

# The Malauhu



By Albert Bori Sau  
Pictures by Dominic Ereati

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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Book Code: Y3029T

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Development 2015

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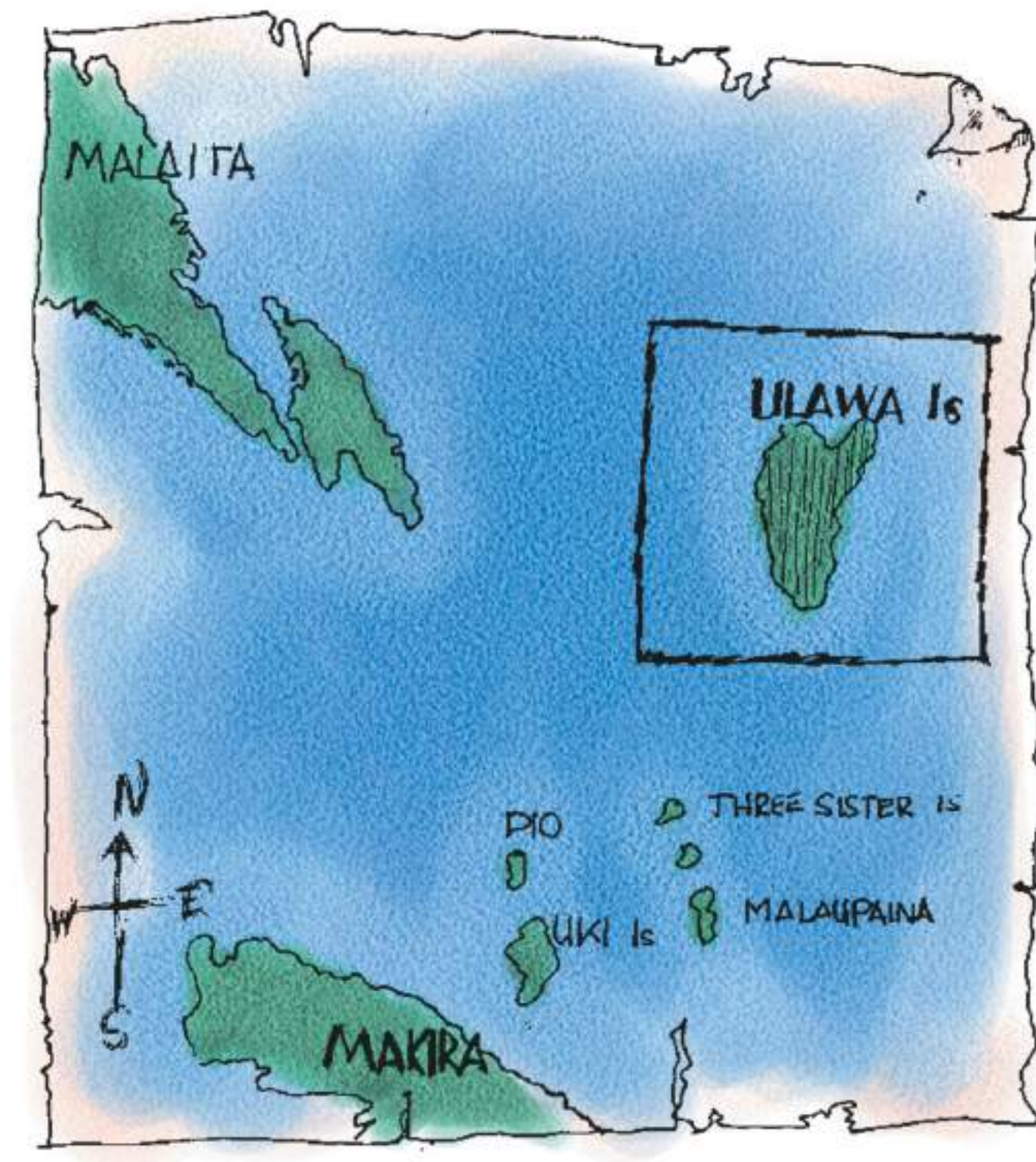


