Task:	
Approach:	One to one
Focus:	Leadership needs and approaches
Resources:	Te whakaari ataata i te rorohiko
Kupu:	

Questions / instructions:

He mahi rorohiko tēnei.

I tēnei mahi ka kōrero tāua mō ngā āhuatanga o te kaiārahi tino pai. I te tuatahi ka mātakitaki tāua i te rīpene ataata.

Pāwhiria te pūtohu *He Kaiārahi*, ka tīmata te rīpene ataata.

VIDEO SCRIPT:
(general comments from several children.)

  – He mahi heahea tēnei.

  – Kia tika rā te tākaro e hoa mā.

  – Me whakarite ngā tīma.

  – Kua hōhā au.

  – Hei aha noa tēnei kēmu. He koretake noa iho.

  – Kāti te mahi heahea. Whakaritea he kaiārahi.

I kitea tētahi rōpū tamariki i runga i te rīpene ataata, e whakaaro ana mō tētahi kaiārahi mō rātou.

1. He aha rātou i hiahia ai ki tētahi kaiārahi?

2. He aha ngā mahi a tētahi kaiārahi hei āwhina i te rōpū?

	% response
Responses included: pick teams	22
tell them what to do *(other than team selection)*	62
help organise them into teams	31
help them decide what to do once teams are formed	22
help ensure fair play *(rules followed, balanced teams)*	29
help resolve arguments, conflicts	36

3. He pēhea nei ngā āhuatanga o te tangata e tika ana hei kaiārahi mō te rōpū? Whakamāramahia mai ngā āhuatanga o te tangata kaiārahi.

	% response
Person specification included:	
well respected/trusted/liked	20
fair with everyone	2
friendly/nice	24
helps make the activity fun	0
gives good clear instructions	4
good at resolving conflicts	7
willing to listen carefully *to ideas/complaints*	4
knowledgable about the game	20
good at the game him/herself	2
patient	9
helpful	27
Quality of response/explanation: excellent	0
very good	1
moderate/good	52
poor	3

Commentary:

Most students were able to identify at least one good reason for choosing a leader (question 1), as well as desirable leadership attributes (question 2). About half of the students gave good reasons for these attributes.