

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).