

Physical education focuses on the development of personal movement skills and other capabilities appropriate to a wide range of situations and environments. These skills play an important role in carrying out daily routines, performing employment tasks, and participating effectively in recreational and sporting activities.

This chapter reports the results of sixteen physical education tasks administered to individual Māori students in both general education settings and Māori immersion settings. Fifteen tasks were administered in an open space format, outside or in a large hall or gymnasium, while the sixteenth task was administered to students working in a team format. All of these performances were videotaped.

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, eleven of the sixteen 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 thirteen of the sixteen tasks. Māori students in general education scored statistically significantly higher on one task, and students in Māori immersion settings performed statistically significantly higher on two tasks. These comparisons should be interpreted cautiously, for the reasons discussed in Chapter 2.



Turakina Ngā Wikiti — Hit the Wickets

Approach: Open space

Focus: Accurate throwing.

Resources: Set of Kiwisport wickets, 3 small balls.



Questions/instructions:

Stand on the mark.

E tū ki runga i te tohu.

Try to hit the wickets (6m away).

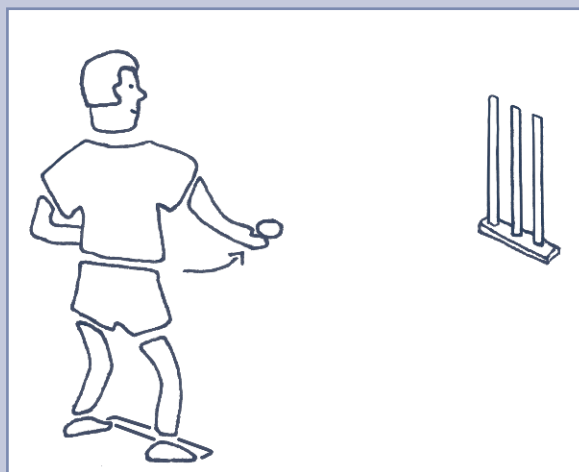
Kia kaha ki te turaki i ngā wikiti.

1. Throw the ball **underarm** - 3 times
— the first throw is a practice go.

1. Kia 3 ngā porowhiu **whakararo** i te paoro.

2. Throw the ball **overarm** - 3 times
— the first throw is a practice go.

2. Kia 3 ngā porowhiu **whakarunga** i te paoro.



	% responses	
	GE _d	MI
Number of hits underarm:	3	8 4
	2	32 46
	1	44 25
	0	16 25
Number of hits overarm:	3	9 3
	2	18 13
	1	43 45
	0	30 39

	% responses	
	GE _d	MI
Overarm technique:		
	throw, side-on, opposite shoulder pointing toward wickets	5 3
	throw, body facing straight towards wickets – i.e. using arm only	55 74
	cricket style bowl	34 23
	shot-put style push	4 0
other overarm	2 0	

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.

Tī Rākau - Tī Rākau

Approach: Team

Focus: Accurate rhythmic movement.

Resources: Video recording on laptop computer (music: *E Papa*), 4 sets of rākau, 4 bibs.



Questions/instructions:

This activity uses the computer.

Click the **Tī Rākau** button.

Important: Whenever giving instructions or viewing video, have the students put their sticks aside. Students wear bibs numbered 1–4.

In this activity you will be working in pairs with the rākau or sticks.

I want [A1 - name] and [A2 - name] to work together, and [A3 - name] and [A4 - name] to work together.

We're going to watch a video which shows a group of children doing what I'll be asking you to try. The children in the video will be doing the moves listed on this card.

Now let's watch the demonstration on video. Watch very carefully because you will be trying to do the same movements in your pairs.

Click the **Play** button to show **Part 1** of the video. Then show prompt card, and read out the moves.

[Part 1 shows video of children as above with music soundtrack]

Chorus	floor-tap-tap	8 times
Right tap	floor-tap-right-to-right-tap	8 times
Chorus	floor-tap-tap	8 times
Left tap	floor-tap-left-to-left-tap	8 times
Chorus	floor-tap-tap	8 times
Right flip	floor-touch-right-flip	8 times
Chorus	floor-tap-tap	8 times
Left Flip	floor-touch-left-flip	8 times

Now I want you to practise doing those movements in pairs for two minutes. You can use this card to remind you of the movements. It's important to practise doing the same things together in your pairs, and not too quickly.

Give students 2 sticks each.

Allow 2 minutes for practice, then get students' undivided attention.

He mahi rorohiko tēnei.

Pāwhiria te pātene **Tī Rākau**.

Kia Mataara: I te wā whakahau, mātakitaki rīpene ataata rānei, kī atu ki ngā ākongā kia waiho ngā rākau.

Ka mauria pari tūnga 1 – 4 e ngā akonga.

Ka mahi takirua koutou me ngā rākau.

