



Health and physical education are addressed in two separate chapters. This chapter focuses on health. Health education is intended to help students develop knowledge, understandings and skills in three broad areas that are important to individual and community well-being:

- ▶ maintaining and enhancing personal health and physical development;
- ▶ interacting and relating effectively with other people; and
- ▶ participating in creating healthy communities and environments through responsible and critical action.

The chapter reports the results of twenty-eight health tasks administered to individual Māori students in both general education settings and Māori immersion settings. Twenty tasks were administered in a videotaped one-to-one interview format, while the other eight tasks were attempted in a station format.

National monitoring results are reported task by task so that results can be understood in relation to what the students were asked to do. To allow comparisons of performance between the 2002 and 2006 assessments, however, twelve of the twenty-eight tasks have been designated *link tasks*. Student performance data on these tasks are presented in this report, but the tasks are described only in general terms because they will be used again in 2006.

Māori students in general education and students in Māori immersion settings performed equally well on nineteen of the twenty-eight tasks. Māori students in general education scored statistically significantly higher on one task, and students in Māori immersion settings performed statistically significantly higher on eight tasks. These comparisons should be interpreted cautiously, for the reasons discussed in Chapter 2.

He Noho Hopuni — Camp Out

Approach: One to one

Focus: Prevention of injury.

Resources: Picture.



Questions/instructions:

Show picture.

Whakaaturia te whakaahua.



This picture shows a group of people camping in the New Zealand bush. They want to have a good safe camp.

1. What are some of the serious dangers that the people could face here?

PROMPT: Tell me as many things as you can think of.

E whakaatu ana tēnei whakaahua i tētahi hunga e noho hopuni ana i tētahi ngahere o Aotearoa. Ko te tumanako kia noho ora rātou.

1. He aha pea ētahi o ngā tino aituā he whakatūpato?

HE ĀWHINA: Kōrerobia mai - te maba i ōu whakaaro.

Dangers mentioned:

	% responses	
	GEd	MI
getting lost/separated	53	46
physical injury	51	36
drowning	65	56
exposure	8	8
infection	18	0
fire	57	54

2. What are all of the things these people should do so that their camping trip is as safe as possible?

PROMPT: Tell me as many things as you can think of.

2. He aha ngā mahinga katoa mā tēnei hunga kia tino piki te ora o tō rātou nohonga hopuni?

HE ĀWHINA: Kōrerobia mai - te maba i ōu whakaaro.

Safety precautions mentioned:

	% responses	
	GEd	MI
initial planning <i>(e.g. checking weather, communications, equipment, first aid equipment)</i>	23	26
appropriate clothing	9	26
appropriate food supplies <i>(including safety margin)</i>	10	26
discussion of what to do in emergencies	3	0
travelling together <i>(or with leader)</i>	49	32
care in choosing camping site	49	13
care with fire	51	47
care near water	24	5
sanitation <i>(cleanliness, food handling, waste disposal)</i>	9	24

Overall rating:

excellent/very good	6	0
good	22	16
fair	49	39
poor	23	45
Total score:	10-18	10 5
	8-9	12 11
	6-7	28 13
	4-5	32 37
	2-3	14 29
	0-1	4 5

Commentary:

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

Kiritau — Self Worth

Approach: One to one

Focus: Personal attitudes.

Resources: Picture, answer book.



Questions/instructions:

Show picture of Jo.

Whakaaturia te whakaahua o Jo



Jo is really keen to be picked for a school team, but she thinks she will miss out. She thinks she won't be chosen. You can see that Jo isn't feeling very good about herself.

She's saying, "I'm hopeless, I'll never get picked for the school team."

1. What do you think might happen when a person thinks about themselves like this?

Tino hīkaka a Jo kia tohua ia mō tētahi tīma-ā-kura engari, he whakaaro tōna, ka hapa ia. Kāore ia e kōwhiria. Kitea ana tōna pāpouritanga.

Kei te whakaaro ia, "He koretake ahau, kore rawa ahau e kōwhiria mō te tīma-a-kura."

1. He aha ōu whakaaro pēnā te tangata ka whakaaro pēnei, mōna anō?

Explained consequences for feelings:

	% responses	
	GEd	MI
good insight/awareness	5	3
some understanding	37	34
other	58	63

Explained consequences for behaviour:

good insight/awareness	1	8
some understanding	34	29
other	65	63

Show student the answer book.

2. Can you think of something different to write in the speech bubble? Something that might be a more positive and helpful way for Jo to think?

You tell me and I'll write it in this speech bubble for you.

Whakaaturia te puka tuhinga ki te ākonga.

2. Ka taea anō e koe tētahi mea rerekē hei tuhi ki te pūangi kōrero? Tērā pea he kōrero hei whakakaha, hei āwhina rānei i a Jo. Kōrerohia mai, ā, māku e tuhi i te pūangi kōrero.

speech bubble response is positive and helpful

% responses
GEd MI

91 95

3. What do you think might happen when a person thinks about themselves in a positive and helpful way?

3. Ki tō whakaaro, ka aha te tangata mēnā ka whakaaro huapai mōna ake anō?

Consequences for feelings:

good insight/awareness	1	0
some understanding	25	36
other	74	64

Consequences for behaviour:

good insight/awareness	0	8
some understanding	26	20
other	74	72

Total score:

6-8	0	0
4-5	11	8
2-3	26	32
0-1	63	60

Commentary:

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

Whakarekareka Hauora — Fit for Fun

Approach: Station

Focus: Exercise planning.

Resources: Video recording on laptop computer.



Questions/instructions:

This activity uses the computer.

Click on the button that says Fit for Fun.

Click the **Play** button to hear the video.

He mahi rorohiko tēnei.

Pāwhiria te pātene **Whakaora Rekareka**.

Pāwhiria te pātene **Tīmataria**.