# The Malauhu



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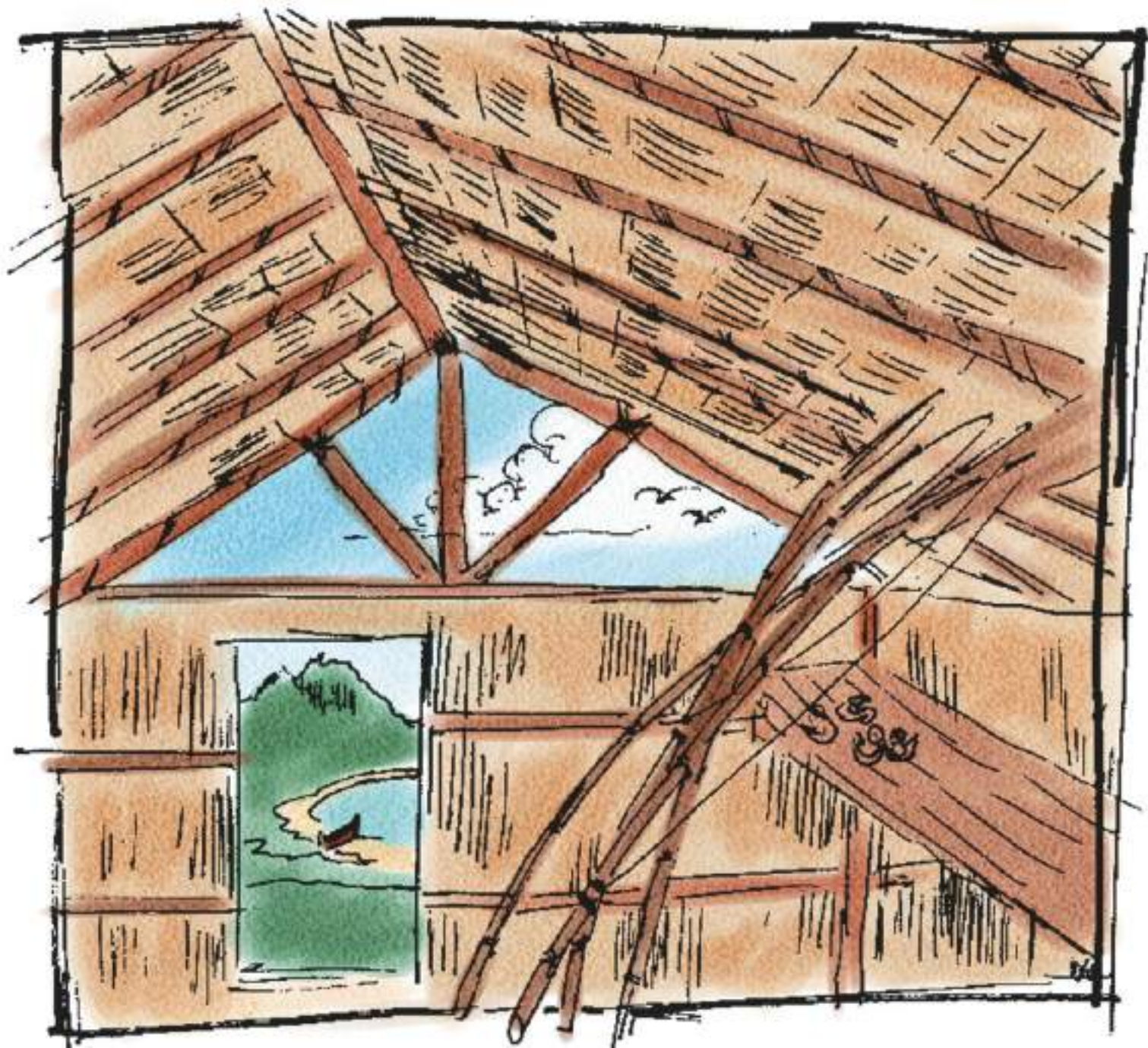
The people of Moli Village on Ulawa Island in Makira Province are well known for a traditional ceremony called Malauhu. It is a ceremony for boys and it marks the end of their childhood and the beginning of their adulthood. It happens at the time of crop harvest.





As soon as the boys are about fourteen years old, they are ready for the Malauhu. They are taken away from their families to live in a Malauhu village. Usually the Malauhu village is built on a high hill overlooking the ocean. The boys live in the Malauhu village for one or two months.