Me mahi ngātahi a [B1 ingoa], me [B2 ingoa], me mahi ngātahi anō a [B3 ingoa], me [B4 ingoa].

Ka mātaki tātou tētahi rīpene o ētahi tamariki e mahi ana i ētahi mahi hei whāinga mā koutou. Kei te whai ēnei tamariki i ngā mahi kua whakarārangihia ki tēnei kāri.

Nā, me mātaki koutou i ngā whakaaturanga mai i te ataata nā te mea, ka whakamātau anō kōrua i aua mahi.

Whakaaturia te rīpene ataata – Wāhanga I. Whakaaturia te kāri tautoko, ā, pānui-ā-wahatia ngā tauira.

[Part 1 shows video of children as above with music soundtrack]

Whiti Matua	papa-tuki-tuki	x8
Tuki Matau	papa-tuki;tuki matau ki matau	x8
Whiti Matua	papa-tuki-tuki	x8
Tuki Mauī	papa-tuki; tuki mauīki mauī	x8
Whiti Matua	papa-tuki-tuki	x8
Huripoki Matau	papa-toro-huripoki-matau	x8
Whiti Matua	papa-tuki-tuki	x8
Huripoki Mauī	papa-toro-huripoki-mauī	x8

Nā, whakamātauria e kōrua ēnei nekeneke rākau mō te rua meneti. Whakamahia tēnei kāri kia mahara ai korua ki ngā nekeneke. He mea tino tika kia whakamātauria ngā nekeneke ōrite e ia takirua, engari kia āta haere.

Hōatu kia rua ngā rākau ki ia tamaiti

Waiho ngā meneti e rua hei whakamātau.

Ka oti, me areare ngā taringa.

		% responses	
		GEd	MI
<p>Now I want you to try doing your movements to music. But first we'll listen to the music before you try doing it with music. Put your sticks down while you listen.</p> <p>Click the <i>Play</i> button to show <i>Part 2</i> of the video. <i>[Part 2 shows written cues only, as on cue card, with voice over reading cues accompanied by music soundtrack]</i></p> <p>Now I want you to try doing the movements to music.</p> <p>Get ready, then I'll start the music.</p> <p>Click the <i>Play</i> button to show <i>Part 3</i> of the video. <i>[Part 3 same as Part 2]</i></p>	<p>Nā, i nāianeī me whakamahi ngā nekeneke rākau me te puoro. Engari, me whakarongo ki te puoro i te tuatahi, kātahi ka mahi. Waiho ngā rākau ki raro, i a koutou e whakarongo ana.</p> <p>Tīmataria te rīpene ataata – Wāhanga 2. <i>[Part 2 shows written cues only, as on cue card, with voice over reading cues accompanied by music soundtrack]</i></p> <p>Nā, whakamahia ngā nekeneke rākau me te puoro. Kia rite, kātahi ka tīmataria e au te puoro. Waiho a koutou rākau, me whakarongo koutou.</p> <p>Tīmataria te rīpene ataata – Wāhanga 3. <i>[Part 3 same as Part 2]</i></p> <p>Global rating of individual performance of set task, with music:</p>	<p>very high 18 12</p> <p>quite high 47 65</p> <p>moderate 26 33</p> <p>low 9 0</p>	
<p>To finish off, I would like you and your partner to work together to make up your own performance using the sticks. You can make your performance as different and as interesting as you can, but it should keep to a steady beat.</p> <p>You can have 2 minutes to practise, then I'll ask each pair to show what you can do.</p>	<p>Hei whakamutunga, me mahi tahi kōrua ko tō hoa, ki te whakarite i tā kōrua ake whakaaturanga, mā ngā rākau. He pai tonu menā ka tino rerekē, ka tino mīharo hoki tā kōrua whakaaturanga, engari me whai te taki [beat].</p> <p>E rua ngā meneti whakamātau mā kōrua, kātahi ka whakaatu i ngā mahi nekeneke rākau ka taea e kōrua.</p> <p>Global rating of performance as pair to own plan: <i>(consider number of things tried, difficulty level, and performance level)</i></p>	<p>very high • •</p> <p>quite high • •</p> <p>moderate • •</p> <p>low • •</p>	

Commentary:

The results achieved by Māori students in general education (GEd) settings and students in Māori immersion (MI) settings were not statistically significantly different. The paired work was not marked because it was rare to find two Māori students paired in general education settings.

Whana Paoro Rahi — Large Ball Kick

Approach: Open space

Focus: Kicking.

Resources: Large ball, 2 cones, 4 bibs.



Questions/instructions:

1. Place ball on the **3 metre** mark.

From a standing position, kick the ball between the cones (10m away, 3m apart).

Have **3** goes - the first one is a practice kick.

2. Start dribbling the ball from the **start** mark, then kick the ball between the cones before you cross the **3 metre** mark.

