

Approach: Team

Year: 8

Focus: Cultural customs and traditions

Resources: 2 sets of 6 information cards; 2 instruction cards 1; 2 pair answer sheets;
1 instruction card 2; 1 team answer sheet

Questions / instructions:

In this activity you will be thinking about two different ceremonies that are important to people living in Pacific Islands.

To start off, you will work in pairs. Student 1 and Student 2 will be thinking and talking about the haircutting ceremony of the Cook Islands. Student 3 and Student 4 will be thinking and talking about the ear piercing ceremony in Niue.

You will have some information cards that tell you about the ceremonies. As you study the cards, you are to make a chart which shows the things that are done to get ready for the ceremony, and the things that are done at the ceremony.

Show and read instruction card 1 to students.

Here are your information cards, and here is the paper for making your chart. Write the different things that are done in the boxes on your chart.

Give cards and pair answer sheets to students. Assist with reading if necessary. Allow time.

When pairs have finished, collect in information cards.

Now it's time for all of you to work as one team. Start off by explaining your chart to the others and me. Explain the things that are done to get ready for the ceremony, and the things that happen at the ceremony.

Allow time.

Now it's time to think about both of the ceremonies. There are four things you are to talk about.

Show and read instruction card 2 to students.

You can have about five minutes to talk through these questions. Quickly make notes on the things that are the same and the things that are different on these answer sheets. When you are ready, I will ask you to tell me your ideas and answers to the other two things on the instruction card.

Give out team answer sheet. Allow about five minutes. Encourage students to keep their discussions focused on the questions.

Now I'll ask you the questions, and you can tell me what you think. You can all help to give your answers – not just one or two people all the time.

1. Why might the ceremonies be very important for the people?
2. What might happen if they stopped having these kinds of ceremonies?

Involvement:

all members contributed substantially	53 (47)
one member did not contribute substantially	40 (43)
two or more members did not contribute substantially	7 (10)

Collaboration in decision-making:

high level of collaboration	38 (32)
moderate level of collaboration	50 (56)
little or no collaboration	12 (12)

Ceremonies – Card 1
Make a chart that tells

- the main things that are done to get ready for the ceremony,
- and the things that are done at the ceremony.

You have about 5 minutes to do this.

Ceremonies – Card 2
Which things about the two ceremonies are the same or similar? Write these on the answer sheet.
Which things about the two ceremonies are different? Write these on the answer sheet.
Discuss why the ceremonies might be very important for the people.
Discuss what might happen if they stopped having these kinds of ceremonies.

% response 2005 ('01)
year 8

Social environment in group:

pleasant/encouraging for all
some harsh moments (e.g. put downs)
frequently unpleasant

Quality of ideas about why ceremonies are important:

(tradition, recognising growth/maturity, coming of age, communal life, etc.)
excellent/very good
good
moderate
poor

Key similarities between ceremonies:

long preparation period (many months) 31 (32)
lots of food prepared/brought to ceremony 88 (72)
gifts for child 77 (87)
prayers 63 (68)
greetings from guests to child 3 (8)
obvious change in appearance of child 8 (5)
ceremonies involve touching head - not normally appropriate 0 (3)
both sitting in specially decorated place 17 (20)
very significant tradition, recognition of growing up 17 (17)

Key differences between ceremonies:

gender of child 57 (53)
which feature changed (ears vs. hair) 70 (60)
mention of invitations for Cook Islands ceremony (hair) 27 (30)
table for recording money gifts (Niue - ear piercing) 3 (2)
announcement of total money at end of Niue ceremony 3 (7)
special head-dress with attached money (Niue - ear piercing) 31 (42)
ribbons for each lock of hair (Cook Islands) 17 (15)
special chair for girl (Niue - ear piercing) 17 (20)
who does main activity (doctor vs. guests) 23 (17)
mention that parents will look after gifts for boy until manhood 3 (2)
mention of boy being kissed 19 (23)
feast at ceremony (Cook Islands) vs. food taken away to cook (Niue) 33 (32)
special shelter built for feast-boy 10 (8)

Overall rating for description of similarities and differences:

excellent/very good	3 (2)
good	35 (28)
moderate	41 (47)
poor	21 (23)
Total score: 16–28	2 (2)
13–15	14 (5)
10–12	21 (26)
7–9	35 (34)
4–6	24 (31)
0–3	4 (2)

% response 2005 ('01)	year 8
	88 (88)
	9 (12)
	3 (0)
	14 (2)
	22 (13)
	46 (63)
	18 (22)
	31 (32)
	88 (72)
	77 (87)
	63 (68)
	3 (8)
	8 (5)
	0 (3)
	17 (20)
	17 (17)
	57 (53)
	70 (60)
	27 (30)
	3 (2)
	3 (7)
	31 (42)
	17 (15)
	17 (20)
	23 (17)
	3 (2)
	19 (23)
	33 (32)
	10 (8)
	3 (2)
	35 (28)
	41 (47)
	21 (23)
	2 (2)
	14 (5)
	21 (26)
	35 (34)
	24 (31)
	4 (2)

HAIR CUTTING CEREMONY



1

One tradition of Cook Islanders is the *pakotianga rauru* or hair cutting ceremony for boys. From the day he is born until the day of the ceremony his hair will not be cut.

Preparations take many months as the food and gifts are prepared. The picture shows supplies of food for the feast arriving at the island.



2

Weeks before the ceremony, invitations are sent to the special guests.

The invitations are numbered in the order which guests will come up to cut a lock of hair. Each lock of hair is tied with a ribbon.



3

This boy is surrounded by the gifts that his relatives have made for him – quilts, tablecloths and cushions. His parents will look after them until he reaches manhood.



4

The ceremony begins with a prayer, then people come up one by one to cut a lock of hair. The boy is kissed and given presents of money or a gift.



5

When the ceremony is finished the boy has short hair.



6

After the ceremony the family and friends gather for a big feast in a shelter built for the occasion.

EAR PIERCING CEREMONY



1

One tradition of Niue Islanders is the *huki teliga* or ear piercing ceremony for girls.

Preparations take many months as the food is prepared. The picture shows supplies of food to be shared at the final part of the ear piercing ceremony.



2

The girl's uncles have set up a table where they write down the gifts of money people bring. At the end of the celebration the total amount of money given is announced.



3

Two friends are sewing a head-dress. Money is stitched to the outside of the head-dress. Altogether it is worth \$2,500.



4

When everyone is ready, the girl is seated on a special chair. The chair is placed on a stage hung with tapa cloth and mats.



5

After prayers the family doctor pierces the girl's ears. He uses a special needle to do this.

With a new dress on and new studs in place, the young girl is wished well by friends and family.



6

The food is divided into piles according to the size of the donation given.

The guests leave with their share of the food. The food is left uncooked so that the guests can take it home and cook it themselves.

Commentary:

Like their year 4 counterparts in the task *Birthdays* (p26), the year 8 teams generally had little difficulty identifying some similarities and some differences between the two ceremonies but were light on detail. They averaged three similarities and three differences. There was little change in performance between 2001 and 2005.