Video Script:

Hi, I'm Patrick.

At our school we have a fun team that does all sorts of really fun things, like skateboarding, canoeing and going to the beach. Sometimes we even go pony riding. The thing is, you need to be really physically fit to join, otherwise you just can't enjoy taking part in everything. I know I'm far from fit but I really want to be in the fun team so I need to get fit. I'm not sure what I should do to get fit so I'm asking you to help me. I want you to make a fitness plan for me. The fitness plan needs to say things I need to do to get fit and how often I need to do them.

Thanks for helping me.

Kia ora, ko Patrick au.

He tīma rekareka ki tō mātou kura, ā he nui tonu a rātou mahi hākoakoa pērā i te eke papa wīra, te hoe waka me te hāereere ki tātahi. Ka eke hōiho hoki ētahi wā! Ko te mea nui me pakari rawa koe hei mahi tōtika atu kei kore e tino hākoakoa i te mahi. Mōhio tonu au, kāore anō au kia tino pakari rawa atu engari kaha tonu tāku pīrangī hei whakauru atu ki te tīma, nā reira, me pēhea au? – me kaha kia pakari rawa atu! Kāore au i te tino mōhio me pēhea, nā reira tāku inoi ki a koe hei āwhina, hei whakarite mahere whakapakari māku. Me whakamārama mai i ngā mahi, ā kia hia te nuinga o ia mahi.

Tēnā rawa atu. Ngā mihi nui.

Patrick says he really wants to join the school's fun team, but he isn't anywhere near fit enough. He wants you to make up a plan for getting fit.

Write down a plan that you think will help Patrick to get fit. Ask the teacher if you want help with writing.

Ka kī a Patrick, kei te tino pīrangī ia ki te uru atu ki te Tīma Rekareka o te kura, engari, e hara tōna tinana i te tinana kaha. Ko tōna hiahia me whakarite mahere koe hei whakakaha i tōna tinana.

Tuhia he mahere hei āwhina, i a Patrick ki te whakakaha i tōna tinana o Patrick. Ki te pīrangī āwhina, pātai ki te kaiako.

Inclusion of multiple dimensions

(endurance, strength, flexibility):

	% responses	
	GED	MI
excellent	2	0
good	9	21
moderate	38	24
poor	51	55

Inclusion of progression

(graduated improvement):

	% responses	
	GED	MI
excellent	2	0
good	0	0
moderate	8	10
poor	90	90

Inclusion of evaluation/monitoring of progress:

	% responses	
	GED	MI
excellent	0	0
good	0	2
moderate	1	8
poor	99	90

Inclusion of balance

(exercise, diet, rest, etc.):

	% responses	
	GED	MI
excellent	6	0
good	10	24
moderate	47	26
poor	37	50

Is plan realistic for a child?

77 60

Is warm-up or warm-down mentioned?

6 5

Total score:

Score	GED	MI
6-13	6	7
4-5	32	36
2-3	51	31
0-1	11	26

Commentary:

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

Ngā Ture Kaukau — Safe Swimming

Approach: Station

Focus: Rules for swimming safety.

Resources: Pictures in answer booklet.



Questions/instructions:

There are rules people should follow when swimming. Some rules are the same for all places. Some are special to where you are swimming.

Me whai ture ngā tangata i te wā e kaukau ana. Ahakoa te wāhi kaukau, he rite ētahi ture. I ētahi wāhi kaukau he tino ture anō.

1. Try to write 3 rules which are the same for all swimming places.

Me tuhi kia toru ngā ture ōrite mō ngā wāhi kaukau katoa.

-
-
-

% responses	
GEd	MI

appropriate general rule	37	53
specific, rather than general, rule	[58]	[44]
appropriate general rule	42	61
specific, rather than general, rule	[51]	[39]
appropriate general rule	42	72
specific, rather than general, rule	[38]	[22]

2. Look at these 3 pictures of swimming places. Try to write 2 special rules for each place.

Titiro ki ēnei pikitia e toru o ngā wāhi kauhoe. Me tuhi kia rua ngā ture motuhake mō ia wāhi.

Swimming pool Special rules for swimming in pools
Puna Kaukau Ngā tino ture mō te puna kaukau:



-
-

Swimming pool:	appropriate specific rule	58	81
	appropriate specific rule	38	31

River

Awa

Special rules for swimming in rivers

Ngā tino ture mō te kaukau i te awa:



-
-

% responses

GEd	MI
-----	----

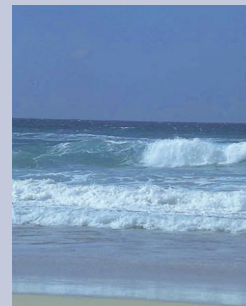
River:	appropriate specific rule	45	50
	appropriate specific rule	35	47

Beach

Tātahi

Special rules for swimming at the beach

Ngā tino ture mō te kaukau i tātahi:



-
-

% responses

GEd	MI
-----	----

Beach:	appropriate specific rule	64	72
	appropriate specific rule	40	44

Total score:	10-12	7	8
	8-9	24	64
	6-7	39	22
	4-5	30	6
	0-3	0	0

Commentary:

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

Pōraruraru — Stressed Out

Approach: One to one

Focus: Understanding and handling stress.

Resources: None.