Have **3** goes - the first one is a practice kick.

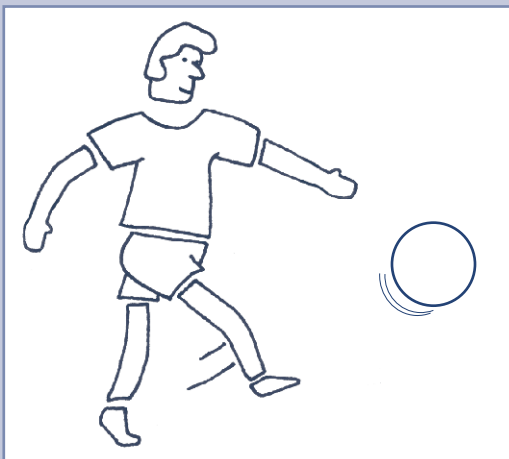
1. Whakatakotohia te paoro ki runga i te tohu **3 mita**.

Me tū koe ki te tohu rā, ā, ka whana i te paoro ki waenganui i ngā korere.

Kia **3** ngā wā whana - te mea tuatahi hei whakamātau.

2. Tīmata ki te arahirahi i te paoro mai i te tohu **tīmata**, kātahi, ka whana te paoro ki waenganui i ngā korere i mua i tō whakawhiti i te tohu **3 mita**.

Kia **3** ngā wā whana - te mea tuatahi hei whakamātau.



Commentary:

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

	% responses	
	GEd	MI
Placed ball – number of firm, reasonably accurate kicks:		
	3	70 84
	2	22 8
	1	7 8
	0	1 0
Placed ball – technique: <i>(non-kicking foot near ball, knee bent 90+ degrees during back swing, ball contacted with top or side of foot, opposite arm swings forward, kicking leg follows through towards target)</i>		
	very good/excellent	27 28
	good	45 44
	fair	26 28
	poor	2 0
Dribbled ball – number of firm, reasonably accurate kicks:		
	3	68 61
	2	22 26
	1	9 13
	0	1 0
Dribbled ball – control: <i>(walking/running with ball, kicking within zone)</i>		
	very good/excellent	28 26
	good	44 42
	fair	26 29
	poor	2 3
Total score:	11-12	22 24
	9-10	45 44
	7-8	21 24
	5-6	11 4
	0-4	1 4

Ngā Nekeneke Maha — Many Moves

Approach: Open space

Focus: Performing various steps.

Resources: 4 bibs.



Questions/instructions:

Each student stands on a mark.
[on 3m diameter circle]

Move around the circle for each movement called by the teacher.

Move **outside** the marks on the circle.

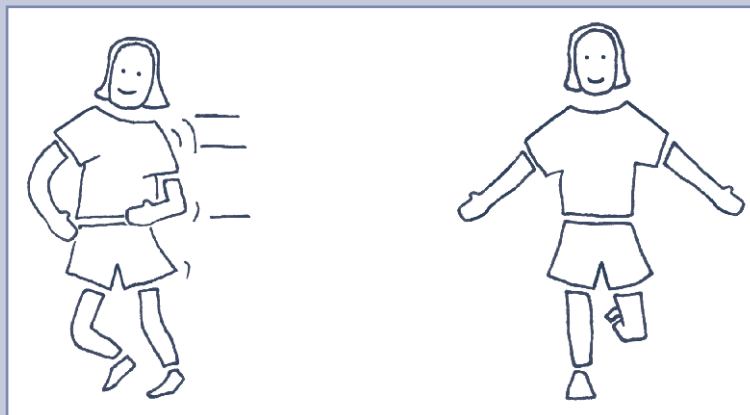
- Skip - twice around the circle.
- Gallop step - twice around the circle.
- Slip step - twice around the circle.
- Hop - once around the circle (you can change feet).

E tū ki runga i te tohu.

Kia rua ngā huringa i te porohita mō ia nekenga e karangatia ai e te kaiako.

Me huri **whakawaho** i ngā tohu kei te porohita.

- Mawhiti - kia 2 ngā wā huri noa i te porohita.
- Tarapeke - kia 2 ngā wā huri noa i te porohita.
- Hīkoi pāhekeheke - kia 2 ngā wā huri noa i te porohita.
- Hītoko- kia kotahi noa iho te huri haere i te porohita. (Pai noa iho ki te tīni i o waewae)



Slip Step

Hop

		% responses	
		GE _d	MI
Skip:	strong	45	38
	moderate	42	41
	weak	12	11
	not achieved	1	10
Gallop:	strong	14	26
	moderate	40	28
	weak	33	17
	not achieved	13	29
Slip step:	strong	51	54
	moderate	36	39
	weak	9	7
	not achieved	4	0

		% responses	
		GE _d	MI
Hop:	strong	37	37
	moderate	55	51
	weak	7	7
	not achieved	1	5
Total score:	11-12	22	23
	9-10	25	31
	7-8	39	17
	5-6	11	26
	0-4	3	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.

