



# Exploring *'Ihi wehi and wana'* in Physical education

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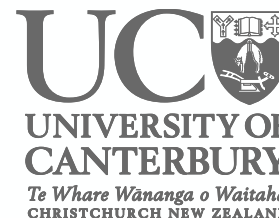


Amy Kaukau



Whakataka te hau

Whakataka te hau ki te uru  
Whakataka te hau ki te tonga  
Kia makinakina ki uta  
Kia mataratara ki tai  
E hi ake ana te atakura  
He tio, He huka, He hauhunga  
Tihei Mauri ora





# KO AMY TOKU INGOA



Ko Susie toku ingoa



# Whanaungatanga

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# AIM OF SESSION

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- Push pause and reflect on what it means to be 'in'movement through a Te Ao Māori lens
- Explore ihi, wehi and wana as relational experiences in movement.
- Think critically about how we might design learning that activates ihi, wehi and wana.
- Work collectively to surface ways of braiding mātauranga Māori into Physical Education.

# IHI WEHI AND WANA

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- *Ihi* – the internal spark or positive energy that is ignited by what is seen, heard, and felt.
- *Wehi* – the emotional reaction or awe in response to *ihi*.
- *Wana* – the energy that connects people to each other, to the kaupapa, and to the environment.

# IHI WEHI AND WANA

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# REFLECT IN GROUPS

## *IHI WEHI AND WANA*

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- When you feel 'on', in flow, or completely focused - might that be *ihi*?
- When someone moves in a way that gives you goosebumps - could that be *wehi*?
- When everyone is in rhythm, and the whole group is humming - - might that be *wana*?



# ACTIVITY

Ihi – Participant/Teina

Wehi – Coach/ Tuakana

Wana - Observer



# WHAI

## *Levels*

- 1. Kohanga**
- 2. Kura**
- 3. Whare Kura**

# WHAI ACTIVITY REFLECTION

## *IHI WEHI AND WANA*

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- A moment you noticed *ihi*: what did you see, hear, or sense? (participant/teina)
- A moment you felt or recognised *wehi* what did you see, hear, or sense? (coach/tuakana response to participant)
- A moment when you saw or sensed *wana* – connection, shared energy, or momentum? (observer watching interaction of tuakan and teina)



**Forging the links.**

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**IN.  
THROUGH.  
ABOUT.**





## The man: Peter J. Arnold.

Education, Movement and the Curriculum.

His conceptual framework for Physical Education has influenced many PE Curriculums around the world.

Arnold suggests three dimensions of movement that can be used for PE Curriculum design:

Dimension I. Education *about* movement;

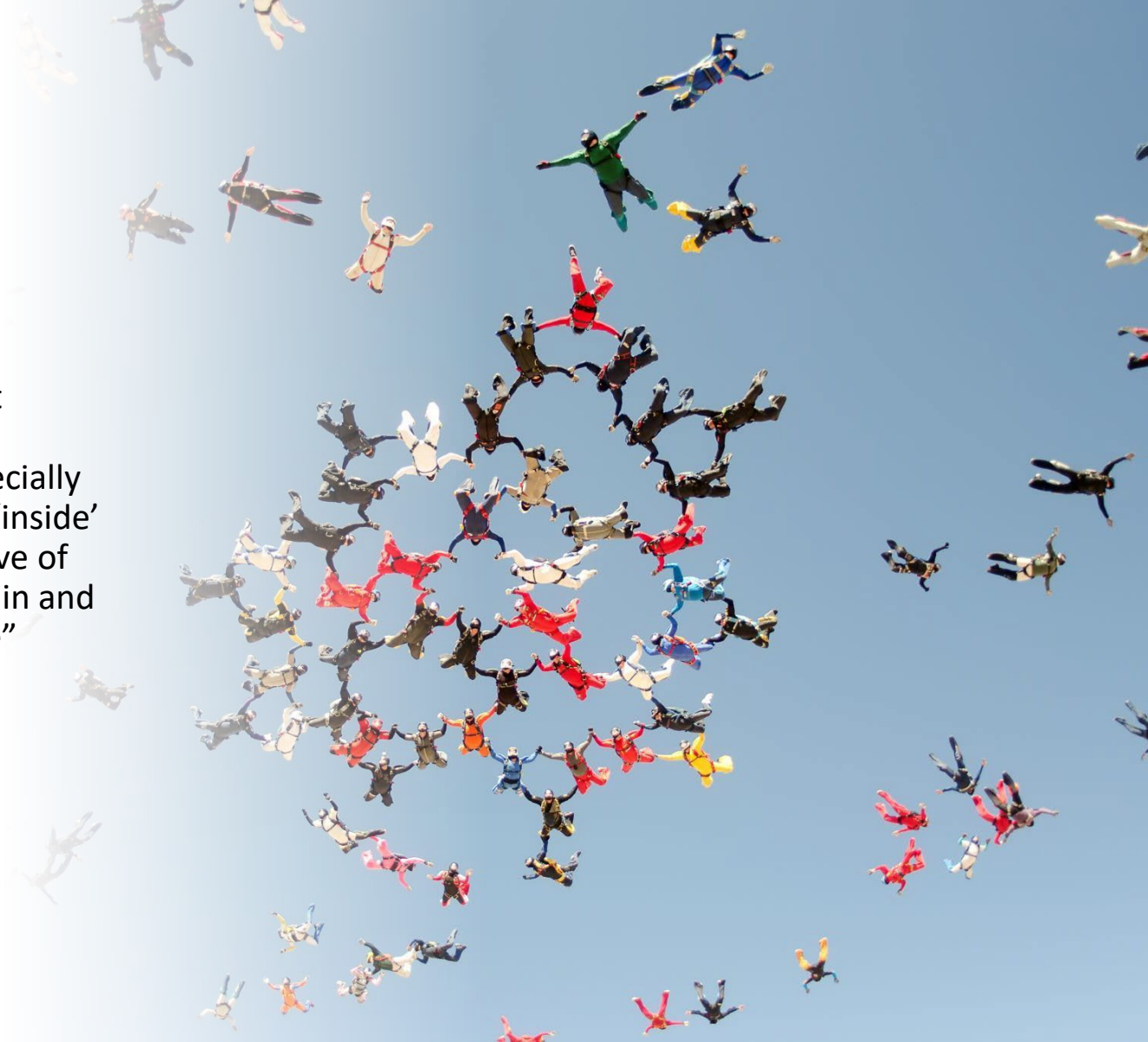
Dimension II. Education *through* movement;