Questions/instructions:	% responses	
	GEd	MI
1. Sometimes people say they are “stressed out”. What do you think being “stressed” means? <i>PROMPT: How might someone feel when they are stressed?</i>		
1. I ētahi wā kua kī te tangata kei te “tino pōraruraru” ia. Ki tōu ake whakaaro he aha tēnei te pōraruraru? <i>HE ĀWHINA: Mēnā kei te pōraruraru, kei te pēhea taua tangata?</i>		
not marked	•	•
After the student has answered, say: When a person is stressed they often feel very anxious or uptight, and they can’t always think clearly or do things as calmly and sensibly as they might like. When the stress is really serious and keeps on going, it can be very harmful to a person’s health.		
2. What are some of the things that might cause someone to get stressed? I muri o te whakautu a te ākongā, me kī: Mēnā kei te pōraruraru tētahi tangata, kā awangawanga, ka hēmanawa tōna āhua, ka ngaro haere ōna whakaaro, ka aurere, kāore e tino whai hua kia āta tutuki ki tāna hiahia. A, mēnā ka tino taumaha, ā, ka pōraruraru tonu, kua patu i te hauora o taua tangata.		
2. He aha ētahi o aua mea whakapōraruraru i te tangata?	% responses	
Causes of stress mentioned:	GEd	MI
serious errors/failures (e.g. crime, legal problems)	1	3
general anxiety about things	10	36
too many things to do	41	51
unemployment	2	11
poor health	13	22
too little money or belongings	12	3
housing or transport problems	2	3
mistreatment by or disagreement with others	12	8
lack of people who love/support person	1	11
problems arising from behaviour of others	70	56
big life changes	13	6

Commentary:

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

3. Imagine that a friend was feeling really stressed because they had so much to do, everything seemed to be going wrong, and things just didn’t seem to be getting any better. How could you help this friend?

Try to tell me three things that you would suggest to your friend to help them deal with their stress. I’ll write down your ideas as you think of them.

As the student says each idea, record it and read it aloud. Where 2 or more ideas are given as one, suggest that they be written separately.

3. Me whakaaro noa kei te tino pōraruraru tō hoa, nā te mea he tino maha o āna mahi, ā, kei te hē katoa āna whakahaere, ā, me te mea nei, kāore e pai kē atu i a ia. Kōrerotia mai kia toru ngā mea hei āwhina i tō hoa. Māku e tuhi, ōu whakaaro i nāia tonu nei.

I te wā e kōrero ai te ākongā, tuhia ki te pepa tuhinga ā, ka pānui-a-waha ai. Mehemea ka maha ngā whakautu i te kōtahi, ka tohutohungia e koe kia tauwehea.

Ways of helping:

	% responses	
	GEd	MI
timeout/relaxation/recreation	66	54
giving help with tasks	31	68
talking and encouraging	47	76
making choices/managing time better	28	27
getting professional help	6	11

4. Of these ideas, which one do you think might be the most helpful?

O ēnei ariā katoa, ko tēhea te mea tino pai hei āwhina?

not marked • •

5. Why do you think that would be most helpful?

He aha koe i kowhiri ai, ko tērā te mea hei tino āwhina?

Justification of choice of most helpful idea:

	% responses	
	GEd	MI
strong	18	43
moderate	62	39
weak	20	18
Total score:	8-18	3 19
	6-7	25 29
	4-5	45 41
	0-3	27 11

Wai Wera — A Hot Drink

Approach: One to one

Focus: Body care, treatment of injury.

Resources: Picture.



Questions/instructions:

Show picture.

Let's imagine you are with a friend. Your friend decides to make a hot drink. As the boiling hot water is poured into a cup, it splashes out onto your friend's hand. The boiling water burns their hand.

I want you to tell me what you would do to help your friend.

Whakaaturia te whakaahua.

Nā, whakaarotia kei te taha koe i tō hoa. Kua mahia e ia he inu wera. I te riringitanga o te wai tino wera ki te kapu, ka paratī ki te ringa o tō hoa. Kātahi ka wera te ringa i te wai wera.

Nā, kōrerohia mai, ka pēhea tō āwhina i tō hoa.



	% responses			% responses	
	GE _d	MI		GE _d	MI
1. What is the first thing you would do? He aha tō mahi tuatahi?					
Cool hand quickly:					
with cold water	91	86			
with other cold object	3	11			
			Total score:	4	23
				3	46
				2	25
				1	3
				0	3
2. What would you do after that? He aha tō mahi i muri i tēnā?					
keep cool for long time	40	19			
get help	58	69			

Commentary:

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

Whakaaraara Auahi — Smoke Alarm

Approach: One to one

Focus: Fire safety.

Resources: None.

Questions/instructions:

Imagine a child was asleep in her bedroom.

A fire had started in the house, and it was quickly filling with thick black smoke. When the child was awakened by the smoke alarm she saw that there was smoke everywhere. It wasn't possible for her to get out through her bedroom window.

1. What should she do?

PROMPT: Is there anything else she should do?

Me whakaaro koe mō tētahi tamaiti e moe ana i roto i tōna rūma moe.

A, ka tīmata he ahi i roto i te whare, ā, kāore i roa ka kī katoa i te auahi tino pango. Nō te ohonga o te tamaiti i te whakaaraara auahi, ka kite kua kī ngā wāhi katoa i te auahi. Kāore e taea e ia te puta mai mā te matapihi o tōna ruma moe.

1. Me aha ia?

HE ĀWHINA: He whakaaro anō?



Ideas mentioned:	% responses	
	GEd	MI
checking whether escape is possible (e.g. extensive flames in hallway)	9	26
choosing to escape rather than fight fire	0	0
going to get help rather than fighting fire	3	0
consider whether there is anyone else in house	15	14
deciding whether to try to rescue others or instead get help	3	9
how to make it safest to remain in room and wait for help	6	0
recognizing problems with escaping through thick, black smoke	13	20
specifically getting down low and crawling out	66	83
covering face to reduce smoke inhalation	23	20
following a pre-arranged plan	5	11
not trying to save possessions	0	0
Overall response:		
thorough understanding	0	0
reasonable understanding	5	6
some understanding	34	48
only one valid idea	41	37
no useful response	20	9

Commentary:

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

Kai Tino Pai — Choice Food

Approach: Station

Focus: Foods.