Peke Whakarunga — Vertical Jump

Approach: Open space

Focus: Jumping.

Resources: 4 bibs.



Questions/instructions:

Stand on the mark — knees slightly bent.

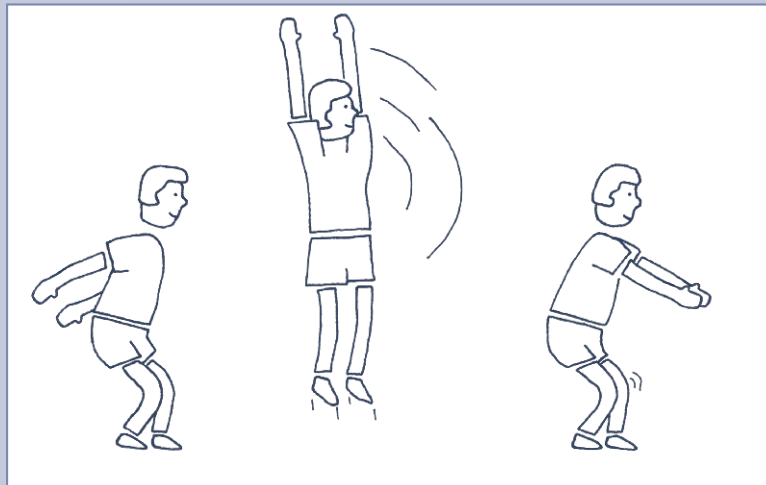
E tū i te tohu — me āhua piko ngā turi.

Jump as high as you can, swinging your arms above your head.

E peke kia teitei rawa atu, me te piupiu ō ringa ki runga ake i tō mahunga.

Have 3 goes - the first is a practice jump.

Kia 3 ngā wā - ko te mea tuatahi he whakamātau.



		% responses					% responses		
		GEd	MI				GEd	MI	
	uncoiled strongly from a crouch	96	97						
	swung arms from behind body to above head	82	86						
	landed on balls of feet	77	91						
	bent legs to absorb impact	88	91						
Height gain:	substantial (e.g. 20–30cm)	19	14						
	moderate (e.g. 15cm)	81	83						
	little	0	3						
				Total score:			6	16	14
							5	44	55
							4	26	25
							3	13	6
							0-2	1	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 tasks 11-16

LINK TASK 11

Approach: Open space
Focus: Running

		% responses	
		GE _d	MI
Total score:	5-6	59	55
	4	22	13
	3	8	6
	2	7	13
	0-1	4	13

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.

LINK TASK 12

Approach: Open space
Focus: Running, changing direction

		% responses	
		GE _d	MI
Total score:	5-6	48	41
	4	17	18
	3	16	11
	2	14	23
	1	5	0
	0	0	7

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.

LINK TASK 13

Approach: Open space
Focus: Catching

		% responses	
		GE _d	MI
Total score:	6	71	78
	5	19	11
	4	8	7
	3	1	4
	2	1	0
	0-1	0	0

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.

LINK TASK 14

Approach: Open space
Focus: Hitting

		% responses	
		GE _d	MI
Total score:	9	16	7
	8	49	41
	7	19	33
	6	8	4
	4-5	4	8
	0-3	4	7

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.

LINK TASK 15

Approach: Open space
Focus: Throwing

		% responses	
		GE _d	MI
Total score:	6	55	35
	5	19	33
	4	15	6
	2-3	5	20
	0-1	6	6

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.

LINK TASK 16

Approach: Open space
Focus: Jumping

		% responses	
		GE _d	MI
Total score:	5	8	3
	4	34	12
	3	23	21
	2	29	31
	1	6	15
	0	0	18

Commentary:

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

Link tasks 17-21

LINK TASK 17

Approach: Open space

Focus: Balance

	% responses	
	GEd	MI
Total score:	9	58
	8	27
	7	6
	5-6	6
	0-4	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 18

Approach: Open space

Focus: Throwing, catching, spinning

	% responses	
	GEd	MI
Total score:	18-21	23
	14-17	63
	10-13	11
	6-9	3
	0-5	0

Commentary:

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

LINK TASK 19

Approach: Open space

Focus: Skipping

	% responses	
	GEd	MI
Total score:	10-11	30
	8-9	45
	6-7	20
	4-5	4
	0-3	1

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 20

Approach: Open space

Focus: Swinging

	% responses	
	GEd	MI
Total score:	3	12
	2	41
	1	34
	0	13

Commentary:

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

LINK TASK 21

Approach: Open space

Focus: Throwing, catching, flicking

	% responses	
	GEd	MI
Total score:	15-17	40
	12-14	33
	9-11	23
	0-8	4

Commentary:

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