

## Te Āhua o te Karetāo — Puppet Makeup

**Approach:** One to one

**Focus:** Investigating and describing how a hand puppet has been designed and assembled.

**Resources:** Parrot hand puppet.



**Questions/instructions:**

Here is a puppet that someone has made.  
Have a good look at it to see how it has been made.

Anei he karetāo kua hangaia e tētahi atu.  
Āta titiro i pēheatia te hanga.

**Give the puppet to the student. Encourage them to have a good look at it and how it has been made, without suggesting any clues.**

Now I would like you to explain to me how somebody went about making this.  
Try to describe all of the things they would do — starting from before they actually began to make the puppet — then the things they did as they were making it.

Nā, whakamāramatia mai i pēheatia te hanga i tēnei mea, e tētahi atu. Kōrerotia mai ngā āhuatanga katoa e pā ana ki te hanga karetāo. Me tīmata ki ngā whakaritenga i mua i te hanga, ā, ka kōrero mō ngā mahi i te wā e hanga ana te karetāo.

	% responses	
	GE	MI
mentioned conceiving idea/mental image	21	10
mentioned developing or finding appropriate pattern	28	15
<b>Selection of materials</b>		
mentioned required materials:		
7 or more	32	14
4-6	51	62
1-3	16	22
did not mention materials	1	2
discussed important characteristics of materials; other than colour	22	21

% responses  
GE MI

### Preparing components to fit design

*cutting, shaping, painting*

detailed description:	all steps	0	2
	some steps	19	15
	some basic detail	30	21
	vague outline	39	22
	other	12	40

### Joining components

detailed full description	4	7
covered some steps, omitted others	16	17
some basic detail	38	28
vague outline	35	22
other	7	26
mentioned hinging for mouth mechanism	17	25
<b>Total score:</b>		
11-15	7	7
8-10	27	15
5-7	38	35
0-4	28	43

**Commentary:**

The results achieved by Māori students in general education (GE) and Māori immersion (MI) settings were not statistically significantly different.