Resources: 9 food stickers.



Questions/instructions:

The stickers show some foods that Mere and Jia Li can choose to eat.

Ka taea e Mere rāua ko Jia Li ki te tīpako kai mai ēnei pānui whakapiri.



1. For her bones to be healthy, Mere needs calcium. Choose the best three foods that will help Mere and stick them here.

Mā te **konupūmā** [calcium] e kaha ai ngā koiwi o Mere. Tipakohia kia toru ngā kai tōtika hei āwhina i a Mere. Whakapiria ki kōnei.

Foods chosen:		% responses	
		GEd	MI
✓	milk	91	89
✓	cheese	69	68
✓	ice-cream	33	46
	banana	[53]	[22]
	carrots	[22]	[30]
	other four below 16%		

2. Jia Li feels very tired. Her doctor says she needs more iron. Choose the best three foods that will help Jia Li and stick them here.

He tino nenge te āhua o Jia Li. Ka kī tōna tākuta me kai **rino** [iron] ia. Tipakohia kia toru ngā kai tōtika hei āwhina i a Jia Li. Whakapiria ki kōnei.

Foods chosen:		% responses	
		GEd	MI
✓	steak	73	68
✓	baked beans	52	51
✓	chicken	63	41
	carrots	[37]	[41]
	banana	[26]	[35]
	other four below 22%		

Total score:	6	12	16
	5	19	14
	4	28	21
	3	26	25
	0-2	15	24

Commentary:

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

Taitamariki, Taiohi — Teens

Approach: Station
Focus: Maturation.
Resources: Picture.



Questions/instructions:

Look at the picture. The people in the picture change as they grow older. Changes can be physical. That is, a person's body changes.

Titiro ki te pikitia. Kia pakeke haere te tangata ka rerekē hoki ō rātou āhua.



Write down 3 physical changes that might happen to people as they grow older.

He huringa rerekē tō te **tinana**. Tuhia kia 3 ngā huringa rerekē o te tinana, anā, kia pakeke haere te tangata.

How well are physical changes captured?

	% responses	
	GE _d	MI
very well/well	24	35
moderately well	56	43
poorly	20	22

Changes can also be emotional. That is, how we feel inside.

Write down 3 emotional changes that might happen to people as they grow older.

He huringa rerekē anō tō te **kare-ā-roto**. Ko ngā rongō-ā-ngākau ēnei.

Tuhia kia 3 ngā huringa rerekē o te **kare-ā-roto**, anā, ka pakeke haere te tangata.

How well are emotional changes captured?

	% responses	
	GE _d	MI
very well/well	14	24
moderately well	50	49
poorly	36	27

Changes can be social. That is, how we get on with other people such as friends and family.

Write down 3 social changes that might happen to people as they grow older.

He huringa rerekē anō to te **tikanga-ā-iwi**, arā, ko te whakahoahoa pai tētahi ki tētahi.

Tuhia kia 3 ngā huringa rerekē o te tikanga-ā-iwi, anā, ka pakeke haere te tangata.

How well are social changes captured?

	% responses	
	GE _d	MI
very well/well	12	19
moderately well	60	54
poorly	28	27

Total score:	5-6		9 22	
	4	18	19	
	3	30	18	
	2	21	25	
	0-1	22	16	

Commentary:

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

Nō Wai te Hoa? — Whose Friend?

Approach: Station

Focus: Friendship.

Resources: Illustration in task book.



Questions/instructions:

Imagine that you have this problem:

The person you want to have as your best friend doesn't want you as a best friend. You are very unhappy about this.

Me whakaaro noa:

Kei te pīrangī whakahoahoa koe ki tētahi, engari, kāre ia i te pīrangī ki a koe. Nā, ka pāpouri koe.



1. Write down the ways that you might deal with this problem.

Me ahatia e koe? Tuhia.

Ways to deal with problem:

	% responses	
	GE _d	MI
accept person does not want to be your friend (<i>get over it</i>)	26	8
decide to ignore person	9	5
talk to friend, try to find out what is wrong	37	32
get help/advice from someone else	8	3
change behaviour to suit friend	7	0
try to change friend's views	17	0
negotiate compromise	5	0
find new best friend	45	54
How well has the problem been addressed?		
very well	2	0
well	29	8
moderately well	52	78
poorly	17	14

2. Who are some people who might be able to help you with this problem?

Ko wai ētahi tangata ka taea e rātou te āwhina i a koe?

3. Draw a ring around the person in answer 2 who you think would be the most helpful.

I tō whakautu tuarua, porohitatia te tino tangata hei āwhina i a koe.

4. Why do you think this person would be the most helpful?

He aha koe i whakaaro ai ko tēnei te tino tangata?

	% responses	
	GE _d	MI
Most helpful person:		
parents/whanau	37	49
siblings	3	0
teacher/principal	8	21
health professional	5	3
friends/peers	42	24
other adults	1	0
other/none	4	4
Explanation:		
strong	20	19
moderate	66	65
weak	14	16
Total score:		
	5	1 0
	4	6 3
	3	33 19
	2	41 54
	1	14 21
	0	5 3

Commentary:

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

He Whakapai Raruraru — Winning: A Problem

Approach: Station

Focus: Relationships, interpersonal skills.

Resources: None.



Questions/instructions:

Imagine you have this problem:

Your friend always has to win every game you play together at school. If they don't, they get angry or upset. This isn't fair and it makes you unhappy.

He raruraru tōu:

Kia tākaro kōrua ki tō hoa i te kura, ko tāna me riro te wikitoria i a ia i ngā wā katoa. Ki te kore, ka whakatakariri ia. Anā, ka pouri koe, nā te mea ehara tēnei te āhuetanga tika.

