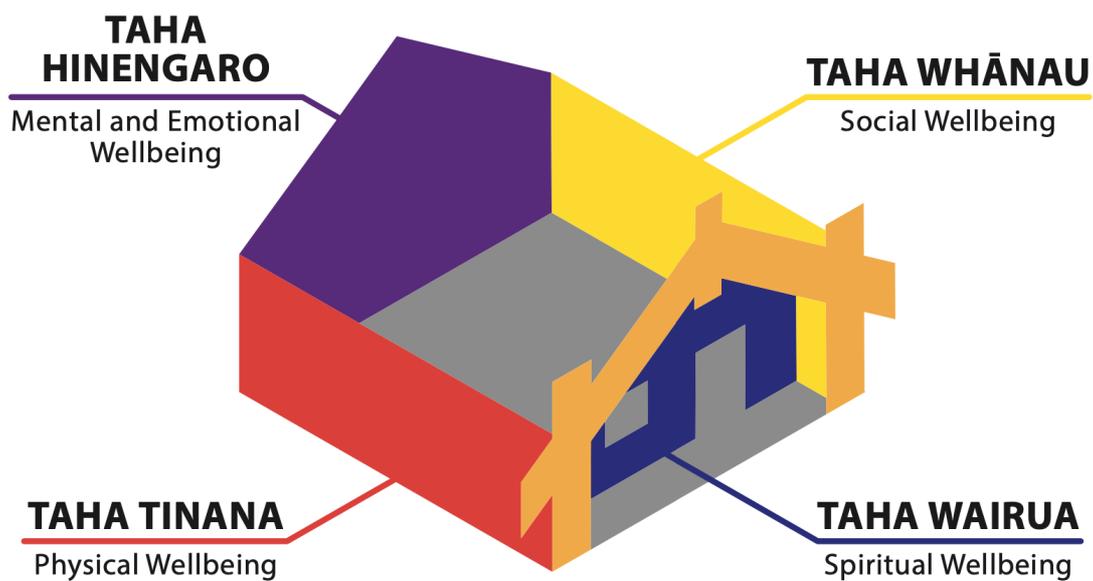


Using Te Whare Tapa Whā for learning about wellbeing: activities for year 1-8 ākonga

TE WHARE TAPA WHĀ



Contents

Part A: Introduction and background

The Health and Physical Education learning area underlying concept,
hauora, well-being

A whole-school approach to the promotion of wellbeing

Progression of learning

Part B: Teaching and learning activities

Part C: Te Whare Tapa Whā images

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Te Whare Tapa Whā image was designed for NZHEA by Victor Pesch, graphic artist and illustrator.

Source materials

Part A of this resource is adapted from Robertson, J. (2021). *Understanding the underlying concepts in Health Education: A New Zealand Health Education Association position statement to support teaching and learning in the New Zealand Curriculum.*

Part A:

Introduction and background

This resource provides teachers of primary school aged students with teaching and learning activities to develop ākonga understanding of Te Whare Tapa Whā as a model to explore understandings of hauora and wellbeing.

The Health and Physical Education learning area statement opens with: "*In health and physical education, the focus is on the **well-being** of the students themselves, of other people, and of society through learning in health-related and movement contexts.*" (Ministry of Education, 2007, p22).

Although health education is popularly known by its topic matter, ALL health education knowledge in the curriculum is underpinned by the four underlying concepts listed in the HPE learning area statement in *The New Zealand Curriculum* (2007):

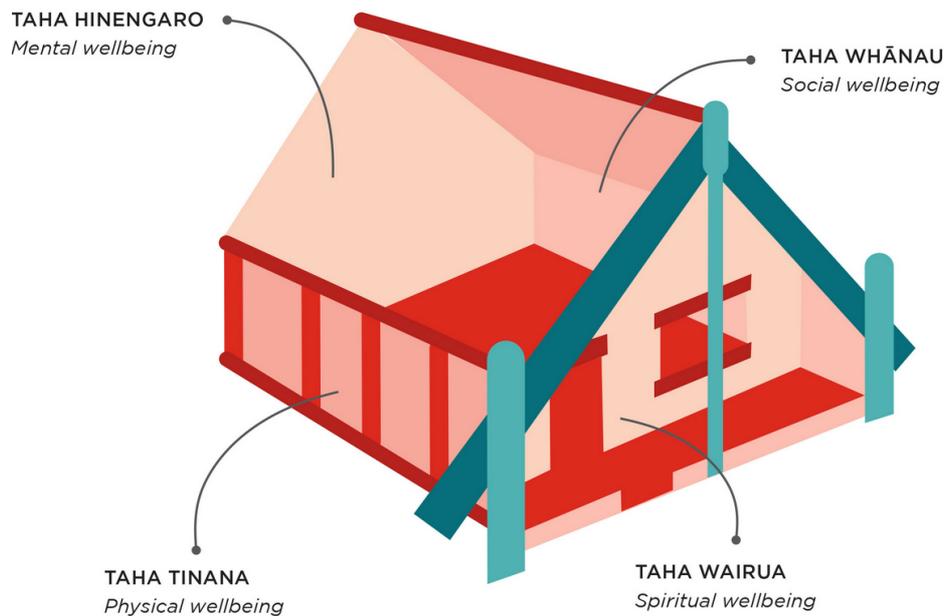
Four underlying and interdependent concepts are at the heart of this learning area:

- **Hauora** - a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others. *In health and physical education, the use of the word hauora is based on Mason Durie's Te Whare Tapa Whā model (Durie, 1994)* (Ministry of Education, 2007, p.22).
- **Attitudes and values** - a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- **The socio-ecological perspective** - a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- **Health promotion** - a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

The Health and Physical Education learning area underlying concept *hauora*

There is no hierarchy to the importance of the four underlying concepts however, it is difficult to get past the obviousness of **hauora** as the entry point to understanding health education. Without an understanding of health and wellbeing, the remaining concepts have no context. This tends to be the first concept that ākonga learn about.

The text and image that follows is from <https://hpe.tki.org.nz/health-and-physical-education-in-the-curriculum/underlying-concepts/hauora/>



Well-being, hauora

The concept of well-being encompasses the physical, mental and emotional, social, and spiritual dimensions of health. This concept is recognised by the World Health Organisation.

Hauora

Hauora is a Māori philosophy of health unique to New Zealand. It comprises taha tinana, taha hinengaro, taha whānau, and taha wairua.

- **Taha tinana - Physical well-being** the physical body, its growth, development, and ability to move, and ways for caring for it
- **Taha hinengaro - Mental and emotional well-being** coherent thinking processes, acknowledging and expressing thought and feelings and responding constructively
- **Taha whānau - Social well-being** family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support
- **Taha wairua - Spiritual well-being** the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.)

Each of these four dimensions of hauora influences and supports the others

Where did this model come from?

Mason Durie's seminal publication *Whaiora* (originally published 1994) provided the 1999 curriculum writers with a holistic model of health and wellbeing unique to New Zealand, albeit with obvious parallels to the WHO definition of health and other international understandings of health and wellbeing. Permission was granted to use Te Whare Tapa Whā as the model of health and wellbeing for the 1999 HPE curriculum.

Some visual representations of the model include 'whenua' (land). Durie did not add this as a separate consideration as the notion of whenua is understood to be integral to the four dimensions that constitute the model.

How is the concept of hauora used in health education?

In ways appropriate to their learning development, students come to know and understand that:

- The concept of hauora includes taha wairua (*ideas related to spiritual wellbeing*), taha hinengaro (*ideas related to mental and emotional wellbeing*), taha tinana (*ideas related to physical wellbeing*), and taha whānau (*ideas related to social wellbeing*), with each dimension influencing and supporting the others.
- **For health education purposes we explore these dimensions of wellbeing through Durie's model of Te Whare Tapa Whā.**
- **Te Whare Tapa Whā**, as a model to describe and explore wellbeing, is a minimum requirement for learning in the NZC. It does not exclude the consideration of other models. Students may explore other wellbeing models such as Te Wheke, and the various Pacific models like Fonofale and Fonua. Senior students may go on to compare and contrast western, eastern, and other indigenous concepts of wellbeing.

Over successive years of learning students learn to:

- Examine the inter-connections between or inter-relatedness of the dimensions.
- Understand how holistic wellbeing requires balance between the dimensions.
- Apply understandings of hauora, using Te Whare Tapa Whā model, to a wide range of health and wellbeing contexts.

When applying ideas to Te Whare Tapa Whā model students learn the following (for example):

Taha hinengaro (*ideas related to mental and emotional wellbeing*)

When placing emphasis on mental and emotional wellbeing, students learn about:

- How thoughts and feelings impact people's sense of wellbeing (and self-worth or self-esteem)
- How to recognise feelings and express them appropriately
- How to think in reasoned, realistic and rational ways about wellbeing
- The ways changes in our lives can be stressful and how this impacts wellbeing
- Skills for coping and managing when changes occur, especially changes that result in feelings of disappointment, a sense of loss, and the experience of grief
- Knowing where and how to seek help
- Factors that contribute to young people's use or non-use of substances such as alcohol and other drugs
- Knowledge, skills and other factors that support young people to build resilience and cope with or manage highly stressful life events or adverse situations
- The impact of social in/exclusion on mental health
- The impact of bullying and cyberbullying, harassment, intimidation and discrimination, violence and abuse on mental health, and ways to manage these situations (including laws and policies).

Taha wairua (*ideas related to spiritual wellbeing*)

When placing emphasis on spiritual wellbeing, students learn about:

- The values and beliefs that contribute to the wellbeing of themselves and others
- What gives their life meaning - their dreams, aspirations, hopes and desires, their life goals and how these ideas relate to their wellbeing
- Matters to do with their identity or identities and wellbeing
- What gives them a sense of belonging and connectedness - such as connections with ancestry, land and environment, people and places, and how this impacts wellbeing
- And where relevant for learners, the Māori concept of wairua adds depth or provides an alternative to the learning above.

