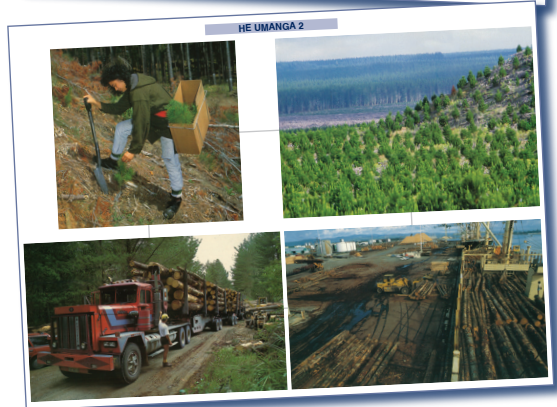


# Task: He Umanga

Approach:	Team
Focus:	Te whakaputa whakaaro me te mātauranga e pā ana ki ētahi umanga
Resources:	Whakaahua 1, 2; whārangi whakautu 1, 2; kāri pātai
Kupu:	umanga, mahi ohanga, mahi moni = economic activity

## Questions / instructions:

### Whakaaturia ngā whakaahua katoa.



He umanga, he mahi ohanga, he mahi moni rānei e kitea mai ana i ngā whakaahua nei.

**Whakaaturia tētahi o ngā whakaahua, waiho ērā atu whakaahua ki rahaki. Kia pēnei te mahi mō ia whakaahua.**

Titiro ki ēnei whakaahua. Whakawhitiwhiti kōrero mō ngā pātai kei runga i te kāri nei.

Kia mutu te whakawhitiwhiti kōrero, tuhia ā koutou whakautu ki te whārangi whakautu.

Whiriwhiria ko tētahi o koutou hei tuhi i ngā whakautu, tukuna he wā kōrero ki ia tangata o te rōpū.

1. Whakamāramatia mai he aha te mahi e kitea mai ana i ngā whakaahua?

**Photo 1:** valid response  
(e.g. mahi harakeke/raranga)

%  
response

100

**Photo 2:** valid response  
(e.g. mahi rākau/whakatipu paina)

92

2. Ko wai mā ngā tāngata, rōpū rānei e whai wāhi atu ana ki tēnei mahi?

**Photo 1:** whānau (e.g. kuia, pakeke, tamariki etc)  
community (e.g. marae, hapū etc)  
retail (e.g. markets, shops etc)

100

25

16

**Photo 2:** planters of the trees  
carers of the trees (e.g. pruners)  
cutters of the trees  
truck drivers/machinery operators

50

8

16

25

3. He aha ngā painga ka puta i tēnei mahi?

**Photo 1:** income/paid work  
working together/co-operation  
the retention and/or development  
of weaving traditions  
accessibility of taonga for purchasers  
(e.g. tourists)

67

25

42

25

**Photo 2:** income/paid work/employment  
skill acquisition by workers  
land is put to use  
economic benefits for community/country  
availability of raw materials for  
manufacturing/building

50

8

0

8

42

4. He aha ngā āhuetanga kāore e pai ana ka puta i tēnei mahi?

**Photo 1:** possible mis-treatment of  
the harakeke plant  
repetitive nature of work

50

8

**Photo 2:** displacement of native  
flora and fauna  
dangerous nature of the work

25

17

## Commentary:

Most students were able to recognise the economic activities represented in the photographs, and the people directly involved in each situation. Fewer students were able to identify participants indirectly involved, perhaps indicating a limited understanding of the wider economic and social implications of each activity. Responses to questions 3 and 4 showed a similar trend. Direct benefits and disadvantages were identified by most students, however, fewer students were able to identify more indirect benefits and disadvantages.