Marae

Approach: One to one Level: Year 4 and year 8

Resources: Video of marae welcome; two name cards.

Questions/instructions	% rest	onses
This activity is about a marae.	<i>y</i> 4	<i>y</i> 8
1. Can you explain to me what		
a marae is? clear and comprehensive	13	36
partial response	36	42
Tell the student that a marae is "a special meeting place" if a similar answer is not given.		
2. Have you ever visited a marae? yes	47	70
no	53	30
We are going to watch a video which shows people being formally wel-		

comed 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.

Place name cards in front of student.

manuhiri tangata whenua

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.

We'll start watching the video now.

Play video: manuhiri coming onto marae. Stop the video when RED stop sign shows.





3. Who were those people, and what were they doing?

clear and comprehensive 38 71 partial response 37 21

Tell the student that they are visitors coming onto the marae,if a similar answer is not given.

% responses *y4 y8*

Play video: woman singing karanga.



4. What was that woman doing?

clear and comprehensive

partial response 33 18

Tell the student that the woman was welcoming the visitors onto the marae, if a similar answer is not given.

Now we'll see where the people are being seated.

Play video: manuhiri being seated



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 19

partial response 14 25

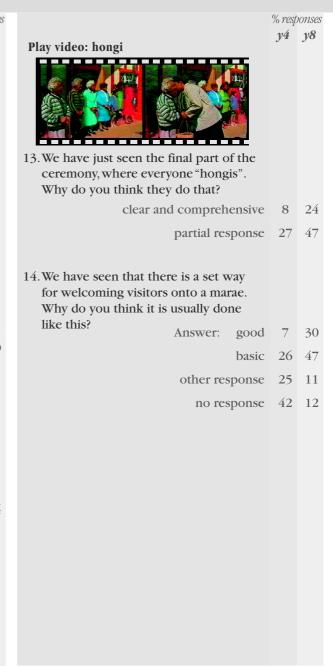
Play video: welcome by tangata whenua



7. What do you think this man was doing?

clear and comprehensive 14 35 partial response 31 41





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.