Taha tinana (*ideas related to physical wellbeing*)

When placing emphasis on physical wellbeing, students learn about:

- The contribution that nutritional food and a balanced diet, regular enjoyable physical activity, personal hygiene, and sufficient sleep and rest contribute to wellbeing, as well as the factors that support or hinder the attainment of these
- The effect of alcohol and other drugs on the functioning of the body and how to reduce or minimise harm in situations where there is substance use
- Sexual health - conditions affecting sexual and reproductive health and the prevention of unplanned pregnancy and STIs
- Making decisions that support physical health such as injury prevention strategies in sport and recreation, and disease prevention.

Taha whānau (*ideas related to social wellbeing*)

When placing emphasis on social wellbeing, students learn about:

- The nature and qualities of friendships and relationships, and the contribution of these to wellbeing
- Romantic or sexually intimate relationships
- How relationships change over time and ways of managing these changes to restore wellbeing
- Actions or behaviours that enhance relationships and skills for maintaining relationships e.g. effective listening and communication skills, assertiveness, negotiation and compromise, problem solving, showing empathy, how to be inclusive of a diverse range of people
- Recognising injustices and barriers to relationships and skills for managing these situations e.g. bullying and cyberbullying, harassment, intimidation and discrimination, violence and abuse
- Systems, practices and policies in organisations and communities that support relationships, and offer support when social wellbeing is harmed.

Note that selecting single dimensions of hauora, in isolation, and focusing learning only on this dimension (e.g. only the physical health aspects of issue) does not satisfy a holistic approach, nor an understanding of hauora. In situations where the nature of the topic means there is an obvious focus on one dimension, learning must still consider how all dimensions of wellbeing are implicated.

How do the other underlying concepts help to define the concept of hauora?

Hauora as a holistic understanding of wellbeing is shaped by the other underlying concepts in the following ways:

- The **socio-ecological perspective** provides us with a framework to think about and understand wellbeing, not only as it applies to individuals, but also how wellbeing is a feature of our interactions and relationships with others, and the wellbeing of communities and all of society.
- **Health promotion** - or more specifically, the promotion of wellbeing - focuses our attention on processes for taking critical action to promote wellbeing in consideration of all dimensions of hauora. Learning about health and wellbeing promotion processes takes learning beyond just knowledge 'about' wellbeing to understanding the knowledge and skills needed to take action to promote wellbeing. The emphasis on wellbeing here (rather than health - see following discussion) allows students, as learners, to focus on aspects of wellbeing that they have control over, where they can plan, implement and evaluate processes and outcomes of actions that aim to improve wellbeing.
- **Attitudes and values** add a quality judgement to the way we think about and understand wellbeing, and any actions we take to enhance wellbeing. Attitudes and values such as respect, care and concern for self, others and society, social justice (and what is fair and inclusive) all provide an ethical foundation for what learning about health and wellbeing may contribute to young people's lives.

A whole-school approach to the promotion of wellbeing

The contribution of teaching and learning about wellbeing in the curriculum, to a whole school approach to the promotion of student wellbeing is documented in the Ministry of Education:

- Mental health education: A guide for teachers, leaders and school boards (2022)
<https://hpe.tki.org.nz/guidelines-and-policies/mental-health-education/>
- Relationships and sexuality education: A guide for teachers, leaders and boards of trustees (2020)
<https://hpe.tki.org.nz/guidelines-and-policies/relationships-and-sexuality-education/>

These documents also detail an expected **progression of learning**.

Progression of learning

The progression of learning in context of the underlying concept of hauora is presented below for NZC levels 1-4. These ideas are indicative only, and it is important to note that learning intersects across all four underlying concepts.

NZC Level 1

With support, ākongā are able to identify and name or describe aspects of wellbeing related to the dimensions of hauora. Using resources such as visual prompts or storybooks, they are able to name and express emotions, and can identify people who are important to them. They can identify practices used to support physical wellbeing.

NZC Level 2

With support, ākongā are able to identify and name or describe aspects of wellbeing related to the dimensions of hauora. They are able to name and express a wider range of emotions, and can identify people who support them and who are important to them. They can identify a wider range of practices used to support physical wellbeing. They recognise diversity between people.

NZC Level 3

Ākongā are able to name all dimensions of hauora and wellbeing described by Te Whare Tapa Whā, using both English and te reo Māori terminology, and are developing understanding of the needs that relate to people's social, mental and emotional, physical and spiritual wellbeing. They have a basic understanding of the need for balance between and across the dimensions.

NZC Level 4

Ākongā are able to name all dimensions of hauora and wellbeing described by Te Whare Tapa Whā, using both English and te reo Māori terminology. They have a basic understanding of the need for balance between and across the dimensions. They are able to identify how health-related situations can connect to social, mental and emotional, physical and spiritual wellbeing.

For guidance around progression of learning for all underlying concepts, see:

<https://hpe.tki.org.nz/assets/healthpe/pdfs/J000765-MoE-RSE-Key-learning-2.0-EG.pdf>

For guidance around progression of learning more broadly in health education, see:

<https://hpe.tki.org.nz/assets/healthpe/pdfs/J000765-MoE-RSE-Progression-2.0-EG.pdf> (relationships and sexuality education) or <http://hpeprogressions.education.govt.nz/> (food and nutrition).

Part B:

Teaching and learning activities

In this section of the resource, activity ideas are provided that form a variety of learning experiences for Te Whare Tapa Whā, hauora and wellbeing. It is expected that teachers will adapt these activities to meet learner needs, and take into consideration their local curriculum.

Each activity includes a relevant combination of:

- An overview of the activity
- A learning intention
- Connections to the curriculum
- Resources required
- A description of the steps in the teaching and learning process
- A suggested learning artefact or learning journal entry
- Teacher reflection questions that contribute to the evaluation of the activity
- Modifications for lower or higher levels of the curriculum.

Below is a directory of the teaching and learning resources that follow.

Activity Title	Description
1. Exploring ideas about wellbeing	This formative learning activity offers an opportunity for ākonga to explore ideas about health and wellbeing, and is an opportunity for teachers to gauge ākonga understanding and knowledge prior to introducing Te Whare Tapa Whā.
2. Introducing Te Whare Tapa Whā	This learning activity introduces the model Te Whare Tapa Whā to ākonga.
3. Whare building	This learning activity allows ākonga to visually recognise what occurs when one aspect is out of balance, or more supported/unsupported than the others.
4. Exploring dimensions of wellbeing	In this learning activity, ākonga explore the dimensions of Te Whare Tapa Whā and consider impacts of given situations for overall wellbeing.
5. My tinana, my body	This learning activity enables ākonga to learn the body parts in te reo Māori and recognise what their body can do and how it can move.

6. Recognising emotions	In this learning activity, ākongā use visual depictions of feelings to identify and recognise emotions.
7. How you might feel if?	In this learning activity, ākongā explore and recognise feelings and emotions through the use of prompts/scenarios.
8. Kei te pēhea koe?	This learning activity allows ākongā to practise recognising their own feelings and those of others.
9. Melting moments	This learning activity uses science to explore how ice cubes melt at different rates of time, as a metaphor for bottling up emotions and big feelings.
10. First-class friend	This learning activity enables ākongā to recognise and identify caring, supportive and healthy relationship qualities.
11. You've got a friend in me	This learning activity helps to recognise and celebrate similarities and differences between ākongā.
12. Compliments chatterbox	In this learning activity, ākongā use the chatterbox template as a way to nurture relationships, connect and compliment one another.
13. Challenges and conflicts	This learning activity explores challenges and conflicts in different types of relationships.
14. I am ..	This learning activity uses affirmations to encourage positive self-talk.
15. Changes in life	In this learning activity, ākongā explore and discuss ideas surrounding changes in life.

Activity 1: Exploring ideas about wellbeing

Overview

This formative activity offers an opportunity for ākongā to explore ideas about health and wellbeing, and is an opportunity for teachers to gauge ākongā understanding and knowledge prior to introducing Te Whare Tapa Whā.

This activity uses a picture book as a prompt to guide ākongā discussion around health and wellbeing that goes broader than physical aspects. It is important to stress that people have different ideas around 'health' and 'wellbeing'.

NZC Links

Learning intention: Ākongā will identify aspects of health and wellbeing.

Key competencies: Using language, symbols and texts, participating and contributing.

Resources required

- A picture book with themes relating to health, illness, challenges, or change.
- Cards with a range of images - for example people at the beach, children playing in a playground, a sunset, a landscape, the ocean, animals, an icecream etc.

Teaching and learning process

1. Using a picture book as a tool for discussion, the teacher guides ākongā to explore their ideas about health, illness and wellbeing.
2. Prompts for discussion include a relevant selection from (or alter these to suit):
 - How would you describe [insert name of character] health?
 - What makes you think they are well?
 - What makes you think they might not be well?
 - Where do our ideas about health and wellbeing come from?
 - How might we describe health or wellbeing?
3. Have a selection of cards with images on a table. In pairs, ākongā select a card, and try to think about how the picture on the card connects to health or wellbeing.
4. In a circle, pairs share their card with others, and discuss the ideas that are raised.
5. Ākongā complete a written prompt (see suggested learning journal entry prompts below).

Learning journal entry or learning artefact to use as evidence of learning

- What is your definition of health, or wellbeing?
- How do we know whether someone is healthy? Can we tell by just looking at someone? Why/why not?

Teacher Reflection

- To what extent do ākongā have a basis for understanding that goes beyond physical aspects of health and wellbeing?
- Do we need to explore this further as a class before introducing Te Whare Tapa Whā?

Modifications for different levels of the curriculum

- **Higher levels:** The discussion could be extended with a task that involves ākongā creating a collage or picture of a 'healthy' person.
- **Lower levels:** A more simple picture book and discussion prompts.

Activity 2: Introducing Te Whare Tapa Whā

Overview

This learning activity introduces the model Te Whare Tapa Whā to ākonga. The activity enables ākonga to recognise the different dimensions of wellbeing through labelling the model in both English and te reo Māori.

NZC Links

Learning intention: Ākonga will identify the different dimensions of Te Whare Tapa Whā in English and te reo Māori.