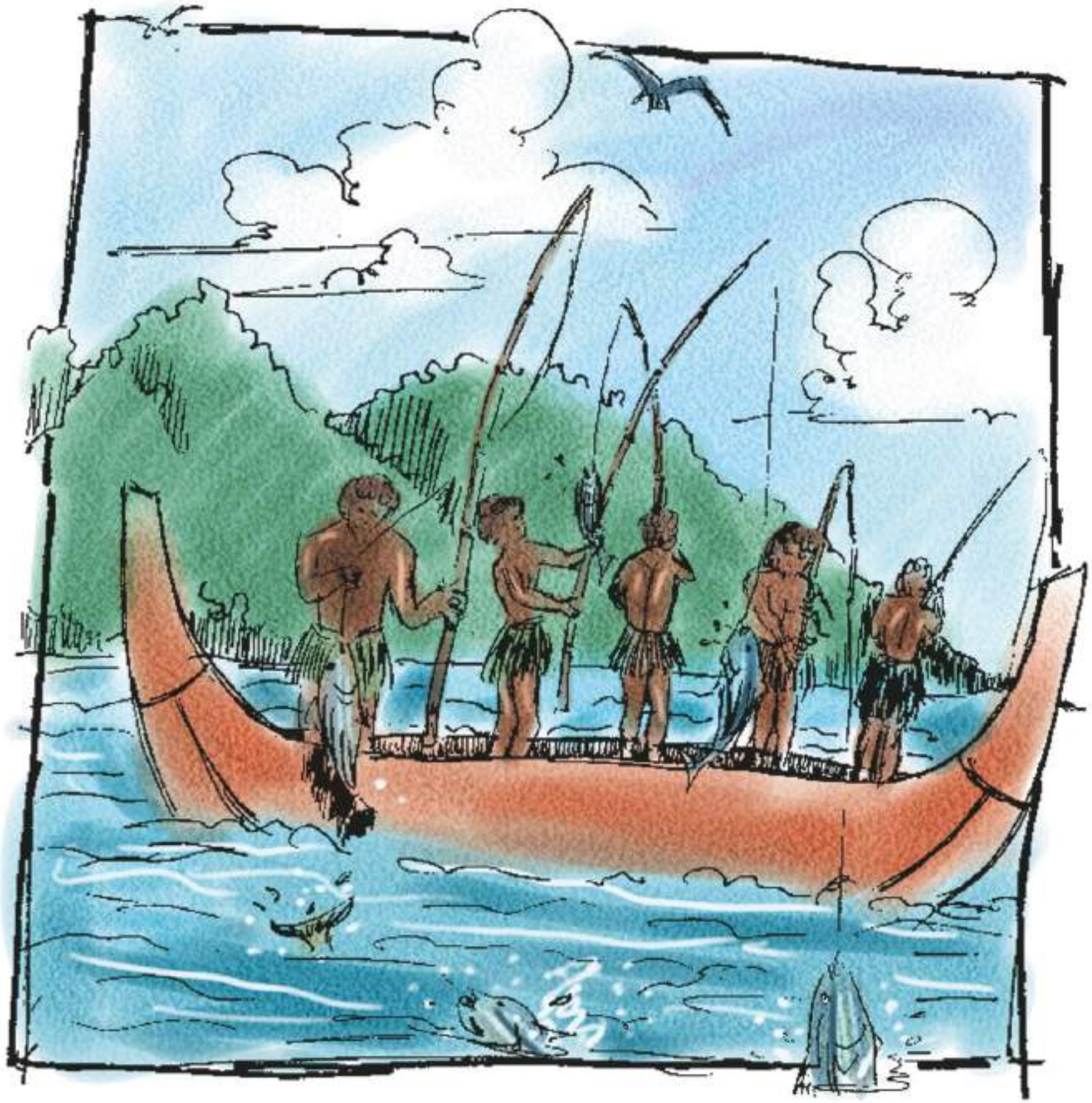
The Malauhu village is strictly out of bounds to the rest of the village. Only the traditional Malauhu leaders and elders are allowed to enter. Inside the Malauhu traditional house, there are fishing sticks and hooks made out of turtle and black lip shells. A traditional canoe known as an 'ola' is kept on the beach.





Every day the boys will keep a look out from the hill top for schools of bonito. When a school of bonito is sighted, the boys and their leader will launch their ola and paddle out to catch the fish.