	% responses	
	GE ^d	MI
1. Write down some ways that you could try to fix this problem.		
Tuhia ētahi āhuetanga hei whakatika i tēnei raruraru.		
Ways to fix problem:		
play with other people	28	4
decide you can live with it okay	5	24
find games that don't involve winning/losing	12	2
talk to friend and tell them their behaviour is upsetting you	30	7
try to convince friend to behave differently	40	40
get advice from someone else	2	13
ask someone else to try to change friend's behaviour	1	4
2. If you wanted some help to sort out this problem, who might you ask?		
Mehemea e pīrangi āwhina ana koe ki te whakatikatika i tēnei raruraru, me pātai koe ki a wai mā?		
3. Draw a ring around the person in answer 2 who you think would be the most helpful.		
I te whakautu tuarua, porohitatia te tangata tino pai rawa atu.		

	% responses	
	GE ^d	MI
4. Why do you think this person would be the most helpful?		
He aha koe i whakaaro pēnā ai?		
Most helpful person:		
parents	25	37
siblings	1	2
teachers/principal	42	39
coach	3	0
friends/peers	18	5
other adults	8	7
other/no choice	3	10
Explanation:		
strong	17	23
moderate	55	45
weak	28	32
Total score:	4-9	13 2
	3	25 24
	2	27 39
	1	26 23
	0	9 12

Commentary:

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

Kōwhiringa — Options

Approach: One to one

Focus: Interpersonal skills.

Resources: Recording book.



Questions/instructions:

In this activity you will be thinking about some problems and different ways of solving those problems.

For each of the four problems, there will be some options for solving them.

I want you to make a decision about each option.

You will need to decide if it is a good choice or a bad choice for solving the problem.

We will look at the problems one at a time, and the options for dealing with them.

If you think the option is a good choice, tick the “good choice” column. If you think it’s a bad choice, tick the “bad choice” column. If you just can’t make up your mind, you can tick the “not sure” column.

Use the following sequence for each of the 4 scenarios.

Complete each scenario before starting the next.

Read the problem to the student, then each of the options. After each option has been read, ask the student to decide which column they will tick.

Once all options have been considered for the scenario, say:

There could be other good ways for trying to solve the problem.

See if you can think of another good way, and I’ll write it in the blank space.

Now look at all of the options that you have ticked as good choices.

Choose one that you think is the best choice.

Why do you think that is the best choice?

Now let’s look at the ones you’ve ticked as “not sure”.

Why didn’t you choose “good choice” or “bad choice” for those ones?

Repeat the sequence with each of the 4 scenarios.

Ko te kaupapa o tēnei mahi, hei whakaaro, hei whakatau hoki. Ka puta mai he raruraru.

Me whakarongo koe ki ētahi kōwhiringa hei whakaoti raruraru, arā, he huarahi kia tika te raru.

Me whakaaro koe, menā he whiringa pai, he kōwhiringa kino rānei.

Māku e pānui te raruraru, ā, ko ētahi kōwhiringa hei whakatika.

Ki te whakaaro koe, he kōwhiringa pai, tohua ki te pou mō ngā kōwhiringa pai. Ki te whakaaro koe, kei te kino, tohua ki te pou mō ngā kōwhiringa kino. Ki te kore koe e tino mōhio, ko tēhea te āhua o te kōwhiringa, kei te pai. Me tohu ki te pou “Kāore anō kia tau”.

Whāia te whakatakotoranga mahi ki raro nei mō ngā whakaaturanga e 4.

Kua oti ia wāhanga, haere tonu.

Kaua e pekepeke ki tētahi raruraru hou, mēnā kāore anō kia oti ia wāhanga. Pānuitia te raruraru ki te ākonga, ā, pānuitia hoki ngā kōwhiringa hei whakatika. Pātai atu ki te ākonga ko tēhea pou ka tohua e ia, hei te mutunga o ia kōwhiringa.

Kua whiriwhiria ngā kōwhiringa katoa e pā ana ki ia whakaaturanga, me kī:

He huarahi pai anō, pea; hei whakatika te raruraru?

Whakaaro mai tētahi atu kōwhiringa pai, māku e tuhi ki te wāhi wātea nei.

Nā, āta titiro ki ngā kōwhiringa katoa i tohua e koe hei huarahi pai.

Ko tēhea te mea tino pai rawa atu?

He aha koe i whakaaro ai ko tēnā te kōwhiringa tino pai rawa atu?

Nā, me titiro tāua ki ngā mea kāore anō kia tino whakataungia.

He aha koe i kore ai e whiriwhiri i te “kōwhiringa pai”, “kōwhiringa kino” rānei mō aua mea?

Whakamahia anō tēnei raupapa mō ia wāhanga, mō ia wāhanga.

Scenario One – Whakaaturanga Tahī

You have been told that it is unhealthy to be in a room where people are smoking. You are staying with your grandad who smokes all the time while he watches TV. Mōhio koe he kino te noho i te ruma i a ngā tāngata e kai hikareti ana. Kei te noho koe ki te taha o tō koroua, ā, kei te kai hikareti ia i a ia e mātakitaki pouaka whakaata.

OPTIONS KŌWHIRINGA	good choice whiringa pai	bad choice whiringa kino	not sure kāore anō kia tau
Tell grandad to stop smoking. Kōrero ki a Koro kia whakamutua te kai hikareti.			
Go into another room. Haere ki tētahi atu ruma.			
Hide his cigarettes. Me huna āna hikareti.			
Sit outside in the cold. Me noho atu i te makariri.			
Tell your grandad about why it is dangerous to smoke. Whakamāramatia atu ki tō Koro ngā take e kino ai te kai hikareti.			