Key competencies: Using language, symbols and texts.

Resources required

- Model of Te Whare Tapa Whā without the dimensions named.
- Labels in English and te reo Māori.

Teaching and learning process

1. Introduce the model of Te Whare Tapa Whā
2. Explain that the model is comprised of different dimensions;
 - taha tinana (physical wellbeing),
 - taha hinengaro (mental and emotional wellbeing),
 - taha whānau (social wellbeing),
 - taha wairua (spiritual wellbeing).
3. Discuss what these dimensions might mean - what ideas do ākonga have for each aspect of the whare? See the description of the underlying concept in Part A of this resource for possible ideas.

Learning journal entry or learning artefact to use as evidence of learning

- A completed Te Whare Tapa Whā with names in English and te reo Māori.

Teacher Reflection

- Are ākonga able to name the four sides of the whare, in English and te reo Māori?
- To what extent do their ideas for each dimension connect to the description of the underlying concept? What strengths and gaps exist in their knowledge?

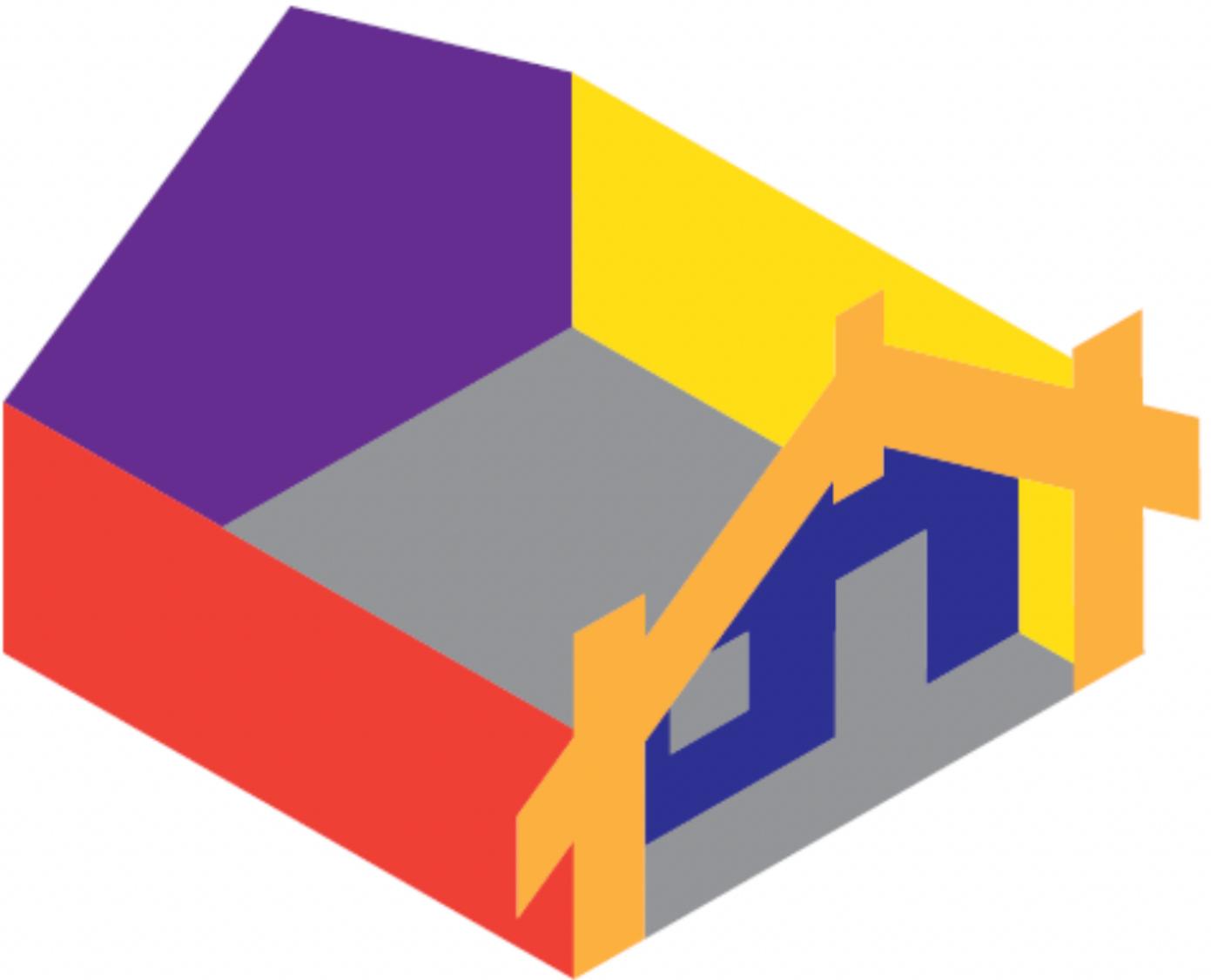
Modifications for different levels of the curriculum

- **Higher levels:** This will be a formative check for recall of prior learning. A kahoot quiz or similar could be used to check knowledge of the names of the dimensions and which English and te Reo Māori words go together.

Resources for Activity 2: Introducing Te Whare Tapa Whā

Model

TE WHARE TAPA WHĀ



Labels

Taha Wairua	Taha Hinengaro
Taha Whānau	Taha Tinana
Spiritual Wellbeing	Mental and Emotional Wellbeing
Social Wellbeing	Physical Wellbeing

Activity 3: Whare building

Overview

Symmetry and balance of the different dimensions are key to Te Whare Tapa Whā. This learning activity allows ākonga to visually recognise what occurs when one aspect is out of balance, or more supported/unsupported than the others.

NZC Links

Learning intention: Ākonga will recognise the importance of balance for overall wellbeing.

Key competencies: Thinking, managing self, participating and contributing.

Resources required

- Building blocks

Teaching and learning process

1. Divide ākonga into groups of 3-4.
2. Ask ākonga to build a whare out of blocks, but give each group slightly different instructions on how to build their whare:
 - One wall shorter than the other three
 - Two walls shorter than the other two
 - One wall taller than the other three
 - Two walls taller than the other two.
3. Acknowledge that the whare isn't balanced, which means it is not built accurately.
4. Ask ākonga what they will have to do for their whare to be balanced and complete, and give them time to balance their whare.
5. Reinforce that making the walls even is showing balance and how important this is for the whare. Explain that the whare is a metaphor for our wellbeing, and that all four dimensions need to be balanced, or looked after, for us to be well.

Learning journal entry or learning artefact to use as evidence of learning

- A statement on the importance of balance across the areas of Te Whare Tapa Whā.

Teacher Reflection

- How well did ākonga work together to complete this task?
- To what extent do ākonga understand the idea of balance as integral to Te Whare Tapa Whā?

Modifications for different levels of the curriculum

- **Higher levels:** Explore the unbalance of dimensions further, and the impact this has on one's wellbeing. Explore strategies to support someone's wellbeing.

Activity 4: Exploring dimensions of wellbeing

Overview

This learning activity enables ākonga to explore the dimensions of Te Whare Tapa Whā and consider impacts of given situations for overall wellbeing.

The use of scenarios enables wellbeing and its effects to be explored in a safe way without ākonga feeling like they are required to share their own feelings and/or experiences.

NZC Links

Learning intention: Ākonga will explore different dimensions of Te Whare Tapa Whā .

Key competencies: Thinking.

Resources required

- Dimensions of wellbeing prompts
- Exploring dimensions scenarios (two versions are provided)

Teaching and learning process

1. Label four walls of your learning space with a different dimension of wellbeing.
2. Tell ākonga that you will read out an idea (see dimensions of wellbeing prompts below, or devise your own).
Ākonga are to move to the side of the learning space that has the dimension of wellbeing that they most closely connect to the idea.
3. Discuss where ākonga have moved to, and why.
4. In small groups, give ākonga one or more of the exploring dimensions scenarios. They are to identify what dimensions of wellbeing are connected to the scenario(s) they are given.

Learning journal entry or learning artefact to use as evidence of learning

- A written statement that connects to (4) above for a given scenario.

Teacher Reflection

- How readily could ākonga connect the prompts and ideas in the scenarios to different dimensions of wellbeing?

Modifications for different levels of the curriculum

- **Higher levels:** Providing more complex scenarios that draw out wider responses - see version (2) of the exploring dimensions scenarios provided.
- **Lower levels:** Complete all tasks verbally as a class.

Resources for Activity 4: Exploring dimensions of wellbeing

Dimensions of wellbeing prompts

- Joining a sports team at school
- Making a new friend
- Going to bed too late and being tired the next morning
- Feeling frustrated by not being able to do something you want to do
- Going out for dinner with whānau
- Celebrating something you are proud of doing
- Having an argument with a friend at lunchtime
- Setting a goal for yourself to work towards achieving.

Exploring dimensions scenarios

(1)

Oakley and the Party

Oakley didn't get invited to their friend's birthday party. This made Oakley feel sad and upset.

The dimension present in Oakley's situation is taha _____, _____ wellbeing.

Alex playing Basketball

Alex loves playing basketball because he gets to run lots and shoot hoops. On the weekend Alex hurt his ankle when playing.

The dimension present in Alex's situation is taha _____, _____ wellbeing.

Pania and the Friend

Pania has been having friendship issues at school. Pania has tried talking to her friend about them being mean. Pania and her friend have a good chat to solve their issues.

The dimension present in Pania's situation is taha _____, _____ wellbeing.

Billie and the Dream

Billie loves going to school and has a sense of belonging. Billie dreams of being a teacher when they grow up.

The dimension present in Billie's situation is taha _____, _____ wellbeing.

(2)

Identifying dimensions of wellbeing

Use different colours to highlight where aspects of wellbeing are present in the scenario.



Taha Wairua



Taha Hinengaro



Taha Tinana



Taha Whānau

Situation 1: *Tama*

Tama wanted to keep playing games on his device, but his parent said no. Tama refused to get off his device, so his parent took it away for the rest of the day. This made Tama feel very angry. His parent wanted to talk to him about the situation, but Tama didn't want to talk. This caused an argument.