Dimension III. Education *in* movement.

# In.

“Education ‘in’ movement upholds the view that movement activities, especially when looked at from the ‘inside’ or participatory perspective of the movement agent, are in and of themselves worthwhile”

(Peter Arnold)





# Through.

“When activities are expressly taught with a view to promoting their extrinsic, rather than their intrinsic, values, they can be justified as being worthy of inclusion in the curriculum if they can be shown that they are a good means in the promotion of others ends that are considered worthwhile” (Peter Arnold)

# About.

“When movement can be viewed as a subject to be studied with its own theoretical body”

(Peter Arnold)



**Photo credit: Department of Conservation**



**He awa whiria | Braided Rivers**

# BRAIDED EXPERIENCE

## MOVE AS ONE ACTIVITY



<p><b>Ihi</b></p> <p>Internal spark or presence during movement (self)</p> <ul style="list-style-type: none"><li>• Specific examples or moments you noticed or felt <u>ihi</u></li><li>• Use descriptive language: what happened, what did you see/hear/feel</li></ul>	<p><b>Wehi</b></p> <p>Moments that made you or others feel something emotionally (peer)</p> <ul style="list-style-type: none"><li>• Specific examples or moments you or others noticed or felt <u>wehi</u></li><li>• Use descriptive language: what happened, what did you or others see/hear/feel?</li></ul>	<p><b>Wana</b></p> <p>Group energy or synergy that lifted the play (group)</p> <ul style="list-style-type: none"><li>• Specific examples or moments you or others noticed <u>wana</u></li><li>• Use descriptive language: what happened, what did you or others see/hear/feel?</li></ul>

# BRAIDED EXPERIENCE

## *MOVE AS ONE ACTIVITY*

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**Activity:** Rhythm Run – Move as One

**Purpose:** To develop group timing, non-verbal communication, and synchronisation in movement

**Rōpū:** 4–6 per team

**How it works:**

**Challenge:** Each rōpū must travel from A to B *in perfect synchronisation*. They must step at the same time, move at the same pace, and arrive together. If one person is out of time, they restart.

**Level 1:** Walking together – focus on foot timing, spatial awareness, and eye contact.

**Level 2:** Add a movement variation (e.g. side-step, skip, crouch-walk).

**Level 3:** Move in time to a rhythm (clapping, music beat, poi beat, or simple haka rhythm).

**Level 4:** Silent mode – no talking. Rely on observation, feel, and trust.

# BRAIDED EXPERIENCE

## *Whakapapa – reflect and share back*



<p><b>Ihi</b></p> <p>Internal spark or presence during movement (self)</p> <ul style="list-style-type: none"><li>• Specific examples or moments you noticed or felt <u>ihi</u></li><li>• Use descriptive language: what happened, what did you see/hear/feel</li></ul>	<p><b>Wehi</b></p> <p>Moments that made you or others feel something emotionally (peer)</p> <ul style="list-style-type: none"><li>• Specific examples or moments you or others noticed or felt <u>wehi</u></li><li>• Use descriptive language: what happened, what did you or others see/hear/feel?</li></ul>	<p><b>Wana</b></p> <p>Group energy or synergy that lifted the play (group)</p> <ul style="list-style-type: none"><li>• Specific examples or moments you or others noticed <u>wana</u></li><li>• Use descriptive language: what happened, what did you or others see/hear/feel?</li></ul>