Grandad smoking while watching TV –**Preferred solution:**

	% responses	
	GEd	MI
tell him why it is dangerous to smoke	43	37
tell him to stop smoking	20	30
go into another room	19	4
hide his cigarettes	2	4
other ideas	16	25

Strength of explanation:

	% responses	
	GEd	MI
strong	43	50
moderate	47	50
weak	10	0

Scenario Two – Whakaaturanga Rua

You are walking along the road to school when someone stops beside you in a car. You don't know the person. They ask you to get in and say they'll give you a ride to school. I a koe e haere ana ki te kura ka tū tētahi motokā. He tangata kei roto. He tauhou ia ki a koe. Ka tonoa koe kia piki atu, ā, māna koe e hari ki te kura.

OPTIONS KŌWHIRINGA	good choice whiringa pai	bad choice whiringa kino	not sure kāore anō kia tau
Call out to a friend you have seen across the road. Karangahia tētahi hoa, kua kitea e koe, i te rori.			
Get into the car. Piki atu ki te motokā.			
Tell a teacher. Whakiina atu ki te kaiako.			
Run away. Rere atu.			
Tell the person that you won't get into the car. Kōrero atu ki te tangata kore rawa koe e piki atu ki te motokā.			

Stranger offers you a ride to school –**Preferred solution:**

	% responses	
	GEd	MI
run away	23	16
tell person you won't get into car	15	36
tell a teacher	22	32
call out to a friend	24	16
other ideas	16	0

Strength of explanation:

	% responses	
	GEd	MI
strong	44	25
moderate	17	75
weak	9	0

continued over page

Scenario Three – Whakaaturanga Toru

Your babysitter has brought some videos to watch. However they are videos that you know your parents would not like you to watch.

Nā tō kaitiaki i hari mai he ataata hei mātakitaki. Heoi anō e mohio tonu ana koe kāore ō mātua e whakaae me mātakitaki koe i ērā ataata.

OPTIONS KŌWHIRINGA	good choice whiringa pai	bad choice whiringa kino	not sure kāore anō kia tau
Watch the videos anyway. Hei aha te aha, me mātakitaki tonu i ngā ataata.			
Go and watch TV in another room. Haere ki te mātakitaki pouaka whakaata ki tētahi atu rūma.			
Tell the babysitter to turn the sound up. Kōrerohia ki te kaitiaki kia rahi ake te tangi o te ataata.			
Ask the babysitter not to watch the videos. Īnoi atu ki te kaitiaki kia kua e mātakitaki i ngā ataata.			

Babysitter watching inappropriate videos –**Preferred solution:**

	% responses	
	GEd	MI
go and watch TV in other room	40	46
ask the babysitter not to watch the video	31	33
watch the videos anyway	6	8
other ideas	23	13

Strength of explanation:

	% responses	
	GEd	MI
strong	27	20
moderate	60	70
weak	13	10

Scenario Four – Whakaaturanga Wha

You are at a friend's place where some adults are having a party.

Your friend picks up some wine or beer and starts drinking

Kei te kainga koe o tō hoa, ā kei reira ngā pakeke e pāti ana.

Kua tikina he waipiro e tō hoa, ā, kua tīmata ki te inuinu.

OPTIONS KŌWHIRINGA	good choice whiringa pai	bad choice whiringa kino	not sure kāore anō kia tau
Walk out of the room and do something else. Haere atu i te ruma ki te mahi kē atu.			
Join in and drink some of it for the fun of it. Noho atu me te inuinu hei whakakoakoa.			
Tell your friend that you don't want to drink any. Kōrero atu ki te hoa, kāore koe e pīrangi ki te inuinu.			
Go and tell an adult. Whākina atu ki te pakeke.			
Tell your friend not to drink beer or wine. Kōrero atu ki tō hoa kia mutu atu te kai waipiro.			

Friend drinking alcohol at party –

	% responses	
	GEd	MI
Preferred solution: go and tell an adult	27	28
tell your friend not to drink any	30	52
tell your friend you don't want any	13	8
walk away and do something else	12	8
join in	2	0
other ideas	16	4

Strength of explanation:

	% responses	
	GEd	MI
strong	40	33
moderate	47	59
weak	13	8

Total score for first 3 scenarios :

	% responses	
	GEd	MI
	6	11
	5	24
	4	32
	3	14
	2	10
	0-1	9

Commentary:

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

Te Kai Hikareti, Kāhore Rānei — To Smoke Or Not To Smoke

Approach: One to one

Focus: Peer pressure.

Resources: Picture.



Questions/instructions:

We all make our own choices. There are reasons why young people choose to smoke cigarettes.

Mā tātou anō e whai tā tātou i whiri ai. He nui ngā take e whakaaro ai ētahi rangatahi ki te kai hikareti.

1. Tell me why you think young people might choose to smoke.

Ki a koe nei, he aha te rangatahi e hiahia ai te kai hikareti?

Reasons:

	% responses	
	GE _d	MI
influence of significant role models (including parents)	30	22
peer pressure	52	49
self-image (look cool)	86	54
good physical feelings	19	22
addiction	10	0
ignore or don't believe reports of negative effects	4	3
to control weight	0	0
to experiment/try it	8	16

Look at this picture. Show picture.

Titiro ki te pikitia. Whakaaturia te whakaahua.



Sometimes our friends can pressure us to do things we really don't want to do.

I ētahi wā ka pēhia tātou e ō tātou hoa ki te mahi i ngā mahi kāore tātou i te hiahia.

2. What could you do or say to your friends if they tried to get you to smoke cigarettes. Tell me what you could do or say to them.

Ka pēhea koe, ā, ka pēhea tō kōrero ki ō hoa, mēnā ka ākina koe e rātou kia kai hikareti? Kōrerotia mai ka aha koe, he aha rānei ō kōrero ki a rātou.