Situation 2: *Kiki*

Kiki loves to dance. She loves dancing because it makes her feel happy and she loves moving her body. Kiki also likes performing on the stage, and dreams of being a performer when she grows up. In dance class last week Kiki hurt her ankle and the doctor said it was broken. Kiki was excited about having a bright green cast, but is sad that she can't do dance in her competition next month.

Situation 3: *Taylor*

Taylor is very excited because Taylor's nana is cooking their favourite dinner tonight. Taylor loves cooking, so Nana has been teaching Taylor how to cook recently. Taylor and Nana have formed a great bond because of cooking, and love spending time with one another.

Activity 5: My tinana, my body

Overview

This learning activity enables ākonga to learn the body parts in te reo Māori and recognise what their body can do and how it can move. This activity can lead into discussions about caring for and looking after our bodies, healthy eating, injuries, physical impairment and/or disability and how these impact our physical wellbeing as well as other dimensions of wellbeing.

This activity consists of two parts and utilises games to get ākonga up and moving and learning at the same time.

NZC Links

Learning intention: Ākonga will explore taha tinana by naming body parts in te reo Māori.

Key competencies: Managing self, participating and contributing.

Resources required

- Body part cards
- Chalk
- Any equipment required for adapted games.

Teaching and learning process

1. Using chalk, have groups draw the outline of their classmates' bodies whilst they are lying down. Use the outline of the body to label where the different body parts are. Label these in English and te reo Māori.
2. Two games:
 - *"My Tinana"*
 - Learning the body parts in te reo Māori.
 - Someone calling out a body part name and everyone will point to this body part on themselves.
 - *"What my body can do"*
 - As a class create actions associated with each body part learnt in the previous game. These could be small actions or large actions. For example, when ringaringa is called you could wave your arm in the air.
 - Take turns calling out the body parts and doing the associated actions.
3. This helps ākonga to recognise what their body can do, how it can move and be proud of their body. This activity could lead into discussions of caring for and looking after our body, healthy eating or about injury, physical impairment and/or disability, and how these impact our physical wellbeing as well as other dimensions of wellbeing.

Learning journal entry or learning artefact to use as evidence of learning

- Exit Pass - give ākonga an outline of a body. Have them label as many body parts in te reo Māori that they can in two minutes.

Teacher Reflection

- How readily can ākonga correctly label the body parts in te reo Māori and remember the associated movement/action that goes with this body part?
- How well did this type of learning activity engage ākonga? Were they able to manage self in an outdoor learning environment?

Modifications for different levels of the curriculum

- Higher levels: Create distractions throughout the games to increase challenge, involve more actions like clapping, jumping, running and freeze or multiple actions; ie. have a different action for the left leg than the right leg, complete the games at a faster pace. Involve discussions about alternative actions that we could have for people with a physical disability or injury to promote inclusiveness.

Resources for Activity 5: My tinana, my body

Ihu <i>Nose</i>	Whatu <i>Eyes</i>	Niho <i>Teeth</i>
Taringa <i>Ear</i>	Waha <i>Mouth</i>	Māhunga <i>Head</i>
Ngutu <i>Lips</i>	Ringaringa <i>Hand/Arm</i>	Matimati <i>Finger</i>
Tuke <i>Elbow</i>	Pakihiwi <i>Shoulder</i>	Waewae <i>Leg/Foot</i>
Kūwhā <i>Thigh</i>	Ateate <i>Calf (Muscle)</i>	Matimati <i>Toe</i>
Turi <i>Knee</i>	Kapukapu <i>Sole of foot</i>	Puku <i>Stomach</i>
Hope <i>Hips</i>	Tuarā <i>Back</i>	Uma <i>Chest</i>
Manawa <i>Heart</i>	Korokoro <i>Throat</i>	Roro <i>Brain</i>

Activity 6: Recognising emotions

Overview

Ākongā will use visual depictions of feelings (e.g. emojis) to identify and recognise emotions by matching pictures (emojis) to words (feelings).

This learning activity could be done in a number of ways including a memory game, creating your own feeling cards or simply identifying and labelling.

NZC Links

Learning intention: Ākongā will identify and recognise emotions and feelings.

Key competencies: Managing self, using language, symbols and texts.

Resources required

- Emotions/feelings names on cards
- Emoji cards (teacher to source relevant emojis online)

Teaching and learning process

1. Discuss that people often experience feelings and emotions in many different ways. For example, some of the emojis could be interpreted as multiple different feelings (i.e. scared and shocked).
2. Give ākongā a set of emojis and a set of feelings cards with names on them. Alternatively, feelings cards could be given out, with the instruction for ākongā to draw a face with the corresponding feeling.
3. Discussion points with ākongā could include asking how difficult or easy they found this task, how their representations of feelings, or chosen emojis to match the feelings was the same or different to others, how aspects relating to mental and emotional wellbeing (taha hinengaro) connect to other dimensions of wellbeing.

Learning journal entry or learning artefact to use as evidence of learning

- Creation of feelings cards, with ākongā correctly identifying the emotion to the associated emoji.

Teacher Reflection

- How easy was it for ākongā to complete this task?
- What strengths and gaps exist in ākongā understanding?

Modifications for different levels of the curriculum

- **Higher levels:** Introduce more complex feelings. Compare similar feelings and emotions such as anger and frustration and explore similarities and differences in the ways they are felt, expressed and seen. Make more explicit connections between taha hinengaro and other dimensions of wellbeing, for example how do our feelings and how we deal with them impact other aspects of wellbeing?
- **Lower levels:** Introduce feelings as a whole class/group. Class works together to determine the associated feelings, and then ākongā create their own cards.

Resources for Activity 6: Recognising Emotions

Note: Teachers are to source their own emojis online to match these labels, or ākongā create their own drawing to depict each feeling.

Happy | Koa

Sad | Pōuri

Angry | Pukuriri

Tired | Ngenge

Excited | Manahau

Scared | Mataku

Surprised | Ohorere

Confused | Pōauau

Shy | Matakana

Worried | Awangawanga

Embarrassed | Whakamā

Annoyed | Hōhā

Activity 7: How might you feel if?

Overview

In this learning activity, ākongā will explore and recognise feelings and emotions through the use of prompts/scenarios.

Using scenarios enables ākongā to recognise the feelings people might experience in these particular times. Working in pairs allows ākongā to recognise how two different people might show or express the same emotion in different ways.

This learning activity could be built from Activity 6, with ākongā using the feelings cards. Alternatively a link is provided to a Ministry of Education resource.

NZC Links

Learning intention: Ākongā will explore and recognise feelings and emotions that one might experience in various situations.

Key competencies: Using language, symbols and texts, relating to others.

Resources required

- “How might you feel” scenario cards
- Feelings Cards (<https://pb4l.tki.org.nz/Media/Files/Maori-Emotional-Faces>) or feelings cards from Activity 6.

Teaching and learning process

1. Have ākongā work in pairs - it may be beneficial to have ākongā in pairs that trust one another and who already have a connection.
2. Explain to ākongā that there are many different feelings that people can experience in various situations. Some people may show the same feeling in different ways. Work through the situations in pairs, using the feelings and emotions cards to identify how they themselves might feel in that situation.
3. Reinforce that it is normal to have different feelings in certain situations than their friend/peer may have said they would have. Explain that we often can react differently to situations and that is normal because we are all different.

Learning journal entry or learning artefact to use as evidence of learning

- Quick Fire Questions:
 - A situation from the cards where my feelings were different to someone else's was...
 - My feelings were ... and theirs were ...
 - Our feelings may have been different because...

Teacher Reflection

- How readily did ākongā engage in kōrero about feelings and different situations?

Modifications for different levels of the curriculum

- **Higher levels:** Introduce more complex feelings and emotions and use situations that are of more relevance to their life.
- **Lower levels:** Read situations aloud to the group then allowing time for discussion.

Resources for Activity 7: How might you feel if?

Link to feelings cards: <https://pb4l.tki.org.nz/Media/Files/Maori-Emotional-Faces>

For younger tamariki:

How might you feel if...?	
You get to have your favourite meal for dinner?	Your friend didn't invite you to their birthday party?
You fall over and hurt yourself in front of lots of people?	You won an award at school?
You get to go on a holiday?	You don't know anyone at a place?
Your sports team wins?	Somebody takes your favourite toy and doesn't give it back?
Your friend wants you to do something that you don't want to do?	Your friend doesn't want to play with you today?
You aren't allowed a treat after school?	You don't understand how to do a task in your class?

For older tamariki:

How might you feel if...?	
You forget to bring your ... (laptop, ipad, school bag or lunch) to school?	You don't do well on a test?
You don't make the sports team you were hoping to get into?	Your teacher tells you off for something that you didn't do?
Someone who picks you up from school was late?	Something valuable of yours was stolen?
You were able to save up your pocket money to buy a special item?	You have more in common with someone than you thought?
You aren't allowed a treat after school?	You don't understand how to do a task in your class?

Activity 8: Kei te pēhea koe?

Overview

Kei te pēhea koe is te reo Māori for “how are you?” This learning activity allows ākonga to practise recognising their own feelings and those of others.

Ākonga are able to build mental and emotional wellbeing (taha hinengaro) by checking in with their own feelings and emotions, whilst recognising that others experience these feelings also. This activity builds interpersonal skills when communicating and supporting others.

The use of the roller coaster track or roadmap resembles the ups and downs of life and allows ākonga to recognise different experiences in life bring different feelings and emotions. This learning activity is a quick and simple activity that can be done every day in the classroom.

NZC Links

Learning intention: Ākonga will identify and describe their own feelings.

Key competencies: Managing self, Using language, symbols and texts, Relating to others, Participating and contributing.

Resources required

- Kei te pēhea koe feelings cards
- Rollercoaster track or road map and carts/cars.

