Te Whānau Hāmoa — 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.

Pohewatia [imagine] kei te haere mai ngā tamariki tokorua nei i roto i te whakaahua, ki te noho i Aotearoa. I noho rāua i Hāmoa mai rāno nō reira he wāhi tino tauhou a Aotearoa, ki a rāua.

Kei te whakaatu te mahere i a Hāmoa me Aotearoa.

Pohewatia kei te tuhi reta koe ki ngā tamariki tokorua nei ki te whakamōhio atu i ngā tino mōhiohio o Aotearoa - he mōhiohio whakamārama i te noho i Aotearoa, ā, he aha ngā painga motuhake o Aotearoa.

Kaua e tuhi reta, engari whakaarohia ētahi mea, ā, kātahi ka whakarārangi.

Kaua e āwangawanga mō te t<u>uhinga tika o ngā kupu</u> [spelling]. Mehemea ka pīrangi āwhina koe mō tētahi kupu pātai ki te kaiako.

| | % responses | | |
|---|-------------|----|--|
| Included ideas related to: | GEd | MI | |
| climate | 24 | 11 | |
| population/people | 47 | 27 | |
| geography/landscape, scenery/cities/ environment/flora/fauna | 68 | 75 | |
| Māori | | | |
| Samoans in New Zealand | 4 | 5 | |
| food | 30 | 30 | |
| housing | 21 | 16 | |
| transport | 11 | 7 | |
| sports/recreation/leisure | 56 | 59 | |
| schooling/education | 31 | 25 | |
| clothing | 10 | 7 | |





| | | % responses | |
|----------------------|--|-------------|----|
| | | GEd | |
| | language | 14 | 14 |
| | religion | 4 | 5 |
| | health | 2 | 0 |
| | economy/jobs/commerce | 12 | 14 |
| | other cultural features | 25 | 27 |
| | explicit comparisons of Samoa and New Zealand | 15 | 9 |
| Total number of appr | opriate ideas: | | |
| | 8 or more | 4 | 20 |
| | 6-7 | 10 | 14 |
| | 4-5 | 29 | 39 |
| | 2-3 | 40 | 18 |
| | 0-1 | 17 | 9 |
| Overall rating: | (what to expect in NZ) | | |
| | excellent/very good | 8 | 18 |
| | good | 32 | 21 |
| | moderate | 39 | 31 |
| | poor | 21 | 30 |
| | | | |

Commentary

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