



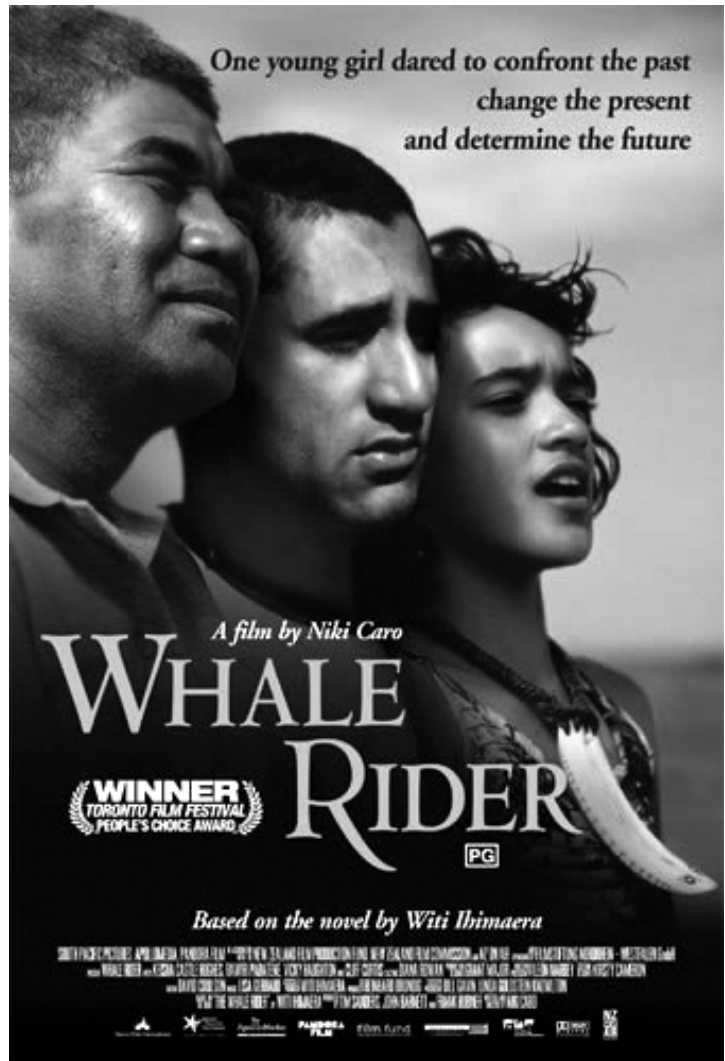
Comprehension and discussion activities for the film

Whale Rider

This module has been designed to accompany the film *Whale Rider* (2003). *Whale Rider* is an internationally successful New Zealand film focusing on indigenous cultural issues.

The module consists of teacher's notes and a handout with background information that you can copy and give to your students. If you don't have access to a copier, you can write this on the board.

You might like to do many of these activities in students' first language. It is important that they understand the ideas behind the story, and this is easier in their own language.



1. Before Watching

Here are some useful terms that will help students understand the movie:

<i>ancestry</i>	<i>tradition</i>	<i>community</i>
<i>beliefs</i>	<i>generation</i>	<i>migration</i>
<i>legend</i>	<i>myth</i>	<i>prejudice</i>

Write them on the board, and get students to look them up in their dictionaries.

Give copies of **Worksheet 1: Background Information** (page 6) to your students, or explain this information to them.

2. While Watching

2.1 Pai's Background 00:00–30:00

Give copies of **Worksheet 2: Exercises While Watching** (pages 7 and 8) to your students, or write the questions for 2.1 on the board. Play the film to 30.00.

Exercise A: Students answer the questions.

1. Who does Pai live with?
2. Does Porourangi leave Koro?
3. Does Koro want a grandson or granddaughter?

Exercise B: Write these events on the board. Students put them in order.

1. Porourangi's wife and the baby boy die.
2. Porourangi returns home after 12 years.
3. Porourangi has twins, a boy and a girl.
4. Porourangi names the girl Paikea after the ancestor who rode the whale.
5. Pai lives with her grandparents, Koro and Nanny Flowers.
6. Porourangi is angry with Koro, and leaves.

Exercise C: Students answer these questions. You might like to have them discuss these in groups, or answer in their own language.

1. Why does Pai live with her grandparents?
2. Why does Porourangi leave the hospital?
3. Does Koro like Pai?

Answers to 2.1

Exercise A: 1. Her grandparents 2. Yes 3. Grandson

Exercise B: 3, 1, 4, 6, 5, 2

Exercise C: Possible answers:

1. Because her mother is dead, and her father lives in another country.
2. He is angry with his father. His father doesn't care that Porourangi's wife has died. He is only interested in having a grandson.
3. Yes, but he prefers to have a grandson rather than a granddaughter.