Teaching and learning process

1. Create a classroom rollercoaster or road map with ups and downs, round-about etc. Put different feelings/emotions around the track.
2. Allow ākonga to check in with their feelings and place their cart/car under the associated feeling. This check-in could be done in the morning on arrival to school, after lunch or play time, or multiple times throughout the day. Ākonga can move their individual cart/car throughout the day to show and recognise how they're feeling.
3. Ākonga could ask one another 'kei te pēhea koe?' in pairs or small groups to recognise their feelings and have a kōreo about why they might be feeling this way before moving their individual cart/car on the track.
4. Explain that this is a great way to check-in with ourselves and each other, and be able to express how we are feeling. It also allows us to support one another, especially if someone is having a tough day.
5. It is important to recognise that we all feel various emotions because of different situations and that no one is alone. This could be reinforced if one tamariki is feeling a certain way in comparison to others.
6. Discuss how recognising our emotions and feelings is important for our wellbeing and link to different dimensions of Te Whare Tapa Whā. For example: Taha hinengaro - identifying and regulating feeling, taha whānau - recognising others' feelings and supporting them.

Learning journal entry or learning artefact to use as evidence of learning

- Regular use of kei te pēhea koe cards
- Daily or regular emotional check-ins.

Teacher Reflection

- Are ākonga becoming more aware of their feelings and emotions? Is there more kōreo in the classroom about emotions?
- Do ākonga respond well to this activity and participate?

Modifications for different levels of the curriculum

- **Higher Levels:** This daily check-in can be a starter to introduce more complex emotions such as frustration or worries. Continue to unpack the why, what leads to individuals feeling this way, and how this affects wellbeing.

Resources for Activity 8: Kei te pēhea koe?

Kei Te Pēhea Koe - How are you?	
Kei te <u>koa</u> au. I am happy.	Kei te <u>pai</u> au. I am good.
Kei te <u>hiamoe</u> au. I am sleepy.	Kei te <u>hiakai</u> au. I am hungry.
Kei te <u>pōuri</u> au. I am sad.	Kei te <u>pukuriri</u> au. I am angry.
Kei te <u>ngenge</u> au. I am tired.	Kei te <u>pōauau</u> au. I am confused.
Kei te <u>mataku</u> au. I am scared.	Kei te <u>āwangawanga</u> au. I am worried.

Activity 9: Melting moments

Overview

This learning activity uses science to explore how ice cubes melt at different rates of time, as a metaphor for bottling up emotions and big feelings.

The ice cubes represent an individual, while the water and bowl represent one's thoughts, feelings and the wider factors that contribute to these feelings. This experiment is done in two parts. Part A is the predictions at the start of the session; what we think might happen. Part B is the reflection and explanation of why we did this and what it means for us as individuals.

NZC Links

Learning intention: Ākonga will understand how sharing feelings and concerns with others can help support their wellbeing.

Key competencies: Thinking, managing self, using language, symbols and texts.

Resources required

- Ice cubes
- Bowl filled with water (and/or different temperatures of water)
- Empty bowl.

Teaching and learning process

Start of lesson:

1. Ask: Do you think an ice cube would melt faster in a bowl of water or in an empty bowl?
2. Have the class move in a continuum based of their prediction. Record a tally of how many stood at each end. Share with a partner next to you – why did you stand here?
3. Observe the experiment throughout the lesson, regularly check on how melted each cube is.

Near the end of the lesson:

1. Explain: An ice cube when sitting in water will melt faster than just sitting in air. This is because of the molecules in the water having more contact with the ice and a greater rate of heat transfer. The molecules in the water bump into the ice cube causing it to melt.
2. Explain that if we imagine the ice cube to be a person, and the bowl to be the world, what does the water represent? Our thoughts and feelings...
3. Discuss what would happen when the water becomes too much for the ice cube? It melts. Discuss how this can be the same when our thoughts and feelings become too much, we can get overwhelmed.

Learning journal entry or learning artefact to use as evidence of learning

- My prediction was ... and I thought this because ...
- What happens when the water becomes too much for the ice cube? How does this relate to our feelings and why is it important?
- How is this important for our taha hinengaro?

Teacher reflection:

- Were ākonga able to contribute and understand the use of the metaphor experiment?

Modifications for different levels of the curriculum

- **Higher Levels:** To explore bigger and more complex emotions use different temperatures of water, to explore how an ice cube may melt quicker or slower in the different temperatures. Hot water may represent anger, frustration, sadness which can lead to us getting overwhelmed faster, whereas cold water may represent calmness where we will still have worries and emotions but we are able to manage them or support ourselves.

Activity 10: First-class friend

Overview

This activity enables ākonga to recognise and identify caring, supportive and healthy relationship qualities.

NZC Links

Learning intention: Ākonga will identify some of the qualities people look for and value in friendships.

Key competencies: Relating to others, participating and contributing.

Resources required

- Supportive vs. unsupportive qualities (cut up)
- Supportive vs. unsupportive categories (headings for the front of the room)
- First-class friend body outline – source online.

Teaching and learning process

1. Split ākonga into even teams/groups of about five. This activity might work best if ākonga are grouped with those they have relationships with.
2. Have ākonga take turns coming up to the front to get a 'qualities' card and then go back to their teams. As a team together they will determine whether they believe that quality is likely to build a caring, supportive and healthy relationship/friendship (supportive) or is not (unsupportive).
3. The ākonga who took the qualities card will then go back up the front and put that card in the associated category circle of supportive or unsupportive. Repeat until every quality has been drawn.
4. This allows for conversation about important qualities and may help ākonga to recognise what their peers believe to be supportive traits and whether they agree or not. This also links to teamwork, negotiation and effective communication.
5. Bring the class back together to discuss the placement of the quality cards and question why some groups may have put the qualities in the categories they did.
6. Encourage students to talk about their own attitudes to friendships and ask if they would like to make additions/changes to their placements.
7. Together as a class, in pairs, or individually create what they think a first-class friend is from the qualities deemed caring, healthy and supportive: Use the outline provided to list and/or draw qualities in a first-class friend.

Learning journal entry or learning artefact to use as evidence of learning

- I am a good friend because...
- I could be a better friend by...
- Some friendship qualities that I think are important are... because...
- Being a good friend supports taha whānau (social wellbeing) by...

Teacher Reflection

- How can we continually refer back to qualities of friendship, and first-class friend, particularly in times of friendship issues or conflicts?
- What connections can be made to all aspects of Te Whare Tapa Whā? How do I support ākonga to make these connections?

Modifications for different levels of the curriculum

- **Higher Levels:** Involve more in-depth questioning to increase kōrero about friendship qualities and what makes a 'first-class friend'. Such questions might include:
 - Is it easy to determine what friendship qualities are supportive, why?
 - Why is this quality valued highly?
 - Do you think this quality is important, why?
- **Lower Levels:** Brainstorm the qualities of a good friend together. Determine how important these qualities are on a scale and discuss why that is or if all qualities are equally important.

Resources for Activity 10: First-class friend

Note: Amend these to suit your ākongā.

Supportive Relationships	Unsupportive Relationships
Being able to talk about your feelings	Not letting them play with you
Doing activities together that you both/all like	Someone who doesn't apologise if they upset you
Including others by asking someone to hang out with you	Tells everyone your secrets
Letting others join in your game	Doesn't treat your belongings with respect
Asking how someone is feeling	Puts down your ideas in a mean way
Telling the truth	Is super jealous of things you do
Giving someone a compliment - saying something nice about them.	Talks behind someone's back about them
Being supportive of you	
Listens to what you have to say	

Activity 11: You've got a friend in me

Overview

This activity helps to recognise and celebrate similarities and differences between ākongā. Through this activity ākongā are able to understand their peers better, and recognise that they have more in common with each other than they might think.

This activity promotes inclusivity and acceptance of all, while recognising how we all have our own differences.

NZC Links

Learning intention: Ākongā will recognise and explore personal similarities and differences between themselves and their peers.

Key competencies: Relating to others, participating and contributing.

Resources required

- Statements
- Speaker and music – “You’ve Got A Friend in Me” from Toy Story
- Large space to move.

Teaching and learning process

This activity can be done in a number of ways. Below are two ways the activity could be undertaken.

Freeze game

1. Have ākongā dance in the middle of the room. When the music pauses, they will freeze.
2. Read out the statement. If the statement doesn’t apply to them, they will unfreeze and sit down on the spot. Ākongā are able to look around to see who is still standing with them.
3. Everyone joins back in and repeat until all statements have been read out.

High five (Done without music)

1. Have ākongā form a large circle.
2. Read out the statement and if the statement applies to them, ākongā will run into the middle of the circle to form a smaller circle.
3. They will high-five the two people next to them in the circle and then go/run back out again.
4. Continue until all statements have been read.

Reinforce that we all have similarities and we have all differences, this is what makes us human. The world would be boring if we were all the same! Recognising these similarities and differences helps us to be inclusive and accepting of everyone. Allow for kōrero between ākongā to discuss this.

Explain that sometimes we are surprised by how much we can have in common with someone and we don’t even realise it. This can be a great way to make a new friend or form a stronger connection.

Learning journal entry or learning artefact to use as evidence of learning

- Why is it important we recognise similarities and differences between people?
- What is something different about you that makes you special?
- Were you surprised by a similarity you had with someone, what was it and why were you surprised?

Teacher Reflection

- How readily did ākongā recognise similarities and differences?
- What further learning would support further understanding in this area?

Modifications for different levels of the curriculum

- **Higher levels:** Statements could be read out by ākongā. Include statements that require a deeper level of thinking to be used or that challenge assumptions and/or stereotypes or introduce a new topic/content.
- **Lower Levels:** Statements could be simpler and relate more to the ākongā in the class

Resources for Activity 11: You've got a friend in me

Note: Amend these statements to suit your ākongā.

You have a sibling or siblings	You were born in another country	You like to play rugby	You have a pet or pets
You've never been to a different school	You like ice cream	You think you are a kind friend	You like to make people feel happy
You like to play sports	You play an instrument	You walk to school	You have shoes on
You have supported a friend when they were sad or upset	You try not to judge people by the way they look	You think anyone can do whatever job they want to do	Your favourite colour is blue

Activity 12: Compliment Chatterbox

Overview

Chatterboxes can be used for a range of learning processes. This learning activity involves the chatterbox template as a way for ākongā to nurture relationships, connect and compliment one another. Building, maintaining and nurturing relationships are all elements of manaakitanga.

