



# Te Kai Manawa Ora

## A Guide to Food Safety on the Marae

BE FOOD SAFE HEALTH & SOCIAL SCIENCES ACTIVITIES FROM ...

Ministry for Primary Industries  
Manatū Ahu Matua



<https://www.mpi.govt.nz>

### TEACHER INTRODUCTION

Food poisoning is the common name we use for foodborne illness and each year about 200,000 cases of foodborne illnesses are reported in New Zealand. The tragedy is that most foodborne illnesses are preventable by handling, storing and cooking food properly, along with correct hand washing. In this unit we use the context of the marae and the hāngi to learn about **Whakamaru Kai – Be Food Safe**. It is important that students understand that these steps must be applied to be food safe, whenever and wherever food is being prepared, served and stored to prevent foodborne illnesses.

### PATHOGENS – THE PROPER NAME FOR GERMS

- As a class, discuss the following statement: 'we know that germs can make us sick but what exactly are germs?' Explain to the students that to learn about germs, we have to understand, learn and always use the proper important scientific words.  
<http://animalsmart.org/kids-zone/jr-animal-scientist-e-news/what-is-a-germ->  
Visit the above website for shared reading and discussion and discover
  - what is the proper name for a germ and what is a microbe?
  - why do scientists need to use microscopes to identify pathogens?
  - are all micro-organisms pathogens or are there some good microbes?
- Have students view the following pdfs to discover the many different pathogens that can make us sick, including bacteria and viruses.  
[www.mpi.govt.nz/document-vault/3427](http://www.mpi.govt.nz/document-vault/3427)  
[www.mpi.govt.nz/document-vault/19595](http://www.mpi.govt.nz/document-vault/19595)

### PREVENTING FOODBORNE ILLNESS

- How many students or members of their families have ever become or felt sick after eating food? Share any experiences of food poisoning with the class. Tell students that food poisoning is properly known as a 'foodborne illness' spread by pathogens. Do student know that in New Zealand there are about 200,000 reported cases of foodborne illness each year? Apart from people preparing the food not washing and drying their hands thoroughly before and during preparing food, have students speculate on how we could have prevented the 'pathogens' from giving us a foodborne illness. Can they think of any rules we must follow when preparing food? Make a class list for later comparison.
- Download or data project the **Whakamaru Kai** pdf at:  
<https://www.mpi.govt.nz/document-vault/10697> for shared class reading. Through discussion have students become familiar with the 5 steps to take to **Be Food Safe**:
 

- Clean (Horia)	- Cook (Tuna)
- Cover (Taupokihia)	- Chill (Whakamatohia)
- Separate (Whakawehewehe)	
- Ensure all students understand how and why each action taken helps prevent pathogens getting into the food.

Play the following two contrasting styles of videos. Do students think humour and cartoons are both good ways to get these messages out?  
<https://www.youtube.com/watch?v=5giiq2tBXig> (Separate)  
<https://www.youtube.com/watch?v=PxiaT2HLiOk> (Safe food)

### Indicative Achievement Objectives & Curriculum Links

#### Personal Health: (Health & Physical Education)

Students will gain practical knowledge of food preparation, personal hygiene and food handling practices that must be followed to prevent pathogens infecting our food and causing outbreaks of foodborne illness.

#### Cultural Practices: (Social Sciences)

Through studying the food handling practices of the marae and the importance that sharing food has in the pōwhiri, students will discover how Māori cultural practices vary but reflect the similar purpose of keeping all people safe around food.

Links to Languages, English, Science, Technology. Best suited –Years 4-9

### THE MARAE – A PLACE TO STAND AND BELONG

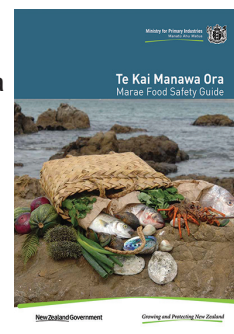
- Remind students that a marae is a special area of grounds and buildings that belongs to a particular iwi (tribe), hapū (sub tribe) or whānau (family), and that Māori see their marae as tūrangawaewae, their special place to gather, 'stand and belong'. Brainstorm a list of events that happen on the marae, eg hui, celebrations such as weddings, tangi, education workshops, events. Why do students think that the pōwhiri – the traditional welcoming and looking after visitors to the marae, is one of the most important events that happens there? Explore the pōwhiri at:  
<https://theculturetrip.com/pacific/new-zealand/articles/maori-culture-what-is-a-powhiri/>  
<https://www.youtube.com/watch?v=AHq0-Tt0-kk>  
<https://teara.govt.nz/en/marae-protocol-te-kawa-o-te-marae/page-2>
- Ensure students understand the idea that the pōwhiri always concludes with a hākari (feast) where the tangata whenua (people of the land) and manuhiri (visitors) share food. Sharing food is of the utmost importance as the sharing of food lifts the sacred tapu of the marae.

### FOOD SAFETY ON THE MARAE

The activities are based on **Te Kai Manawa Ora – Marae Food Safety Guide** (pdf). Download at:  
<https://mpi.govt.nz/document-vault/1053>

Te Kai Manawa Ora focuses on food safety so people can enjoy hosting and sharing food with others and maintain the integrity of their hospitality on the marae.

