to play in Hinekura's football game.

Instructional focus – Writing

English – Level 3

- **Ideas:** Select, form, and communicate ideas on a range of topics.
- **Purposes and audiences:** Show a developing understanding of how to shape texts for different purposes and audiences.

The Teacher:

Students may choose to:

- Write the next part of the story and possible things that could happen in Hinekura's football match after deciding to let Bronx play.
- Write a series of sentences that contain implied metaphors like those shown in the story.
- Make a poster or slogan campaigning for a change they would like to see at their school like a politician.
- Write a series of alliterations, using animals or other subject matter (marketing or character names): Animal examples: lazy lion, giant gorilla, silly sheep, cheeky cheetah etc.

Text excerpts from "Te Pōti"	Examples of text characteristics	Teacher (possible deliberate acts of teaching)
Page 3 "NO!" Bronx roared as he desperately tried to reach Hinekura, but it was too late. Page 15 "Let me play!" Bronx demanded. And then, sheepishly, "I think people didn't want to walk all the way over to my game because yours is closer to the classroom."	Implied metaphors <i>Writers sometimes use implied metaphors to symbolise an idea. Implied metaphors are not as obvious as regular metaphors as they often compare two unlike things without mentioning them directly.</i>	Clarify what metaphors are and the effects they create. Then explain that implied metaphors are not as obvious. Direct students' attention to the first implied metaphor (page 3) • We can see Bronx being compared to two different animals at different parts of the story. At the start of the story Bronx "roars" when trying to stop Hinekura's shot. what animals do we often associate with a roar? (big cats, gorillas, bears). Would you consider animals that roar to be strong or weak? • Direct students to the second implied metaphor (page 15) • At the end of the story, we can see Bronx acting "sheepishly" which means resembling a sheep. how does a sheep compare to the animals that roar? • What does this tell us about Bronx's character? • Why has this change in implied metaphors relating to Bronx's character taken place? • Possible writing task: get students to create a series of sentences that contain implied metaphors.
"little Louie"	Alliteration <i>Writers use alliteration to capture a reader's attention and make phrases or names memorable.</i>	Explain alliteration is when you have two or more words that begin with the same sound near one another, this is usually achieved by using the same letter to start each word. Direct students' attention to the alliteration used in the nickname Bronx calls Louie "Little Louie" (page 2) • We can see Bronx use alliteration in his nickname of Louie. Alliteration is often used to make names catchy notice how "Little Louie" rolls off the tongue? What letter do both words start with? Does another nickname with the same meaning such as Small Louie or Tiny Louie have the same effect? • It has been proven that alliteration makes things more memorable therefore alliteration is used in a variety of situations to help people remember names and events. Feel free to use whichever examples below you think would resonate best with your students: Alliteration in Marketing Marketing usually uses alliteration to make sales and events stick in people's minds: • XYZ's Birthday Bonanza • XYZ's Super Saturday Sale • XYZ's Wacky Wednesday

Instructional focus – Writing: Continued

Text excerpts from “Te Pōti”	Examples of text characteristics	Teacher (possible deliberate acts of teaching)
		Alliteration in company names Some company names also use alliteration to be more memorable: • Coca-cola • Krispy Kreme • Dunkin’ Donuts • Weight Watchers • Bed, Bath & Beyond • Lulu Lemon Alliteration in character names • Some of the most famous cartoon characters have alliteration in their names: <i>Mickey Mouse, Donald Duck, Fred Flintstone, Spongebob Squarepants, Bugs Bunny</i> Alliteration in tongue twisters • Alliteration is also a key feature of tongue twisters: <i>Sally sells seashells by the seashore, Peter Piper picked a peck of pickled peppers.</i> • based on the example/s of alliteration you want to focus on, get your students to create a series of alliterations for the subject matter such as creating character names, tongue twisters, company names etc.
Page 3 “Hinekura quickly gained possession and kicked the ball with a powerful <i>thud</i>”	Onomatopoeia <i>Writers use onomatopoeia to help engross readers in a story. Through onomatopoeia readers can be aided in imagining certain environments, actions, or events.</i>	Explain that onomatopoeia is the creation of words that imitate natural sounds. When you say the word, it would resemble the sound that we hear. You can use the sound that a snake makes as an example hiss or the noise that a bee makes as an example <i>buzz</i>. This technique helps the reader imagine the noise the writer wants the audience to hear. Get students to create a series of sentences or a story using onomatopoeia.
Page 3 She’s running circles around us! get your head in the game!”	Idiom <i>Writers use idioms to add character to writing and express ideas in a simpler way.</i>	Explain that an idiom is a widely used expression that contains figurative meaning that is different from the phrase’s literal meaning. Some common idioms include: <i>Hold your horses, Piece of cake, Kill two birds with one stone, On top of the world</i> <i>What do these sayings mean?</i> Bronx says that Hinekura is “running circles” around his team, is she literally doing this? Again Bronx uses another idiom straight after when he tells the players to get their “heads in the game” what do you reckon he means by these two phrases? Get students to write sentences or a short story that contains idioms. You can give the students a list of idioms for reference or use.

Instructional focus – Writing: Continued

Text excerpts from "Te Pōti"	Examples of text characteristics	Teacher (possible deliberate acts of teaching)
Page 16 Everyone did as they were told and Hinekura quickly counted. She looked at Bronx with a big grin as his eyes widened nervously. Hinekura paused for a long moment and looked at Louie... Then she winked at Bronx, put her own thumb up and cried "And the āe's have it!"	Show don't tell <i>Writers can build suspense by showing characters' feelings as opposed to explaining everything through words. The writer expects readers to use their knowledge and the use of illustrations to infer meaning.</i>	Explain that sometimes we need to investigate the words that have been written by the writer or illustrations shown alongside text to understand the whole story and identify things that aren't obvious. At the end of the story, we see some good examples of this. Hinekura has the deciding vote at the end of the story, it is not written that she does. How can the audience infer this? (students can count the number of votes in the illustration and see it is tied or infer this through the looks that Bronx and Hinekura give each other in the text). <i>Why does Hinekura pause for a "long moment?"</i> Hinekura's decision to let Bronx play is swayed by Louie, how could we infer this? (Hinekura looks at Louie for a long moment before casting her vote, the illustration shows Louie has his thumb up). Model telling instead of showing. Imagine if the story instead read "Everyone did as they were told and Hinekura counted, the vote was tied. With her vote being the last to be cast, Hinekura looked at Bronx with a big grin as she realised his fate was in her hands, Bronx's eyes widened nervously also realising this. Hinekura paused for a long moment thinking about what to do, she was just about to put her thumb down when she noticed Louie with his thumb up. Hinekura thought if Louie was willing to look past all of Bronx's past wrongdoings, maybe she could too. She then concluded that in her game Bronx would have to play fair and couldn't cheat. she winked at Bronx, put her own thumb up and cried and the āe's have it!" When you are told all of the information does that make the story more or less interesting? Why?