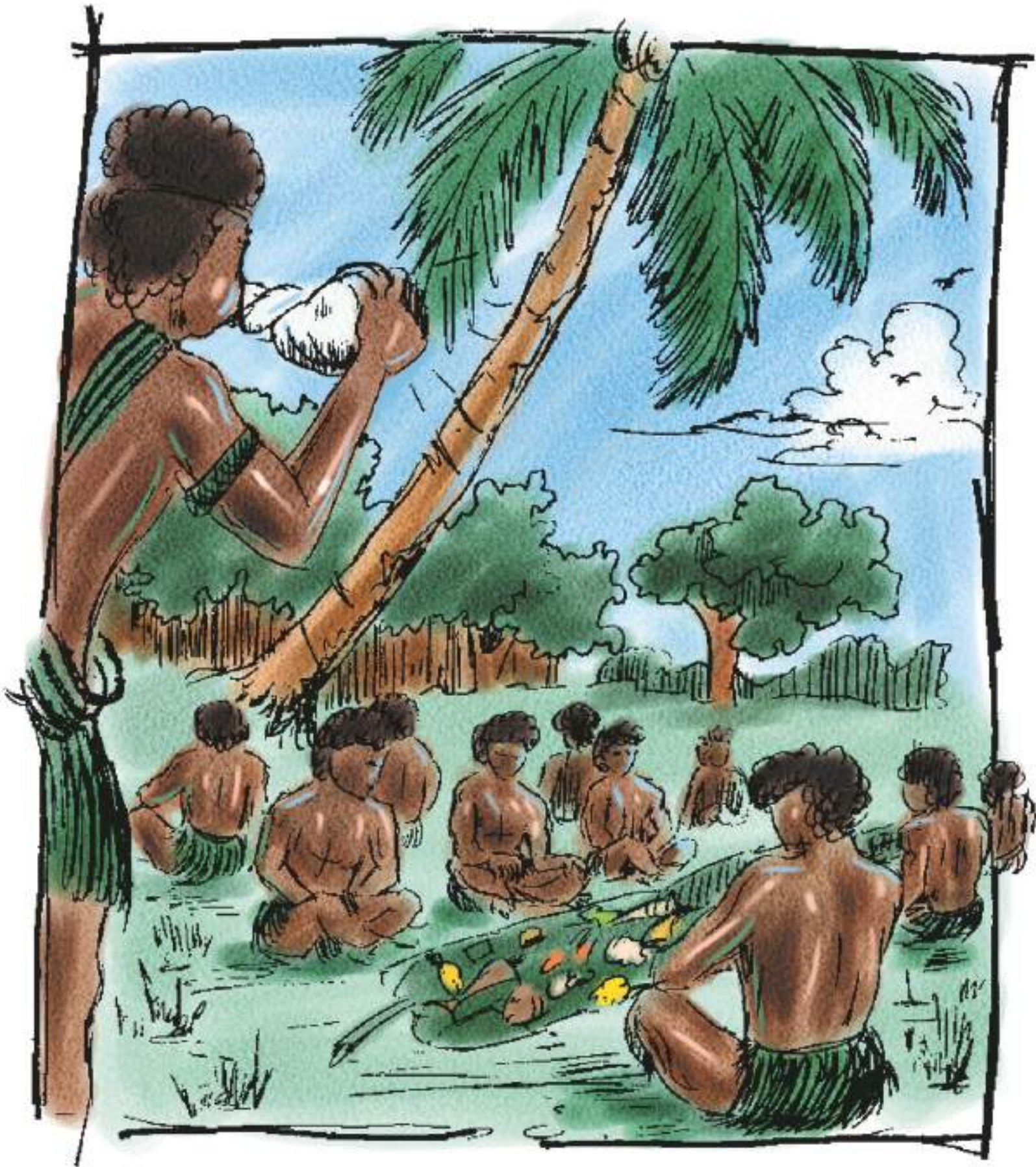
Only when each boy catches a bonito in the traditional way are they ready for the Malauhu ceremony.





During the ceremony, the boys are decorated with traditional costumes and shell money. When they return to the village they are no longer children but adults. A conch shell is blown as a signal for everyone to sit down for a big feast.





There is dancing and singing all through the day until late into the night. The Malauhu is an important ceremony in the lives of boys and they are proud to become men of the village.