- Introduce **ringawera** as the important group of people who work behind the scenes preparing the food for the conclusion of the pōwhiri. Discuss the meaning of the following saying: "**Mā te tika o muri, ka tika a mua - It is only through the efforts of those who work out the back will the front flourish**". Why do students think it is very important for ringawera to understand the 5 **Be Food Safe** steps of **Whakamaru Kai**?
- Explore traditional and modern food safety on the marae in detail with Tuhoe Chef, Joe McLeod at:  
<https://www.youtube.com/watch?v=yLzGfYcvagQ>



# Whakamaru Kai

## Be Food Safe

### HEALTH AND SICKNESS

#### Te hauora me te māuiuitanga

<https://mpi.govt.nz/document-vault/1053> (Page 9)

- Discover why anyone working in the wharekai (dining hall) who has had diarrhoea or has been vomiting in the previous week should inform the kitchen manager/kaiwhakahaere/chief cook about their illness.
- As class shared reading, have students discover what sicknesses and infections must be reported, the reasons why, and the length of time they must be prevented from working and handling food in the wharekai.

### PERSONAL AND HAND HYGIENE

#### Tangata hanga mā

<https://mpi.govt.nz/document-vault/1053> (Pages 10-11)

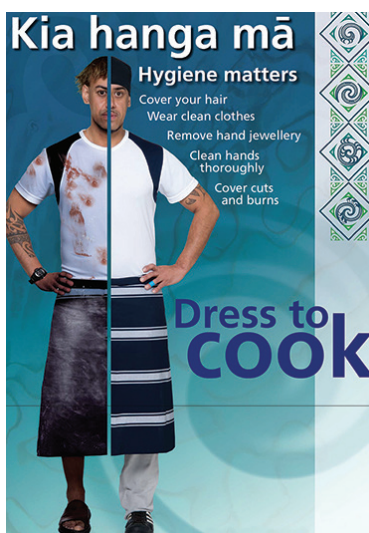
- Have students discover what cooks must wear, avoid doing and use when preparing kai. View the poster at [www.mpi.govt.nz/food-safety/community-food/marae-food-safety](http://www.mpi.govt.nz/food-safety/community-food/marae-food-safety) for further information on what to wear, to remove and what to cover.
- Why do the students think that proper washing of hands is so very important when preparing kai in the wharekai? Did they know that having really clean hands is one of the best ways to stop pathogens getting on to kai? Discuss and view pictures of the 20+20 Wash + Dry = Clean rule on page 11. Have students discover all of the activities that can contaminate hands and why they must wash their hands after doing them.
- Play the first half of the following video to the class. Challenge students to identify the 15 mistakes that Katie makes when preparing the food. Finish the video to find out the steps she should have taken. Video at: <https://www.youtube.com/watch?v=KBvU4Bmu500&t=44s>

### COOKING/PREPARING A HĀNGI GUIDELINES

#### He mahinga arataki mō te whakareri me te tunu hāngi

<https://mpi.govt.nz/document-vault/1057> (Pages 6-17)

- Tell students that preparing and cooking a hāngi is one of the main methods of providing food and hospitality on a marae. Emphasise that all the **Be Food Safe** steps must be followed to protect from foodborne illnesses. As a class, explore the process of preparing, cooking and serving hāngi food to discover the actions taken to keep the food safe, eg
  - why food should be purchased from registered food premises
  - how the food should be transported to the marae
  - what temperatures the fridge and the freezer should be operating at
  - why raw meats are covered when stored with ready-to-eat foods
  - how and why frozen raw meat and chicken should be thawed
  - how fresh kaimoana can be kept alive and how long shellfish can be kept in a fridge after being removed from their shells
  - what provides the steam for cooking the hāngi and why water must be applied 'sparingly'
  - why care must be taken when removing sacks and cloths
  - why food should be covered at all times until served
  - why and how leftover food should be cooled quickly and how long before it must be thrown away.



*"Mā te tika o muri, ka tika a mua - It is only through the efforts of those who work out the back, will the front flourish".*

### MORE FOOD SAFE MESSAGES

- Have students revisit their original list of food safe rules and rules from the **Wakamaru Kai** pdf. What further 'be food safe' rules/actions have they discovered from their marae and hāngi research that could be added to their list and the **5 Be Food Safe clean, cook cover, chill** rules? eg
  - not preparing food if they have an infection
  - wearing of clean clothes and covering hair
  - removing jewellery and covering cuts/burns
  - transporting food to the marae and storage temperatures for fridges and freezers
  - applying water sparingly on the hāngi
- View the video at: <https://www.youtube.com/watch?v=pLJ703rOTq4> to discover further steps to take to help prevent foodborne illness. Have students add them to their growing **Be Food Safe** list, eg
  - clean dirty fridge and stove tops and throw out old chopping boards
  - don't use food if it is past its expiry date – always check
  - don't refreeze foods and throw out food left out for too long
  - have a pest control programme and empty rubbish bins regularly.
- In groups have students prepare eye-catching posters with simple messages for each **Be Food Safe** message. Use the posters for school-wide and/or community displays around the district such as supermarkets or at local market days.

### CONCLUDING ACTIVITIES

- Actively involve the students in planning a hāngi meal at school as part of a Whakamaru Kai – Be Food Safe Day. The purpose of the day is to get the Be Food Safe messages they have discovered out to other classes and to parents and the community. For more information about food safety visit: [www.mpi.govt.nz/food-safety](http://www.mpi.govt.nz/food-safety)
- Have students invite local Kaumātua and iwi to take part in the planning and give students advice about the best way to go about this, eg find out what part class members can play in preparing and cooking a hāngi and the role the local iwi will play. Have them find out if it is appropriate to have a pōwhiri and how this will be carried out.
- During the Food Safe Day:
  - have students share the food safe messages they have discovered – this could take the form of live mini-dramas
  - have students give practical demonstrations of food safe behaviour including proper hand washing and hygiene
  - prepare a multi-choice food safe quiz for parents and other classes to test their food safe knowledge
  - invite representatives from other ethnic groups in the community to share how their culture practises food safe behaviour.
- Conclude the day with the sharing of the hāngi with visitors.