

Approach: One to one
 Focus: Describing cultural customs and traditions
 Resources: Set of 6 pictures, recording book

Year: 4 & 8

Questions / instructions:



This activity is about visiting a marae.

1. Have you ever been on a marae?

student has been on a marae

% response 2005 ('01)	
year 4	year 8
47 (38)	69 (70)
30 (21)	60 (60)

2. Try to explain to me what a marae is.

special meeting place (or similar)

Tell the student that a marae is “a special meeting place” if similar answer is not given.

I am going to give you some pictures of people taking part in a welcoming ceremony on a marae.

Give student the pictures.

Now put these pictures into an order. The order should show a welcoming ceremony on a marae, from the start to the end.

Allow time.

Using the pictures, explain to me a welcoming ceremony on a marae.

Record the order of the pictures.

Score for order of pictures:	2005 ('01)	2005 ('01)
16–18	8 (9)	19 (18)
13–15	5 (5)	13 (9)
10–12	46 (41)	42 (51)
7–9	20 (16)	16 (19)
0–6	21 (29)	10 (3)

Knowledge of marae welcoming protocol:

extensive knowledge	1 (0)	5 (5)
quite substantial knowledge	2 (1)	9 (8)
a little knowledge	13 (7)	23 (17)
any other response	84 (92)	63 (70)

Total score:	2005 ('01)	2005 ('01)
19–25	4 (1)	16 (14)
16–18	7 (9)	13 (14)
13–15	13 (11)	24 (21)
10–12	39 (36)	24 (35)
7–9	19 (20)	16 (14)
0–6	18 (23)	7 (2)

Commentary:

About 20 percent more year 8 than year 4 students appeared to have good knowledge of marae welcoming protocol. There was little change overall at either year level, between 2001 and 2005, but about 10 percent more year 4 students said they had been on a marae and could give a basic explanation of what a marae is.