	% responses	
	GE _d	MI
Choice made:		
accept	0	0
ignore/avoid	3	0
say no	58	43
criticize	5	11
other or multiple responses	34	46

Reasons given:

aesthetic reasons (e.g. appearance, smell)	1	3
health consequences for smoker	37	46
health consequences for others	7	0
cost	3	0
addictive effects	1	0

Total score:	5-7	5	0
	4	19	11
	3	19	24
	2	37	43
	0-1	20	22

Commentary:

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

E Peke, E Peke — Jump, Jump!

Approach: One to one

Focus: Peer pressure.

Resources: Video recording on laptop computer.

Questions/instructions:

This activity uses the computer.

Click the Jump Jump button.

We will start this activity by watching a video.

The video shows some children playing at a river.

Click the Play button.

He mahi rorohiko tēnei.

Pāwhiria te pātene *E Peke, E Peke*.

Ka tīmata tēnei mahi ki te rīpene ataata. I tēnei ataata ka kitea ētahi tamarikie tākaro ana i te taha o te awa.

Pāwhiria te pātene *Tīmataria*.



Video script:

Ray: Ahhhh...
Hey Davy, I bet you can't do that.

Davy: Of course I can.

Ray: Go on then, prove it.

Davy: Here goes...
Ah, no sweat, I'm going to do it again.

Ray: It's William's turn now.
Come on, what are you scared of?

William: I'm not scared.

Ray: Then do it.

William: It's too high, I'll jump more further down.

Ray: No, it's got to be from there.

Davy: Don't be a wimp.

Ray: Jump, jump, jump!

Davy: Jump!

Video script:

Ray: Ā hā hā!
Rawiri, ka taea anō e koe tēnei mahi?

Rawiri: Ka taea e au . . .

Ray: Kāti, mahia!

Rawiri: Anā
Anā i kite anō koe! Māku e mahi anō.

Ray: Taihoa! Kei a Wiremu te wā ināianei.
Kia tere! Kei te matakū koe?

Wiremu: Kāore au i te matakū.

Ray: Kati ra mahia!

Wiremu: He teitei rawa! Ka maha kē atu aku peke mehemea kāore i teitei.

Ray: Kao, me peke koe mai i kōnā!

Rawiri: Kaua e tangiweto Wiremu.

Ray: E peke, e peke! E peke! e peke!

Rawiri: E peke!

William is being given a hard time because he doesn't want to jump into the river.

1. If you were on the bank with William, what would you be saying to him?
2. Why would you be saying that?
3. What would you like to say to the boys who were calling out to William?

Kei te kōhetetia a Wiremu, nō te mea kāore ia i te pīrangī ki te peke ki roto i te awa.

1. Mehemea i reira koe ka pēhea āu kōrero ki a Wiremu?
2. He aha koe i kōrero pērā ai?
3. He aha āu kōrero ki ngā tamariki e kohete rā ki a Wiremu?

	% responses	
	GEd	MI
Strategies suggested:		
give advice or instructions to help him to jump	33	28
try to get him to jump by being encouraging/supportive	26	33
try to get him to jump by joining in the teasing	6	14
tell him he's right to make up his own mind	21	58
suggest he shouldn't jump because it is making him uncomfortable	58	19
tell him not to jump in negative/critical way	0	0
tell him not to jump because of possible dangers	27	8
Helpfulness of responses to questions 1 and 2:		
very helpful	4	14
helpful	37	36
moderately helpful	51	42
not helpful	8	8
How helpful to William are the suggested comments (to the other boys) likely to be?		
very helpful	4	20
helpful	40	37
moderately helpful	42	40
not helpful	14	3



		% responses	
		GEd	MI
Total score:	5-6	8	23
	4	22	23
	3	26	20
	2	31	25
	0-1	13	9

Commentary:

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

He Kura Hākoako — Happy School

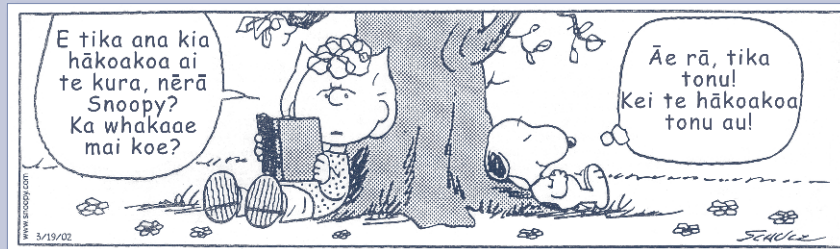
Approach: One to one

Focus: Community resources.

Resources: Picture.

Questions/instructions:

Show picture, read if necessary, and remove. Whakaaturia te whakaahua, pānuitia ngā kupu, ā, nekehia ki te taha.



Sally: "Schools should be happy places. Don't you agree Snoopy?"

Snoopy: "Yeab, I agree. I'm very happy."

	% responses			% responses	
	GE ^d	MI		GE ^d	MI
Most people agree that schools should be happy places for everyone.					
Tokomaha ngā tāngata e tautoko ana he wāhi hākoako ngā kura, ki te katoa.			people care for/look after each other	14	21
1. Tell me all the things that help to make school a happy place.			people respect each other	5	13
Kōrerohia mai ngā āhuratanga katoa, mō te kura hākoako.			students have a say/are listened to	3	13
Ideas included:			good supervision/safety	0	0
good facilities	3	3	sensible rules	5	0
nice buildings	1	13	Overall quality of ideas:		
good classrooms/equipment	3	5	excellent/very good	8	3
good special facilities (library, computer resources, technology rooms, etc.)	12	0	good	25	23
good playground/play equipment	17	0	fair	43	59
good sports facilities/equipment	12	13	poor	24	15
nice people/attitudes	29	38	2. What are some of the things that you could do to help your school be a happy place for everyone?		
Principal	0	3	He aha ētahi āhuratanga e taea ai e koe te whakamahi, kia wāhi hākoako ai te kura mō te katoa?		
teachers	46	49	Overall quality of ideas:		
other staff	0	3	excellent/very good	4	3
students	9	31	good	22	23
particular friends	54	18	fair	38	45
family/community support	0	0	poor	36	29
good, enjoyable activities/programmes	29	31	Total score:	5-6	6 3
class teaching/learning programmes	33	33		4	12 18
play	27	10		3	14 8
sports	33	31		2	36 39
special events/visitors/trips	8	5		1	10 23
cultural/educational clubs	3	0		0	21 9
good ways of operating	9	0			
people try hard/try to do a good job	8	18			

Commentary:

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

Te Manaaki i a Papa-tū-ā-nuku — Caring for Papa-tū-ā-nuku

Approach: One to one

Focus: Caring for environment.

