

Ekwaiy bwain tsimoru
Specialist Task

Nauru Curriculum Footpath**Personal Pathways**

Collaborating with peers and others.
Learning about and preparing for new worlds of work.
Developing initiative and enterprise

Communication Pathways

Blending traditional and new communications media
Making creative judgements and engaging in performance.
Communicating using languages and intercultural understandings.
Mastering Literacy and numeracy.

Community Pathways

Interacting within local communities
Operating within shifting cultural identities
Understanding local and global economic forces
Understanding the historical foundation of social movements and civic institutions.

Environments and Technology Pathways

Developing a scientific understanding of the world
Working with design and engineering technologies
Sustaining environments

Quality Features**High Features**

- Quality product showing good craftsmanship through safe creative use of old and new knowledge and sustainable use of available materials.
- Pride in knowledge and skills, contagious interest and enthusiasm, detailed historical knowledge and stories, sources acknowledged and permissions to use knowledge and resources sought and signed off.
- Well illustrated, detailed, user friendly hints, tips and instructions passing on traditional and adapted knowledge and skills.

Acceptable Features

- A recognisable completed product made safely.
- Construction methods shared with others.

Task Rules

Hut sizes should be within the measurements of 8 x 5 ft in floor space or a two-person sleeping hut provided sustainable quantities of materials are available. Alternatively, they can be a scale model to conserve materials.

Canoe sizes should be a one-person canoe.

As a specialist task, it is possible that only one student works on the task. It is desirable for a team to be involved for efficiency as well as being the traditional way.

All members of the group must take part in the construction of the projects and the presentation. Although work is carried out in groups, grading is individual according to skills exhibited, participation and teacher records.

All products must be completed by exhibition time. Records of group work at the different stages of development may be exhibited at the expo.

Suggestions and Ideas for students and teachers.

This is a specialist task as it makes unsustainable large demands on local pandanus supplies and canoe making materials if completed by all students. This task aims to develop people with mastery of traditional skills to preserve and pass them on. Not all students need to build a hut or canoe. These are rightly the roles of the specialist - past, present and future.

Think outside the box when designing your canoe or hut to make your products last longer or modifying traditional designs for added benefits. For example, a two outrigger canoe, or precast hole for the hut poles or have huts on stilts accessible by a makeshift ladder and explain your modifications.

Students research can include advantages and disadvantages of living in huts as compared with modern housing, and canoeing as against outboard motoring. They can also compare cooperative communal living against singular effort in building, living and fishing.

Students can appreciate financial advantages by mastering their skills and craft when selling their products or having customers signing for orders.

Students can borrow and adapt ideas from different sources to come up with their own designs and in their presentations can explain where, how and why they designed it so.

For every tree, or branch cut down, students should replant more and understand the value of trees and appreciate the works of nature and the time it has taken to grow.

Resource people can include tradesmen like carpenters and builders, weavers for the roofing and traditional crafts people, woodwork teachers and draftsmen, to teach students the basic skills, and carry out workshops to master these skills.

This is a TVET practical task and the focus should remain on practical skills. However, it is important to document and pass on traditional knowledge. It is more important that the knowledge be documented well than simply be an assessment piece. Encourage students to use existing information and adapt it as needed to match what they want to say. They should be "in charge" of documenting rather than having to create it themselves.

