

A Mrs Chia me Eileen — Mrs Chia and Eileen

Approach: One to one

Focus: Why and how culture and heritage are sustained.

Resources: Photo of Chinese mother and daughter, photo of other New Zealand family.

Questions/instructions:

In this activity we are going to talk about people's different cultures.

Culture is the special way that people do things, and the special things they believe are important.

I tēnei mahi ka kōrero tāua mō ngā ahurea rerekē a tēnā iwi me tēnā iwi.

Ko te ahurea, ko ngā tino āhuatanga mahi o tēnā iwi me tēnā iwi, me ngā mea e whakaponono ana rātou he tino whakahirahira.

Show photo 1.

This photograph shows Mrs Chia and her daughter Eileen. Mrs Chia came from China to live in New Zealand. Eileen was born in New Zealand. She is a Chinese New Zealander.

Mrs Chia thinks it's important that Eileen learns about Chinese culture.

Whakaaturia te whakaahua 1.

Ko te whakaahua tēnei o Mrs Chia me tana tamāhine a Eileen. I neke mai a Mrs Chia mai Haina ki Aotearoa noho ai. I whānau a Eileen i Aotearoa. He Hainamana nō Aotearoa a ia.

Ko te whakaaro o Mrs Chia e tika ana me ako a Eileen i tōna ahurea Hainamana.



1. Why does Mrs Chia think it is important that Eileen learns about Chinese culture?

% responses
GE **MI**

He aha te take i whakaaro ai a Mrs Chia, e tika ana me ako a Eileen i tōna ahurea Hainamana?

understand own/family background/heritage	73	71
adequate command of language – for communication with relatives, etc	15	21
maintain traditions/culture/language in family (<i>Eileen and then her children</i>)	27	43
Overall understanding:		
strong	1	11
moderate	37	35
weak	62	54

2. What are some of the important things about Chinese culture that Mrs Chia might want Eileen to learn?

% responses
GE **MI**

He aha ētahi mea pai o te ahurea Hainamana, ka hiahia a Mrs Chia, hei ākonga mā Eileen?

knowledge about place (<i>geography</i>), flora, fauna	11	0
knowledge of history	15	0
knowledge of language	55	63
knowledge of living skills (<i>food, dress, behaviour, values</i>)	31	44
knowledge of cultural activities (<i>dance, song, art, sport, celebrations, etc.</i>)	36	63
Overall understanding:		
strong	5	7
moderate	42	67
weak	53	26

	% responses	
	GE	MI
3. How could Eileen learn about Chinese culture?		
Me aha a Eileen, kia mōhio ai ia ki te ahurea Hainamana?		
from immediate family and local or visiting relatives	72	59
from travel to China	43	41
from media reading, listening, viewing (books, Internet, film, video, radio, etc.)	26	11
from cultural groups/programmes in NZ	33	19
Overall understanding:		
strong	9	11
moderate	47	37
weak	44	52

Show photo 2.



Here is a New Zealand family.
Think about New Zealand culture.

Whakaaturia te whakaahua 2.

Anei te whakaahua o tētahi whānau
o Aotearoa.

Whakaarotia te ahurea o Aotearoa.

	% responses	
	GE	MI
4. What do you think are the important features of New Zealand culture that these parents will want to pass on to their children?		
Ki ōu whakaaro, ko ēhea ngā tikanga pai o te ahurea o Aotearoa hei tuku iho mā ngā matua ki a rātou tamariki?		
knowledge about place (<i>geography</i>), flora, fauna	20	18
knowledge of history	22	29
knowledge of living skills/patterns (<i>food, dress, behaviour, values</i>)	29	29
knowledge of cultural activities (<i>arts, sports, celebrations, etc.</i>)	24	36
knowledge of Māori language/culture and/or Treaty	23	57
knowledge of English language	7	21
Overall understanding:		
strong	3	14
moderate	21	50
weak	76	36

Commentary

Students in Māori immersion (MI) settings scored statistically significantly higher than Māori students in general education (GE) settings.