

<b>Title</b>	<b>Rangahau and apply in-depth knowledge and understanding of relevant metaphoric references of ngā taonga tākarō</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>15</b>

<b>Purpose</b>	People credited with this standard are able to: whakapapa kōrero rangahau in accordance with the tikanga and kawa of a local hapū; kōrero rangahau on movement to apply to the kaupapa of ngā taonga tākarō in accordance with the tikanga and kawa of local hapū and/or iwi; and apply in-depth knowledge of relevant metaphoric references to the kaupapa of ngā taonga tākarō.
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<b>Classification</b>	Ngā Mahi ā te Rēhia > Ngā Taonga Tākarō
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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 tākarō:

- 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 tākarō.
- Uaratanga  
Refers to the values, principles, protocols which set the boundaries for how we conduct ourselves in ngā taonga Tākarō dependent on iwi and rohe variations and on the type and expression of ngā taonga takarō being played.
- Whakapono  
Refers to acting ethically and culturally to enhance and maintain your personal and environmental integrity, through ngā taonga tākarō.
- Korero Whakapapa ā-iwi/rohe  
The ability to utilise ngā taonga tākarō 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 tākarō should be underpinned by the concept *kia kawea tātou e te rēhia* (to be taken by the spirit of fun and amusement).

### 3 Definitions

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

*Pūrākau* are accounts or stories associated with the gods and demigods, as opposed to *pakiwaitara*, which are accounts associated with humankind. The traditional and

widely held view of Māori is that pūrākau provide a historical continuum and are an integral part of a tribe's history.

- 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

Whakapapa kōrero rangahau in accordance with the tikanga and kawa of a local hapū.

#### Performance criteria

- 1.1 Whakapapa kōrero rangahau in relation to significant sites, events, pūrākau and pakiwaitara.
- 1.2 Whakapapa kōrero rangahau in relation to the kaupapa of ngā taonga tākarō.
- 1.3 Explain iwi/rohe variations and applications of ngā taonga tākarō imbedded in whakapapa kōrero rangahau.

### Outcome 2

Kōrero rangahau on movement to apply to the kaupapa of ngā taonga tākarō in accordance with the tikanga and kawa of local hapū and/or iwi.

#### Performance criteria

- 2.1 Whakapapa kōrero rangahau of relevant metaphoric references in relation to movement patterns connected to the taiao.
 

Range	may include but is not limited to – connecting to hapū whakapapa korero, kaitaiki, taniwha or tīpua, ngā kararehe, ngā rākau, ngā manu, ngā ngarara, ngā ariki, ngā ngaru.
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- 2.2 Apply understanding of metaphorical references to attacking and defensive patterns in traditional whakapapa korero.
- 2.3 Adapt traditional metaphorical references for movement to develop contemporary movements in ngā taonga tākarō.

**Outcome 3**

Apply in-depth knowledge of relevant metaphoric references to the kaupapa of ngā taonga tākaro.

**Performance criteria**

3.1 Adapt metaphorical references from whakapapa kōrero to create a new form of ngā taonga tākaro.

Range may include but is not limited to – movements, papa tākaro and strategies.

3.2 Deliver whakapapa kōrero through the context of a specific form of ngā taonga tākaro.

3.3 Evaluate the practice of the new form of ngā taonga tākaro to establish alignment with the metaphorical references.

<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>.

**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.