## Samoan Family

*Approach:* Station *Focus:* Characteristics of New Zealand. *Resources:* Samoa card.

## Questions/instructions:

Imagine that the two children shown in the photograph are coming to live in New Zealand. They have lived all of their lives in Samoa, so New Zealand will seem a very different place for them.

The map shows Samoa and New Zealand.

Imagine that you are going to write a letter to the two children to give them important information about New Zealand — information that will help them to understand what New Zealand is like as a place to live, and what is special about New Zealand.

Instead of writing a full letter, think of all of the things you would put in the letter, then write them down as a list.

Don't worry about spelling. If you need help with a word ask the teacher.

% responses

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	2001 ('97)	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Included ideas related to:		year 8	
climate	24 (18)	32 (40)	
population/people	22 (25)	42 (49)	
geography/landscape, scenery/cities/			
environment/flora/fauna	61 (31)	72 (70)	
Māori	4 (3)	10 (2)	
Samoans in New Zealand	1 (1)	3 (4)	
food	25 (25)	28 (35)	
housing	31 (29)	29 (37)	
transport	14 (16)	9 (13)	
sports/recreation/leisure	27 (23)	38 (36)	
schooling/education	18 (23)	28 (40)	
clothing	9 (17)	10 (27)	
language	8 (12)	15 (16)	
religion	1 (1)	3 (4)	
health	2 (0)	2 (1)	
economy/jobs/commerce	15 (18)	12 (31)	
other cultural features	10 (9)	28 (34)	
explicit comparisons of			
Samoa and New Zealand	9 (8)	14 (21)	

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	2001 ('97)	2001 ('97)
Total number of appropriate ideas:	year 4	year 8
8 or more	4 (1)	14 (19)
6-7	10 (9)	21 (23)
4-5	29 (22)	34 (39)
2-3	40 (37)	21 (17)
0-1	17 (31)	10 (2)
<b>Overall rating :</b> <i>(what to expect in NZ)</i>		
excellent/very good	3(1)	11 (18)
good	17 (8)	29 (30)
moderate	34 (34)	39 (42)
poor	46 (57)	21 (10)

## Commentary

Only 20 percent of year 4 students and 40 percent of year 8 students were rated as having provided a good, very good or excellent description of New Zealand for these Samoan immigrants. Year 4 students did a little better in 2001 than in 1997 but the converse was true for year 8 students.

Trend task

% responses

*Level:* Year 4 and year 8