

<b>Title</b>	<b>Demonstrate knowledge of metaphorical references to facilitate and adapt ngā taonga tākaro</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	People credited with this standard are able to: demonstrate knowledge of metaphorical references through the practice of ngā taonga tākaro in accordance with the tikanga and kawa of local iwi or hapū; adapt a form of ngā taonga tākaro in accordance with the tikanga and kawa of local iwi or hapū; and apply metaphorical references to facilitate participation in ngā taonga tākaro to contribute to kaitākaro wellbeing.
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<b>Classification</b>	Ngā Mahi ā te Rēhia > Ngā Taonga Tākaro
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<b>Available grade</b>	Achieved
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## Guidance Information

### 1 Guiding Kaupapa

The following principles are the underpinning kaupapa that should guide learning and assessment towards this unit standards as they are guiding kaupapa in the practice of ngā taonga tākaro:

- Kaitiakitanga  
Refers to the skills and knowledge supporting the protection, maintenance and strengthening of the mauri, mana, tapu and taiao of Māori and their whānau, hapū and iwi through the delivery of ngā taonga tākaro.
- Uaratanga  
Refers to the values, principles, protocols which set the boundaries for how we conduct ourselves in ngā taonga Tākaro dependent on iwi and rohe variations and on the type and expression of ngā taonga tākaro being played.
- Whakapono  
Refers to acting ethically and culturally to enhance and maintain your personal and environmental integrity, through ngā taonga tākaro.
- Kōrero Whakapapa ā-iwi/rohe  
The ability to utilise ngā taonga tākaro as a vehicle for iwi to express their specific knowledge. This includes knowledge of local kawa and tikanga; use of te reo; demonstration and/or role modelling of positive behaviours.

2 In all instances ngā taonga tākaro should be underpinned by the concept *kia kawea tātou e te rēhia* (to be taken by the spirit of fun and amusement).

### 3 Definition

*Ngā Taonga Tākaro* means traditional Māori games or sports.

- 4 The tikanga and kawa of a local iwi or hapū underpin the basis of this unit standard. The context of the unit standard is limited to local rohe or takiwā. Where local rohe are also occupied by other iwi or hapū, the tangata whenua or mana whenua view will take precedence. Other iwi or hapū views should be encouraged, in order to enrich and enhance understanding of tikanga and kawa.
- 5 For the assessment against this unit standard, evidence can be presented in a number of ways that may include but are not limited to – oral, visual or written presentations; whakaari; waiata; haka; playing; and group/peer assessment such as participation in tatū.

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## Outcomes and performance criteria

### Outcome 1

Demonstrate knowledge of metaphorical references through the practice of ngā taonga tākaro in accordance with the tikanga and kawa of local iwi or hapū.

#### Performance criteria

- 1.1 Explain rangahau as a metaphorical reference.
- Range may include but is not limited to – published and unpublished material, mōteatea, whakairo, internet websites, people, hui, wānanga.
- 1.2 Explain how to foster an understanding of metaphorical references in the practice of ngā taonga tākaro.
- Range may include but is not limited to – connecting to iwi or hapū whakapapa korero, kaitiaki, taniwhā or tīpua, ngā kararehe, ngā tūmomo rākau, ngā tūmomo manu, ngā ngarara, ngā ariki, ngā ngaru.
- 1.3 Explain methods for facilitating understanding of metaphorical references in the practice of ngā taonga tākaro.
- Range may include but is not limited to – developing or adapting tākaro, naming of teams, naming of papa tākaro, using a specific mauri.

### Outcome 2

Adapt a form of ngā taonga tākaro in accordance with the tikanga and kawa of local iwi or hapū.

#### Performance criteria

- 2.1 Adapt a specific form of ngā taonga tākaro to reflect specific metaphorical references.
- Range may include but is not limited to – linking to specific atua, kaitiaki, taniwhā, tīpua.

- 2.2 Adapt a specific form of ngā taonga tākaro to reflect specific environmental contexts.
- Range may include but is not limited to – moana, whenua, wai, maunga.
- 2.3 Adapt a specific form of ngā taonga tākaro to foster an understanding of whakapapa kōrero.
- Range may include but is not limited to – naming of teams, papa tākaro, adaption of movements.
- 2.4 Apply adapted ngā taonga tākaro to engage with specific metaphorical references.
- 2.5 Apply facilitation skills to foster the kaupapa of kia kaweā tātou e te rēhia.

### Outcome 3

Apply metaphorical references to facilitate participation in ngā taonga tākaro to contribute to kaitākaro wellbeing.

### Performance criteria

- 3.1 Incorporate the link between individual benefits to tinana, whānau, wairua and hinengaro from participating in ngā taonga tākaro into facilitation.
- Range individual benefits include but are not limited to – fitness agility, mental agility, social, wellbeing.
- 3.2 Incorporate the link between metaphorical references and benefits to kaitākaro participating in ngā taonga tākaro into facilitation.
- Range benefits include but are not limited to – health, socially connections, whanaungatanga, whakapapa, tuakiri Māori.

<b>Planned review date</b>	31 December 2025
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### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	25 March 2021	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0099
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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**Comments on this unit standard**

Please contact Skills Active Aotearoa Limited [info@skillsactive.org.nz](mailto:info@skillsactive.org.nz) if you wish to suggest changes to the content of this unit standard.