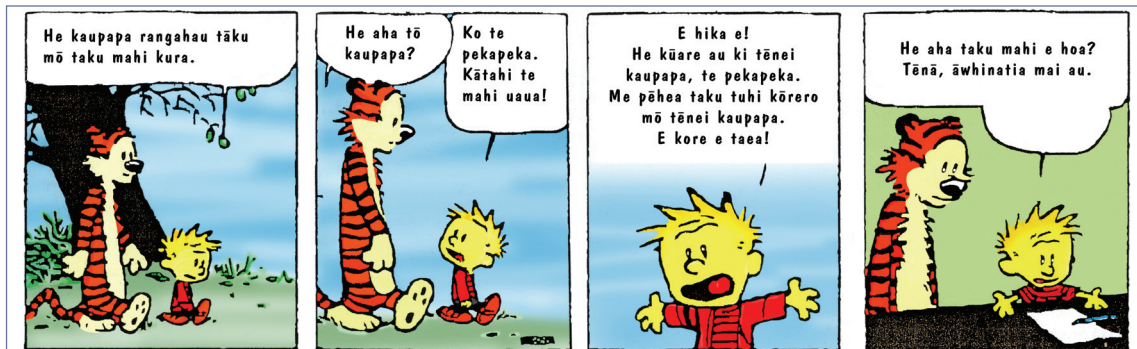


Task: He Pekapeka

Approach:	Station
Focus:	Information sources, search processing and reporting findings
Resources:	Te whakaari ataata i te rorohiko; te kārī pakiwaituhi
Kupu:	pekapeka = bat pakiwaituhi = cartoon



[Video shows four still cartoons in sequence, identical to the cartoon card above; voiceover same as text shown.]

Questions / instructions:

He mahi rorohiko tēnei. Pāwhiria te pūtohu **He Pekapeka**. Whāia ngā tohutohu a te rorohiko.

Kei te rangahau a Tama i ngā kōrero e pā ana ki te pekapeka. He mahi tēnei mā tana kura. Māu e whakarārangi ngā mahi hei mahi māna, arā,

- ki hea ia rapu kōrero ai?
- he aha te huarahi mō te rapu kōrero e pā ana ki te pekapeka?
- ina kitea he kōrero me aha e ia?

Raupapahia mai āna mahi ki raro nei.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

student mentioned the first step as deciding on what information was going to be needed or would be useful

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Sources mentioned:

computer (internet, computer encyclopedia, etc)	58
encyclopedia (book or not specified)	38
library	27
zoo, museum, information centre	6
experts (museum curator, zookeeper, biologist)	15
teacher, family, friends	50
fieldwork finding and looking at bats	2

Searching processes and resources:

clear account of good searching procedures for more than one resource	27
clear account of good searching procedure for one resource	8
yes but vague	13
none	52

Uses for information:

evaluating merit of information	4
after some information has been gathered, thinking about gaps still needing information	4
note taking	38
printing (computer) or photocopying	2
organising, structuring information	8
discarding less useful information	2
writing a report	2
editing the draft	8
getting feedback from others	6
producing a final copy (publishing)	2
presenting report orally	0
prettifying up	4
order of list made logical sense (flow of steps)	58

Commentary:

Most students were able to identify at least two or more sources of information. Half of the students identified teacher, family and friends as a source of information. This may indicate the students awareness of the paucity of material available from public sources in te reo Māori. Over half of the students did not describe the process they would use in finding information from the sources identified.