






Marae

Approach: One to one

Level: Year 4 and year 8

Resources: Video of marae welcome; two name cards.

Questions/instructions	% responses	
	y4	y8
<p>This activity is about a marae.</p>		
1. Can you explain to me what a marae is?		
clear and comprehensive	13	36
partial response	36	42
<p><i>Tell the student that a marae is "a special meeting place" if a similar answer is not given.</i></p>		
2. Have you ever visited a marae?	yes	47 70
	no	53 30
<p>We are going to watch a video which shows people being formally welcomed onto a marae. There are two groups of people — the visitors, or manuhiri, and the people who belong on the marae, the tangata whenua. Here are cards with these names on.</p>		
<p>Place name cards in front of student.</p>		
<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;">manuhiri</div> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;">tangata whenua</div> </div>		
<p>The video will stop at certain parts, and when it stops, I want you to explain what was happening — and why it was being done.</p> <p>We'll start watching the video now.</p>		
<p>Play video: manuhiri coming onto marae. Stop the video when RED stop sign shows.</p>		
		
		
3. Who were those people, and what were they doing?		
clear and comprehensive	38	71
partial response	37	21
<p><i>Tell the student that they are visitors coming onto the marae, if a similar answer is not given.</i></p>		

Questions/instructions	% responses	
	y4	y8
<p>Play video: woman singing karanga.</p>		
		
4. What was that woman doing?		
clear and comprehensive	48	77
partial response	33	18
<p><i>Tell the student that the woman was welcoming the visitors onto the marae, if a similar answer is not given.</i></p>		
<p>Now we'll see where the people are being seated.</p>		
<p>Play video: manuhiri being seated</p>		
		
5. What do you notice about where the groups of people are sitting? Why is it being done this way?		
clear and comprehensive	10	31
partial response	50	54
6. What do you think will happen next?		
clear and comprehensive	4	19
partial response	14	25
<p>Play video: welcome by tangata whenua</p>		
		
7. What do you think this man was doing?		
clear and comprehensive	14	35
partial response	31	41

	% responses	
	y4	y8
8. What do you think will happen after the man has finished speaking?		
clear and comprehensive	11	15
partial response	4	11

Play video: waiata



Now that the visitors have been welcomed by a speech, a song or waiata is being sung.

9. What do you think will happen next?		
clear and comprehensive	6	21
partial response	12	19

Play video: manuhiri reply and waiata



10. Who was speaking?		
manuhiri/visitors	40	74

One of the visitors has made a speech to reply to the welcome, and the visitors have sung a waiata or song. Let's see what happens next.

Play video: koha



11. Can you explain what was happening?		
<i>Prompt: What do you think was in the flax bag?</i>		
Why was that done?		
clear and comprehensive	18	48
partial response	40	41
12. We are now coming to the end of the of the welcoming ceremony — do you know what will happen now?		
clear and comprehensive	2	20
partial response	3	6

	% responses	
	y4	y8

Play video: hongis



13. We have just seen the final part of the ceremony, where everyone "hongis". Why do you think they do that?		
clear and comprehensive	8	24
partial response	27	47
14. We have seen that there is a set way for welcoming visitors onto a marae. Why do you think it is usually done like this?		
Answer: good	7	30
basic	26	47
other response	25	11
no response	42	12

Commentary

This task investigated students' knowledge and understanding of key features in a traditional ceremony for welcoming visitors onto a marae. While the kawa observed on individual marae around New Zealand tend to include local customs, those used in this task are substantially common to all. In part the results could suggest a relationship between the percentage of students who have actually had the experience of visiting a marae and the percentage of students who showed knowledge and understanding of the sequence and meaning of each part of the welcoming ceremony. When young children go onto a marae they are not always expected to participate in the various formalities of the powhiri. This needs to be taken into account when considering the results for year 4 students.