# BRAIDED EXPERIENCE

## Example in other movement activities of ihi wehi and wana



<p style="text-align: center;"><u>Ihi</u></p> <p><b>Internal spark or presence during movement (self)</b></p> <ul style="list-style-type: none"> <li>• Specific examples or moments you noticed or felt <u>ihi</u></li> <li>• Use descriptive language: what happened, what did you see/hear/feel</li> </ul>	<p style="text-align: center;"><u>Wehi</u></p> <p><b>Moments that made you or others feel something emotionally (peer)</b></p> <ul style="list-style-type: none"> <li>• Specific examples or moments you or others noticed or felt <u>wehi</u></li> <li>• Use descriptive language: what happened, what did you or others see/hear/feel?</li> </ul>	<p style="text-align: center;"><u>Wana</u></p> <p><b>Group energy or synergy that lifted the play (group)</b></p> <ul style="list-style-type: none"> <li>• Specific examples or moments you or others noticed <u>wana</u></li> <li>• Use descriptive language: what happened, what did you or others see/hear/feel?</li> </ul>
<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• I had this moment where I knew where to run without being told. My body just went, and that felt like <u>ihi</u> (self reflection)</li> <li>• When I pulled off a clean tag, I heard the slap of the tag and felt this jolt of focus, like I was fully in the game (self reflection)</li> <li>• I felt <u>ihi</u> when I got into space and passed without overthinking it. It just felt right (self reflection)</li> </ul>	<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• I felt <u>wehi</u> when <u>the I did</u> an amazing step and scored a try to win the game. Team members started cheering (self reflection)</li> <li>• I saw <u>wehi</u> when XX tagged an opposition player and gained possession of the ball, I ran up and gave me a high five (peer reflection)</li> <li>• I heard <u>wehi</u> when XX hit the shuttle right in the sweet spot. I heard the swoosh of the shuttlecock (teacher obs of player being assessed)</li> </ul>	<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• I felt <u>wana</u> when I was moving in sync during one play with the team and I could feel the energy lift as we were working as one (self reflection)</li> <li>• I heard <u>wana</u> when the sideline went crazy when our team member xx did this amazing step and scored a try to win the game (peer reflection)</li> <li>• I could see <u>wana</u> when the whole team got vocal when X got the intercept and off loaded to a team mate to score. It lifted everyone (teacher obs of player being assessed)</li> </ul>

## Further links to HPE

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Conder in a rōpū...

- How might we design movement experiences in HPE that allow ākonga to notice or activate ihi, wehi, and wana?
- How could we braid these ideas into our HPE assessment (formative, summative) language, planning, or feedback? (junior and senior)

## Turbo Touch = Strategy 1: Moving into space

Anticipating and responding to the opposition with <i>ihi</i> <i>wehi</i> and <i>wana</i> to move into space to receive the ball		
<b>Ihi – Internal spark or presence during movement (self)</b> Specific examples or moments you noticed or felt <i>ihi</i> Use descriptive language: what happened, what did you see/hear/feel	<b>Wehi – Moments that made you or others feel something emotionally (peer)</b> Specific examples or moments you or others noticed or felt <i>wehi</i> Use descriptive language: what happened, what did you or others see/hear/feel?	<b>Wana – Group energy or synergy that lifted the play (group)</b> Specific examples or moments you or others noticed <i>wana</i> Use descriptive language: what happened, what did you or others see/hear/feel?
<ul style="list-style-type: none"><li>I had this moment where I knew where to run into space without being told. My body just went, and that felt like <i>ihi</i> (self-reflection) 5/6/25</li><li>When I pulled off fake and go, I heard the moan of the player that I stepped and felt this jolt of focus, like I was fully in the game (self-reflection) 8/6/25</li><li>I felt <i>ihi</i> when I got into space to receive a pass without overthinking it. It just felt right (self-reflection) 10/6/25</li></ul>	<ul style="list-style-type: none"><li>I felt <i>wehi</i> when I took an amazing step and received the ball to score a try to win the game. Team members started cheering (self-reflection) 5/6/25</li><li>I saw <i>wehi</i> when XX stepped an opposition player and gained possession of the ball, I ran up and gave them a high five (peer reflection) 10/6/25</li><li>I heard <i>wehi</i> when XX stepped a player and XX started cheering (teacher obs of player being assessed) 5/6/25</li></ul>	<ul style="list-style-type: none"><li>I felt <i>wana</i> when I was moving in sync during one play with the team and I could feel the energy lift as we were working as one (self-reflection) 10/6/25</li><li>I heard <i>wana</i> when the sideline went crazy when our team member xx did this amazing step and receive the ball and scored a try to win the game (peer reflection) 8/6/25</li><li>I could see <i>wana</i> when the whole team got vocal when XX got the intercept and off loaded to a team mate to score. It lifted everyone (teacher obs of player being assessed) 5/6/25</li></ul>
<b>Overall teacher comment</b>  The student consistently demonstrated excellence in this strategy by intentionally selecting and successfully moving into space to receive the ball. They showed strong anticipation and responded effectively to the opposition, using <i>ihi</i> , <i>wehi</i> , and <i>wana</i> to create and exploit space. Both self-assessment and teacher observations support that the student is performing at a high level of proficiency in moving into space to receive the ball.		



**He patai**

**Any Questions**