ACTIVITIES	LANG.	SYLLABUS									
<p>Focus on Letter and Sounds: Multi-syllable words</p> <p>Make sure all learners can see a copy of the book. Write these words on the board and ask learners to find them on p. 2: <i>Malauhu, traditional, ceremony, beginning, adulthood</i>. Ask the learners to say how many syllables are in each word: they will need to tap or clap out the words. See if the learners can show exactly the breaks: eg. <i>tra/di/tion/al, ce/re/mo/ny; Ma/lau/hu</i>. Help the learners to notice that a syllable occurs where there is a vowel sound (not a vowel letter, but a sound).</p> <p>Explain that this book has a number of longer words with 3 or 4 syllables. With their partners, they need to go through the book and find all the 3 and 4 syllable words (only write them once. Do not write <i>traditional</i> every time it appears: that would be a waste of time!). See if they can split the words up with the vowel sounds. Give the class about 15 minutes and then put the suggestions together.</p>	E + V/P	3.4.3.1 3.4.3.2									
<p>Focus on Vocabulary: Matching meanings</p> <p><i>Preparation:</i> Write these up on cards before the lesson:</p> <table><tr><td><i>time of being a child</i></td><td><i>time of being an adult</i></td><td><i>a person older and respected</i></td></tr><tr><td><i>ceremony for boys</i></td><td><i>special clothing</i></td><td><i>a type of fish</i></td></tr><tr><td><i>a type of cane</i></td><td><i>a type of shell</i></td><td><i>traditional activity to show change</i></td></tr></table> <p>Show the cards and explain that each of these is the meaning of a word in the book. Ask the learners to look in the books with a partner and find the word that would match the meaning. To check, they should be able to put the meaning into the sentence instead of the word: eg.</p> <p><i>it marked the end of their childhood and the beginning of their adulthood.</i></p> <p><i>it marked the end of their time of being a child and the beginning of their time of being an adult.</i></p> <p>This first part is done orally only.</p> <p>When they have found the words and the class has discussed the answers, the learners can write in their exercise books, but as a sentence. Give them this structure on the board:</p> <p>_____ means _____</p> <p><i>childhood means time of being a child</i></p> <p>Some learners might like to write meanings for other words in the book.</p>	<i>time of being a child</i>	<i>time of being an adult</i>	<i>a person older and respected</i>	<i>ceremony for boys</i>	<i>special clothing</i>	<i>a type of fish</i>	<i>a type of cane</i>	<i>a type of shell</i>	<i>traditional activity to show change</i>	E + V/P	3.4.3.2 3.4.3.3
<i>time of being a child</i>	<i>time of being an adult</i>	<i>a person older and respected</i>									
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<i>a type of cane</i>	<i>a type of shell</i>	<i>traditional activity to show change</i>									
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Distribute the small books to groups of learners. Pick one group to read the first page. Point to the group that reads the next page. Teacher continues to read the following page. Groups and the teacher continue taking turns reading pages until the book is finished. Encourage learners to use emphasis to show the meaning.</p>	E	3.4.2.4									
<p>Comprehension: Structure of ceremonies</p> <p>Ask the learners to look at the whole Malauhu ceremony. Remind them that this is an information report so it tells us about aspects of the ceremony. <i>What sort of things do we learn about the ceremony? Think about When? Where? Why? How?</i> Let learners tell a few facts first.</p> <p>Write this up on the board and as you are writing, ask them to think about what they have found out:</p> <p><b>Ceremonies</b> <i>Special place</i> <i>Special time</i> <i>Special reason</i> <i>Special objects</i> <i>Special tasks</i> <i>Special clothing</i> <i>Special food</i></p> <p>They should be able to identify the elements of the Malauhu from the book that tell them about these aspects.</p> <p>Now think about other ceremonies (marriage, birth, death, graduation). Try to say what the features are using the list from the board. This will help with the writing on Day 5 so make sure you give a few opportunities to talk.</p> <p>Give a group a piece of paper and they must choose a ceremony (encourage lots of different ceremonies in the class, not just one!). Write the ceremony in the middle and then around it write the different features, using the list on the board. They could illustrate with pictures of the features.</p>	E + V/P	3.8.1.2 3.7.1.3 3.9.1.9									



ACTIVITIES	LANG.	SYLLABUS
<p>Focus on vocabulary: using <i>–al</i> adjectives</p> <p>On p. 2, look at the word <i>traditional</i>. Ask learners to find how many places this word is in the book (there are many places) and to notice what it is linked with. Write these in their exercise books: eg. <i>traditional ceremony, traditional way</i>. When they have written a number of noun groups, ask the class to list them. Look at other words that we could use instead and write these on the board: <i>ceremonial, cultural, ritual, customary</i>. Make sure that the learners understand these words and how they are similar to <i>traditional</i>. Notice that the ending <i>–al</i> is used often when we are describing something. Also note that in English, <i>customary</i> is the correct way of describing, not just <i>custom</i>. Look at the list that they have written where <i>traditional</i> has been used a lot and rewrite the noun groups with these other possible words, eg. <i>cultural ceremony</i>. Now they try reading the book to each other with these other words.</p>	<b>E + V/P</b>	3.4.3.2 3.4.3.6
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Distribute small books and ask learners to read the story to each other or independently.</p>	<b>E</b>	3.4.2.4
<p><u>Guided Writing: Report about a ceremony</u></p> <p>Use the posters that the learners made on Day 4 for this lesson. Using the ceremony for their group, the group or individuals can make the notes into sentences and paragraphs. Show them how in <i>The Malauhu</i>, there is a paragraph with a few sentences about that part of the ceremony. They can try to do the same: group the notes together to write about the features. As the learners are writing, move around to help with sentencing. At the end, the group will have a poster and a piece of writing. They can share these with the class.</p>	<b>E + V/P</b>	3.7.1.1 3.7.1.3 3.8.1.6 3.8.1.5 3.9.1.9 3.9.1.4