Resources: Postcard.



Questions/instructions:

This activity is called **Caring for Papa-tū-ā-nuku**.

When people go into the bush, visit the beach or do anything in the outdoors, they should care for the land.

Show picture.

Imagine your class is going on a trip to the bush. Your class needs to care for the land during your trip.

Ko te manaaki i a **Papa-tū-ā-nuku** te ingoa o tēnei mahi. Kia haere te tangata ki te ngahere, ki te moana, ki ērā atu mahi o waho rānei, e tika ana me manaaki rātou i te whenua.

Whakaaturia te whakaahua.

Me whakaaro noa koe, kei te haere tō akomanga ki tētahi haere i te ngahere. E tika ana, me atawhai te rōpū i te whenua.



1. What are the important things for you and your class to think about and do before you go into the bush?

Tell me as many as you can think of.

Me aha koutou i mua o te haerenga ki te ngahere? He aha ētahi tikanga?

Kōrerohia mai, te nuinga.

2. After everyone has been in the bush it is time to go back to school.

What are the important things about caring for the land to think about and do before leaving?

Tell me as many as you can think of.

Kua tutuki te haere ngahere, kua tae ki te wā kia hoki ai ki te kura.

Me aha koutou i mua o te wehenga atu. He aha ētahi tikanga?

Kōrerohia mai.

Ideas included (both questions):

	% responses	
	GEd	MI
respect the land <i>(e.g. historical, spiritual significance)</i>	13	87
protect animals/plants	85	59
light fires only if/where appropriate	5	0
suitable care when fires used <i>(dead wood only, extinguish properly)</i>	1	0
sanitation <i>(use toilets if available, avoid fouling water sources, bury biodegradable waste)</i>	3	3
carry out non-biodegradable rubbish	75	68

Overall quality of response:

	% responses	
	GEd	MI
excellent/very good	1	39
good	13	43
fair	53	13
poor	33	5
Total score:	5-9	8 18
	4	10 24
	3	41 40
	2	17 7
	0-1	24 11

Commentary:

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

Link tasks 1-5, 9

LINK TASK 1

Approach: One to one

Focus: Smoking

		% responses	
		GEd	MI
Total score:	4-6	10	11
	3	19	17
	2	27	39
	1	41	33
	0	3	0

Commentary:

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

LINK TASK 2

Approach: One to one

Focus: Understanding health

		% responses	
		GEd	MI
Total score:	4-5	11	10
	3	18	20
	2	31	47
	1	28	16
	0	12	7

Commentary:

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

LINK TASK 3

Approach: One to one

Focus: Injury management

		% responses	
		GEd	MI
Total score:	10-15	5	22
	8-9	16	11
	6-7	28	25
	4-5	38	20
	2-3	9	19
	0-1	4	3

Commentary:

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

LINK TASK 4

Approach: One to one

Focus: Nutrition

		% responses	
		GEd	MI
Total score:	3	1	3
	2	20	6
	1	45	50
	0	34	41

Commentary:

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

LINK TASK 5

Approach: One to one

Focus: Food

		% responses	
		GEd	MI
Total score:	4-8	0	18
	3	5	16
	2	16	32
	1	38	16
	0	41	18

Commentary:

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

LINK TASK 9

Approach: One to one

Focus: Competition

		% responses	
		GEd	MI
Total score:	6-12	1	3
	4-5	17	46
	2-3	69	48
	0-1	13	3

Commentary:

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

Link tasks 10, 22-24, 27, 29

LINK TASK 10			
<i>Approach:</i> Station			
<i>Focus:</i> Personal safety			
		% responses	
		GEd	MI
Total score:	8-21	0	0
	6-7	12	11
	4-5	52	46
	2-3	36	41
	0-1	0	2

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

LINK TASK 22			
<i>Approach:</i> One to one			
<i>Focus:</i> Relationships			
		% responses	
		GEd	MI
Total score:	3	6	6
	2	30	50
	1	55	41
	0	9	3

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

LINK TASK 23			
<i>Approach:</i> One to one			
<i>Focus:</i> Relationships			
		% responses	
		GEd	MI
Total score:	4-6	12	16
	3	24	23
	2	38	35
	1	18	13
	0	8	13

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

LINK TASK 24			
<i>Approach:</i> One to one			
<i>Focus:</i> Relationships			
		% responses	
		GEd	MI
Total score:	5	78	75
	4	16	22
	3	4	3
	0-2	2	0

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

LINK TASK 27			
<i>Approach:</i> One to one			
<i>Focus:</i> Identity and respect			
		% responses	
		GEd	MI
Total score:	3	4	21
	2	25	28
	1	49	36
	0	22	15

Commentary:
Students in Māori immersion (MI) settings scored statistically significantly higher than Māori students in general education (GEd).

LINK TASK 29			
<i>Approach:</i> Station			
<i>Focus:</i> Community rules			
		% responses	
		GEd	MI
Total score:	14-16	7	3
	11-13	30	51
	8-10	37	27
	5-7	17	16
	0-4	9	3

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