NZC Links

Learning intention: Ākongā will build and maintain elements of manaakitanga.

Key competencies: Managing self, using language, symbols and texts, relating to others

Resources required

- Compliment chatterbox template sheet
- Folding a chatterbox instructions (teachers to source instructions)

Teaching and learning process

1. As a class, discuss what one may put in a compliment chatterbox. Brainstorm examples of statements and discuss how hearing this could make someone feel.
 - Parts of statements could be left blank and the person fills in the gap for each individual they complete the chatterbox with. For example a statement could be; 'you are doing a really great job at ...'
2. Have ākongā write the compliments/statements before adding the colours and numbers, as the compliments are the main point of this learning activity.
3. When adding the colours and numbers; te reo Māori could be used.
4. Allow time for ākongā to go around the class asking people to do their chatterbox. This could be done in multiple ways, some ideas are;
 - In two lines facing one another and swap
 - Donut circle and rotate
 - Splitting into small groups/pairs.

Learning journal entry or learning artefact to use as evidence of learning

- Why are giving compliments to people important?
- How does it feel to receive a compliment?
- How can compliments support social wellbeing and mental and emotional wellbeing?

Teacher Reflection

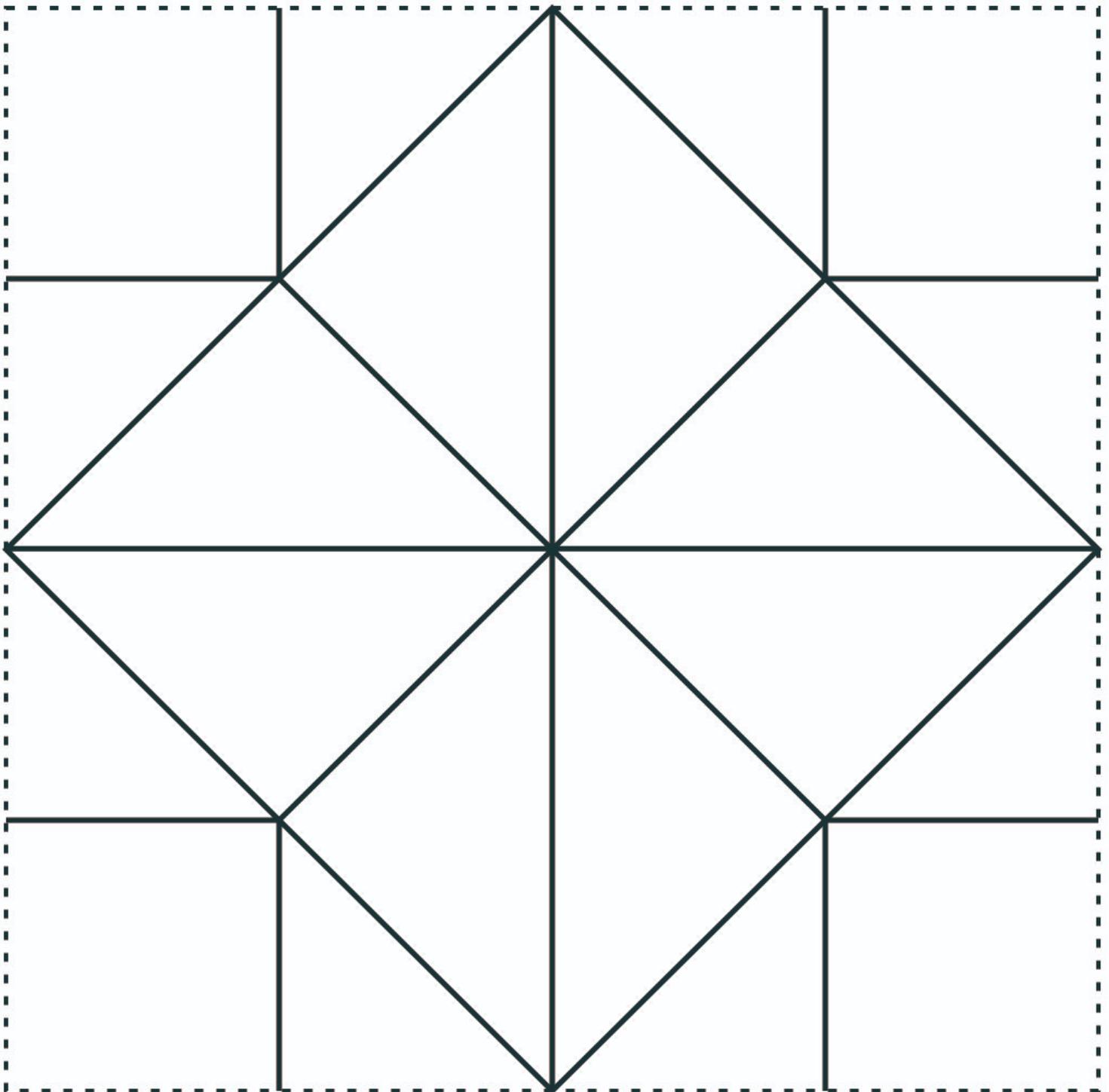
- Did ākongā appear comfortable giving and receiving compliments?
- Are ākongā able to make connections across different aspects of wellbeing?

Modifications for different levels of the curriculum

- **Lower levels:** Will most likely require help with the folding so these could be made collaboratively in small groups to promote discussion, explore different values and sharing.

COMPLIMENT CHATTERBOX

- Colour the outside squares & number the small triangles.
- Write something nice or a compliment in each of the bigger triangles.
- Cut along the dotted line and follow the instructions to fold.



Activity 13: Challenges and Conflict

Overview

This learning activity explores challenges and conflicts in different types of relationships. This activity is directed at higher levels of the curriculum, although the scenarios could be adapted to suit lower levels.

This learning activity examines conflicts in relationships through various different scenarios encouraging critical thinking and forming solutions. Ākongā can then be reminded of how they might apply these skills in their own lives and relationships.

NZC Links

Learning intention: Ākongā will explore conflict and challenges in a range of relationships and discuss how wellbeing can be supported during these times.

Key competencies: Thinking, using language, symbols and texts, relating to others

Resources required

- Challenge and conflict scenarios
- Question sheet
- Sheets of paper, pens, scissors.

Teaching and learning process

The scenarios can be used in multiple ways. Ākongā could work through the scenarios and questions individually or in small groups, doing a pass the paper type activity with groups each getting to add their ideas to the scenario, an expert jigsaw, or an 'up and move' where the small groups change after each scenario.

1. Explain that through life we associate with many people for lots of different reasons, and sometimes we don't always get along with people or we have our differences. This can create challenges and/or conflicts in our relationships.
2. Set up the scenarios in the desired way and complete.
3. Reinforce that we all may have different ways of dealing with these conflicts or challenges and we might feel different feelings and emotions because of these challenges. We can use the solutions that we've discussed in our own relationships if we have disagreements or challenges to support our own and others' wellbeing.

Learning journal entry or learning artefact to use as evidence of learning

- One way I can support my own wellbeing during relationship challenges or conflicts is ... I think this would work well for me because ...
- One way I can support others' wellbeing during relationship challenges or conflicts is ... I think this would work well because ...

Teacher Reflection

- How well did ākongā participate and contribute to the activity and engage in discussions?
- What further learning could follow around managing conflicts and challenges in relationships?

Modifications for different levels of the curriculum

- **Lower levels:** Adapt scenarios to become more relevant to current issues in the school or class.

Resources for Activity 13: Challenges and conflict

Scenarios (amend to suit ākongā)

“A New Friend”

Morgan has made a new friend Ash at soccer. Morgan and Ash are both really competitive so they train super hard in hopes they will win their soccer games. Ash has started asking Morgan to come over for a play date after soccer on Saturdays and hang out before training on Mondays and Wednesdays.

Morgan likes hanging out with Ash but wants to spend time with school friends too. Ash gets annoyed when Morgan says this, and asks to hang out more and more.

“Three's a crowd...”

Mikaere, Jaymie and Kendall have been friends for two years. Recently at school Jaymie has been saying that she doesn't like Kendall anymore. When Kendall went to join in the game they were playing, Jaymie ran away from Kendall and told Mikaere to follow. Mikaere knows that Kendall will feel sad if they run away, but thought it might be okay to run away once.

Jaymie has continued running away from Kendall every day for a week, and Mikaere doesn't like it. Mikaere wants to be friends with everyone but when Mikaere stays to play with Kendall, Jaymie is mean to both of them.

“Spencer's Secret”

Spencer thinks Delta is really funny and has lots of fun when they hang out together. Everyone at school says that Spencer has a crush on Delta, and they are right. Spencer likes Delta and wants to be in a relationship together.

When people at school tease Spencer about it, Delta says “we are just best friends, I wouldn't date my best friend”. When Delta says that it makes Spencer sad. Spencer doesn't want to tell Delta he likes her, in case it makes their friendship different. Spencer decides to keep his feelings to himself.

“Bro-Code?”

Ricki and Abby were in a relationship for three months and have recently just broken up. Abby dumped Ricki because Lachlan told Abby he has a crush on her.

Lachlan asked Abby to be his girlfriend, which made Ricki mad. Ricki told Lachlan that “they aren’t friends anymore because bro-code was broken”. Ricki told his dad about the situation, Dad said “a girl shouldn’t break up your friendship, get over it”.

Ricki is even more annoyed and angry because he feels like no one understands his feelings.

“Lolly Thief”

Anahera and Aspen stayed inside the classroom at lunchtime to finish their science fair project. Aspen asked Anahera if she liked lollies. When Anahera said yes, Aspen went into their teachers cupboard and took some lollies out of the lolly jar.

Anahera told Aspen “you can’t do that, put them back” but Aspen didn’t listen and ate them anyway. Anahera put her lollies back in the jar and asked Aspen if he had stolen Mr B’s lollies before. Aspen replied “all the time but don’t tell Mr B or I’ll say you eat the lollies as well”.

