

Ripeka

Approach: One to one

Level: Year 4 and year 8

Resources: Video: Ripeka is upset because her teacher and peers call her Rebecca — even when she asks them to pronounce it correctly. Then Ripeka carves her name on her desk. The teacher is cross and sends Ripeka to see the principal who decides they need to talk to her mother.

| Questions/instructions: | | % responses | |
|--|--|--|--------|
| | | year 4 | year 8 |
| We're going to start this activity by watching a video about what happened one day at one school. | | | |
| Show video clip | | | |
| 1. There is more than one problem here. What do you think the problems are? | | | |
| I will write these down for you. | | Mispronunciation: | |
| Prompt: Why did Ripeka carve her name on the desk?  | | issue clearly identified | 42 60 |
| | | issue vaguely identified | 40 34 |
| | | staff should know children's names | 3 10 |
| | | Ripeka's response: | |
| | | broke rule — damaged desk | 66 71 |
| | | should have chosen more appropriate reaction | 9 14 |
| | | Major discipline actions: | |
| | | Ripeka in big trouble | 25 34 |
| | | staff need to listen to student | 4 7 |
| 2. Which people are involved in these problems? | | | |
|  | | Ripeka | 65 78 |
| | | teacher | 87 96 |
| | | other students | 72 83 |
| | | principal | 84 91 |
| | | her mother | 33 55 |
| 3. What do you think Ripeka and her teacher should do to try and solve these problems? | | | |
|  | | Who should do something? | |
| | | Ripeka | 45 63 |
| | | teacher | 62 73 |
| | | other students | 10 19 |
| | | principal | 7 4 |
| | | her mother | 8 8 |
| 4. What could be done so that problems like these don't happen? | | | |
| | | Suggestions likely to be: | |
| | | very helpful | 5 15 |
| | | moderately helpful | 19 37 |
| | | somewhat helpful | 38 28 |
| | | not helpful | 38 20 |

Commentary

The underlying issue in the story of Ripeka was the incorrect pronunciation of her name by her teacher. However, only 42 percent of year 4 students and 60 percent of year 8 students clearly identified mispronunciation as one of the key problems. While quite high numbers of students recognised those involved in the problems that stemmed from careless pronunciation of a child's name, considerably fewer were able to offer suggestions for remedying the underlying and consequent problems.