

## Exemplars

# Making jam

At the centre, we have a plum tree. It was laden, and the fruit was sweet. Our kuia came to visit. They do not like to waste food, so we decided to use it all and make jam.

### Background

This activity of making jam is not a particularly Māori thing to do, but embedded within the activity are the Māori tikanga – those cultural aspects that are distinctly and uniquely Māori. (We're sure other cultures do similar activities underpinned by similar cultural values but represented in different ways.)

Manaakitanga: Making jam was a community effort with everyone pitching in to help with everything from the karakia and gathering the fruit from Te Wao-nui-a-Tāne to cleaning and preparing the utensils etc. and to cooking, eating, and sharing the jam.

Language (in te reo Māori)

Identity (as Māori)

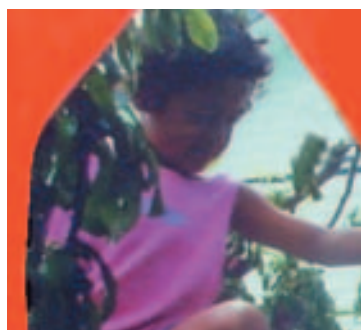
Literacy: Oral and written (documentation and follow-up dictations)

Numeracy links: Through the process of making jam, we used the counting we know and saw it embedded in a real context – sorting jars, collecting fruit (quantities), measuring ingredients in cooking, etc.

Wairua links: Karakia, ngā hua o Te Wao-nui-a-Tāne

Tikanga links: Manaaki – we made it to give away – the Māori process of mai i rā anō.

### The story – Te Tao Kai!



1.  
Me karakia mō  
ngā hua.



2.  
Piki i te  
arawhata.



3.  
Heke i te  
rākau.



4.  
Kātahi ka  
kai.



5.  
Katohia ngā  
paramu.



6.  
Me ine te taumaha-  
tanga o ngā paramu.



7.  
Kei te horoi  
ngā paramu.



11.  
Purua ki  
roto i te  
mīhini horoi  
ipu.



8.  
Kei te  
āwhina a  
Toi i te kuia.

### Te Tunu Tiamu!



12.  
Kei te  
kōrorirori  
tiamu a  
Pāpā Tahu.



9.  
Kei te āta  
tapatapahi.

### Te Kohi Ipu!

I haere ki te hoko ipu [recycled from the dump].



10. Horoia ngā ipu kia mā!



13.  
Kei te  
koropupū te  
kōhua.



14.  
Kei te kōrori  
rāua.





15.  
Kei te  
whakama-  
hana ngā ipu.



16.  
Kei te eteete  
te tiamu.



17.  
Kia tūpato,  
kei te wera!



18.  
Kua hora  
te tēpu.



19.  
Kua kīnaki i  
te kirīmi.



20.  
Kua kī te  
puku.



21.  
Mmmmmm,  
he reka te  
kai!

Kātahi ka kawe te toenga ki te Kura o Hato Tipene,  
hei āwhina atu i a rātou.

“Nāku te rourou, nāu te rourou, ka ora ai te iwi.”

### What's happening here?

The kaiako at this kōhanga reo initiate a community activity – making jam – which, while “not a particularly Māori thing to do”, reflects Māori values and provides an opportunity for the children to experience a wide variety of Māori tikanga.

### What aspects of bicultural assessment does this exemplify?

This assessment record exemplifies a number of cultural aspects that are distinctly Māori:

- There are wairua links as the community says karakia to give thanks for having such a plentiful tree.
- There is a sense of manaakitanga where making the jam is a community effort, with everyone pitching in to help. From the karakia before gathering the fruit to preparing the fruit and utensils for cooking and eating and sharing the jam, the kōhanga whānau work collaboratively.
- The narrative, told through photographs, conveys the holistic nature of the learning in this context.
  - There are cultural and identity links when, after tasting and assessing the jam on completion of the task, the kōhanga whānau give the remaining jars of jam away to help fund-raise for a Māori school under threat of closure.
  - The whole activity is conducted in te reo Māori with both an oral and a written literacy component.
  - Numeracy skills are used while collecting the plums, weighing, cutting, and sorting them, collecting, counting, and sorting the jars, measuring the other ingredients, and filling the jars with the jam.

### How might this assessment contribute to bicultural practice here?

The story is told in photographs with some annotation that includes the children's voices. The kaiako subsequently annotated the photographs further and made them into a book for follow-up discussion and reflection.

Revisiting the story and book will reinforce the value of the activity for the whole learning community and encourage continued experiences underpinned by Māori tikanga.

### What might this tell us about informal noticing, recognising, and responding in this place?

As the kaiako has commented, “Embedded within the activity are Māori tikanga – those cultural aspects that are distinctly and uniquely Māori – as well as other curricular learning/teaching opportunities which are developed within the activity. This example illustrates a connection between the policy (te reo me ōna tikanga – language and tradition) and the practice (teaching and using the language) in real, meaningful, cultural activities.”