Anahera wants to tell Mr B about Aspen, but doesn’t want to risk getting in trouble.

Examples of questions to ask about the scenarios:

What are the challenges present in the situation?	How might _____ feel in this situation and why?
What are two strategies _____ could use to deal with these challenges?	How might _____'s wellbeing be impacted by these challenges?
How might the other people in the situation feel and why?	How might others' wellbeing be impacted by the decision of _____?

Example of a more in-depth scenario:

Jenny and Mack

Jenny is year 6 at Lakeside Primary School, and currently has a group of friends at school who she loves. Next year Jenny is moving to a different school, while all her friends are staying at Lakeside Primary for intermediate there.

Lately Jenny has been feeling really sad about moving schools and told her step-mum this. Her step-mum told her to “enjoy the time she has with her friends and make the most of it”. Jenny has been trying really hard to have so much fun with everyone at school and have play-dates with people on the weekends.

Jenny’s friend Mack is jealous that their friends are spending so much time with Jenny so has been telling their friends ‘they should stop hanging out Jenny because she’s just leaving anyway’. Some of Jenny’s friends have agreed with Mack so have been leaving Jenny out of activities.

Mack didn’t invite Jenny to their birthday party, and told Jenny “I’d rather invite someone new who I can grow a friendship with than invite you because you’re not here next year”. Jenny feels really sad that Mack is being like this and just wants to keep enjoying her last term at Lakeside Primary. Jenny is starting to become more excited about having the opportunity to make more new friends.

Identify the challenges in Jenny and Mack's relationship:

Give three strategies of how Jenny and Mack can resolve or improve these challenges:

- 1.
- 2.
- 3.

How might Jenny's wellbeing be impacted by these challenges?

Taha Hinengaro

Taha Tinana

Taha Whānau

Taha Wairua

Activity 14: I am...

Overview

This learning activity uses affirmations to encourage positive self-talk.

Affirmations are a great way to encourage positive self-talk from ākongā. Saying the affirmation out loud or continuously seeing the affirmation is important for believing. Affirmations can help to alter subconscious thoughts, directing thoughts in a more positive way which can help to empower ākongā.

NZC Links

Learning intention: Ākongā will explore dimensions of taha wairua and taha hinengaro through the use of affirmations.

Key competencies: Managing self, participating and contributing

Resources required

- Affirmations
- Paper/card/popsicle sticks
- Jar/box.

Teaching and learning process

1. As a class, brainstorm positive qualities that people can possess: brave, kind, caring, helpful etc. Discuss what these qualities mean and what each looks like in practice.
2. Write each of these on paper, popsicle sticks, or card in this format: I am **brave** when...
3. Put these in a jar or box for ākongā to pull out.
4. Once ākongā pull out the affirmation, have them say it out-loud or read it to them and ask them to repeat it, thinking of an example of how they enact the quality. For example: I am **brave** when I am **trying something new for the first time**.

Affirmations could be used daily, weekly or where necessary.

Learning journal entry or learning artefact to use as evidence of learning

- Ākongā write five qualities they possess with an example for each. For example: I am **brave** when I am **trying something new for the first time**.

Teacher Reflection

- What impact does positive self-talk have on ākongā?

Modifications for different levels of the curriculum

- **Higher levels:** Change the vocabulary used/explore more complex qualities. Explore what each affirmation means in greater depth.

Activity 15: Changes in Life

Overview

This learning activity explores and discusses ideas surrounding changes in life. Talking about change and the associated feelings and thoughts that come with change is an important part in coping with the changes one faces in everyday life.

The learning activity is comprised of two parts:

- Part A - the drawing of a road map/life course identifying any changes in life, proud moments, important life events.
- Part B - scenarios that discuss different changes one may face in life. Allowing ākongā to identify any associated feelings with different changes, and explore ways to help navigate these changes.

NZC Links

Learning intention: Ākongā will recognise life changes, experiences and memorable events that have shaped their life path. Ākongā will explore various changes in life that one may experience and the impact of the associated change in regards to wellbeing.

Key competencies: Thinking, using language, symbols and text.

Resources required

- A4 or A3 paper
- Felt pens/pencils/crayons
- Changes in life scenarios

Teaching and learning process

Part A:

1. Draw a road, life path/life course identifying any changes in life, proud moments, important life events.
2. This could be done as class for a hypothetical person or scenario, or done individually.
3. Examples may include; New baby in the family, move house, parent divorce, new school, or starting school, different friends, earthquake, flooding, pandemic, house fire, starting a new sport/hobby/activity, Someone passing away, winning an award, meeting an idol, conquering a fear.

Part B:

1. This learning activity has scenarios that are aimed at both lower and higher levels of the curriculum.
2. Use the scenarios to explore different changes we might experience in life. This activity helps ākongā to identify associated feelings with different changes, and ways to help navigate these changes.
3. Questions to ask:
 - How is the person feeling in the situation?
 - Do we all feel the same way about situations?
 - What are some other ways that person could feel in the situation?
 - Reinforce that we all experience different feelings in situations, or times of our lives. Some people could be happy about a new baby, others might feel jealous. All of these feelings are okay. We might experience a range of feelings or more than one feeling in a situation.

Learning journal entry or learning artefact to use as evidence of learning

- Why is it important for my wellbeing to manage changes across life?

Teacher Reflection

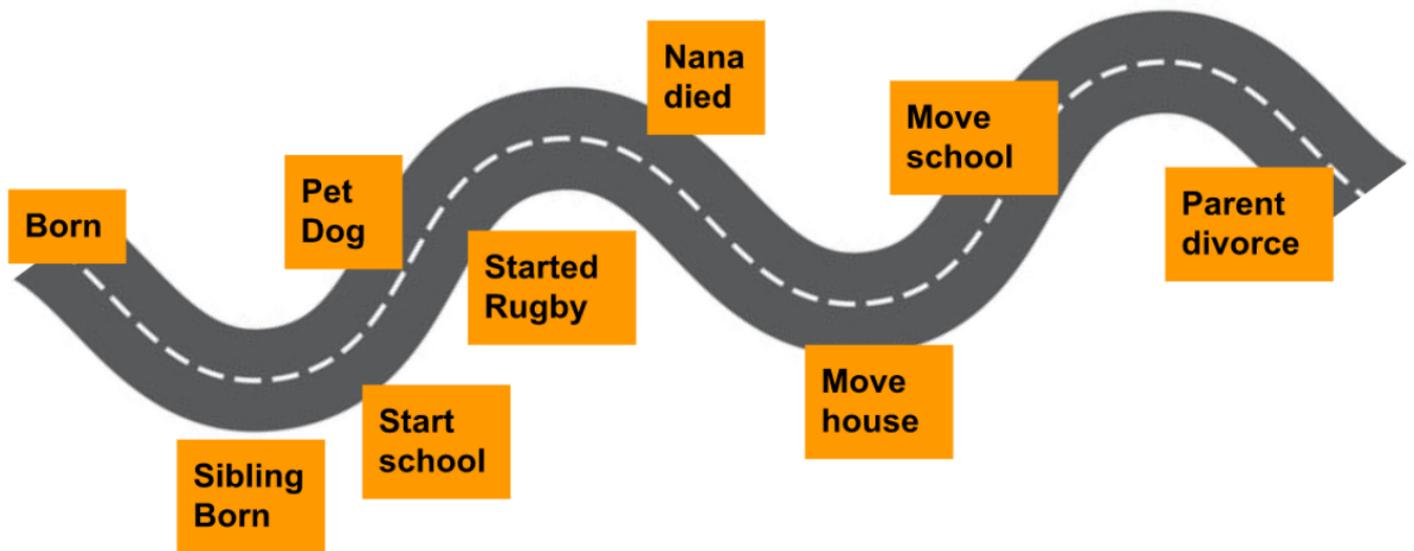
- Were ākongā able to identify a range of changes across life, and understand the importance of managing changes?

Modifications for different levels of the curriculum

- **Higher levels:** The exploration of more complex emotions associated with change, how emotions can vary between people, what some common emotions may be and how we can support ourselves and others in these times of change.

Resources for Activity 15: Changes in Life

Example roadmap:



Example of changes/life events might be:

- New baby in the family
- Move house
- Parent divorce
- New school, or starting school
- Different friends
- Starting a new sport/hobby/activity
- Achieving a goal
- Someone passing away
- Winning an award
- Meeting an idol
- Conquering a fear
- Event; earthquake, flooding, pandemic, house fire

Scenarios:

Frankie has a new baby at home. Frankie loves being an older sibling!	Jonah moves to a new school. Jonah is nervous about starting a new school.
Aiko got a new rugby coach this year. Aiko likes last year's coach better.	Jordie's parents have split up. Now Jordie has two houses.
Brooklyn's dad has a new partner. Brooklyn likes dad's new partner because they play board games together.	Remi has a new step-sibling called Quinn. Quinn and Remi have become good friends, Remi likes having a step sibling.
Fetu will be in a new class next year with a new teacher. This teacher is really sporty, Fetu loves playing sports.	Kiti has started at a new dance studio. Kiti doesn't know anyone but hopes to make some new friends.
Tyla's mum has started a new job and is away a lot. Tyla misses mum when he is away for work.	Jo decided to play hockey this year. Jo hasn't played hockey before and is finding it hard to learn all the rules.

Questions to ask:

- How is the person feeling in the situation?
- Do we all feel the same way the situations?
- What are some other ways that person could feel in the situation?

Scenarios that may be suitable for older tamariki:

Kai on the Move

Kai and his family have recently moved to a different city because Kai's mum got a new job. Kai was excited to move into a new house because he gets to decorate his bedroom how he wants it to look.

Moving cities means Kai has to start a new school. Kai loves making new friends but can sometimes be shy, especially when he is nervous.

Kai has made friends with his new neighbour Lucy. Lucy has said Kai can play with her at school, which made Kai feel more comfortable. Kai has found out that they are not in the same class, which makes him very nervous to start school as he doesn't know anyone else.

What are the changes that happened in the scenario?