OPTION

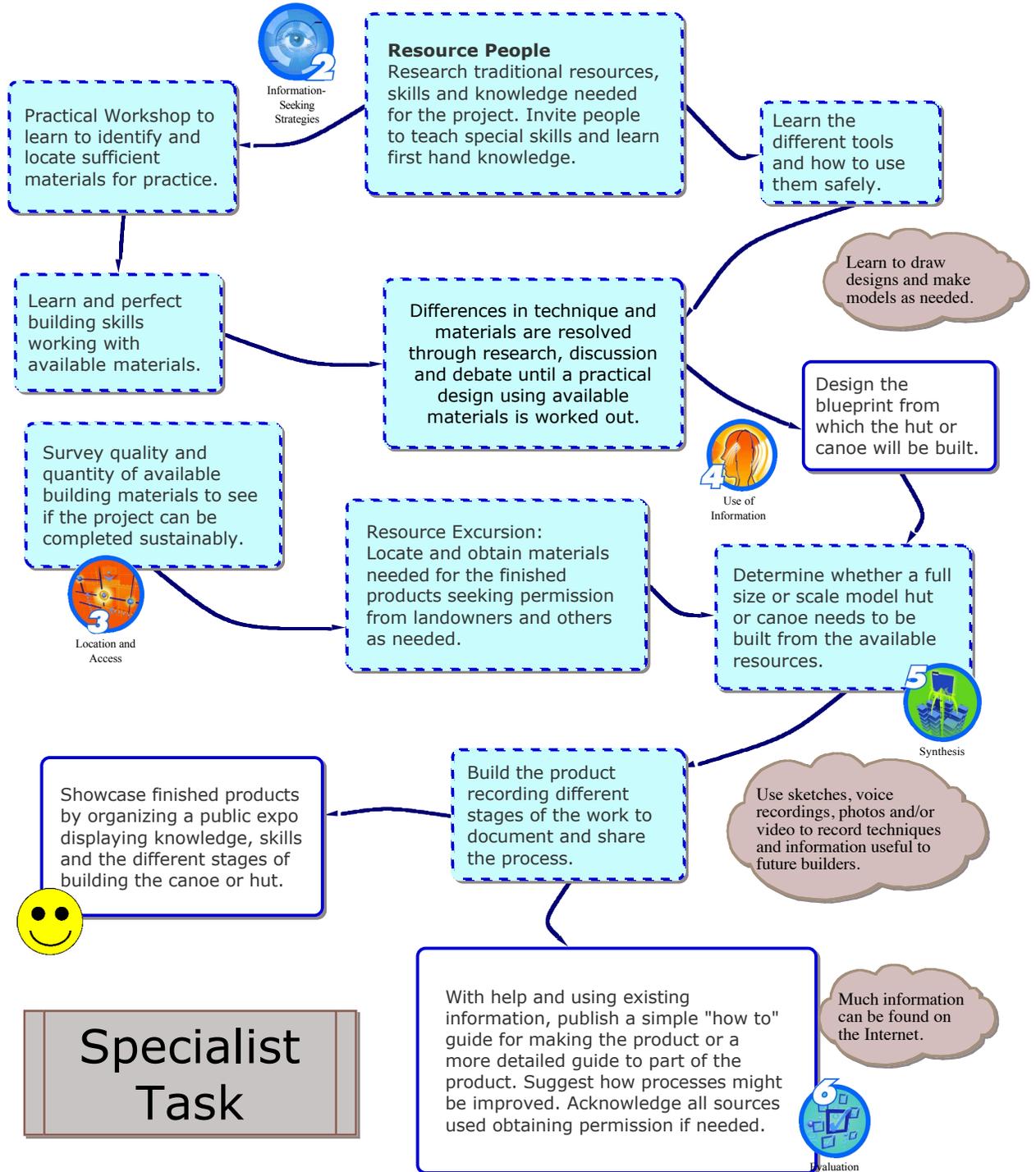
The task focuses on learning and practicing traditional knowledge but should not stop there. The reward for building a canoe is to use it. Students could learn canoe handling through simulation of canoe rowing and balancing techniques progressing to low tide or safe place paddling, turning around obstacles and canoe racing. Learn and perfect canoe handling skills before showcasing skills around obstacles set in the Boat Harbour OR other appropriate site with a running commentary informing the audience.

Ekwayi bwain tsimoru
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Task Definition

A student team researches traditional methods of building huts or canoes identifying appropriate tools and resources, to create their own hut or canoe. They will draw, design, build and record the different stages of creating a canoe (equo) or a Nauruan hut (debereak) using locally available resources and remaining as faithful to traditional ways as possible.



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