

Rārangi — Line Up

Approach: Station

Focus: Following instructions, logical thinking.

Resources: Computer programme on laptop computer.

Question/instructions:

This activity uses the computer. Click on the button that says **Line Up** to begin the task. The computer will tell you what to do.

He mahi rorohiko tēnei. Pāwhiria te pātene **Rārangi**. Mā te rorohiko ngā tohutohu.

Audio script:

The five men live in the five houses. Each man lives in his own house. The instructions will tell you which house they live in.

You will hear each instruction once only. Follow the instructions as you hear them, dragging the men and placing them in their house.

[FIRST PHASE]

- ▶ The man with the glasses is in the middle house. When you are ready, click the Next button.
- ▶ The man with the yellow hat is in house number 5.
- ▶ The man with white hair is NOT next to the man with the glasses.
- ▶ The painter is beside the man with the glasses.
- ▶ The man with the black hat is between the man with the glasses and the man with the yellow hat.

When you are ready, click the Next button.

One day the men all decided to change houses. Listen to the new instructions. Drag each man into his new house.

[SECOND PHASE]

- ▶ The man with the yellow hat is in the second house from your left.
- ▶ The painter is not next to the man with the yellow hat.
- ▶ The man with the glasses doesn't live in a house with an odd number.
- ▶ The man with the black hat is standing alongside only one person.
- ▶ Put the last man in the empty house.

When you are ready, click the Finish button.



Audio script:

Tokorima ngā tāngata ka noho i ngā whare e rima. Ka noho ia tangata ki tōna ake whare.

Mā ngā tohutohu ka mōhio koe ko ēhea whare o rātou.

Kotahi te wā ka rongo ai koe i ēnei tohutohu. Whakarongo, ā, kumea atu ngā tāngata ki ō rātou whare.

[FIRST PHASE]

- ▶ Ko te tangata whai mōhiti kei te whare i waenganui. Kia reri koe, pāwhiria te pātene **Haere Tonu** ā, ka rongo i te tohutohu o muri.
- ▶ Ko te pōtae kōwhai kei roto i te whare nama rima.
- ▶ Ko te tangata he mā nei ōna makawe, ehara ia i te taha o te tangata mōhiti nei ōna.
- ▶ Ko te tangata peita kei te taha o te tangata mau mōhiti.
- ▶ Ko te tangata mau pōtae pango, kei waenganui i te tangata mau mōhiti me te tangata he kōwhai tōna pōtae.

Kia reri koe, pāwhiria te pātene **Haere Tonu**, ā, ka rongo i te tohutohu o muri.

I tētahi wā, ka tīni whare ngā tāngata nei. Whakarongo ki ngā tohutohu. Kumea ia tangata ki tōna whare hou.

[SECOND PHASE]

- ▶ Ko te tangata kōwhai tōna pōtae kei te whare tuarua, mai i tō taha mauī.
- ▶ Ehara te kaipeita i te taha o te tangata mau pōtae kōwhai.
- ▶ Kāhore te tangata mau mōhiti e noho i te whare taukehe te nama.
- ▶ Ka tū te tangata mau pōtae pango ki te taha o tētahi atu anake.
- ▶ Whakanohoa te tangata e mahue ana ki te whare wātea. Kia oti koe, pāwhiria te pātene **Kua mutu**.

First phase:



	% responses	
	GEd	MI
5 correct	85	77
4 correct	11	0
3 correct	3	7
2 correct	1	7
1 correct	0	7
0 correct	0	2

Second phase:



4 or 5 correct	41	11
3 correct	12	28
2 correct	22	27
1 correct	19	32
0 correct	6	2

	% responses	
	GEd	MI
Total score:	9-10	39 9
	7-8	31 48
	5-6	27 27
	3-4	3 11
	0-2	0 5

Commentary:

Māori students in general education (GE) settings scored statistically significantly higher than students in Māori immersion (MI) settings.