2.2 School 30:00–1:10:00

Play the film to 1.10.00. If students don't have **Worksheet 2**, write the exercises on the board before you play the film.

Exercise A: Are these statements true or false?

1. Koro teaches all the firstborn boys in the community.
2. Koro teaches the ancient traditions of the tribe.
3. Pai is allowed to join Koro's school.

Exercise B: Rewrite this summary so that it is true.

Koro thinks that Pai is good luck for his tribe. He gives all the firstborn girls in the village training. He teaches them mathematics and English. He wants to find the future leader of the tribe.

Exercise C: Students answer these questions. You might like to have them discuss these in groups, or answer in their own language.

1. Why does Koro throw the whale bone into the water?
2. Who finds the whale bone that Koro threw into the water?

Answers to 2.2

Exercise A: 1. True 2. True 3. False

Exercise B: Koro thinks that Pai is bad luck for his tribe. He gives all the firstborn boys in the village training. He teaches them tribal traditions and warrior skills. He wants to find the future leader of the tribe.

Exercise C: Possible answers:

1. *Because her mother is dead, and her father lives in another country.*
2. *He is angry with his father. His father doesn't care that Porourangi's wife has died. He is only interested in having a grandson.*

2.3 Saving the Whales 1:10:00–1:32:00

Play the film to 1.32.00. If students don't have **Worksheet 2**, write the exercises on the board before you play the film.

Exercise A: Students answer the questions.

1. Does Koro discover dead fish on the beach?
2. Does the community save the whales?

Exercise B: Students choose the correct answer.

1. The community tries to save the big whale by
 - a. using a helicopter
 - b. using a tractor
 - c. using a truck
 - d. using a tank

2. Nanny Flowers is crying because
 - a. she is cold
 - b. she is happy the whales lived
 - c. Pai is missing in the ocean
 - d. Koro doesn't love her anymore

Exercise C: Students answer these questions. You might like to have them discuss these in groups, or answer in their own language.

1. When does Koro realise that Pai is Paikea, the 'Whale Rider'?
2. Is Pai afraid to die?

Answers to 2.3

Exercise A: 1. No, they're whales 2. No, Pai does, although the community helps by pouring water on the whales to keep them alive.

Exercise B: 1. b 2. c

Exercise C: Possible answers:

1. *When Nanny Flowers gives him the whale bone.*
2. *No, because she realises this might be necessary to save the whales.*

2.4 End 1:32:00–1:38:30

Play the film to 1.38.30. If students don't have **Worksheet 2**, write the exercises on the board before you play the film.

Exercise A: Students answer the questions.

1. Does Pai die?
2. In the canoe, is Pai leading the chant?
3. Are the people in the canoe angry?
4. Is Koro happy that Pai is with him?

Answers to 2.4

Exercise A: 1. No 2. Yes 3. No 4. Yes

3. After Watching

3.1 Leadership, Tradition and Change

Exercise A: Put students into groups to answer these questions.

Throughout the film the story focuses on two leaders.

1. Who are the two leaders?
2. How do they show their leadership?
3. What similarities are there between Pai and Koro?
4. Why did Koro so desperately want a male leader to succeed him?

Answers to 3.1

Exercise A: 1. Koro and Pai 2. Koro is seen by the community as the traditional leader. He organises many community events, and makes decisions for the community. Pai (and also Koro) show leadership through determination, skills and courage. 3. They both care about the community and work hard for it. They are both stubborn, determined and don't give up easily. 4. Because he believes that only men can lead the tribe. He thinks that women leaders are bad luck.

Exercise B: In their groups, students discuss these questions.

How could the following events be examples of Pai's gift for leadership? How is Pai a role model for young and old?

1. Pai telling Nanny Flowers she should not smoke
2. Pai fixing the rope on the engine
3. Pai learning about her culture
4. Pai playing a lead role in traditional songs and dances

Exercise C: In their groups, students write two lists:

1. What qualities do you respect in a leader?
2. In your community, what problems would they need to solve?

Exercise D: Discuss these issues as a class.

Think of some leaders within your community. What characteristics do they have? What makes them leaders?

How can the students develop their own characteristics now to become role models for others in the future?

3.2 The Changing Role of Women

In *Whale Rider*, we have seen that Pai had to fight to get recognition as a girl with the skills to become a leader, in an environment where men are the leaders. She tries hard to prove how much she loves her grandfather and how much she wants to succeed him as chief.

Exercise A: Create a list of movies that students have seen recently. List the strong female characters that featured in these movies.

Discuss whether any of the female characters on the list are *heroes*. Are there any?

Exercise B: Discuss these issues as a class.

- Are women's roles in your society changing?
- Are there more women leaders in your communities than before?
- Do students think women should have an equal right to lead?
- Should women be encouraged to lead?
- Who are some important women leaders that you know of?
- What leadership characteristics do they show?