

He Rīpoata Aituā — Accident Report

Approach: Independent

Focus: Retelling an event.

Resources: Video recording on laptop computer.



[No intelligible soundtrack; general background sound of voices and traffic; series of shots from children to driver travelling in car - continues over page.]

Questions/instructions:

This activity uses the computer.

Click the Accident Report button.

You are going to see an accident on the video.

Imagine that you are a newspaper reporter, so you will need to look carefully to see what happens.

After you have seen the video, I will ask you to write a report for the newspaper about the accident. Your report should clearly tell what happened from the beginning to the end.

Click the Play button.

Now I want you to write a report which clearly explains what happens.

He mahi rorohiko tēnei.

Pāwhiria te pātene *He Rīpoata Aituā*.

E mātakitaki ana koutou i tētahi aituā i runga ataata.

He kairīpoata koutou mō tētahi nūpepa, nō reira me āta titiro koutou ki ngā whakaaturanga.

Ka mutu ō koutou titiro i te ataata ka tonoa koe ki te tuhi rīpoata ki te nūpepa mō te aituā. Kia mārāma tonu a koutou rīpoata, mō te aituā, mai i te tīmatatanga ki te mutunga.

Pāwhiria te pātene *Tīmataria*.

Tuhia he rīpoata e āta whakamārāma ana i ngā mea katoa. Ānei he pepa hei tuhi i a koutou rīpoata.

Key details mentioned:	% responses	
	GEEd	MI
two children involved	80	78
riding bikes	93	82
wearing helmets	45	49
car indicates left	6	0
car pulls over/pulls left/stops	84	42
children start to ride past car	54	40
driver opens door	95	76
child crashes into car/car door	88	67
child falls off bike/onto road	60	51
child is injured	55	49
sequence correct	93	96
Amount of additional accurate information:		
substantial amount	6	2
moderate amount	9	18
one detail	31	16
none	54	64

Amount of incorrect information:	% responses	
	GEEd	MI
none	7	0
very little	16	2
more	77	98
Following newspaper reporting style:		
excellent	7	18
good	33	40
moderate	48	29
poor	12	13
Total score:		
15-19	13	9
12-14	35	29
9-11	37	40
6-8	13	13
0-5	2	9

Commentary:

The results achieved by Māori students in general education (GEEd) settings and students in Māori immersion (MI) settings were not statistically significantly different.



MĀORI IMMERSION STUDENTS' EXAMPLES

I tetahi ata I te here e rua nga tamariki ki te kura ma runga Pahikara, e mau ana ratau I nga potae maro a I wehea e raua I te kainga pai ai. I to ratau haerenga ki te kura I tū tetahi motoka a mua I nga tama rā a I te haere raua tu atu I te motoka engari I huakina ana te tangata taraewa motoka I te tatau o te motoka me I pangia I te tama, a kei raro I ho ana aia I te rori e mamae ana engari kore ana ai a I oho he warea ai a a me te wa roa ake I te kotahi miniti, he nui ana te toto e pa ana I tona kiri mai I nga grases o nga Pono, Pakahiwi hoki.

I timata te kotiro a Sulutata ka mau hia i tona potae maro.

Ā ka haere ma runga paika ki te kura. Ka haere ia me tana hoa a makamolosa he tama ia. Ka hurihia to raua paka ki te rori matua ka tau tetahi waka Holden whero te kara. Ka huaki te kuaha pao. Ka patua te kanohi o makamolosa ki te kuaha a ka (unconscious) ia. A ka moe ia mote wa roa. A ko John Morris te taraiwa o te motoka ra.

E rua ngā tamariki kotiro, tama, i te haere ki te kura mua runga pahikara. I te wa I te kainga ngā tamariki i purua ngā potae maro ki runga ā haere ki runga rori ki te pahikara. I te wa i huri kakariki ngua raiti I haere te motoka a I pahi ia I ngā tamariki e rua, I pahi ter tama I huakina e te tangata a I whakatutukihia e te tama i te kuaha. I whara ia ki runga i ona turi me ona whatianga. I tau hoki ia ki runga I tōna mahunga, waimarie te tamaiti nei I mau Iā tetehi potae maro.

I te kainga enei tamariki ko te tama me te kotiro. E haere ana ratau ki te kura ma runga pahikara I purua i o ratau potae maro. I kihi ki to ratau Papa i haere ratau ki te kura I mua ko nga raiti ke I te kakariki. I haere tetahi motoka whero i te wahi o te pahikara a nga (tang) tamariki. I tu ana i te motoka whero. I haere pahi a tre kotiro he pai aia. Engari I te wa I haere I te tama, e pahi ana I te motoka whero. I huakina te wahine I te tatau o te motoka. Kore te tama I kite te tatau. Engari ka tutuki aia ki te tatau!!! MAMAE E TE TAMA!!!

I te Rāmere i whakareri tētahi tamai (ko Nikora "12" ona tau) ki te haere ki te kura. I tōna haerenga ki runga i te rori i haere ia ma runga i tana pahikara. I te tarawa tētahi wahine ki runga i te rori.

I te tautunga mai o tōna motuka I hipa atu tētahi kōtiro ia ia ki runga i tōna pahikara. Engari kaore he tino waimarie a Nikora, i tōna hipa atu i te motuka i huakina te wahine i te kuaha kātahi ka patua e te kuaha I a Nikora. I taka mai ia mai I tōna pahikara ki runga I te rori. I waea mai tē wahine ki te hohipera. Inaeanei kei te noho a Nikora I roto I te hohipera. Kua pakaru tōna waewae me tōna tuara.

He korero noa tēnei ki ngā tamariki me ngā pakeke. "KIA TUPATO"

I tētahi rangi ka haere a Hemi rāua ko tōna teina Mere ki te kura mai runga pahikara, mei kore noa me whakamau ruaua I tētahi potae mō te pahikara. I tō rāua haerengas ka haere raua ki te taha o te motoka whero ka huakina te kuaha kātahi takahuri pokinoa te pahikara o Hemi mamae tōna tinana katoa.