Give one solution to help Kai feel more comfortable starting his new school:

Sally and Paige

Sally's mum has met a new partner Sam and they have been dating for six months now. Sally's mum has introduced her partner Sam to Sally and Sally thinks Sam is really nice. Sally is happy that her mum is happy. Sam has two children, Paige and Theo. Paige is the same age as Sally, but Sally doesn't like her.

Sally doesn't like it that Paige plays with her toys and cuddles her mum. Sally is finding it really hard because Paige and Theo are spending more and more time with Sally and Sally's mum. Paige really likes Sally so doesn't understand why Sally won't play with her and be her friend.

Identify three ways Sally is feeling in the situation, and how you know she is feeling this way:

Give Sally one solution to help change this feeling:

Emma and Lulu

Emma and Lulu would be picked up by Dad every day after school. Dad's hours have changed at work so now they go to their schools after school care programme.

Emma and Lulu really like going to after school care because the teachers there are really kind and fun. Lulu loves doing all the crafts, especially painting and getting to hang out with her friends. Emma likes playing the sports, but sometimes wishes she could be at home instead because she gets tired after a day at school. She misses Dad picking her up from school, but doesn't want to tell Dad as he loves working his new hours.

Identify the different ways Emma and Lulu are feeling:

Give Emma three solutions for how she could deal with this change:

Addi and Grandpa

Addi's grandpa has recently moved into Addi's family home to live permanently.

Grandpa has been teaching Addi how to play lots of different card games, and reads Addi stories every night before bed. Addi likes spending so much time with Grandpa although has found the change hard because mum and Grandpa have been having arguments. Addi doesn't like when they argue.

What is the change occurring in the scenario?

Identify two ways Addi is feeling about the situation:

Give two solutions to how Addi could navigate or change this situation:

Harper & Curtis

Harper and Curtis have been friends for a long time. They don't go to the same school, but they see each other at least once a month for a catch up because their families are friends.

Curtis and Harper's families often go on holidays together to the lake. They all stay together in a bach, and spend their days swimming, boating and doing water sports. This year Curtis brought his friend Fergus to their family holiday. Harper didn't take a friend because she likes to spend time with Curtis, so feels annoyed that Curtis brought Fergus along.

Curtis and Fergus keep doing the things that Harper and Curtis love to do when they are at the lake. Going kayaking together is Harper and Curtis' favourite thing, but they haven't done that yet because Fergus is there. Harper feels jealous and doesn't want Fergus to be with them on holiday ever again!

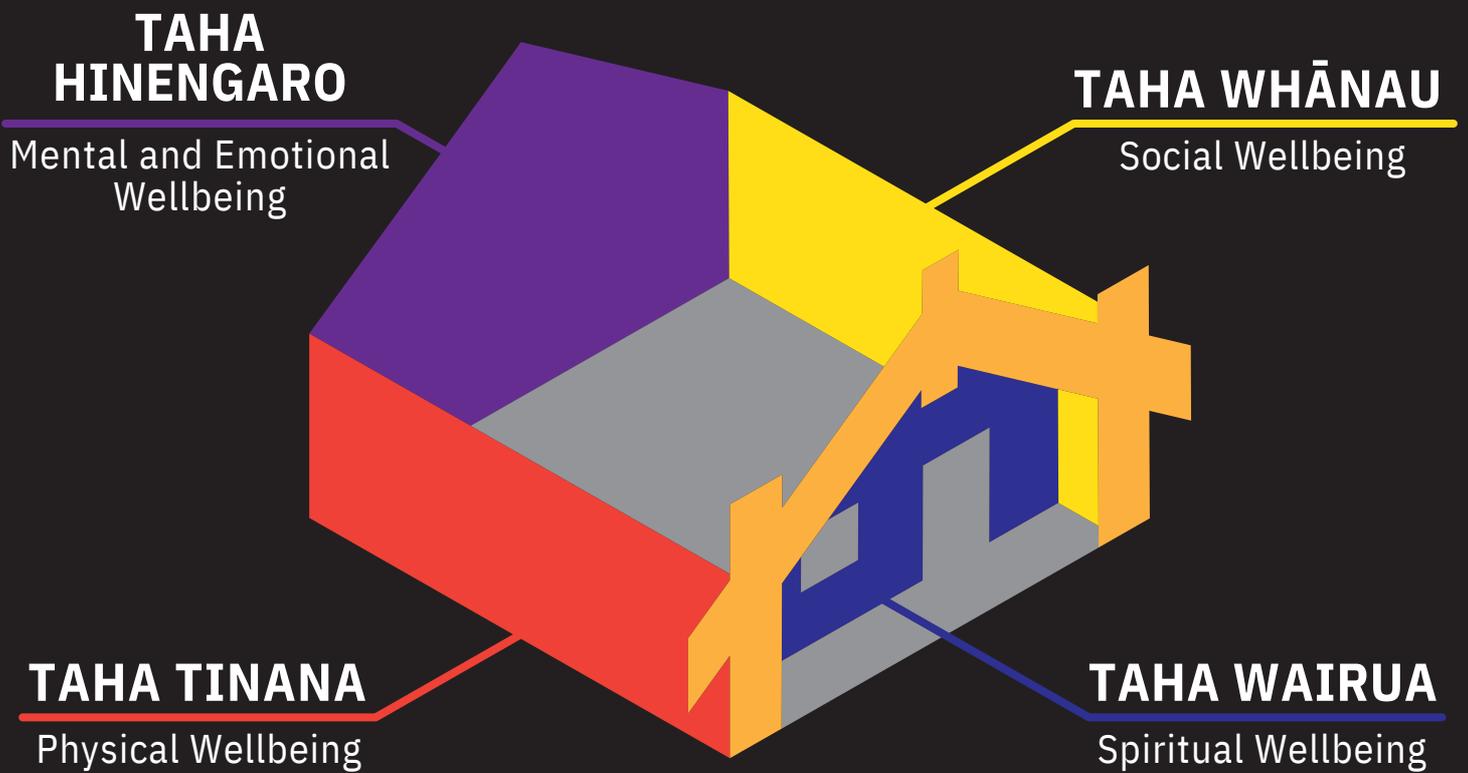
Identify three ways Harper might feel because Curtis brought Fergus on family holiday:

Give two solutions that might make Harper feel differently about the situation:

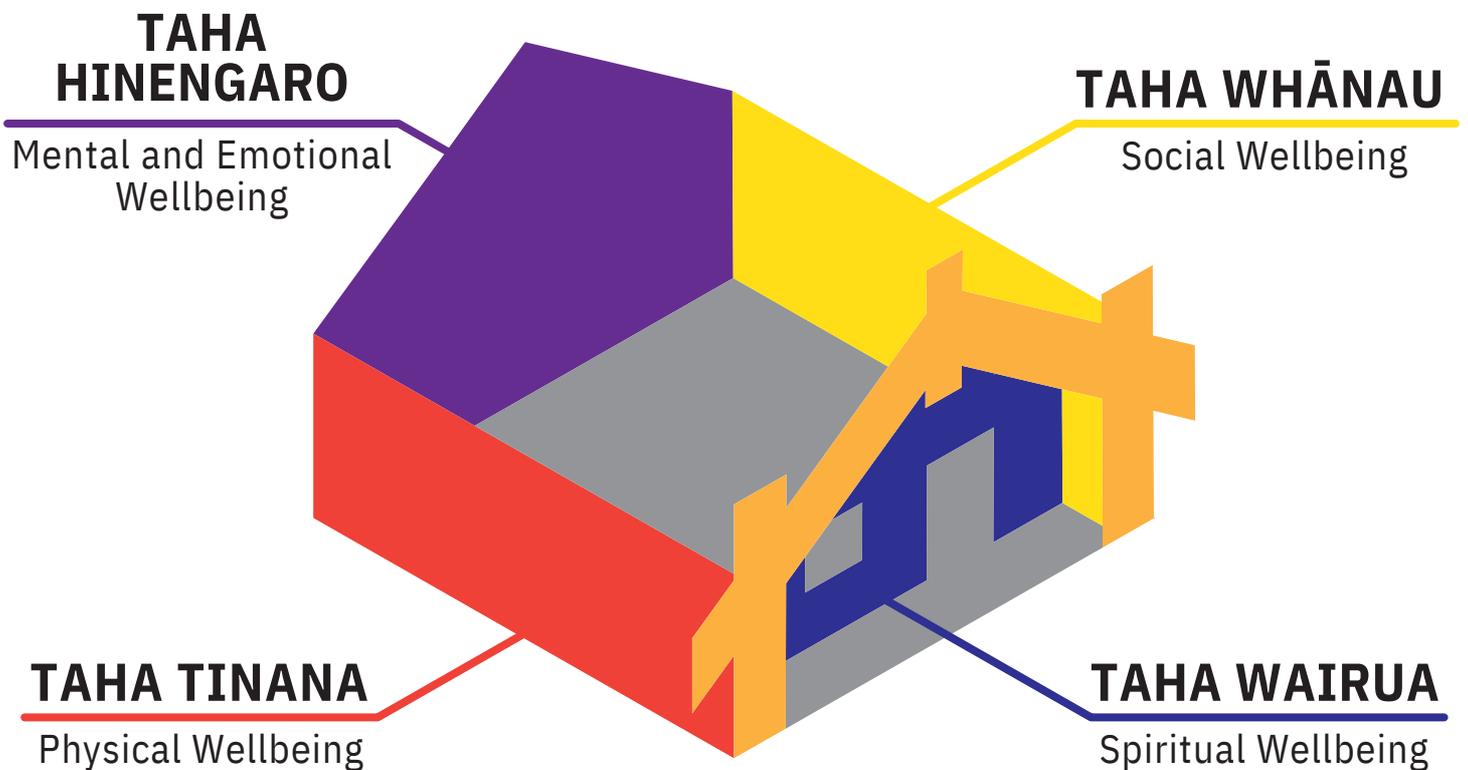
Part C:

Te Whare Tapa Whā images

Te Whare Tapa Whā



Te Whare Tapa Whā



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